STRENGTHENING THE LEXICAL COMPETENCE IN FIFTH GRADERS BY USING GAMES

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Pedagogical study submitted in partial fulfillment of the requirements for the bachelor degree in Spanish, English and French

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Dedication

I am very grateful for each person who has contributed not only to the development of this research project but also in my construction as a person and future teacher. I especially dedicate this monograph to my grandfather Dagoberto who has always been a source of inspiration, for being aware of my growth as a woman and as a professional, for being a constant support and a fundamental part of my life.

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I thank the life of my parents Clara and Hugo and my brother Juan David and my family in general who have been a fundamental part of this process. They have been a support, encouragement throughout my university career and my life.

In the same way, I would like to express my gratitude to my thesis director Nelson Mellizo for his constant support, his suggestions and recommendations throughout this process, which has helped my training as a teacher-researcher.

Likewise, I thank the National Pedagogical University especially the Language Department for guiding during these five years my teacher training. Likewise, to the Domingo Faustino Sarmiento School, the teacher Cristina Quevedo and the students of the course 501 who have been a fundamental part of the construction of this monograph, to accept me with love and disposition.

1. Información General

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Titulo del documento	Strengthening the Lexical Competence in Fifth Graders by Using Games Fortalecimiento de la Competencia Léxica en estudiantes de quinto de primaria por medio de juegos
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Palabras Claves	COMPETENCIA LÉXICA, JUEGOS, MOTIVACIÓN, APRENDIZAJE COLABORATIVO

2. Descripción

El presente trabajo de grado tiene como objetivo analizar los efectos del uso de juegos para mejorar la competencia léxica de los estudiantes de quinto de primaria del colegio Domingo Faustino Sarmiento; Los juegos se emplearon con el fin de lograr un ambiente saludable en el cual los estudiantes pudieran no solo mejorar el nivel de inglés sino también para que fortalecieran la comunicación entre ellos en el aula de clase.

El uso de los juegos en el salón de clase optimiza la adquisición del vocabulario en inglés, lo cual fortalece la competencia léxica y consigo el desarrollo de habilidades comunicativas de escucha y habla; Durante los juegos se fortalecieron aspectos como la escucha, el respetar las opiniones de los compañeros, el hablar por turnos y el interés de aprender inglés y participar en clase.

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4. Contenidos

Este documento se divide en seis capítulos:

El primero presenta la caracterización de la population, el contexto local e institucional, la pregunta problema, los objetivos, el problema y la justificación.

El segundo capítulo expone algunas investigaciones previas en el campo de la enseñanza de lenguas extranjeras que proporcionaron datos relevantes y bibliografía útil para el desarrollo de esta propuesta, asimismo se encuentran los constructos teóricos que la consolidan.

En el tercer capítulo se describe el diseño metodológico, en el cual se encuentran el tipo de investigación, los instrumentos de recolección de datos y las categorías de análisis.

En el cuarto capítulo se desarrolla la propuesta pedagógica, las fases de intervención y el programa académico

El quinto capítulo presenta el análisis de los datos recolectados con base en la teoría y las categorías establecidas.

El quinto capítulo expone el análisis de los resultados encontrados en el proyecto. El sexto capítulo contiene las conclusiones y finalmente el séptimo capítulo las recomendaciones para futuros estudios.

5. Metodología

El presente estudio se basa en el modelo de investigación acción cualitativa ya que buscó abordar la problemática encontrada. Las observaciones dieron cuenta de la falta de vocabulario de los estudiantes, la falta de atención y motivación planteando así una posible solución a este problema.

Esta investigación se llevó a cabo con 30 estudiantes de quinto de primaria entre las edades de 10 y 11

años. Con el fin de recolectar datos se utilizaron, diagnósticos, encuestas, guías para trabajar en clase, grabaciones de voz y diarios de campo. De esta manera, la propuesta pedagógica consistió en el uso de juegos para mejorar la competencia léxica de los estudiantes y promover la motivación durante las clases de inglés.

6. Conclusiones

Los resultados obtenidos en este estudio permiten afirmar que los juegos pueden ser un vehiculo para la comunicación entre compañeros de clase e integrantes de un equipo. Asimismo, los juegos pueden ser una manera de articular el trabajo pedagógico y los intereses de los estudiantes, manteniéndolos atentos y motivados durante las clases.

Los estudiantes de esta manera fueron capaces de expresarse en un ambiente saludable, también aprendieron de sus errores sintiéndose cómodos al momento de participar estimulando su autoconfianza.

Finalmente, se vio un grupo capaz de trabajar en equipo, motivado en las clases y con una mejor competencia léxica.

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Revisado por:	Nelson Mellizo

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Contents

Chapter I: Introduction

This section has the characterization of the population, the local context, the institutional context, the research question, the research objectives, the problem statement and the justification.

Local Context

Domingo Faustino School is located in the locality 12 Barrios Unidos in Bogotá, which has 44 neighborhoods; it is located exactly, in Rionegro neighborhood. There predominates social stratum 3 (middle class). In fact, the school is in a very quiet neighborhood, which helps in the learning and concentration of the students and teachers and it facilitates the development of the institutional activities.

Institutional Context

The Domingo Faustino Sarmiento school is a mixed public school, which offers two shifts: in the morning and in the afternoon. The school focuses on commercial and financial operations, accounting and community recreation. It has four branches located in the same neighborhood.

The vision of the school is to transcend in the people's formation with human and professional quality, taking into account English as a second language, the defense of human rights, environmental accessing to technological, technical and scientific knowledge during the first years of schooling.

