STUDENTS’ PERCEPTIONS IN THE DEVELOPMENT OF LEXICAL AWARENESS
THROUGH THE USE OF WORD GAMES

YURANI ALEJANDRA BULLA BURITICÁ
KAREN DALILA RAMÍREZ MORENO

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
FACULTY OF SCIENCE AND EDUCATION
TEACHER EDUCATION PROGRAM MAJORING IN ENGLISH
BOGOTA D.C., 2015
STUDENTS’ PERCEPTIONS IN THE DEVELOPMENT OF LEXICAL AWARENESS THROUGH THE USE OF WORD GAMES

YURANI ALEJANDRA BULLA BURITICÁ
20101165066
KAREN DALILA RAMÍREZ MORENO
20101165057

THESIS DIRECTOR: PAOLA MURILLO SERRANO

A thesis submitted as a requirement to obtain the degree Bachelor in Basic education majoring in English

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

FACULTY OF SCIENCE AND EDUCATION

TEACHER EDUCATION PROGRAM MAJORING IN ENGLISH

BOGOTA D.C., 2015
Note of acceptance:

Thesis Director: ________________________________

Paola Murillo Serrano

Juror: ________________________________
Universidad Distrital Francisco José de Caldas.

Acuerdo 19 de 1988 del Consejo Superior Universitario.

Artículo 177. “La Universidad Distrital Francisco José de Caldas no será responsable por las ideas expuestas en el trabajo”.
ACKNOWLEDGEMENTS

We want to thank to God and our family by support us in every moment of our lives and specially in our professional development as English teachers.
ABSTRACT

The importance of English in the actual world carries us to conduct this study which was based on the question: What are the effects of implementing word games as a vocabulary learning strategy in order to develop lexical awareness in EFL session? With the purpose to observe how the students perceived the strategy to implement word games in EFL sessions in order to develop their lexical awareness and promote the acquisition of new vocabulary. This project had three main constructs which were word games, vocabulary acquisition and lexical awareness which combined with the cooperative learning approach structured our implementation.

The implementation was carried out in a public school in Bogota city with students of six grade, during one and a half month and consisted on using word games in our EFL sessions to practice the new vocabulary explained previously through visual aids. The outcomes of this implementation allowed us to determine that word games is an innovative learning strategy that contribute with the students learning process not only developing their lexical awareness and facilitating their vocabulary acquisition process but also promoting their cooperation principles during the EFL sessions, at the end of this study there are some aspects that we consider are important to taking into account in further research with the purpose to improve the outcomes.

Key Words: Lexical Awareness, Vocabulary Acquisition, Word Games, Visual Aids, Cooperation Principles and students’ perceptions.
# TABLE OF CONTENTS

Abstract

**Chapter 1: Introduction** ........................................................................................................ 10

1.1 Justification .......................................................................................................................... 13

1.2 Problem statement .................................................................................................................. 15

1.2 Research Questions, Aim and Objectives ........................................................................... 17

**Chapter 2: Literature Review** .............................................................................................. 18

Construct No. 1. Word games ...................................................................................................... 18

Construct No. 2. Vocabulary acquisition .................................................................................... 22

Construct No. 3 Lexical awareness ............................................................................................ 26

**Chapter 3: Pedagogical intervention** .................................................................................... 29

3.1 General and Specific instructional objectives ........................................................................ 30
Students’ Perceptions in the Development of Lexical Awareness Through the Use of Word Games

3.2 Approach to teaching .................................................................30
3.3 Theory of language .................................................................33
3.4 Theory of learning .................................................................34
3.5 Syllabus design .................................................................38
3.6 Learners roles .................................................................41
3.7 Teacher roles .................................................................42
3.8 Instructional material .................................................................42
3.9 Procedures .................................................................43

Chapter 4: Research Design .................................................................44
4.1 Research Paradigm .................................................................44
4.2 Type of study .................................................................45
4.3 Research question and objectives .................................................................46
4.4 Setting and Participants .................................................................47
4.5 unit of analysis .................................................................49
4.6 Gathering instruments .................................................................49
4.7 Validity and Reliability .................................................................53
Chapter 5: Data Analysis .................................................................55

5.1 Students’ perceptions ...............................................................55

5.2 Working together .................................................................58

5.3 Game’s characteristics .........................................................61

5.4 mediation ..............................................................................67

5.5 Learning strategies ...............................................................74

Chapter 6 Conclusions .................................................................76

6.1 Pedagogical implications .......................................................78

6.2 Further research .................................................................79

References ................................................................................80

Appendices/annexes .................................................................85
CHAPTER 1

INTRODUCTION

Taking into account that we are living in a globalized world, which means that we have a constant necessity to communicate with people around the world, and the way to do it is by knowing a foreign language that helps us to communicate, that language is the English, it is the most used language around the world, also it is known as what we consider lingua franca, handling this language ensure us to generate possibilities not only for meeting people, but to study, have access to a better job even give us possibilities to travel to different countries; but learning a language involve more than only grammatical structures, it also require vocabulary helpful to fill those structures.

This project attempts to enhance students’ vocabulary implementing the strategy related to the usage of word games in a cooperative way. This enabled students to acquire the vocabulary in an entertained way and motivated them to participate in the activities proposed for the English sessions; by knowing the vocabulary, word games helped students with their learning process since it is the aspect they need besides the grammatical structure in order to handle EFL and to accomplish the requirements that the MEN (Ministerio de Educacion Nacional) has proposed for the Plan Nacional de Bilingüismo 2004- 2019, this program demands to schools that students at each grade should accomplish a level comprised in the Common European Framework, which states that students in school should have a B1 level by the eleventh grade, as our population are in sixth grade students should have a A2 proficiency level, but is quite notorious that this is not the students’ real level, what is really happening is that students have a very low performance in the English subject, that is why we have decided to conduct a case
study by using an strategy in order to help students to overcome this situation with the strategy presented before. But the focus of the project is to gather the effects that games showed during their implementation, regarding the vocabulary acquisition and its relation with the lexical awareness.

We could determine that students have a lack of vocabulary when during the EFL session they do not seem to manage the vocabulary worked in previous classes and that is the reason why it was difficult to develop the activities which require this knowledge and did not allow us to continue with the accurate development of the class, at this point is when word games take an important role, as vocabulary is going to be introduced by visual aids joined with each game, which are going to be developed through a cooperative learning strategy. The advantage of this strategy is that by playing students acquire the knowledge in an unconscious and pleasant way during the performance of the classes, also with the comfort of working by groups instead of doing it by themselves. Several studies demonstrate that cooperative learning strategies show a significantly higher achievement than the one presented in control classes, Slavin and Chamberlain (1987) point out that “groups must be working to achieve a common preset goal, reward, or recognition, and this recognition must rely on individual learning by each group member”.

In this research report the reader can find in the first chapter the justification of our project when is possible to understand what is our idea in general aspects and what is our motivation to develop this project also in the problem statement we show the specific situation that originated this project, in the same way the reader can find the research question which is
the guide line of the project and finally the objectives, general and specific that is what we want to achieve with the implementation of this project.

In the second chapter will be discussed the theoretical framework when our ideas are supported by different theories of people in the different fields that this study requires, theories as: mental lexicon, vocabulary acquisition and lexical awareness between others as previous studies which are the basis of our project.

In the third chapter we expose our research design taking into account the population, type of study, research question and objectives, participants, unit of analysis, data collection instruments and procedures, type of data and finally the validity and reliability of our study.

In fourth chapter we define our general and specific objectives, the approach to teaching, the theory of language that we consider the most suitable, and the theory of learning, also the design in which we include the syllabus, types of learning and teaching activities, materials, procedures, and finally the learner roles and teacher roles.

After these chapters we are going to find the data analysis that contains the categories that emerge, sampled and discussion of them, the conclusion which answer to our research question and the discussion about how the objectives set initially were met, also involves the aspects that will lead to a further research and pedagogical implications, these correspond to chapter number six, and finally are the references that help us to develop this project.
“If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh,” (Hammer, 1991, p. 153).

There are relevant aspects involved when teaching EFL that contribute to the language acquisition process. In our case we could notice that students have many brilliant ideas about the proposed topics in classes but at the same time they have difficulties in communication and interaction due to the lack of vocabulary, which does not allow them to share these ideas and thoughts.

That is why we pretend to deal with vocabulary. According to Krashen (1982), language is essentially its lexicon. He stresses the importance of vocabulary and views language as a vehicle for ‘communicating meanings' and ‘messages’: Acquisition can take place only when people comprehend messages in the target language” (Krashen, 1988). Taking this into consideration, it is important for us to contribute, in one hand, with the improvement of the students’ communicative skills developing the lexical awareness in a natural and meaningful way through the implementation of word games and, by the other hand, to promote the students’ ‘learning process through the development of cooperative work’ principles. Therefore, it was a motivating aspect in order to carry out this project.
This strategy has shown very good results in previous studies related to vocabulary acquisition, one of which is evidenced in the article *the cognitive benefits of play: Effects on the learning brain*, from parenting science journal: “Playful behavior appears to have positive effects on the brain and on a child’s ability to learn. In fact, play may function as an important, if not crucial, mode for learning” (Johnson & Johnson, 1991). Dewar (2008 – 2014) sustains that “competitive word games can be used as a communicative approach to promote learners’ motivation for learning a foreign language. These games can not only diversify the language teaching methodology, but also provide more fun and interest in the language classroom; besides, they can produce a lively atmosphere in the classroom which makes vocabulary instruction more effective.”

During the development of the project, firstly we are going to provide a strategy which is going to facilitate the vocabulary acquisition likewise this strategy is going to be combined with cooperative learning approach in order to promote the students mediation and cooperative work principles at the same time they develop their lexical awareness during the solving games process. Secondly, we expect to collect the students’ perception about the contribution of the strategy in the lexical awareness development with the purpose to identify if this fulfills the communicative needs of the students. Finally, Taking into account the ELT field, our project contributes in different aspects as the creation of dynamic curriculums, avoid traditional and bored strategies and use the games for specific purpose not only vocabulary, but also grammar, pronunciation and for communicative language teaching.
1.2 PROBLEM STATEMENT

During the process of our pedagogical intervention in the “Colegio Republica de Colombia” with sixth graders, we were able to identify some issues in the development of the classes and the most concerning was the fact that students did not have enough vocabulary to communicate with. By carrying out a “hang-man” game making emphasis on adjectives, colors and body parts, we could realize that students’ lacked vocabulary to be able to actively participate and engage in language lesson. Rather than provide the proper letters to complete a word, students tried to make up a possible word-related answer once they had an idea of what the whole word could be: they identified “something” without being aware of the meaning of the words they guessed, but randomly answering things that were not related to the focus topic.

Then we thought: What can we do in order to help them enhance vocabulary when they are learning a foreign language? What strategy should we implement in this situation? As this occurred, the idea of implementing word games emerge, and at the same time the development of this research project took place regarding the importance to fulfill students’ needs in the vocabulary learning process in EFL classes at a public school, which is a different strategy than the one they were using in their regular English sessions that only provided them with grammar structure and filling work sheet activities, which is only a mediation with oneself (Guerrero, 2007). What we attempted to do with this strategy is not only to provide them with vocabulary in a funnier way, but also to promote students’ lexical awareness.
Another aspect we wanted to change was classroom arrangement because as it was mentioned before, students used to develop the activities individually. So what we did was to implement *cooperative learning* (Slavin, 1987; Johnson & Johnson, 1994) in which the activities were set to be developed by groups, something that encourage students when performing any activity. This was defined by the reaction that students had when we asked them how they preferred to work: in groups or by themselves.

This project attempts to show that meaningful learning in students can be achieved when *long term* and *short term memory* are stimulated through the development of different vocabulary activities which are perceived by students as games. Our main goal is to lead students to be aware of the vocabulary they had acquired: managing their *mental lexicon* which is in charge to organize the words that we learn in our brains.
1.3 RESEARCH QUESTION

What are the effects of implementing word games as a vocabulary learning strategy in order to develop lexical awareness in EFL session?

Sub question

- What are the students’ perception in front of the development of lexical awareness through the implementation of word games as a vocabulary learning strategy?