The mission of the school is to transcend with quality education to build and to experience with the students the pedagogical processes aimed at their own

human development, through constant motivation for knowledge, principles and values. It allows them to build their life project and interact with their environment in qualified levels of autonomy, creativity and entrepreneurial spirit, respecting diversity. In the school is also very important to promote fundamental values such as democracy, integral human development, productivity and entrepreneurship, ethics, and quality.

Besides, the IEP (Institutional Educational Project) of the school is *Quality education for integral and vocational training* and the slogan is *Leadership and entrepreneurship. Managers of a life plan*. In addition, the pedagogical model is socio-constructivist considering the students' inner construction.

According to this, it is important to say that this context helps the development of the project, because they work on the construction of values and principles in each student. They want to promote in students aspects such as autonomy, a very important aspect in this research project because students need to learn and internalize new vocabulary during the process. As a community for them, it is essential that students learn how to be an integral citizen in order to contribute to the society.

The Branch B is where this project is developed with the 30 students of the 501 course in the afternoon shift. This place has a teacher's room, a computer room with 30 computers, seven classrooms, a coordinator's room, a soccer field, and two bathrooms; the computer room can be enough for children because it also has a videobeam, sound equipment and a screen, but it is important that the teacher uses these resources properly.

The classroom 501 has space for 20 students; it has visual aids like a map of Colombia and a billboard illustrating good manners in Spanish; there are no visual aids for the learning of English. The classroom also has a closet, 30 seats for children, a desk for the teacher, a board and a TV set that they do not use. The classroom is not comfortable because there is not enough space for learners and it can influence on the misbehavior of the students. The students usually have three hours of English per week. The purpose of the learning area is to foster learning environments that allow the comprehension and textual production in a creative way in English as a second language in which the different communicative situations are approached emotionally and culturally, in order to transform reality.

Characterization of the Population

A survey made to the students (Annex 2) shows that the population is between 10 and 11 years old. They assure that their favorite subjects are Mathematics and English. Their favorite activities are physical activities and playing. Some of the students have studied English before. The majority of the students do not mind working alone, in pairs or in groups, these aspects are important because they are taken into account on the activities to be carried out with them.

Their favorite activities in the classroom are listening to music, watching movies and playing. In terms of their study habits, students do their homework on the desk or living room. They also, listen to music or watching TV as long as they develop their homework and 13% do it on the bed. (Annex 3). This can be a

negative factor because the study habits are very important for a good academic performance.

Although most of the students feel comfortable in the English class, just two of them had good scores in the diagnosis test. In an interview with the teacher, 30% of the students have a low cognitive level due to their home context, for example, violence in their families or economic problems. There is a student who has failed three academic years. In general, the group of students need to work on discipline, but also the family must be included for a better learning.

Diagnosis

The diagnosis test (Annex 4) consists on five parts: vocabulary, listening, writing, reading and speaking. It is developed individually and they had one hour and a half to answer it. Most students do not have the level of English knowledge they are supposed to have in 5th grade according to the Standards presented by the National Ministry of Education (2006). In the document presented by the Ministry named *To form in Foreign Languages: The Challenge!* (2006) are shown those characteristics each student should acquire depending on the course in which they are. In this way, fifth graders have to be in Basic I (A 2.1).

Therefore, according to this document, in the listening part the students have to develop features such as, to follow instructions, to identify some adjectives to describe people, to understand personal information provided by others, to identify objects, people and actions in the context, to identify actions in the daily routine and to memorize famous songs from English-speaking countries. According

to that, the students in 501 have not developed these abilities yet, as shown in the following description:

In the diagnosis test there are two points of listening; the first one consists of writing five simple sentences in simple present tense they heard and in the second point they have to complete a paragraph in simple present tense with nine words to be heard, they have to obtain 14 correct answers. In this case, only 36% of the students achieve between five and 14 correct answers and 50% have no correct answers. The words they have correctly in common were *mothe*r, *father* and *dog*. (Annex 5)

Furthermore, according to the document of the Ministry, the abilities in reading have to be: to associate a picture with the written description, to understand short descriptions of people, places and actions, to identify actions in a short sequence of events, to identify cultural elements such as names and places in simple texts, to read and understand authentic and simple texts on specific events associated with cultural traditions and to recognize WH Questions (who, when, what and where). In the diagnosis, there was a simple paragraph in simple present with a small description and four questions. 82% of the students did not answer the point because they did not understand the paragraph or the questions, only 14% of the students obtained one question right, and 4% two answers. (Annex 5)

Also, in the writing part, the document shows that the students must improve the abilities to write about topics they like, to write descriptions and short stories based on illustrations, their mood and preferences, to write short messages, to use

connectors expressing sequences and additions, to check the spelling of the words they use frequently and to write short stories they imagine. In the diagnosis, they have to organize five sentences in simple present and 77% of the students have zero or one right answer and 14% got two good answers. (Annex 4)

Finally, in the speaking part the students are supposed to have the ability to answer personal questions and to have a short conversation, to ask the teacher and the classmates to clarify a doubt, to ask and accept apologies, to follow and give basic instructions, to participate in a simple conversation, to ask and answer about physical characteristics and to answer questions about likes and dislikes.

In this section, three questions were presented by the teacher "What is your name?", "How old are you?", "What is your favorite activity?" They have to respond them. At the beginning the majority of the students ask for the translation of each question and the vocabulary they are supposed to use. Nevertheless, 65% of the questions were not answered. However, it is seen they do not have enough vocabulary to develop this activity, in fact, during the diagnosis the lack of vocabulary is an aspect easy to notice (Annex 4). In general, as the results show, it is evident that students have a notorious lack of vocabulary which does not allow them to express themselves in short sentences.

Statement of the Problem

Some instruments of data collection such as field notes and the survey reveal that children enjoy physical activities and that they like to play any kind of game. Also during the observations students were very noisy and they had a lot of

energy during the classes. These aspects were very important at the moment of analyze which strategy can work with this group.

On the other hand, the field notes and the diagnosis reveal that students do not have enough vocabulary to develop some activities made by the teacher. In the diagnosis presented, it is possible to state that students of fifth grade do not have the level they are supposed to have according to the National Ministry of Education (2006), which claims for an awareness according to the English language and its use in students' daily lives. In this way, according to this document, students present problems regarding all their communicative abilities and it is possible to attribute these difficulties to the learners' lack of vocabulary.

Besides, students have a very significant lack of attention and motivation in English class, it is to say that students do not have a reason strong enough to improve their English (Pineda, 2012). This was evident since the first class when the diagnosis test and the questionnaire was made. The students are noisy, they like to bother each other and at the moment when they speak they are very loud. It can be said that these facts show lack of motivation in the classroom which impairs learning process in general. This lack of vocabulary is an important issue because without the improvement of this aspect it is difficult for students to be able to express themselves in English.

Justification

This project is developed with the analysis of the use of games in the classroom related to learning vocabulary and to improve lexical competence which

is very important for the development of the four linguistic abilities in the students. For this reason, it is very important to take this into account in first graders because, depending on this base, students can perform and express in different contexts.

This group of students is not engaged so their attention wanes and their learning decreases. For this reason, it is important to create a meaningful environment and a strategy to help the students' concentration. In this manner, playing games is a way to keep students' attention and motivation and specially in this case, they can be used in order to develop their lexical competence. It includes to ask questions and answer them immediately by the use of vocabulary in the class creating a feedback environment.

According with the standards presented by MEN, students in fourth and fifth grade have to follow what the teacher and the classmates say during a game or activity; to participate in games and activities following simple instructions; to hold a simple conversation with a classmate developing a classroom activity. According to this, fifth graders in Domingo Faustino Sarmiento School have not developed these skills which correspond to comprehension (listening and reading) and production (writing, monolog and conversation).

In order to improve their lexical competence with a significant resource, games can be a useful strategy to improve English by the use of teamwork and extrinsic motivation, because extrinsically motivated students work on a task even when they have a little interest in it due to the anticipated satisfaction they get from some reward. (Bainbridge, 2017) These can be positive aspects because as they

mention in the survey they like to work by teams and this can work on their lack of motivation.

Besides, it is necessary to teach them vocabulary to develop their lexical competence. It can be possible. By the use of games, because they provide meaningful environments of learning by playing. It is also important to incorporate new methods in the classroom that involve open dynamics that have repercussions in the improvement of English bases. Thus, it is discard those conventional forms in which the student has a role with no importance as the teacher whose actions are limited, this results in the inhibition of creativity, limiting learning to the reproduction of meaningless content for students.

Taking this into account, learning vocabulary can be developed from games, as a mediator. The act of playing invites the student to potentiate his or imagination and creativity as long as they describe, recreate, etc., by doing different activities and developing some actions and roles depending on the context. They ask for students' participation which is important to develop their lexical competence.

Finally, this project searches to show another strategy used in the English class, as it establishes methodologies adjusted to the students' needs making them see knowledge as an attractive and functional aspect in the school. Consequently, it contributes to the field of language teaching by designing alternative strategies that go beyond transcription, copy, repeat, etc. In this way, English teachers can take this strategy as a meaningful way to invigorate their classes, taking advantage of the creative potential that the students have.

In conclusion, communicative competence cannot be worked on separately because it implies a flexible know-how that is updated in meaningful contexts and which implies the ability to use knowledge about the language in different situations, both inside and outside school life (MEN, 2006) For this reason, this research project includes development of skills in order to improve their social abilities by the use of a foreign language. In this way, students increase their awareness of how they learn.

Research question

What is the impact of games in the lexical competence development through collaborative learning in 5th graders in Domingo Faustino Sarmiento School?

Objectives

General Objective

- To analyze the impact of games in lexical competence development in 5th graders in Domingo Faustino Sarmiento School

Specific Objectives

- To identify the impact of using games in the classroom by improving their lexical competence.
- To establish the effect of stimulate motivation in the classroom to develop lexical competence.
- To analyze the role of collaborative learning during the games designed for developing motivation in the classroom.

CHAPTER II: Literature review

This chapter is composed of two sections where are displayed some authors, studies and constructs about lexical competence, games and collaborative learning. The first section is the State of Art, it is exposed national and international articles and studies which support this research. The second section is the Theoretical Framework in which the researcher addresses the constructs implied in the study.

State of Art

It was consulted eight studies and articles connected with four aspects presented in this research such as, lexical competence, games and motivation and collaborative learning.