Objectives

General

- To reflect about the effects of word games in the development of lexical awareness

Specific

- To collect the students perceptions about the development of lexical awareness through the implementation of word games as a vocabulary learning strategy.
- To identify what are the cognitive strategies used by the students in order to solve the word games
CHAPTER 2
LITERATURE REVIEW

Nowadays foreign language teaching is a hard practice that requires more than filling books or repeating grammar information. The actual students claim different activities that can be able to catch their attention and transmit them content in an easier and funnier way, that is why the use of games in classrooms emerged to bring a new proposal that accomplish developing language skills through an activity which includes real language and real contact in a relaxed environment.

According to The Longman Dictionary of Language Teaching and Applied Linguistics (Richards, Platt, & Platt, 1995), games are defined as “an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language” (p. 89). Include games in EFL classrooms is an strategy that has been very criticized because some authors consider that play is an entertainment practice and learning process has to be a conscious and serious in order to be a successful process, never the less other authors consider that inclusion of games in classroom give to the students the possibility not only to experiment the real usage of the target language in a context which is very similar to the real life, but also generate a relaxed environment that allows the students interact in a freeway and increase their intrinsic motivation at the same time that decrees their anxiety through the cooperation.
Taking into account games, they have shown to have advantages and effectiveness in learning vocabulary in different ways. First using games is a good way to increase exposure to vocabulary which enhances students’ vocabulary acquisition. As we know learning is a process by which “information is obtained, stored, retrieved, and used”; therefore, the teacher needs to provide initial encoding of new words and then “subsequent retrieved experiences” (Rubin, 1987, p. 29). According to Schmitt (2000, p. 116), amount of exposure can affect second language vocabulary acquisition, and this not only improves their recall and develops memory processes, but also extends their understanding and associations of vocabulary in an ever expanding network of meaning and use.

Second games not only can maintain students’ motivation in vocabulary learning because they are amusing and interesting, but also in the easy and relaxed atmosphere which is created by using games, students remember things faster and better (Uberman, 1998, p. 18). Thus it helps students learn and retain new words more easily (Nguyen and Khuat, 2003, p. 11). Finally games usually involve friendly competition, and they keep learners interested; these create the motivation for learners of English to get involved and participate actively in the learning activities.

Third, games can provide students with intensive and meaningful practice of language (Wright, Betteridge, and Buckby, 2005, p. 11). In fact, most vocabulary games make learners use the language instead of thinking about learning the correct forms (Lee, 1995, p. 78). Colin Baker (2000) reports:
“Young children learn languages as naturally as they learn to run and jump, paint and play. Young children are not worried by their language mistakes, nor about not finding the exact words.... Language acquisition is a by-product of playing and interacting with people.”

Hadfield (1984, p. 127) shares the same view as Colin B that games can provide an opportunity for real communication and bridge the game between the classroom and the real world. In this way language games allow the use of meaningful and useful language which is used in real contexts at the same time that they are able to provide a chance for students to use the language that they have learnt.

Now there are many types of games that can be applied in EFL classrooms. Particularly in this study we are going to work with word games: these games are computer or non-computer games used as an instructional tool in learning new words, and generally engaged as a source of entertainment, but have been found to serve an educational purpose (in learning words) as well (Allery, 2004).

Using gaming ensures that all participants are winners and all have the opportunity for involvement and to engage with experiential learning. (Allery, 2004). There are two types of word games, Cooperative game: a game where groups of players may enforce cooperative behavior, hence the game is a competition between groups of players not among individuals (Hadfield, 1994).
Competitive game: a game in which different individual players participate, not different groups (Hadfield, 1996). Johnson & Johnson (1991) explain us in their study that there are three ways of interaction cross handicap, cooperative, competitive and individualistic; in the first one the students just achieve their goals if their partners whom they are cooperatively linked to achieve the goal, in the second one, the students just achieve their goals if their partners fail to achieve their goals, and the last one the achieving to the goals is independent to the others fail or success. Each structured goal promote a different kind of interaction which has a direct influence in their self-esteem, as the main goal of the Johnson’s study is compare the different effects of cooperative, competitive and individualistic learning experience on the self-esteem, at the end of this study Johnson & Johnson (1991) say “the result indicated that cooperative learning experiences promoted higher self-esteem to a greater degree than competitive and individualistic learning experience (…) competition seemed especially destructive of self-esteem for severely handicapped students.” Based on this kind of evidence and taking into account that we pretend to work in the vocabulary learning we have decided to implement cooperative word games.

In order to implement this kind of games is important to clarify some aspect which constitutes a key part in the success of the implementation especially if the role that we are performing is the teacher one.

Nowadays and according to Krashen (1985) we are facing the distinction between acquisition and learning a second language, and which one we must work with. In one hand we have the process of how we develop the ability in the first language which is the acquisition, is resembling for not to say the same to the process that it can be developed in the second language
acquisition, this is a subconscious process in which the one who is acquiring the language is not aware that he or she is acquiring a language, and they are only aware that they are indeed using the language, in this distinction the ones who are acquiring the language had a feeling of correctness, when they produce they know that it is right but they do not know why it is right, this process can be known as an informal learning or an implicit learning and this distinction is refer to children process, but in the other hand there is the learning process that in contradistinction to the acquisition process, the learning process is a conscious knowledge regarding a second language, this one connects rules or and the awareness of them, learning as such is knowing a language, letting this one as a formal knowledge or as an explicit learning, some theorists affirm that children acquire while adults only learn, but acquisition-learning theory says that adults can also acquire a language and the ability of “picking up” languages remains despite having passed the puberty.

An strategy that teachers can implement in class is the scaffolding, this is about to provide to the students the support they need to accomplish a task and in this way help students to learn new concepts in an easy way, there are students who need more scaffolding than others, the role of the teacher is to break down the information for the student who needs this help in order to students understand what the topic was about and to achieve the goal that activity proposed, in this the student is going to low his/her anxiety and have more confidence; With the scaffolding, students have the opportunity to get to use the prior knowledge that they have related to the actual topic, this knowledge will be a support for the new topic, and the new information should be placed in a further level that the student have.
There is another theory proposed by Krashen (1985) that shows us how we can use either acquisition or learning in our process. Acquisition is the responsible of how we initiate an utterance and also it is responsible for the fluency, the only role that learning plays is a monitor or an editor, because it is the only moment when we are going to make any change in the utterance after it has been created by the acquisition system.

Now we need to consider that in our study both, acquisition and learning are involved, this is because word games provide them with an environment that lead student to internalize the knowledge but they are not going to be aware of it, because they are going to be more focused on the development of the game than in the vocabulary as such. We do not need to let behind the learning process because we need to take into account that this study is being carried out in a formal context and that is when we teach in formal classes providing them not only with the vocabulary but also with grammatical structure too, and they are quite conscious about what they are learning.

According to the scaffolding theory we as teachers need to conserve that strategy, and especially in our case it is really important because we are working with kids and preadolescents and if they feel comfortable with what they are learning/acquiring and if they feel confident regarding what they are doing, then the results are going to be great. It is not a secret that a student engages with the class will have a better performance throughout it. This is the process of how we learn another language, but now we need to consider how we use that knowledge, and to be more specific how we use the vocabulary we learn, because if we
actually know a word it is because it is already in our memory, now we are going to talk about the way we can approach to a word.

We consider we have access to the words taking into account the way they are spelled, knowing how it is pronounced, and its rhythm, even with the frequency that word is used, but there are other words that share all these information but also have in common a morphological structure, such as prefix and suffix, and with those parts of the word we also can make connections to another words that we also have.

The way we access to our mental lexicon is loaded in our minds, with content of similar words when we are narrowing the search, something totally different from what we do with a written dictionary, that we are only looking for a specific word but we do not check the meaning of the words surrounding. It has been demonstrated that we can recognized a word when we are listening to it, and we access to the word so fast that when the other person had stop talking we already know what was the word. It is important to know that many researchers investigate about the mental lexicon and how it is organized by comparing the speed in which people is able to recall a word.

At this point we can remit ourselves to the cohort model proposed by William Marslen-Wilson and Lorraine Tyler in the 1980 which consist in three stages: Access, selection and integration; it begins with the first two parts of the speech, then when we hear those phonemes our mental lexicon activates, as much words as it can be kept in mind that are related ones, and those words are also known as the cohort, this happens in the access stage, then in the “activation
and selection” stage all the words that are not the one we are looking for are going to be discard because the more words came in the more neurons are going to be activated to do this process, this process will continue until only one word remains activated. Finally, in the integration stage, it incorporated the semantic and syntactic properties of the activated words in the high-level of the utterance representation.

Now we need to think about the fact that we are not accessing to our mental lexicon but we are activating it, how so? As we know the mental lexicon is saved under a neural structure in the brain, so every time we see a word or when we listen a word, that will be a stimuli and it will go through the neural structure, and during this process it is going to be activating different parts of the brain, then all relays on the stimuli, because depending on the kind of stimuli a determine area or part of the structure is going to be activated.

There is another theory that is different than the one mentioned before in which the mental lexicon is conceived similar to real dictionary, and it consist in going entry by entry, then if we hear the word, the search is going to be determine by the acoustic input, this will match with a list of entries organized by the frequency which the word is used, but as it was mentioned before, the access code is fundamental to access to the dictionary; but there is not only one list, there are two, one is coded phonologically and the other one is coded orthographically, in any case even if the word is read or hear, there should be a matching with any of those lists, and finally the word will be address.
And as Gairns and Redman (1986) state, there are some aspects that interfere with the storage of the words, one is the frequency, if a word is used with some frequency it is most possible that the word be stored properly, but if it is not very frequent then probably the word will not be stored; another important aspect is the frequency of use, because it is easier to recent words that might be at the top of the list than the ones used a long time ago.

As the proposal Forster (1976–1979) seem to prove that items that are semantically related are stored together and that there is a “master file” and it has a “peripheral access file”, this contains information about spelling, syntax, phonology, etc.

Considering the whole theory about mental lexicon and what Peter (2013) says:

*Words therefore, act as tokens or vehicles to make language between people possible, and they are the main focus of this study. Words become language when they are combined in a particular way, implying that words keep relationships. However, words fulfill and perform any number of complex functions in language, arguably at its most complex and least understood in the mind of the language user.*

We can move on to the final aspect and most important within this study which is lexical awareness, with the purpose to understand what is and what it is its role, in this study we decided to cited the author Nation (2008) who says

*Developing lexical awareness involves developing an interest and focus on consciously considering aspects of language, language learning, and language use. Lexical awareness can have a range of goals including helping learners gain a positive attitude toward vocabulary learning, improving their learning skills, developing an enduring interest in the analysis of the vocabulary of different languages and of vocabulary use, and increasing their understanding of the ways in which vocabulary is used for a whole variety of purposes.*
With this definition we can notice that lexical awareness have an important role in this study because is related to the purposes and justification.

The knowledge that we have about the meaning of a word depends on the context in which it is used, it is consider lexical awareness. So that a student develop the lexical awareness is necessary to have knowledge about the roots of the words, their suffixes and prefixes and the possible relation with other words, Aitchison & Lewis (1995, p.8) say “Acquiring words involves combining a number of intertwined pieces of information, among which are the following: (1) phonological structure, (2) word class, (3) inflectional forms, (4) rule-governed (i.e. productive) derivatives, and, (5) meaning.” In addition, Carter (1998, p. 23) observes that “words are also characterized through the relations they have with other words. This implies that the meanings of words are often best understood when they are explained in terms of the network that exists between the different senses and sub-senses of words.” The implementation of those theories allow us to fulfill with our purpose of achieve that students develop their lexical awareness in order to complete their foreign language learning process.

O’Malley, (1987) indicates that strategies can be conceived as declarative knowledge that may become into procedural knowledge through a process of practice. In the same way that other complex cognitive skills, the strategies that now are automatic were acquired only by a widespread chances of application. There are two kinds of strategies that a person who is learning a second language usually uses; these are metacognitive and cognitive strategies.
Metacognitive based on controlling learning by planning, monitoring and evaluating, that as is mentioned before is exercise by procedural knowledge, these will be represented into a production system which takes into account the preceding of an action and planning the future, thoughts or behaviors. Paying attention to specific aspects of the input, monitoring and analyzing give us an idea to what task demands means; we need to consider that monitoring is an aspect that characterize a good learner.