Title	Author / year	University
Developing Oral Interaction Skills Through the Use Of Communication Games	Lorena Soler Huertas (2016)	Universidad Pedagógica Nacional
Games and Recreational Activities as a Motivating Tool in EFL Classroom	Carlos Saavedra Monroy German Salinas Guerrero Alcira Sánchez (2008)	Universidad Pedagógica Nacional
Table Games: A Tool for Motivating the Learning of New Vocabulary in a Foreign Language Relating it in an Aware Way with the Oral and	Luisa Fernanda Franco Ruiz (2012)	Universidad Pedagógica Nacional

Written Language		
La Importancia del Juego y Desarrollo en Educación Infantil	Ana María García Gómez (2009)	Article Universidad Jorge Tadeo Lozano
Fortalecimiento de la Competencia Léxica del Inglés como Lengua Extranjera a través de diferentes técnicas artísticas	Paula Inés Bedoya Bedoya (2007)	Universidad de la Salle
El Juego como Estrategia Pedagógica: Una Situación de Interacción Educativa	Mariana Campos Ingrid Chacc Patricia Gálvez (2006)	Universidad de Chile
Acquisition of Lexical Competence in English as a Second Language	Valeria Echaverría	Universidad de Chile
El Conocimiento lexical del Inglés en la Expresión Oral de los Estudiantes del Instituto Charlotte English School durante el año 2013	Ximena Alexandra Estrada Chango (2014)	Universidad Central del Ecuador

Table 1. Studies and articles concerning issues of the State of the Art

The first support is called *Developing Oral Interaction Skills Through the Use of Communication Games* (2016). The problem detected is that most of the students have problems understanding simple questions and commands. For this reason, the main objective is focused on the development of oral interaction skills through the implementation of communicative games. The author concludes that the use of communicative games fostered oral interaction among the students and it created a context in which the students' use of the foreign language was encouraged to communicate with each other. Also, the use of these games

aroused students' interest in continuing to learn English language, because through games they promoted positive attitudes and they were motivated to speak in English. It includes aspects such as games and motivation by promoting a healthy communication in the classroom, which are the main ideas of this project.

The second project is called *Games and Recreational Activities as a Motivating Tool in the EFL Classroom* (2008). Their main objective is to improve the motivation of the students applying games and recreational activities. This project concludes in the effectiveness of games in an EFL classroom. Besides, they suggest that games are not only used for having fun but they are a useful way to practice English. Thus, this study attributes the importance games have as creator of motivating learning environments to improve students' English skills, which is a fact that is demonstrated in this project.

The third project is called *Table Games: A Tool for Motivating the Learning of New Vocabulary in a Foreign Language Relating it in an Aware Way with the Oral and Written Language* (2012). The general objective in this project is to develop table games for getting a relationship between the written and oral language and promote the expansion of vocabulary in the students. The author concluded that the importance to consider games as a tool for motivation is that students feel comfortable in an environment that is hostile; also, game fosters a familiar environment according to their ages. This research project is useful because this population has indiscipline problems, an aspect which affects the development of the classes and contributes to the students' lack of motivation during the learning process.

The fourth document is an article named *La Importancia del Juego y Desarrollo en Educación (*2009). In this article, the author proposes games as a useful tool in childhood because this is an important aspect from birth. Games are always a meaningful activity for kids, They includes motivation, a powerful tool for personal growth and development. The author includes saying that games can stimulate and foster in child attitudes of respect, participation and tolerance. It is an active stimulus that reflects an emotional, physical and intellectual commitment with respect to the world that surrounds him. This article highlights the game as a development factor in children's life especially in the stage in which kids are getting to know their own environment.

The fifth Project is *Fortalecimiento de la competencia léxica en inglés como lengua extranjera a través de diferentes técnicas artísticas (*2007). The authors want to improve lexical competence through painting and drawing in children from five and seven years old. They prove that this strategy takes advantage of the principles of multiple intelligences in the learning process and that lexical competence can be developed through different non-conventional activities in the classroom. In this project, the non-conventional activity is games in the classroom in order to improve lexical competence in 5th graders.

The sixth Project is called *El Juego como Estrategia Pedagógica: Una Situación de Interacción Educativa* (2006). The authors propose games based on an interactional approach to communication, which allows to be implemented as a pedagogical strategy. The main objective of this project is to show games as a pedagogical strategy in an experience with children. The authors conclude that

games can be a useful strategy for the integral development of the student because they are a playful motivational activity in which the teacher can also solve questions and doubts as long as students keep motivated. It can be identified that games allow elaborating a pedagogical proposal in any area of knowledge, where games can be used as an effective teaching-learning strategy in an informal educational context.

The seventh project is *Acquisition of Lexical Competence in English as a Second Language* (2007). The main goal in this project is to describe the vocabulary knowledge of learners in different levels of communicative competence. This study describes the lexical competence of learners of English as a second language, making a relationship between depth and breadth of the lexical competence of the students concerning the productive breadth of vocabulary knowledge in each level. This study states the higher level of communicative competence of the learners which is what it is needed in this project.

And finally, the last study is *El Conocimiento Lexical del Inglés en la Expresión Oral de los Estudiantes del Instituto Charlotte English School durante el año 2013 (*2014). This project has a relation between two aspects, lexical knowledge and communicative competence, in the process of learning English as a second language. The author applied a test named *The Think Aloud Protocol* and two vocabulary tests. As a conclusion, the author suggests improving the vocabulary learning since first grades in order to guarantee a better communicative competence of the students in advanced grades. This project also highlights vocabulary as one of the most important aspects of communication. This project is

important because it includes the vocabulary learning, a very important aspect in lexical competence.

In summary, these projects are important in order to have a reference of aspects such as lexical competence, games and motivation, taking into account the age, context, needs, etc. All this, to guarantee the improvement of the English level in these populations using different strategies in the classroom.

Theoretical Framework

Considering the objectives proposed for this research it is necessary to support this research study in order to describe and characterized the main concepts: Communicative competence, lexical competence, games and motivation and collaborative learning. At this point, it is important to describe how the theories are helpful to develop this research project.

Communicative competence

According to the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001) communicative competence is directly related with the language for the realization of communicative intentions of learners and users. It is also conceived in terms of knowledge including three basic elements: language competence, sociolinguistic competence and pragmatic competence.

In the first place, the language competence refers to use language resources to form well-structured messages considering lexical, grammatical, semantic, phonological, orthographic and orthoepic competence. In a second

place, the sociolinguistic competence makes reference to possession of knowledge and skills for appropriate language use in a social context. This aspect points out to language elements that involve social relationships, rules and expressions, also, registers, dialects and stresses.

And the last component -pragmatic competence- has two subcomponents: discourse competence and functional competence. These two aspects are called planning competence which means the sequencing of messages. In accordance with the authors of the CEF, it involves some metacognitive activities on the use of language (reception, interaction, production and meditating) (p. 108)

In keeping with the CEF definitions of communicative competences and its aspects, the authors mention linguistic competence "defined as knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated". (p. 109) they also include *lexical competence* as a category to describe linguistic content and as a basis for reflection.

Lexical competence

Lexical competence in the *Common European Framework or Reference for Languages* is "the knowledge of an ability to use the vocabulary of a language" (p.110). This aspect involves directly another feature, vocabulary. In the CEF, which covers lexical and grammatical words as long as language consist of single words. The students have to learn these lexical elements to recognize and use them correctly.

In this way, as Rosa Jiménez (2002) in her article it can be inferred that lexical competence is the cumulative knowledge of words, it means that it focuses on the words of the target language and not on the English learner, and it is transitory because the number of word that makes it up change throughout life. This aspect is always in constant work or development. That is why working since childhood is useful.

Besides, Richards in 1976 starts to make reference to this aspect in his journal article named *The role of Vocabulary Teaching,* but it is necessary to say that the author does not use the concept lexical competence but the expression *know a word* which has some implications. For example, that native speaker of a language continues to expand his vocabulary in adulthood, whereas there is comparatively little development of syntax in adult life; knowing a word means knowing the degree of probability of encountering that word in speech, the syntactic behavior associated, the semantic value and many of the different meanings associated; it implies knowing the limitations imposed on the use of the word according to variations of function and situation; it also entails knowledge of the underlying form of a word and the derivations that can be made from it and knowledge of the network of associations between that word and other words in the language. (p.83)

On the other hand, Meara (1996) offers a vision about this topic:

"…it might be possible to describe lexical competence in terms of two global characteristics: size and organization. These characteristics are rather different from the features that are normally used to characterize vocabulary,

because they are characteristics of the system as a whole, rather than features of the individual words that make up the system. (…)" (p.9)

This author also affirms that lexical competence is composed by a group of words that are interconnected, it means that the more words the student has in mind the more they are connected semantically and the lexical competence is bigger.

Consequently, in this project the main idea is to evidence those lexical progresses that the students develop during the games but also, playing and working in teams having the ability to use the grammatical and the lexical elements according to the scaled presented in the CEF.

Games and motivation in a EFL classroom

Taking into account that the participants of this research project are young learners, games are a viable strategy in English class in order to learn the language. In this manner, it is important to state the game concept itself. Groos (1902) affirms that games are a pre-exercise with required functions for the adult life, because, they contribute in the development of a child to be able to carry out the activities that he will in the adulthood, it means that this activity works not only to have fun but also to be prepare for life.

In his book, Groos (1902) defines the nature of the game is biological and intuitive and for that reason it prepares the child to develop his activities in the adult stage, an example the author uses to explain this is, *what the kid does with the doll, he will do it with a real baby when he gets old.* It indicates that depending on what the child learns, the adult will reproduce.

Also, Piaget (1946) says that game is a part of the intelligence of children, because it represents the functional or reproductive assimilation of reality according to each stage of a person. This author associates three basic structures of game with the phases of human thought: 1) the game is a simple exercise, 2) the symbolic game and 3) the regulated play in order to an evolution in which the child repeats behaviors without involving a new effort of assimilation and by the functional pleasure.

Thus, the development as an interaction between physical maturity and experience; through these experiences children acquire knowledge. His theory places action and self-directed resolution of problems directly at the center of learning and development. Through action, and the learning process a child learns how to control his environment, his world.

According to Vigotsky (1924) the game arises as a need to reproduce contact with the rest of the people. Through the game scenes are presented, that goes beyond the instincts. Game is a social activity in which due to the cooperation with other children, they are able to acquire roles that are in fact, complementary to the own. This author also makes reference to the symbolic game and highlights how the child transforms objects and turns them into his imagination into others that have a completely different meaning.

Moreover, as Bruner (2003) says, the game becomes not only a medium for exploration but also for the use of the imagination and invention. It provides pleasure and the obstacles may arise within the game are necessary to maintain motivation including problem resolution in an interesting way for kids. Likewise,

Vigotsky (1991) affirms that the game is a sponsor of child's mental development, it also involves the formation of social rules and the construction of the child's self-regulation using social rules.

On the other hand, one of the most important reasons of the use games in this research project is that students can improve their English doing something they really enjoy such as playing. This can be motivating to enhance the level they are supposed to have in fifth grade and also the learning environment.

According to Dornyei (2001), motivation is an abstract concept and it is "one of the most basic aspects of the human kind, and most teacher and researchers would agree that is has a very important role in determining success or failure in any learning situation" (p. 2). This is one of the affective factors considered as a key for learning and it has three important perspectives: behavioral, as the anticipation of external forces; cognitive, regarding to the decisions child takes in regards the aspects he wants to learn; and, constructivism, as the personal choices in his social context.

Besides, motivation is the first aspect children have in face of a fact or situation according to Scott and Ytreberg (1990). For this reason, in the moment to learn a language has to be attractive to them and it has to encourage them to learn it with pleasure. The authors suggest that letting the pupils talk to themselves making up rhymes, singing songs or telling stories, it is to say, playing with the language is a good way to motivate them to be in an EFL class. It is common to play with the mother tongue and it can be natural too play with the second language especially in first levels.