Now talking about cognitive strategies we need to consider the principal cognitive strategy which is elaboration, this is when a person relates new information to previous information that provably was already store in the long term memory, also when analyzing and relating meaningfully to portions of the input. The elaborating structures are the basis for other strategies like: deduction, which implies the application of rules, transfer, for example linguistic transfer and inferring that means guessing the meaning through context or prior knowledge. Another principal strategy is the social- affective one, which involves as O’Malley (1987) said, either social interaction or affective control over learning. We can find cases in which students use peer cooperation in order to fulfill a learning goal, or perhaps questioning teacher for clarification, also when students direct their own attention to positive thoughts that forecast a successful task development. (p.16)
CHAPTER 3

PEDAGOGICAL INTERVENTION

This study develops the question what are the effects of implementing word games as a vocabulary learning strategy in order to develop lexical awareness in EFL classes. For that our implementation is related to the social theory of constructivism establishes by (Vygotsky, 1976) which promotes students to learn through the interaction with the others.

As a second important aspect we explain the cooperative learning approach which is the approach considered for the instructional design of this study, based on (Johnson & Johnson 1991) theory and the principles of "structuring positive interdependence (Slavin, R 1987). He establishes a set of principles which are developed by students through a cooperative learning process. Finally we used the mediation principles (Guerrero, 2007.) in order to explain how mediation influence the language learning process.
3.1 Instructional objectives

General

- To promote the development of lexical awareness in students through the implementation of cooperative word games.

Specific

- To promote positive relationships among students by means of working with cooperative word games.
- To uphold cooperative word games that encourage students’ integration of ideas and thoughts with the purpose to construct knowledge in togetherness.

3.2 Approach to teaching

Cooperative learning is an instructional method in which students work together in small, heterogeneous groups to complete a problem, project, or other instructional goal, while teachers act as guides or facilitators. This method works to reinforce a student’s own learning as well as the learning of his or her fellow group members.
Based on previous studies (Johnson & Johnson 1991) that advised about the importance to cooperation role in order to improve the outcomes of the similar studies, we have decide that the most pertinent approach is cooperative learning, in order to create a relaxed and cooperative environment that allow students to develop the games in a proper way at the same time they develop the lexical awareness.

Cooperative learning aims to organize classroom activities into academic and social learning experiences. It is not only the arrangement of the class by making groups, there is much more, and it has been described as "structuring positive interdependence (Slavin. R 1987). Students must work in groups to complete tasks collectively toward academic goals; these activities are developed by asking one another for information, evaluating one another’s ideas, monitoring one another’s work, etc… furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds.

According to Slavin, R: There are two essential conditions needed for the achievement of cooperative learning, the first one is that each group must have a group goal that should be important for all the member of the group, groups may work to earn a certification or other kind of recognition, the second condition is that the success of the group will depend on the individual learning of all group members, furthermore it should be *individual accountability* as well as *group accountability*.

1. Based on this theory the study pretend to develop the next elements in the students; Positive interdependence
1. Students must fully participate and put forth effort within their group

2. Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and for their group

2. Face-to-face promotive interaction

1. Members promote each other's success

2. Students explain to one another what they have learned or what they are learning and assist one another with understanding and completion of assignments

3. Individual and group accountability

1. Each student must demonstrate mastery of the content being studied

2. Each student is accountable for their learning and work, therefore eliminating “social loafing”

4. Social skills

1. Social skills that must be taught in order for successful cooperative learning to occur

2. Skills include effective communication, interpersonal and group skills

   1. Leadership

   2. Decision-making

   3. Trust-building

   4. Communication
5. Conflict-management skills

5. Group processing

1. Every so often groups must assess their effectiveness and decide how it can be improved.

3.3 Theory of Language

Cooperative Language Learning is founded on some basic premises about the interactive/cooperative nature of language. (Johnson, Johnson, Holubec 1994)

Premise 1: all normal children growing up in a normal environment learn to talk, we are born to talk.

Premise 2: is that most talk/speech is organized as conversation.

Premise 3: conversation operates according to certain agreed-upon set of cooperative rules or “maxims” (Grice 1975).

Premise 4: one learns how these cooperative maxims are realized in one’s native language through casual, everyday conversational interaction.

Premise 5: one learns how the maxims are realized in a second language through participation in cooperatively structured interactional activities.

Based on the previous theory and observing the language as a social process (Arnold E 1985b) “Even when we talk or write for ourselves alone, we are using language in ways shaped by our interaction with others.” And considering the particular activities that we pretend to
implement (games) Johnson & Johnson (1994) “CLL is used to support both structural and functional models as well as interactional models of language, since CLL activities may be used to focus on language form as well as to practice particular language function” (p194) we consider that our study is supported by structural, functional and interactional models of language, what allow us to develop the main purpose of our study at the same time to help the students to construct their new knowledge (lexical awareness) through the interaction with other classmates during the development of the word games.

3.4 Theory of Learning

Due to we have decided to work with cooperative word games and cooperative learning approach, we consider that social constructivism theory is the most relevant. It is strongly influenced by Vygotsky's (1978) work, and suggests that “knowledge is first constructed in a social context and is then appropriated by individuals. According to social constructivists, the process of sharing individual perspectives-called collaborative elaboration results in learners constructing understanding together that wouldn't be possible alone.”

According to Lantolf (2001) one of the main concepts of the Sociocultural Theory is that the mind is mediated, this means that the relation between the individual and the world is not direct, is mediated by a set of tools, then the individuals according to their needs use these tools in cooperation with the others to control their world, in this order the tools are the mediator between subject and object; (Guerrero,2007.) in her article Applications of Vygotskyan Concept
of Mediation in SLA to *Colombian Applied Linguistics Journal*, establishes three categories: Mediation by dialoguing with one self, Mediation by dialoguing with the other, and mediation through technology.

**Mediation by dialoguing with one self**

Vygotsky (cited by Guerrero, 2007.) considered language as a symbolic tool that allows human beings to mediate between their minds and the outside world. That is why direct teaching of concepts is useless and is needed that the teacher promotes the learning among their students implementing strategies in order to their students mediated between what they know and what they would like to achieve, due to the private speech has an important role as a mediating tool for language learning because it allows the learner to have a dialogue with the self, hypothesize about L2 language, evaluate his/her knowledge, and practice freely before speaking out. (Guerrero, 2007).

**Mediation by dialoguing with the other**

This category is subdivided in two: teacher as a mediator, and peers as mediators
**Teacher as a mediator**

In this category the role of the teacher is a mediator between the learner and the knowledge that pretend be acquired, the teacher is responsible to present to students the new concepts in a meaningful and situated way and help them to appropriate it, promoting the students´ cognitive development; based on socio cultural theory the role of the teacher has to be much more interactive, dialogic and visible. (Guerrero, 2007.).

**Peers as mediators**

Interaction with a peer has a valuable role because contributes with the development of students command of the L2, writing and speaking skills at the same time the peer´s feedback complement the teacher feedback. Wertsch (cited by Guerrero, 2007) said: Vygotsky emphasis in group activities because the origins of higher mental processes emerge from the interaction between or among peers.

Regarding to this concept it is establish five types of negotiation among students: 1) Question; 2) Explanation; 3) Restatement; 4) Suggestion; and 5) Grammar correction, which allow students to exercise their thinking and become aware about what they know and what they do not know.
Mediation through technology

The use of computers and technologic tools has an important role in the L2 learning because allow students interaction not only with the knowledge, saving information and retrieved in any moment and any place, but also with other students, creating groups of discussion which help them to construct a common knowledge, correct mistakes and provide complementing information through links. All this contribute with students ‘writing and reading skills development and thinking process development. (Guerrero, 2007).

This theory is important for our study because constructivism pretend the students reach the new knowledge through active techniques which in our particular case is the development of word games, and at the same time that they reflect about their self-process and collaborate with the others process, also we could feedback the students learning process in a reciprocal way.
3.5 Syllabus design

For the implementation of our project we used the contents established for sixth graders by the school, we had available 2 days per week the first day 2 hours and the second 1 hour, due to this the games were implemented in the 2 hours class and the contents were gave in the 1 hour class.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Contents</th>
<th>Objective</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>diagnosis activity, needs</td>
<td>Pronouns, verb to be, adjectives, alphabet,</td>
<td>To identify what are the contents that students manage and what need to reinforce.</td>
<td>Oral and writing exam.</td>
</tr>
<tr>
<td></td>
<td>analysis and Review</td>
<td>colors, plurals, parts of the body, clothes,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Present simple.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>opposite words</td>
<td>Fat – Thin, Old – New, Big – Small, Open</td>
<td>To identify the principle adjectives in order to describe some people features.</td>
<td>The teachers present the content with the flash cards help and the students describe a famous people in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fast – Slow, Kind – Odious, Smart – Silly. Grammar: adjectives, verb to be, nouns.</td>
<td>groups of three people.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Domino Materials: domino tokens</td>
<td>Adjectives, verb to be, pronouns.</td>
<td>To observe what is the role of the cooperative learning in the development of the word game Students will be able to use previous knowledge related to adjectives in order to develop the word game The students conform groups of three people and 2 groups have to play a domino with the opposite adjectives.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>parts of the body materials: poster</td>
<td>Legs, Arms, Feet, Hair, Hands, Eyes, Mouth, Nose, Shoulders, Ears Grammar: adjectives, verb to</td>
<td>To identify some parts of the body and related them to the own body. The teachers explain the content with a poster help and the students located each part in their body.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dies</td>
<td>Adjectives, verb to be, pronouns and parts of the body.</td>
<td>To identify how students integrate previous vocabulary with the new one when they develop the word game.</td>
<td>The students have a dies with adjectives and parts of the body and they have to draw in a poster a human body image according to the dies characteristics.</td>
</tr>
<tr>
<td></td>
<td>Materials: adjectives and parts of the body dies, poster and markers.</td>
<td></td>
<td>To provide interactive activities to the students in order to promote cooperation and mediation among them.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Clothes</td>
<td>Dress, Shoes, Socks, Scarf, Sweater, Jacket, Pants, Shorts, Shirt, T-shirt, Skirt, Gloves.</td>
<td>To recognize the principal garment in order to describe the physical appearance of the people.</td>
<td>The teachers explain the clothes with flash cards help and the students make a drawing using them.</td>
</tr>
<tr>
<td></td>
<td>Materials: colors, markers, pencil, and flash cards.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Guess who?</td>
<td>Adjectives, verb to be, pronouns and parts of the body, clothes.</td>
<td>To relate the previous content with new one in order to complete a</td>
<td>One group of three students have a board with some characters and the</td>
</tr>
<tr>
<td>characters tokens.</td>
<td>specific task with partner’s collaboration.</td>
<td>other group select a token, the group with the board have to ask about the characteristics of the character who is in the token and at the end they have to guess the name of the character, after they change the role since the tokens end.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.6 Learner roles

According to cooperative learning principles, the students have a *helper role* in which they collaborate one and other to create a new common knowledge, to achieve the word games goal also to promote the classmates learning process within a tolerant and respectful environment. In the same way the students have a *director role* in which they are involved not only in the games ‘dynamic but also in their learning process progression and evaluation.
3.7 Teacher Roles

The role of the teachers in cooperative learning context is an active role due to they have to designs or adapts the word games according to the previous class contents, and most suitable materials, organize the classroom according to the word games requirements, establish the rules and goals in a very clear way, also they have to monitor the game development, rules fulfillment, groups’ progress and the learning process, solving doubts and checking their production. Finally the teachers have to give the students feedback in order to promote the continuous construction of knowledge.

3.8 Instructional materials

We have always used printable visual aids not only because of the classroom conditions but also because we consider they have an important role in the vocabulary learning, that is why we implement flash cards to explain adjectives, clothes and posters to explain the parts of the body. Likewise in the activities previous to the game development we used magazines and materials as colors, markers, posters among others that allow them to use their creativity and work in group.
3.9 Procedures

To develop cooperative learning activities we followed the next steps:

- Firstly we presented the contents through the printed visual aids in which we explained clearly the concepts.
- Secondly we gave examples about the concepts in order to clarify the student’s doubts.
- Thirdly, we asked the students that conformed work groups in order to share the individual perspective to construct a common knowledge and develop a specific task. In the case of the word games, at the beginning we explain clearly the instructions of the game and next when they develop the games, we monitoring the interaction among them.
- Finally, we asked to the students about the development of the game in order to give them a feedback and to identify aspects which we could improve in the next implementation.
CHAPTER 4

RESEARCH DESIGN

Regarding our project this chapter contains some aspects related to the methodology implemented, then we are going to talk about the research paradigm which is the interpretative and how this one is related to this study, the type of study (a case study) and how it fits our project, it also have a description about the school and the participants who are part in this study, additionally we are going to talk about the gathering instruments we are going to use in order to collect data, and explain why these instruments are relevant for the study, and as a final aspect it is showed the issues related to validity and reliability in this case study.

4.1 Research paradigm

In this case the interpretive paradigm understands that reality is dynamic and diverse directed to the meaning of human actions, social practice, the understanding and significance. There is a relationship of democratic participation and communication between the researcher and the researched object. Consider the interview, systematic observation and case studies as the model of knowledge production allowing the researcher to understand what is happening with their object of study, predominant practice, this is focused on differences; research and action are in constant interaction, the action as a source of knowledge and research constitutes in itself an action, it can be used in small groups or scales.
4.2 Type of study

As we are going to develop a case study, the main factor that we could highlighted was that we are focused in a particular instance in order to identify how the events are being developed to determine what are the outcomes, the events are the implementation of word games during the EFL sessions and the outcomes will be students’ perceptions in the development of lexical awareness through the use of those games, also the focus in a case study is not the general but the particular, being focus in the sample selected.

As Verma and Malik, (1999.) said “The case study is essentially a research in depth rather than breadth. The typical case study is an intensive analysis and evolutionary description of an individual. The method is not practicable with a very large sample” (p.82). A case study is a detailed investigation of a single individual or group as the defining feature is its holistic approach. Case studies can be qualitative or quantitative, and often combine elements of both, which are relevant to the purpose of the study, within a real life context. To do this, case studies rely on multiple sources of data; including interviews, direct observation, video, audio tapes, internal documents, and artifacts.

This is a qualitative study as a Qualitative research is designed to reveal a target audience’s range of behavior and the perceptions that drive it with reference to specific topics or issues, and the approach will be the interpretive/ descriptive, which develops the idea that the concept to understand something is mediated by the context, has elements of a reflective reconstruction and interpretations in regards the others’ actions, and according to Webber ideas
the social scientist should be concerned with the interpretative understanding of the human beings also that the meaning can be found on the individual’s intentions and goals.

4.3 Research question

What are the effects of implementing word games as a vocabulary learning strategy in order to develop the lexical awareness in EFL sessions?

Sub question

- What are the students’ perceptions about word games as a vocabulary learning strategy in order to develop the lexical awareness?

Objectives

General

- To reflect about the effects of word games in the development of lexical awareness

Specific

- To collect the students perceptions about the development of lexical awareness through the implementation of word games as a vocabulary learning strategy.
- To identify what are the cognitive strategies used by the students in order to solve the word games
4.4 Setting and participants

The school in which this project has been developed is Republica de Colombia School, this is a public school of Bogotá, it is located in Engativa, in Las Ferias neighborhood, and the population taken for this study are students of sixth grade between ten years and thirteen years. The class is composed by 36 students, all the students have a low English proficiency level, the sample that we are going to work with are 9 students, 3 boys and 6 girls. This population was selected by simple random technique and the sessions were developed on Mondays from 8:25 to 10:00 and Fridays from 7:25 to 8:20 both during the mornings.

The schools is divided in three different offices, two of them are used for secondary and one for primary, the population that we are working with are located in the office A, this office is organized in two buildings, the A and B each one with four floors and our grade is located in the A building.

- Participant one (P1) is a 11 years old girl, who shows motivation and good performance during the class also she has a good English level regarding to the level required for sixth grade.

- Participant two (P2) is a 12 years old boy, who has a basic English level and need to improve his performance in class due to he is very shy but very participative and helps the other students in the activities development when they need it.
• Participant three (P3) is a 11 years old girl, who has a good English level, also she shows a very good disposition to develop the class activities specially group activities and fulfill with every homework.

• Participant four (P4) is a 11 years old boy who has a good English level and show a special disposition to work in groups due to affirms that he likes games and ludic activities. Also he says he like English classes and he has a good participation during the classes.

• Participant five (P5) is a 12 years old girl, who has a good performance in the classes, attends to all classes, and participates.

• Participant six (P6) is a 11 years old boy, who is very collaborative with me and with the development of the class, he also has a good English level but his discipline is not so good as he likes talking with his partners during the class.

• Participant seven (P7) is an 11 years old girl, who is really participative during the classes, she also has a really nice perform developing the games as she handle the vocabulary and rules, she also work well when the activities are developed by groups.

• Participant eight (P8) is a 12 years old girl, who has a good English performance although she does not like to participate in the classes, her performance during the games development is really good, and she is able to work by groups no matter if her friends are not in the same group.

• Participant nine (P9) is a 10 years old girl; she is very participative in the classes and develop really nice the activities, but she does not like to work with other person besides her friends.
4.5 Unit of analysis

The students’ perceptions that were evidenced during the development of the study were what we consider as our unit of analysis. This is because the main aspect focused was the students’ perceptions regarding the word games and how these were implemented, the information that we could gather allow us to understand how students felt during the implementation of the activities, either if the games help them to learn the vocabulary, if they consider the games as an strategy for learning or even if they felt comfortable by the arrangement of the class, which was working by groups. These allow us to analyze how students behave during the development of those activities and to determine if the activities were accurate for them or not.

4.6 Gathering instruments

Video recording

This is a technique to capture in detail naturalistic interaction and verbatim utterances, this are very valuable sources because we can notice patterns of interactional behavior which we could not notice during the teaching process. With the recordings we can see functional interaction between students and analyses critical incidents.
Transcription

This allows researchers to scan particular classroom episodes in a faster way rather than listen or watching the whole recording.

We decided to implement these instruments in order to do easily the process to analyze the students behavior due to the video recording allow us stop the video, analyze the information, and retake the video, giving us more specific details about the topics which have to be analyzed in this case the vocabulary acquisition during the development of the word games, and with the transcription we are able to read only the aspects we consider relevant for our topic instead of use the entire information that the video provides.

Semi structured interview

It combines the flexibility of the unstructured open-ended interview with the directionality and agenda of a survey instrument, the questions for this interview are pre formulated but the answer of those questions are open-ended. It can be recorded in three ways: written, taped or videotaped.

This gathering instrument is going to be use three times in this study, one at the beginning, in order to know what are students’ expectations about our implementation, the
second one, to know how they had experienced the activities they had developed and how do they feel about it, and the last one is going to be implemented at the end of the study, first of all to know what are the students’ perceptions regarding their lexical awareness development through the use of the games, then if students think that word games were useful when acquiring new vocabulary or not, and finally if they feel comfortable developing these activities.

**Teacher diaries or journals**

This tool provides perceptions and thoughts about the processes, diaries and journals contained more subjective and personal reflections and interpretations.

Mc Kernan (1996: 84-5) categorize the journals and notes in three types:

1. **Intimate journal**: this is the most personal of the documents and it is set of personal notes and the events are rich in personal feelings and sometimes contains confessions
2. **Memoir**: it is a personal document which attempts to be objective and do not have personal feelings
3. **Log**: is an account record, it contains a record of transactions and events

As it is mentioned before, the purpose of this instrument is to portray teachers’ perceptions regarding the class and its development, but we are going to attempt to do these journals as much objective as we can in order to have a concrete idea of what really happens during the class.
Observation

It is about taking regular and conscious notice of classroom actions and situations that can be relevant for being investigated. It is also a way to use procedures that ensures that the information collected provides the answer of our research question; one recommendation referring to the observation is to spend time just looking but taking conscious notice of the situations in a fresh and more objective light. It allow the researcher to document and reflect about the events when it actually occur rather than what we think we saw.

There are some factors that must be considered to guide the observation and make it manageable.

1. Decide the focus of the observation

2. Identify the location in which the observation is going to be developed

3. Consider the group or individual to be observed

4. Record the event as soon as happen

5. Be as objective and precise as you can

6. Try to record complete events

7. Develop a system for recording

Journals as well as observations are going to be taken during the implementation of all the activities we have decided to do, this is going to be used to analyze our perceptions regarding
the students’ performance of the activities planned for them, regarding the observation, the purpose of implementing this instrument is to know in detail what is happening in the class, being focus only in the aspects of interest related to our study.

4.7 Validity and reliability

According to what is understand to reliability for Nunan, (1992) and according to our study, we are going to develop this idea in this section of the project; when we are working reliability then we have to analyze the internal and external reliability, “internal reliability refers to the consistency of data collection, analysis and interpretation” (p.14) this is related to the instruments were used to collect the data, in the way that per class we use at least two instruments that allow us to corroborate the data that each instrument provides, and the analysis and interpretation that we are going to see in the following chapter, and then is the external validity “refers to the extent to which independent researchers can reproduce a study and obtain results similar to those obtained in the original study” (p. 14) since we consider that our study is feasible to be implemented in other contexts, due to the results we had during the development of this research, as it involved games, we consider that these games can be adapted according to the English proficiency that students have, all on the basis of learning vocabulary.

As Mathison (1998) mentioned triangulation is typically perceived to be a strategy for improving the validity of research or valuation findings;" . . . triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, don’t contradict it"
(Miles & Huberman, 1984, p.235)...Data triangulation refers simply to using several data sources, the obvious example being the inclusion of more than one individual as a source of data. Then the triangulation that we develop throughout the data we collect, and that you will find in the annexes, validates our study. Another aspect that helps us during the validation referring ethics, was the consent forms parents sign in order to students participate in our project and after, to analyze the information they provide for investigative purpose, that information were collected in journals, open ended interview, videos and transcriptions and a class observation.
CHAPTER 5

DATA ANALYSIS

Answering the questions of: What are the effects of implementing word games as a vocabulary learning strategy in order to develop the lexical awareness in EFL sessions? And what are the students’ perceptions about implementing word games as a vocabulary learning strategy in order to develop the lexical awareness? the data gathered provides us some patterns which represent the most important aspects in the word games development, the first one is students perception, follow by working together, games characteristics, mediation and finally learning strategies.

5.1 Students’ perceptions

This category mainly arose from interviews and journals implemented during and after the development of the word games. Taking into account the first interview realized after the development of word games about adjectives and parts of the body the answers of the students to questions 1 to 4 were:

- 100% of the students think that they have learnt new vocabulary through the development of the word games.
- 90% of the students consider which is easier to remember the vocabulary when they are developing the word games.
Finally the 90% of the students enjoy the development of the word games.

Using the data collected during the last interview, specifically in questions 1, 2, and 5, realized after the implementation of word games about adjectives, parts of the body and clothes, the answers were:

- 100% of the students consider that they learn with the use of the games during the English classes.

- 90% of the students enjoyed and 10% felt motivated during the word games development.

- 90% of the students considered the word games enjoyable and 10% exciting.

Contrasting the close answers with the open answers “why”, we perceived that is easier for the students learn the new vocabulary when they are involved in the development of word games due to, According to Schmitt (2000, p. 116), who explain that amount of exposure can affect second language vocabulary acquisition, and this not only improves their recall and develops memory processes, but also extends their understanding and associations of vocabulary in an ever expanding network of meaning and use. Firstly students considered as they had to practice it in each match, and in a different games they remembered and reinforce the vocabulary easier, secondly they felt the concentration was better because of the need to complete the game and thirdly they enjoyed the game and this motivated them to learn.