Taking these aspects into account, it is important to know that the teacher can propitiate an environment in which the student feels free to play but always keeping in mind that he can learn through these kinds of activities. For this reason, games go hand in hand with motivation, and they demonstrate to the students that learning can be a fun activity.

In this manner, in this project games are developed in the classroom and in groups in order to promote the creative and spontaneous use of the language, to reinforce the communication between the students, to encourage the participation in the class and to put the student as the center and the teacher as the facilitator. Those games are made and adapted to the group taking into account the quantity of students, the age and their likes. Considering also that learning is a social activity and not a process of individual realization.

Collaborative learning

Collaborative learning is based on the Vigostky's (1931) concept *Zone of proximal development* or ZPD. It consists on the difference between what a student can do without help and what he can do with help, for this reason it turns out to be an evidence of the social character of the learning process. Here, the author stands out the importance of learning through communication and interaction with the others and consequently the child can enhance critical thinking.

Thus, Gokhale (1995) suggest in his article *Collaborative Learning Enhaces Critical Thinking* that this term refers to an instruction method in which students at various performance levels work together in small groups toward a common goal.

Students are not only responsible of their own learning but also the other's, that is to say, the success of one student helps others to be successful. Because as it was explained previously, although learning is an individual achievement, within the school it is a social activity.

Both, learning and teaching are a collaborative process that involves teachers, students, family, etc., it means that community in general can prioritize education. According to *Wisconsin's Guiding Principles for Teaching and Learning* "collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it". (p.1) and this environment is one of the necessities for learning in a person's life, because, in accordance with Salvin (1989) it suggests that students and teachers learn more and are more engaged to participate in the learning process.

In conclusion, this search project wants to improve lexical competence of students while playing. It is also very important that students recognize the importance of participating not only to win the games but also to learn the language. Also, team work can strengthen their relationships inside the classroom which is another aspect to work on.

CHAPTER III: Methodological design

Taking action-research into consideration as the nature of this study, in this chapter is described the type of research, the research method, the categories of the unit of analysis and the population and sampling.

Type of research

This study is located in the qualitative research. Denzin and Lincoln (2000) in their book called *Handbook of Qualitative Research* affirm that this type of research situates the observer in the world, on account of the researcher work with different set of materials to make a visible world. To make this possible the researcher uses different instruments of data collection such as artifacts, interviews, surveys, videos, etc., in order to understand the social context of the project.

Also, this qualitative study offers description, records, interpretations and clarifications from the point of view of the participants about the main problem of the population. Johnson (2014) affirms that the researcher has to ask questions, collect data, make interpretations and record what is observed to understand the population or actors' viewpoint and to complement the main information in the analysis.

In this type of research there are according to Monje (2011): preparatory, which is the finding of the problem; the field work, it means the data collection; the

analytical part, it is to say, the obtaining and verifying the data; and the informative part, with the elaboration of the report.

Method of research

The action research proposes dynamics of change within a given environment; it is a way to identify and try to respond to the problems that were evidenced within the classroom, in order to support the teaching-learning processes and strengthen self-reflection as a component of growth in their educational work and new forms of access to knowledge.

Action-Research according to Kemmis and McTaggart (1988) helps the teacher to improve a skill in the classroom. It is developed based on the collection of data and with a cyclical process including exploring, identifying, planning, collecting data, analyzing, hypothesizing or speculating, intervening, observing, reporting, writing and presenting. In this project, it is important because it will be seen how the use of games in the classroom can help the students to learn vocabulary.

Also, action research develops a plan of critically informed action to improve what is already happening in the classroom; it acts to implement the plan; it helps to observe the effects of critically informed action on the context in which it occurs; and it reflect on the effects as the basis for future planning.

The authors affirm that this method establishes a connection between researches and professors for the analysis of the social and educative problematic

to benefit the teaching-learning process. The following figure represents the cycling

process proposed by them:

Figure 1. Stages of Action Research.
Cycling or spiraling process according to Kemmis and McTaggart (1988).

This action research cycle made by Kemmis and McTaggart (1988) has four

main phases and they are validated by the previous phase. The first phase is

planning, the most important outcome of this phase is a detailed action plan

considering the change that the researcher wants to do. These plans must be

viable and the public need to be taken into account. The second phased is *acting*,

one of the important aspects allow for is that reality can be unpredictable, for this

reason, the researcher can make some deviations from the initial plan. In this

phase, new insights are likely to arise and be incorporated into the project.

The third stage is *observing*. The action research project needs a diary or journal where additional observations and insights are recorded on a regular basis. And the last stage is *reflecting. A*t this point of the cycle it is significant to reflect critically using the observations and the field notes. As a result of this phase, ideas will usually arise for a new cycle of action research.

Instruments

The qualitative investigation has different instruments for the data recollection such as surveys, images, observations, etc. For this project, it is used three specific instruments: questionnaires, workshops and the field notes.

Questionnaire

At first, the questionnaire in accordance with Burns (2003) is an instrument used by the investigator to make population-specific questions in order to collect information about aspects or situations of interest. With the questionnaires, the investigator can check the information and data highlighted with the observations. This instrument is used to know the advances of the students in the activities already carried out, even these questionnaires can be helpful to know the hopes about the new activities and the relations established in the classroom.

Workshops

Secondly, students' class work is a very important aspect because it is the tangible evidence of implementation. Depending on this, it can be seen the effectiveness of the explanation and the games in the classroom the accuracy of students' materialization according to Zepeda (2013). The author also affirms that

the study of the students' work is a critical source of information about learning and teaching which seems to be a serious procedure to place critically what it is developed in the classroom.