Participant 1: annex 6.2

- Question 1. “porque nos divertimos y ponemos atencion”
- Question 2: “porque recordamos divirtiendonos”
- Question 3: “es divertido y hay más entusiasmo de aprender”
Participants' Perceptions in the Development of Lexical Awareness Through the Use of Word Games

Participant 2: annex 6.2
- Question 1: “es una manera de divertirnos y podemos concentrarnos”
- Question 2: “si porque nos concentrarnos todos”
- Question 3: “porque es divertido”

Participant 4: annex 6.2
- Question 1: “repasamos con diferentes actividades”
- Question 2: “recordamos divirtiendonos”
- Question 3: 2 es divertido y hay mas entusiasmo de aprender”

Participant 7: annex 6.2
- Question 1: “es mas divertido”
- Question 2: “asi podemos aprender mas facil y divertido”
- Question 3: “es mas facil”

Journal Teacher 2/annex 2.5
“All students were focused on the development of the game, so the main interest they had was to fulfill the activity and they showed eager to do it”

“Something what called my attention was that at the beginning of the class students ask us about what we were going to do, if we had another game for them to play, that show us that they felt really good with that kind of activities, that they enjoy it and that they want to keep doing this throughout the English classes.”

Journal Teacher 1/annex 2.3
“The most of them participated in the review and they seemed very excited by the development of the game because some of them expressed that now they whether knew the vocabulary”
5.2 Working together

This pattern emerge from the journals, video recording, the observation and interviews realized during and after the implementation, as our approach to teach is cooperative learning, this pattern allow us to observe how the group work contributes with the lexical awareness development and what are the principle effects of the this.

Using the interviews data, in the first interview specifically in question 5 and in the second interview in question 3 the answers were:

Question 5

90% of the students opined the word games is developed better in a group way and 10% in individual way.

Question 3

90% of the students consider their partners help them to learn more and just 10% opine the opposite.

Based on the five types of negotiation among students established by (Guerrero, 2007) and that we could note, the students help each other’s in order to complete a specific task at the same time that they correct each other’s and learn with the others help.

Student 2 annex 6.2

Question 5: “grupal, porque nos ayudamos”.
Taking into account journals, observations and structuring positive interdependence concept proposed by (Slavin. R 1987) is possible to find that: in one hand the students share their knowledge about the meaning of the vocabulary with the final purpose to complete the game, but in the same way they help the others to learn and reinforce that new vocabulary.

Observation/annex 3

“If any member of either team has a doubt about a word the rest of his teammates help him with vocabulary”

Observation/annex 3

“A team 5 member permanently helps a team 10 member regarding unknown vocabulary, it is evidenced in this group as the same that in group 4, that they keep a cooperative work there is no sign of rivalry, and these allow them to develop it in a proper and enjoyable way the game.”

By the other hand, one important part in this cooperative relation is the help that students give each other’s to complete and created the structures in a correct way in order to maintain the dynamic of the game, this agree with the type of negotiation number five proposed by (Guerrero. 2007) which is grammar correction.
Finally the students decided to give more importance to the game development than win the game, that is why some of them focused their attention in learn the vocabulary, ask the characteristics in a correct way, follow the game’s dynamic in a proper way and enjoy the whole process, this is based on the individual accountability and group accountability concepts proposed by (Slavin. R 1987) in our pedagogical intervention chapter.
5.3 Games characteristics

This category emerged when developing word games in the English classes, as long as students were developing the games we propose to them, we could see that at the beginning of the activities it was hard for them trying to recall an specific word related to the game, but as the time was passing by and students involved more and more into the game, it was easy to see that they did not hesitate when they were about to say a word. They just said it as if they had really learnt the vocabulary. Taking into account the video transcription, a class observation and the teachers’ journal, this category could be evidenced.

In the first English session students were intended to play a Domino which includes adjectives, so the fluency they get when developing the game was evident in these cases. As it is
mentioned in the theoretical framework (page), games are provided in the way to increase the exposure to vocabulary which enhances students’ vocabulary acquisition.

Now at the same activity we could see a case in which students were faster than their partners during this development, due to his acknowledgment of being intelligent enough, we consider that he believes that he is an intelligent person because he acquires all the vocabulary during the development of the game really fast, in that way he was able to perform the game nicely, but it is important to say that this happens when the class was coming to its end, so this reaction can be attributed to the game development, and it is mentioned before due to the exposure of the vocabulary throughout the game, and taking into account what Schmitt (2000, p. 16) says amount of exposure can affect second language acquisition, and this not only improves...
their recall but also extends their understanding and association of vocabulary into an expanding network of meaning and use.

We as teachers could determine that games were good because students could develop the game not only due to the dynamic of itself but also they seem to manage the vocabulary the game involved.

Journal teacher 2/ annex 2.4

It was a bit hard for all students at the beginning of the activity to understand how the activity works, to remember the adjectives, but as time went by it was much more easier for them to recall the meaning of the words and for instance to develop the game.

In the second class it was really similar to the first one but the difference was that students were able to recall the words more easily, because as the games were carried out in an accumulative process; students had the opportunity to reinforce previous topics with this activity, as it was the mixture of adjectives and body parts. It was notorious the cases in which students developed the task more easily due to the management of the rules and the vocabulary, they just
see the word and immediately they know the meaning of the word so they throw the die and when they see what is in it they paint it without the need of asking to teacher about the meaning, here we could see that doubts they had was not about the vocabulary but about how to paint what the dice showed. According to Uberman (1998, p. 16) students are able to remember things faster and better when using games, besides it helps them to learn and retain new vocabulary in an easier way.

Journal teacher 2/ annex 2.5

the performance of the course was remarkable, they finished the activity much faster than we thought and they did it really nice, they showed us that they were able not only to recall the vocabulary taught in the previous class but vocabulary of preceding classes than that

[Los vuelven a lanzar, sale; “big” y “eyes”, los dibujan]
p1: muy bien, sigan así

Video transcription second activity

e: “ugly” es “feo”
p1: ¡ajá!
e: era “small” y “hair”…
e: ¡no!, era “feo”, ¿el cabello feo?

Video transcription second activity
Also we could appreciate that thanks to the exercise the class management was perfect because the students were focused developing the activity.

Journal teacher 2/annex 2.5

“The group activity allows us to manage the discipline, the space, and the group in a proper way”

“Also they behave really well, all students were focused on the development of the game, so the main interest they had was to fulfill the activity and they showed eager to do it”

The third activity was the one that students develop more fluent, at the beginning of the activity many students had doubts about how to develop it but as teacher were solving these doubts students could resolve the game very nicely, also there was a case in which students decided to give new rules to the game in order to keep playing. This is the first effect that game provides.

Observation/ annex 3

…the group has no doubts about developing the game; they handle well the rules given to play, so from this point the game is well developed as they do it in English and with proper dynamics

Journal teacher 2/ annex 2.6

Most of students were able to remember the vocabulary by remembering the previous activities to recall the meaning of the words, and in many cases it was really fast that process, showing that students learn the vocabulary that we worked during the classes, so it was easy for students to fulfill the activity
Regarding the Group 5, both teams have a very good vocabulary and know the rules of the game, in fact in this group members are trying to find more clues about the character by asking questions about their characteristics and try to use up till the end the character name, it means until they feel sure about their answer they do not ask for the name of the character.

Observation/ annex 3

Observation/annex 3

since the original group remains but the dynamic of the game changes, including creating a new way to continue the game, now they are taking two characters and their partners have to guess in a specific range of questions, if the team does not guess then the turn is lost and the other team have to keep trying.

But there were some cases in which students decided to take the easy row to complete the activity, as they have to guess who was the character by asking question in regards to their appearance, some did the guessing but only with names of the board, so these show us the second remaining effects that the game provide.

Observation/ annex 3

In group 1, one of the members of Team 1 is cheating and watching the cards of their partners plus he was just guessing the name of the character.

Observation/ annex 3

Group 2 does not handle the vocabulary, besides they do not follow the correct dynamic of the game, since the only question is correctly performed is that if the character is male or female, since that moment they start guessing only by using the names on the board.
As a general concept that students had regarding the word games, they acknowledge that they feel they had learn by playing this kind of games during the English sessions, as they said they enjoy playing and learning and that contributes to remember the vocabulary that each game involve.

5.4 Mediation

This category emerge by analyzing the students’ behavior they had in class, and especially during the development of the games, it was notorious that by working by groups, students need to have some agreements and to take into consideration the opinion and suggestions their partners had in order to fulfill the activities, we need to take into account that the role of peer as a mediator can be as feedback provider, in the way that they complement the teacher’s feedback, also as a negotiator, there are five types of negotiations that the student may arise as they are questions, explanation, restatement, suggestion and grammar correction, but it was not only with partners that the mediation emerge, also exist the one generated with the teacher, as we were a guide in the classes, and as Guerrero mentioned (2007) the role of teacher as a mediator takes the role of mediate the knowledge, as the teacher is responsible to present to students new concepts in a meaningful and situated way, students require from us clarification of activities and a sort of accompaniment during the development of the games in order to successfully fulfill them, this can be seen as an asking and solving questions, activity in which students need an specific answer regarding the teacher, so until the correct answer is find this kind of relation will be common, even if students are developing the activity properly, teacher
needs to keep checking in order the activity remains that way. We could evidence this behavior in the video transcription, teachers’ journals and a class observation.

In the first session we could see as students worked by groups and as it was the first game we introduce, that they needed to talk among themselves in order to determine which domino should follow the one already set, also depending on the groups they needed to determine if the contribution that their partners are making is correct or not and if the meaning corresponds to which group. According to Slavin (1987) students must work in groups to complete tasks collectively towards academic goals, these activities are developed by asking one another for information, evaluating one another’s ideas, monitoring one another’s ideas, monitoring one another’s work, etc.

**Video transcription first activity**

e1: big es alto.
e1.2: noo es grande.
e1: eso grande.

E2.1: ustedes no saben cuál es big y fat
P1: No, big no es con fat
E2.2: espere, la del medio, vamos nosotros, respire, tómese un soka, tómese un soka, porque ustedes no saben

**Video transcription first activity**
Then there is also a sight that showed us that due to the relation they kept, the activity were developed alright according to our expectations

Journal teacher 2/ annex 2.4

… if they did not remember the meaning of a word they discuss between them in order to find the right meaning, so the support, they found, each other was a great tool that helped the activity to work in a better way.

During this first class it was also evident the mediation between students and the teacher, when teacher approaches to each group to help them with the development of the activity or making clarifications about how the activity should be carry out, also when she helped them to get to the meaning of each word, these can be seen also as a learning strategy used by the student by questioning teacher for clarification O’Malley (1987)

p1: si listo, entonces si esto es amable, ¿esto qué es?
E1: esto es triste.
p1: ¿quién tiene el contrario?
E: happy, happy.
p1: bien, listo. Por este lado que es esto
Video transcription first activity

E4.2: es que mira profe esta como mal.
p1: si señoritas están cruzadas, están colocando mal esta ficha, porque ¿esto es qué?
E 6: alto
p1. Si bien. Pero tú tienes que compartir tus fichas con ellas y tomarles consentimiento sobre cuales vas a poner.
Video transcription first activity
Also we as teachers, could notice the relation that we maintain with students during the sessions and how it helps the development of the activity.

Journal teacher 2/ annex 2.4
In the development of this activity we were helping all teams solving some doubts they had regarding the vocabulary and the dynamic of the game.

In the second activity the mediation that students had among themselves was more interesting regarding the first one, because in this case it was not only to have the agreement about the vocabulary that the game involves but also how the tasks were divided in the group members, so they needed to talk about what was the best option to do it.

Video transcription second activity
e: los ojos están arriba, pero como nos salieron “ojos-bajos”, entonces hicimos como abajo.

Journal teacher 2/ annex 2.5
In this activity the cooperative work is more detail because it was not only to know what was the meaning of a word it was, who throw the dice? Who is going to paint? Who is going to write the adjectives and parts of the body that the dice showed? So they needed to have several agreements in order to fulfill the activity properly, what we could notice was that many groups had these agreements and successfully complete the activity.

Journal teacher 2/ annex 2.5
…how they assigned one role for each participant depending on their straightness, for example draw.
Now, regarding the mediation with the teacher it was quite notorious students needed the teacher guiding throughout the activity, mostly at the beginning, because they did not clearly understand how they had to develop the task, also they asked her to tell them how to draw the characteristics the die showed.