Field notes

In consonance with Martínez (2007) the field note is an instrument for recording observations and educational interventions, according to the author, using this instrument the researcher can systematize, enrich and improve research practices. It can be useful for the investigator who takes notes of the most important elements to organize, analyze and interpret the identified information (Bonilla and Rodríguez, 1997). This instrument has been developed to obtain accurate data in the moments of observation, all the activities developed in the classroom for children, in order to identify the issues presented and work on these problems in this project.

Audio recordings

Audio recordings are "instruments that provide objective records of what happened which can be re-examined by the researcher to obtain more accurate information" (Freeman, 1998, p. 94). This instrument is used in the research to keep track of any possible students' improvements on lexical competence reflect on their oral performance during the games designed to propitiate the communication in the classroom.

Triangulation

In the qualitative investigation, this is a method of data analysis that includes many strategies for studying the same phenomenon (Denzin, 2005). The author described four types of triangulation; Method triangulation, triangulation of data, triangulation of investigators and triangulation of theories. For this investigation, it is used the triangulation of the data to analyze the collected information. For this type of triangulation. According to the author, it is necessary that the collection instruments need to be of the qualitative type because they are comparable.

Unit of analysis

Unit of analysis	Category	Indicator
Lexical competence	1. Lexical competence	1.1 Students recognize groups of words (verbs, adjectives and nouns) and short sentences.
		1.2 Students differentiate groups of words and its use in short sentences
		1.3 Students use the learned vocabulary in short sentences and in written contexts.
	2. Games and motivation	2.1 Students employ the new vocabulary during the games.
		2.2 Students show motivation during the games.
		2.3 Students establish links between the subjects learned and its use in oral and written contexts.
	3. Collaborative learning	3.1 Students learn from their classmates to develop the game satisfactorily.
		3.2 Students participate in games and help each other to learn the vocabulary.
		3.3 Students follow the instructions considering the role of a player in a team.

Table 2. Unit of analysis

3.4 Population and Sample

The sample of this study corresponds to the half plus one of the students. It means there are 16 students between 10 and 11 years old chosen at random considering that the vocabulary of the topic to be learned is totally new for the whole group of students. It is important to say that to develop this project the students have the permission of their parents.

Chapter IV: Pedagogical proposal

This chapter develops the pedagogical framework considering collaborative learning and the conception of learning, type of content, expected results, teacher and student roles, methodology or type of activities, resources and type of evaluation, the intervention phases and the academic program and the lesson plan

Pedagogical framework

Taking into account. That the human being is a social being, it is important that teachers and parents help to build a society in which people can share, accept and respect others. For this reason, the pedagogical framework implemented in this project has collaborative learning as one of the principal aspects. To develop the concept of collaborative learning, Jonhsons, D. and Jonhson, R (1987) define it as a set of teaching methods applied in small groups to develop mixed competencies between personal and social learning development where each group member is responsible of their own personal learning processes and others. In this way, the 5th graders of Domingo Faustino Sarmiento School learn not only for themselves but also to share with their classmates.

Also, Prescott (2003) affirms that it is a process that has as main objective to favor the moments in which there exist discussions between students to explore and to know the concepts and develop individual and group skills as long as they are learning. According to the author, these phaces must have some possibilities to guarantee the integral growth of the children. They have to be in an immersed

learning environment to build knowledge, and to benefit others with previous knowledge, ideas and experiences.

In this approach, the professor adopts a horizontal role in relation to the students. The teacher learns in a parallel way the strategies of communication and social students are implementing (Sharan & Sharan, 1987) assuming the role of guidance in the process until the evaluation during the development of activities in the classroom.

Furthermore, students involved in the collaborative learning process are characterized by being responsible, motivated, collaborative and strategic; they have a totally active role in which they care about their own learning and group learning that is always building knowledge and sharing it. In this process students are always building knowledge and reinforcing it individually and in groups.

On the other hand, this pedagogical proposal postulates Constructivism which promotes active learning where students build new ideas or concepts (Bruner, 1996). Learning is an active process in which the learner builds new ideas or concepts based on their prior knowledge. The important aspect is the process not the result. In few words, learning is building.

Besides, Bruner (1996) also affirms that the learner has previous mental structures that are modified through the adaptation process. He has also an active role in the classroom by participating in each activity, accepting and integrating other ideas, asking to understand the concepts and listening to his peers and teacher.

Therefore, knowledge is built through actions about reality. And it occurs when constructing new ideas or concepts based on the previously acquired knowledge. Consequently, the curriculum must be organized in a spiral form so that the student builds new knowledge based on what he has already acquired previously. The teacher must motivate the student to discover principles for himself, encourage mutual respect and promote the use of language and the interaction in the classroom (Bruner, 1996)

As well, the activities in the classroom are those that involve a group of students, they develop different types of games in groups and in which they must always help each other and listen to take decisions together. All of this to create an environment in which the students can participate, express their opinions and questions but especially with a fun atmosphere. For this reason, the resources may change depending on the type of games, for example with visual supports cards, ball, toys, music, even the board and markers. (Bruner, 1996)

 Moreover, Roman (2003) mentions two aspects in the evaluation of a process in collaborative approach: The first one, is the qualitative aspect that evaluates the development of the student in relation to the work of the group; and the second one the evaluates the results of the group work and it also includes aspects such as relevance of work, creativity, punctuality, etc.

In addition, Pombo, Loureiro y Moreira (2010) emphasizes on the importance of self-evaluation and co-evaluation in the process, to develop student's autonomy. The students in Domingo Faustino Sarmiento School are evaluated according to these four aspects: qualitative evaluation to evaluate the

participation of activities, roles developed, and responsibility; quantitative evaluation, to evaluate the results; Co-evaluation and finally, self-evaluation.