Video transcription second activity

e: profe, ¿aquí hacemos la cara y aquí la barba?
p1: sí, pero acuérdate que te falta el cuerpo, tienes que medir la distancia para que te quepa todo el cuerpo…
e: ah!

Video transcription second activity

p1: no tienen que medir con regla, tienen que dibujar normal.
e: ¿así?
p1: ¡sí!, pues haz de cuenta el cuerpo, mira; las piernas por acá, el tronco; la cara no puede ser tan grande.
During the third activity the mediation among students was noticed when students talk each other about if the structure they are raising is correct or if the vocabulary they are implementing is suitable to describe a character.

Observation/annex 3

...members help each other to reach the correct structure to make questions, equally among all members performed a consensus to determine if they are using the word relevant to the question.

Observation / annex 3

Some of them used Spanish to ask but the others did not accept that, and then the students had to begin to use English in order to complete the game.
Students’ Perceptions in the Development of Lexical Awareness Through the Use of Word Games

Journal teacher 2/ annex 2.6
...in this way students talk among them about if the word they were saying was the right one or not, or if the question structure was good, they even talk about the pronunciation, that shows a nice mediation among students and a high performance in English.

How students mediate with teachers remains as the previous sessions as students see us as a guide, also teacher accomplish that role by keeping an interest in each group to see how they were developing the activity, also students talk with the teacher when they see other students are breaking the rules and they did not feel comfortable with that behavior so teacher has to take part in order to control the situation so the students can continue playing but in this case correctly; in this session there were no request about vocabulary as most of students already manage it.

Observation/ annex 3
...so when teacher gets and makes them enlightenment and after see that students still do not understand, the teacher decides to show them how to play by playing the game.

Observation/ annex 3
Members of the team number three complain with the teacher and tell her that they do not want to follow playing against the third team, since they were cheating and did not develop the game as it was supposed, the teacher asks them to keep playing and she will be present while completing the game, to guide it and not allowing students to commit any kind of trap.

Observation/ annex 3
She (the teacher) made a clarification that the game has to be played by using the vocabulary they know in English, since this moment most of students were trying to change that throughout the development of the activity.
5.5 Learning strategies

We were able to evidence this category when implementing word games in English classes, as students were developing the activities if they do not know a word they ask to the teachers to tell them the meaning of the word, asking teacher for clarification is also a learning strategy that students may implement, which is a cognitive strategy, instead teachers provided them a sort of clues and sometimes they proposed a context in which the word may be find, these in order to the students get the meaning of the word without telling directly the meaning of it. This process is known as inferring, this is also a cognitive strategy that according to O’Malley (1987) this strategy is used when guessing the meaning through context or prior knowledge. The instrument in which the strategy was evidenced was the video transcription.

In the first session this strategy were implemented more than in the other sessions, as students still were familiarizing with the games and with the vocabulary.

P1: ¿A qué te suena?
E51: A “odio”
P1- Odio… si, eso es un sentimiento pero, ¿cómo sería una persona?
E5.2: ¿Odiar…? 
P1- Que uno dice; “esa niña es tan…”
E5.1: ¿Fastidiosa?, ¿creída?
P1:- Léela, ¿a qué te suena?
Estudiantes: ¡Odiosa!

Video transcription first activity
Now, in the second session this strategy was less used, as the vocabulary required for the development of this activity was the one provided in the previous activity which was adjectives, and a new topic that were explained in the previous class, which was the parts of the body, so students had a better management of the vocabulary needed for this activity, and as they were able to recall most of the vocabulary there were a decrease need to implement an strategy in order to know the meaning of a word.

Finally for the last activity students were able to recall all the vocabulary that the game involves, then they did not had the need to use any strategy in order to fulfill the activity.
CHAPTER 6

CONCLUSIONS

Through the implementation of this project we could conclude that:

Firstly, the students consider word games helped them to learn vocabulary because they remembered and memorized the words in an easier way due to they used the vocabulary continuously as they played with different groups, likewise the enjoyable nature of the game involved the students and demanded them concentration in order to develop it suitably.

Secondly, throughout the development of the games students did not required as much help as they need from the teacher as how they did it at the beginning of the classes, because they were able to learn the vocabulary thank to the games, students said that as the classes moved on they were more conscious about the learning of new vocabulary, at the same time that they were able to use that vocabulary to solve the new situations that were proposed for the classes, something that contribute with this aspect was the fact that all the topics handle in the classes were worked in an accumulative process, this in order to guaranty a meaningful learning in students.

Thirdly taking into account the students ‘perception we could deduce that the development of the word games in groups is accurate due to the students help each other sharing their knowledge, reinforcing vocabulary and correcting grammatical structures, which allow them to learn the new language easily, those were effects of the cooperative word games implementation, which helped the students not only to develop their lexical awareness through the use of the vocabulary in a specific context and task but also it helped them to develop and strengthen their mediation and cooperation principles.
Finally all of these aspects allow us to conclude that the implementation of this project contributes with the foreign language teaching and learning field through the creation of an innovative strategy which conduct to vocabulary meaningful learning.
6.1 PEDAGOGICAL IMPLICATIONS

With the purpose to improve the outcomes of this project implementation, there are some factors as flash cards use, vocabulary contextualization and vocabulary logic sequence which we consider are important to complement the word games development.

The flash cards use is a very important tool which could not only provide the student with the direct translation of the words but also with the representation of the different contexts in which this word can be used in order to facilitate the inference and guess from the context strategy by the students.

The teacher exemplification using the closest context related to the students’ context (Nation, 2001) allows them to memorize the words in a better way thanks to the context similarities what promotes meaningful learning.

Take into account (Nation, 2001) the vocabulary learning is a cumulative process where meaning and knowledge of form are gradually enriched and strengthened, the precise selection of the vocabulary is very important, this should has a logic relation that allows student to use it in different contexts and learn its different meanings with the final purpose to they can create their own referent about every word.

Finally the inclusion of these aspects in the project implementation could improve its results and contribute to foreign language teaching field.
6.2 FURTHER RESEARCH

According to what we could evidence during the development of these Project, we realize that when students work by groups they feel eager to learn because it is an entertained way to learn and also because they share more time with their friends, and they feel more comfortable working like this.

But we need to take into consideration that rivalry took place in the development of these type of activities due to it is still a game, and rivalry can occur either in the different groups or even in the group’s members, this was not evidence in all the students but it is a concerning fact that show us that some students prefer having any kind of rivalry instead of fulfill the activity, and as the activity had to be develop by groups, and only a student of the group create a rivalry situation, then his/her partners were not able to participate properly in the activity because of that person, and this situation may affect more than one student with their learning process, so we consider that this aspect is reliable to be studied in a further research in order to find a solution to this aspect and have better results regarding the actual study.
REFERENCES


Ausubel, D. P. (1961) *Meaningful learning and retention, interpersonal cognitive variables*. American educational research association

A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 21-32). New York: Prentice Hall.


82
Roux P W. (March 2013) *Words in the Mind: Exploring the relationship between word association and lexical development*. Polyglossia, 24,


Slavin, E, Robert, (1987) *cooperative learning and student achievement*, national education association


ANNEXES

Annex 1 Consent Form

Gracias por aceptar participar en este estudio, que tendrá lugar durante febrero y marzo de 2015. Este formulario detalla el propósito de este estudio, una descripción de la participación requerida y de sus derechos como participante.

El propósito de este estudio es:

• analizar cuáles son las percepciones de los estudiantes frente al desarrollo de la conciencia léxica desarrollada por juegos de palabras

Los beneficios de la investigación serán los siguientes:

• comprender la efectividad del uso de juegos de palabras para la adquisición de vocabulario

• Identificar los componentes importantes que podrían ayudar en el desarrollo de mejores estrategias para la adquisición de vocabulario

Los métodos que se utilizarán para cumplir este propósito incluyen:

• entrevistas

• un cuestionario

• Diarios de campo

• Videos

Se le anima a hacer preguntas o plantear inquietudes en cualquier momento sobre la naturaleza del estudio o los métodos que uso. Póngase en contacto conmigo en cualquier momento en la dirección de correo electrónico o número de teléfono que aparece arriba.
Algunas de nuestras clases (3) serán grabadas en video para ayudarme a capturar con precisión comportamientos y resultados. Las cintas sólo serán escuchadas por mí para el propósito de este estudio. Si se siente incómodo con la grabadora, puede pedir que se apaga en cualquier momento.

Usted también tiene el derecho de retirarse del estudio en cualquier momento. En el caso de que decida retirarse del estudio toda la información que usted proporciona (incluyendo cintas) será destruida y omitido en el documento final.

Las informaciones recogidas por usted y otros participantes serán utilizados por escrito un informe de investigación cualitativa, que será leído por mi profesor y mi jurado.

Aunque citas directas suyas se pueden utilizar en el papel, su nombre y otra información de identificación serán anónimos.

Firmando este consentimiento certifico que yo ____________________________ (Nombre completo) acepto los términos de este acuerdo

___________________________ __________________ (Firma y fecha)
Annex 2.1/ teacher 1 journal

Monday 02 nd March

The class for today began at 8: 15 am, the students took sit and we explained them how will be the class development, firstly, we did a brief resume about the topic from de last class (adjectives) some students seemed lost because they did not know the meaning of some adjectives, other had a little idea, but in general the understanding of the topic was very low, after that we explained them game’s rules and the purpose of this activity, next we organized groups of 3 people and each group had to play with the others and the group which play with major quantity of groups will be the winner. The game consist on build a domino, each group had a tokens with the adjectives who finally used all tokens would be the winner, but in this specific case as all students did not know all the adjectives, they had to share their knowledge in order to complete the domino.

Related to the cooperation we notice that the students are very cooperative because some of them gave more importance to complete the game than win, at the same time the majority was going to learn as they was going to play with the different groups, the learning of the adjectives was very evident in some students while the others shown an important progress.

Our strengthen was the game design and the group organization, the material was accurate but I consider that we have to improve the clarifying of the instructions in order to the students does not lost time trying to organize their game strategies.

The students behavior were very good and in general, we fulfill with the planning and overcome our expectations, at the end of the class we gave them feedback about the activity in order to clarify doubts and improve the next activities.
Annex 2.2

Monday 16th March, teacher 1

The class for today began at 8:00 am, the teachers made a brief about the parts of the body, after that they explained the instructions and organized the groups along to the classroom, the teachers give to the students paper, markers, and two dies, one contented the parts of the body and the other contented some adjectives. The activity consisted in draw a body depending on the part of the body and the adjective which the dies give them, in order to complete this activity the students have to have a previous knowledge about the both topics, and the idea was to practice those knowledge.

The development of the activity was good, most of the students participated, the material was very attractive and the students take a chance to draw. In terms of our research project we could notice how the students shared their knowledge in order to complete a specific activity, how some of them corrected the mistakes of the others and how they assigned one role for each participant depending on their straightness, for example draw. At the same time we noticed that the students were going to learn the topic as they were going to develop the activity, at the end they almost had total domain about the topics. All students were involved in the activity’s development, it due to the involvement nature of the game.

We had a good management of the time, the group activity allows us to manage the discipline, the space, and the group in a proper way, the material was very attractive, the instructions were very clear. For further activities will be interesting to manage adjectives as the colors with the purpose to create a more complete activity.
Annex 2.3

Monday 06th April, teacher 1

The class for today began at 8:20 am, the students were in order and I began with a review about, adjectives, parts of the body and clothes, the most of them participated in the review and they seemed very excited, after that we explained the games instructions and conformed the work groups, in this case we worked in groups of three people, one group had the board and the other one selected one character, the idea was that the student’s with the board began to ask about the character making use of the vocabulary what we learnt previously, they could ask about the character’s name just three times, if they asked more, they lost and when they guessed they rotated the board and the other group had to guess, at the end which had more character’s tokens were the winners.

With this activity I could notice how ones students help the others with the unknown vocabulary and even with the correct form and structure to ask, at the beginning some of them used Spanish to ask but the others did not accept that, then the students had to begin to use English in order to complete the game, also at the beginning some students did not know some vocabulary but as they pass by groups they were going to learning the new vocabulary with their partner’s help.

In this group had students very competitive and others very cooperative but at the end everything was about collaborate and enjoy more than win.

The material was accurate and it facilitated the game development, maybe we have to continue improving the instructions in order to be the most clear as possible and the time management was the precise because we had time to give them the feedback.
In general this experience was for me a good opportunity to know more about cooperative work and how this could facilitate some important process in the second language learning as vocabulary learning in this time. All this because as Vygotsky says the learning is a social process and is the result of the interaction between the student and his or her context.

Finally for further researches I consider that this project could be complement with other kind of content in order to obtain good results in the learning of those contents.
Annex 2.4/ teacher 2 journal

Monday 02\textsuperscript{ND} March

The class started at 8:15 in the morning, in order to started with the class we asked them first to sit on the chairs and to pay careful attention to the explanation we were going to do, first we decided to make a Little review about the topic (adjectives) in a dynamic of asking them what was the meaning of each Word, as some students knew the meaning, it was a help for the other students who did not know the meaning of that Word, after doing that for a period of time and see that in general students had practiced the vocabulary, we decided to start with the main activity, which was a domino, the students needed to make teams of three people in order to conform a group of two teams for the development of the game, the dynamic was that in the group each team was going to have half of the pieces of the domino, the idea was that all students in the group needed to know what were the words in all the pieces of the domino so if one person in a team has a word and a person of the other team knew the meaning, they could help each other, but the team the place all the pieces at first will win that match, then all the teams had to rotated and participate with other teams, and the team that has more matches won will have the best score.

It was a bit hard for all students at the beginning of the activity to understand how the activity works, to remember the adjectives, but as time went by it was much more easier for them to recall the meaning of the words and for instance to develop the game, some students did not effort at all, but there were few of them, in general the activity was really good, many students were able to remember most of the vocabulary and one important aspect was that they could work by groups in a really nice manner, students felt more comfortable in this way, also if they did not remember the meaning of a word they discuss between them in order to find the right
meaning, so the support they found each other was a great tool that helped the activity to work in a better way.

In the development of this activity we were helping all teams solving some doubts they had regarding the vocabulary and the dynamic of the game, with my partner we try to help students as much as we can, and if one of us were taping the video, the other tried to help the other groups meanwhile the other is focused in only one group. The material that we provide them for the game was accurate because was easy to handle, easy to see.

The student’s behavior were good, in general all students behave properly, this allow us to fulfill the activity as we were expected to be, at the end of the session we provide them feedback about the activity, if they had some doubts about what it was intended for the activity or about vocabulary, what they think about the activity, these in order for us to improve for the next activity we have to implement.
Annex 2.5

March 16th 2015, teacher 2

The class started at 7:30 in the morning, when all students arrived to the classroom we started making a short review about the topic which was the body parts, as we saw that most of the classroom remember the vocabulary we decided to start with the activity planed for that day, a game with dice, each group was going to have two dice, in one die there were some parts of the body, and in the other one there were some adjectives, also they had a sheet of paper in which they had to draw, the activity consist in throwing the dice and draw the body part with the characteristic (adjective) that the dice show, this game were developed by groups of five people, but the game has something interesting, not all the dice had the same parts of the body, some dice had parts of the head, and the others had parts of the rest of the body, so when a group finished drawing the body parts of their dice we rotated other group’s dice that had other the other parts of the body, this in order for all students had a complete drawing, not only the face but a complete body, in this activity the cooperative work is more detail because it was not only to know what was the meaning of a word it was, who throw the dice? Who is going to paint? Who is going to write the adjectives and parts of the body that the dice showed? So they needed to have several agreements in order to fulfill the activity properly, what we could notice was that many groups had these agreements and successfully complete the activity, but unfortunately there was a case in which the students of one group did not complete the activity, because no one of them remember the vocabulary, when they draw it was mock, and when the class ends they had nothing.

In spite of the case exposed before, the performance of the course was remarkable, they finished the activity much faster that we thought and they did it really nice, they showed us that they were
able not only to recall the vocabulary taught in the previous class but vocabulary of preceding classes than that, also they behave really well, all students were focused on the development of the game, so the main interest they had was to fulfill the activity and they showed eager to do it. They helped each other a lot, while one student were drawing the other were writing or trying to find the meaning of the words, that helps a lot to the development of the class. The material that we provided them was good, the die were big, so it was easy to handle and easy to see, the space in the classroom were good, each group had enough space to work, to throw the dice, to draw, so it helped a lot the development of the activity.

Something that called my attention was that at the beginning of the class students ask us about what we were going to do, if we had another game for them to play, that show us that they felt really good with that kind of activities, that they enjoy it and that they want to keep doing this throughout the English classes.
Annex 2.6

Monday 06\textsuperscript{th} April , teacher 2

The class started when one teacher arrived to the classroom with the pieces of the game for the day, when she arrived we explained the activity to the students, we told them that they need to work in teams of three people, and make groups of two teams, then each team is going to have a part of the game, if one team had the board of the “guess who” the other team is supposed to have the cards, so the dynamic was this, students who had the cards have to select one character and the other students have to guess who is the character that their partners select, so teacher ask them to organized really quickly to start with the activity, so students do it really fast and teacher pass one by one group to give them the board and the cards of the game, students start playing, but teacher notice that most of the students are playing the game entirely in Spanish, so she made a clarification that the game has to be played by using the vocabulary they know in English, since this moment most of students were trying to change that throughout the development of the activity, but some student needed to teacher explained it again for a better understanding of the activity, so teacher were passing by each group to see how they were doing, if they had doubts regarding the game or the vocabulary and to check if students were using the vocabulary they knew in English; in this activity we could see that in many cases students of different teams help each other a lot, and not only about the dynamic of the game, but with vocabulary and pronunciation of the words, also with the structures of the questions, so it was really interesting to see that they were not thinking about wining but in helping each other in order to fulfill the game as it should be, because they felt better by doing it in English, and when any student develop the activity in Spanish or out of the rules the find it quite awkward, which seems that students think about the game as something important that has to be respect.
Most of students were able to remember the vocabulary by remembering the previous activities to recall the meaning of the words, and in many cases it was really fast that process, showing that students learn the vocabulary that we worked during the classes, so it was easy for students to fulfill the activity, what they found more difficult were the rules of the game, but this only at the beginning, after that they manage it really well, at that point that even one group as they finish with the activity decided to create their own rules to keep playing, what shows a great interest about the activity: the game, and about the class, and as mentioned before, they enjoy the activity and working by groups as they decided to leave the rivalry in one side and play in a cooperative way. In this way students talk among them about if the word they were saying was the right one or not, or if the question structure was good, they even talk about the pronunciation, that shows a nice mediation among students and a high performance in English.

Students attended to the teacher in order to solve doubts and to tell her about the process and what they were doing and how, in the case of this class one of the teachers were taking notes during the class and the other one were helping students with their inconvenient, that material were good, but some cards were getting unstick, but student were very careful and when any card was unstick they paid again, so material worked ok, also the time was really important to fulfill the activity.
Annex 3/Classroom observation

Monday April 6th, 2015

Course 605

English class 8: 25 am to 10:00 am

The activity starts when the teacher comes to the classroom with game pieces, initially the teacher is ready to give instructions on how the game has to be develop, which is a “guess who”: how many members each team must have, in this activity are three students, and how the groups have to be conform, there had to be two teams per group, a team has the board and the other one the tabs, each time a team guessed a game character they have to exchanged the board and pieces; the teacher tells them to organize themselves in groups, students take the organization quickly, and when they are organized by groups, she pass by each group and give them a board and the pieces, students start with the game, when teacher see that they start playing but without using the vocabulary they know, teacher ask them to use the vocabulary they know. Observation group starts with five organized groups as follows: group 1 (Team 1 and Team 2), group 2 (Team 3 and Team 4), group 3 (Team 5 Team 6), group 4 (Team 7 and Team 8) and group five (team 9 and team 10), group number one does not understand the game dynamic, who should have the cardboard or how they have to guess the character, so when teacher gets and makes them enlightenment and after see that students still do not understand, the teacher decides to show them how to play by playing the game, and when everything is clear, students start to develop the game, and you can notice that most of the members of the group know the vocabulary necessary for completion of the game, so if any member of either team has a doubt about a word the rest of his teammates helps him with vocabulary; The group two uses entirely
Spanish, so when the teacher comes and asks them why are not they using English to develop the game, then team members use the vocabulary they know in English, and as they guess more characters they started to excited more and more with the development of the game; group three was confused by the word of man and woman, teacher clarifies it and students proceed to continue playing, but it was noted that they were not developing the game correctly, and the way to guess each character was guessing the names of the board and not asking questions about the appearance of each character, students are reminded how to performed the game, but for this round of the game was too late as they were about to end all cardboard; in the group four, members help each other to reach the correct structure to raise questions, equally among all members performed a consensus to determine if they are using the word relevant to the question, You could say that there is not any kind of rivalry between the teams in this group rather a cooperative work is seen as support of all its members, generally all the girls handled the vocabulary to develop the game; The fifth group knows the vocabulary, but instead they develop the game in Spanish, not until it approaches the teacher and tells them that develop the game in English by using the vocabulary they know, the group has no doubts about developing the game, they handle well the rules given to play, so from this point the game is well developed as they do it in English and with proper dynamics. All groups reach the end of the game more or less at the same time, so teacher now indicates that all students have to rotate to another group, then the current groups would be constituted as follows: group 1 (team 1 and team 3), Group 2 (equipment Team 2 and 4), group 3 (Team 5, and equipment 10), Group 4 is maintained (Team 7 and Team 8) and Group 5 (team 9 and team 6).

In group 1, one of the member of Team 1 is cheating and watching the cards of their partners plus he was just guessing the name of the character, members of the team number three complain
with the teacher and tell her that they do not want to follow playing against the third team, since they were cheating and did not develop the game as it is supposed to be by asking questions and using the vocabulary they already knew, the teacher asks them to keep playing and she will be present while completing the game, to guide it and not allowing students to commit any kind of trap, by ending the game students of group number one acknowledge that they did not feel comfortable with this round, members of team 3 who did not cheat also feel bad for the behavior of their partner as they claimed that they actually knew the vocabulary but because of their partner they could not participate or play as it should be; <<<group 2 does not handle well the vocabulary, besides they do not follow the correct dynamics of the game, since the only question is correctly performed is that if the character is male or female, since that moment they start guessing only by using the names on the board, teacher gets to the group and starts clarifying how they have to play, she begins to guide the development of the game but one problem remains and is that members of the group do not handle the vocabulary, only a few of them do but not completely, so it is the teacher who helps them with some words; in group 3 a very particular case rise, a team 5 member permanently helps a team 10 member regarding unknown vocabulary, it is evidenced in this group as the same that in group 4, that they keep a cooperative work there is no sign of rivalry, these allow them to develop it in a proper and enjoyable way the game, in this group cooperation goes beyond whether the word they are saying is correct or not but also by helping each other with the pronunciation of words, this shows a very good grasp of vocabulary; Group 4 express an action that has not been seen in any other group throughout the class, since the original group remains but the dynamic of the game changes, including creating a new way to continue the game, now they are taking two characters and their partners have to guess in a specific range of questions, if the team does not guess then the turn is lost and the
other team have to keep trying, at this point of the class teacher asked this group to change with two other teams who are already free so is the group 4 (Team 1 and Team 7) and Group 5 (team 9 and team 8), in group 4 is noticed at the end of the activity that Team 7 won by a wide difference but is due to the behavior of the same student who was previously cheating, because he does not involve their peers who know the vocabulary, seems a dynamic that persists in team 1, regarding the Group 5 both teams have a very good vocabulary and know the rules of the game, in fact in this group members are trying to find more clues about the character by asking questions about their characteristics and try to use up till the end the character name, it means until they feel sure about their answer they do not ask for the name of the character.

The activity ends when the bell rings, so teacher ask students to give her the leaves with the names of the members of each team, students deliver it and go quickly to rest.

Generally in all groups is a slightly more notorious cooperative behavior in some groups than others, that among students can help themselves to improve, in this case in the academic sphere and more specifically in vocabulary development, a good understanding of the game, which at the beginning of the activity some students had questions about the game, but in the course of the activity doubts were overcome until they can developed the game properly, and that in one case this understanding transcended the point of creating a new fully functional dynamic that required the students a greater effort to guess the characters; were very few students who did not know the vocabulary, because of this, and because most of the students knew the vocabulary and were able to use it correctly in the context of the game, these lead to an easy development of students regarding the activity.
### Anexe 5 design activity chart

<table>
<thead>
<tr>
<th>Modelo para actividades de recolección de datos</th>
<th>Activity 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity in terms of Pedagogy Research</td>
<td></td>
</tr>
</tbody>
</table>
| Aims | • To observe what is the role of the cooperative learning in the development of the word game  
• Students will be able to use previous knowledge related to adjectives in order to develop the word game |
| • To observe what are the students’ perception related to vocabulary learning through the development of the word game |
| Topic | Adjectives |
| Time | 2 hours 2 hours |
| Materials | Domino Video recorder |
| Class organization | The class is going to be arranged by groups of three people and then develop the task in two groups; each group has to play with all the groups in the classroom one by one. |
| Evaluation | The group that interact with largest number of groups will have the best score |
| Gathering instruments: Video Journal | Aims Resources Video recorder |
| | | | |
| | To analyze the students’ behavior during the word games development in a detail manner |
| | Video recorder |
| | To collect enough information that allow us to identify the students perception regarding to the word game as a vocabulary learning strategy |
### Modelo para actividades de recolección de datos

**Activity 2**

<table>
<thead>
<tr>
<th>Activity in terms of</th>
<th>Pedagogy</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td>• To identify how students integrate previous vocabulary with the new one when they develop the word game</td>
<td>• To</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Topic</strong></th>
<th>Body parts adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td>2 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Materials</strong></th>
<th>Dices with body parts Dices with adjectives Paper, markers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Class organization</strong></th>
<th>The class is going to be arranged by groups of six people, each group has a pair of dice, marker and paper, students have to move the dice around the class in order to each group complete the drawing of the body</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation</strong></td>
<td>The group that complete the drawing at first will have the highest score</td>
</tr>
</tbody>
</table>

**Gathering instruments:**
- Video
- Journal

- **Aims**
  - To analyze the students’ behavior during the word games development in a detail manner

- **Resources**
  - Video recorder
  - File diary

- **expectations**
  - To collect enough information that allow us to identify the students perception regarding to the word game as a vocabulary learning strategy by integrating previous vocabulary to the new one
<table>
<thead>
<tr>
<th>Modelo para actividades de recolección de datos</th>
<th>Activity 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity in terms of Pedagogy Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aims</td>
<td>• To relate the previous content with new one in order to complete a specific task with partner’s collaboration.</td>
<td>• To observe what are the students’ perception related to vocabulary learning through the development of the word game</td>
</tr>
<tr>
<td>Topic</td>
<td>Body parts Adjectives clothes</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>Guess who board and tabs</td>
<td></td>
</tr>
<tr>
<td>Class organization</td>
<td>The class is going to be arranged by groups composed of two teams of three people each one, each group has a game board and tabs, students have to guess all the characters of the board using the vocabulary they know, and when students finish the game, they need to find another team to keep playing.</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>The group that plays with more groups will have the higher score</td>
<td></td>
</tr>
<tr>
<td>Gathering instruments: Observation Journal</td>
<td>Aims</td>
<td>To analyze the students’ behavior during the word games development in a detail manner</td>
</tr>
<tr>
<td>Resources</td>
<td>Notebook and pen Notes</td>
<td></td>
</tr>
<tr>
<td>Expectations</td>
<td>To collect enough information that allow us to identify the students perception regarding to the word game as a vocabulary learning strategy by integrating previous vocabulary to the new one</td>
<td></td>
</tr>
</tbody>
</table>
Annex 6/ semi structured interview

6.1

Nombre____________________________________       Género: M____ F____

Edad________            curso: ________

La siguiente encuesta será aplicada con el objetivo de recolectar datos acerca de la percepción que usted tiene frente al uso de los juegos de palabras como estrategias de aprendizaje.

1. ¿ le gusta el inglés?

2. Si

3. No

Piensa usted que el inglés es:

- facil
- dificil
- inutil
- importante
- util
- no me interesa

¿ Que considera dificil de el inglés?

- gramatica
- vocabulario
- escucharlo
¿Cómo aprende usted las palabras en inglés?

- con dibujos
- con listas
- repitiendolas
- traduciendo las
- con videos
- con canciones
- ninguno
- otras ¿ cuáles?

¿Cómo le gustaría a usted aprender inglés?

- con un libro
- con canciones
- con juegos
- repitiendo
- con un hablante nativo

¿Cree usted que cuando juega aprende?

- sí
- no
- ¿Por qué?
## Data Table

<table>
<thead>
<tr>
<th>¿Le gusta el inglés?</th>
<th>N° de estudiantes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Si</td>
<td>24</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>piensa usted que el inglés es:</th>
<th>N° de estudiantes</th>
</tr>
</thead>
<tbody>
<tr>
<td>fácil</td>
<td>10</td>
</tr>
<tr>
<td>difícil</td>
<td>6</td>
</tr>
<tr>
<td>inútil</td>
<td>1</td>
</tr>
<tr>
<td>importante</td>
<td>22</td>
</tr>
<tr>
<td>útil</td>
<td>11</td>
</tr>
<tr>
<td>no me interesa</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿Que considera difícil del inglés?</th>
<th>N° de estudiantes</th>
</tr>
</thead>
<tbody>
<tr>
<td>gramática</td>
<td>4</td>
</tr>
<tr>
<td>vocabulario</td>
<td>11</td>
</tr>
<tr>
<td>escucharlo</td>
<td>13</td>
</tr>
<tr>
<td>hablarlo</td>
<td>15</td>
</tr>
<tr>
<td>leerlo</td>
<td>15</td>
</tr>
<tr>
<td>escribirlo</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿Cómo aprende usted las palabras en inglés?</th>
<th>N° de estudiantes</th>
</tr>
</thead>
<tbody>
<tr>
<td>con dibujos</td>
<td>4</td>
</tr>
<tr>
<td>con listas</td>
<td>2</td>
</tr>
<tr>
<td>repitiéndolas</td>
<td>18</td>
</tr>
<tr>
<td>traduciéndolas</td>
<td>12</td>
</tr>
<tr>
<td>con videos</td>
<td>9</td>
</tr>
<tr>
<td>con canciones</td>
<td>10</td>
</tr>
<tr>
<td>ninguno</td>
<td>1</td>
</tr>
<tr>
<td>Otras ¿cuáles?</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿ Cómo le gustaría a usted aprender inglés?</th>
<th>N° de estudiantes</th>
</tr>
</thead>
<tbody>
<tr>
<td>con un libro</td>
<td>10</td>
</tr>
<tr>
<td>con canciones</td>
<td>13</td>
</tr>
<tr>
<td>con juegos</td>
<td>18</td>
</tr>
<tr>
<td>repitiendo</td>
<td>13</td>
</tr>
<tr>
<td>con un hablante nativo</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>¿ cree usted que cuando juega aprende?</th>
<th>N° de estudiantes</th>
</tr>
</thead>
<tbody>
<tr>
<td>si</td>
<td>23</td>
</tr>
<tr>
<td>no</td>
<td>8</td>
</tr>
</tbody>
</table>
Students’ Perceptions in the Development of Lexical Awareness Through the Use of Word Games

Graphics

¿ Le gusta el inglés?

Piensa usted que el inglés es:

¿ Que considera difícil del inglés?
¿Cómo aprende usted las palabras en inglés?

¿Cómo le gustaría a usted aprender inglés?

¿Cree usted que cuando juega aprende?
6.2

Nombre: ______________________________________ Edad: ________
Curso: _________________  Genero: F ___ M ___

La siguiente encuesta será aplicada con el propósito de conocer cuál es su percepción frente a la implementación de los juegos de palabras como estrategia de aprendizaje de vocabulario.

1. ¿siente usted que ha aprendido vocabulario por medio de los juegos de palabras implementados en clase?
   - Sí
   - No
   - ¿Por qué?

2. ¿siente usted que recuerda más las palabras cuando está desarrollando los juegos de palabras?
   - Sí
   - No
   - ¿Por qué?

3. ¿cree usted que los juegos le ayudan a aprender?
   - Sí
   - No
   - ¿Por qué?

4. ¿se divierte usted cuando juega?
   - Sí
   - No
   - ¿Por qué?

5. ¿ cree usted que los juegos se desarrollan de mejor manera:
   - Individual
   - Grupal
### Data Table

<table>
<thead>
<tr>
<th>pregunta</th>
<th>opción de respuesta</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿ siente usted que ha aprendido vocabulario por medio de los juegos de palabras implementados en clase?</td>
<td>pregunta 1</td>
</tr>
<tr>
<td>¿ siente usted que recuerda más las palabras cuando está desarrollando los juegos de palabras?</td>
<td>pregunta 2</td>
</tr>
<tr>
<td>¿ Cree usted que los juegos le ayudan a aprender?</td>
<td>pregunta 3</td>
</tr>
<tr>
<td>¿ Se divierte usted cuando juega?</td>
<td>pregunta 4</td>
</tr>
<tr>
<td>¿ Cree usted que los juegos se desarrollan de mejor manera?:</td>
<td>pregunta 5</td>
</tr>
<tr>
<td></td>
<td>individual</td>
</tr>
<tr>
<td></td>
<td>grupal</td>
</tr>
<tr>
<td>Si</td>
<td>No</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

### Graphics

**Percepción sobre los juegos de palabras**

![Percepción sobre los juegos de palabras](image-url)
¿ Cree usted que los juegos se desarrollan
mejor de manera :

<table>
<thead>
<tr>
<th>numero de estudiantes</th>
<th>individual</th>
<th>grupal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

- 0: individual
- 9: grupal
6.3

Nombre: ___________________________________________ Edad: ________
Curso: ____________________ Genero: F ___ M ___

La siguiente encuesta será aplicada con el propósito de conocer cuál es su percepción frente a la implementación de los juegos de palabras como estrategia de aprendizaje de vocabulario.

6. ¿Siente usted que aprendió con el uso de los juegos?
   o Si
   o No
   o ¿Por qué?

7. ¿Cómo se sintió usted durante el desarrollo de los juegos de palabras?
   o Motivado
   o Divertido
   o Aburrido
   o Presionado

8. ¿Cree usted que sus compañeros le ayudaron a aprender más?
   o Si
   o No
   o ¿Por qué?

9. ¿Le gustaría que en otras materias usaran juegos para aprender?
   o Si
   o No
   o ¿Por qué?

10. ¿Cómo le parecieron los juegos de palabras?
    o Divertidos
    o Aburridos
    o Motivadores
    o Emocionantes
    o Frustrantes
    o ¿Por qué?
Data Table

<table>
<thead>
<tr>
<th>ENCUESTA N°3</th>
<th>PREGUNTA</th>
<th>OPCION DE RESPUESTA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SI</td>
<td>NO</td>
</tr>
<tr>
<td>¿Siente usted que aprendió con el uso de los juegos?</td>
<td>pregunta 1</td>
<td>9</td>
</tr>
<tr>
<td>¿Cree usted que sus compañeros le ayudaron a aprender más?</td>
<td>pregunta 3</td>
<td>8</td>
</tr>
<tr>
<td>¿Le gustaría que en otras materias usara juegos para aprender?</td>
<td>pregunta 4</td>
<td>7</td>
</tr>
<tr>
<td>¿Cómo se sintió usted durante el desarrollo de los juegos de palabras?</td>
<td>pregunta 2</td>
<td>1</td>
</tr>
<tr>
<td>¿Cómo le parecieron los juegos de palabras</td>
<td>pregunta 5</td>
<td>8</td>
</tr>
</tbody>
</table>

Graphics

![Encuesta 3](image-url)
Anexe 7/ materials