Lastly, the use of games as a learning strategy has a great link with collaborative learning and constructivism; when these elements are joined, there is a direct relationship between the objectives and the possibilities of success of the students, in this way, each participant of the game reaches the goal. If it is developed games as collaborative learning activities, there are not personal interests, but a purpose to achieve together. The results are also the creation of stronger social relations between the participants, the development of communication processes and cooperative work, self-confidence and the creation of appropriate spaces for pleasure and learning (Almeda, 1995).

Implementation phases

Considering that the main purpose of this study is to develop lexical competence in 5th graders, the main strategy that is implemented to achieve this goal is the use of different kind of games developed in the classroom. These games involve a meaningful and constant interaction between participants, because they have a back and forth transmitting and receiving information, so the students need to be better listeners.

For the selection and creation of the games it is necessary to take into account the syllabus program of the school, which has three hours per week. This pedagogical proposal carries out three main phases:

Phase 1. Presentation and storage of vocabulary. (March 8th– March 29th)

The main objective of this stage is that the students know the new vocabulary and that they store it in their memory. To implement this phase, it is presented the vocabulary of the different categories with different visual aids and afterwards it is the game that allow them in a fun way to make a mental image with the meaning of each word. At the end of the game, it is developed a workshop in order to see the children's progress.

This phase had the aim to motivate the students to use the communication strategies and language chunks to interact with the classmates and the teacher. Also, to motivate students to use autonomously the new vocabulary. For these reasons, the indicators 1.1 *Students recognize groups of words and short phrases*,*1.2 Students differentiate groups of words and its use in short sentences* and 2.1 *Students employ the new vocabulary during the didactic activities,* are considered in this stage.

Phase 2. Use of the vocabulary (April 5th – April 19th and August 8th – August 15th)

The main objective of this stage is that students can use the vocabulary learned in real contexts of communication with an approach to writing and speaking competences. During these months, it is used the same strategy in the classroom, it is to say, the explanation with the visual aids, the game and then the progress' evaluation using worksheets or questions to respond them orally.

In this phase, games are more difficult because they need to put in context the vocabulary learned. It is also important to see that the students are more independent, that they participate in the games with more enthusiasm, and that they are better listeners. The indicators 2.3 *Students establish links between the subjects learned and its use in oral and written contexts* and 3.1 *Students learn from their classmates to develop the game satisfactorily* are taken into account in this phase.

Phase 3. Use of the vocabulary in short sentences. (August 16th– September 27th)

This phase had the main aim to make students use English language to communicate, and to get used to interact with classmates. Besides, some language chunks and communication strategies were presented as Ellis (2008) ensures, these tools help to promote a communicative environment in the classroom.

At this moment, students are provided with plenty opportunities to use the language to interact with classmates and the teacher. And also, the games are more difficult and they require more concentration and teamwork. The indicators 1.3 *Students use the learned vocabulary in short conversations and in written contexts* and 2.1 *Students employ the new vocabulary during the didactic activities* are taken into account to develop and finish this final phase.

Academic program

Date	Objective	Activities	Indicators
PHASE ONE *March 8th*	To learn about the use of *There is and there are* subject How is it used? How is the sentence structure? To practice actively in the game	***There is and there are explanation:*** Teacher will use the board to make the explanation and she will give some examples with students' ideas ***Froggies race* game:** Students will be divided in four groups; each group will pick a represent and that one has to jump as a froggie until the end. The last froggie has to organize a sentence using "There is or there are"	*1.1 Students recognize groups of words and short phrases* *1.2 Students differentiate groups of words and its use in short sentences* *2.1 Students employ the new vocabulary during the didactic activities, are considered in this stage*
March 15th	To remind the use of *there is and there are* subject To know wild animals' vocabulary	***The stolen chair* game:** Students will dance in a circle made of chairs, as long as the music is playing, in the moment it stops, they have to sit including the teacher, and the person standing will write on the board a small sentence using "There is or there are"	*1.3 Students use the learned vocabulary in short conversations and in written contexts.* *2.2 Students show motivation during the games.*
March 22nd	To evaluate the use of *there is and there are* and the wild animals' vocabulary	***Dancing chair* game and presentation of wild animals:** Students will dance around the chairs as long as the music is playing, in the moment it stops, they have to sit and the person standing will write on the board a small sentence using "There is or there are" and repeat the name of the animal given in the flashcard	*1.3 Students use the learned vocabulary in short conversations and in written contexts.* *2.2 Students show motivation during the games.* *2.3 Students establish links between the subjects learned and its use in oral and written contexts.*
March 29th	To know the *Personal Pronouns'* subject	**The presentation of the *Personal Pronouns:*** Teacher will explain the subject using the board and giving some examples. Students can participate and invent phrases too	*1.2 Students differentiate groups of words and its use in short sentences* *1.3 Students use the learned vocabulary in*

			short conversations and in written contexts.
PHASE TWO ***April 5***	To remind the *Personal Pronouns'* subject	***The Broken Phone* game:** Students will be divided in two groups; the teacher will choose a member of each group and he or she has to create a sentence including a pronoun and then he has to pass the voice.	*2.1 Students employ the new vocabulary during the didactic activities.* *2.2 Students show motivation during the games.* *3.3 Students follow the instructions considering the role of a player in a team.*
April 19	To evaluate the *Personal Pronouns'* subject	***The Broken Phone* game:** Students will be divided in two groups; the teacher will choose a member of each group and he or she has to create a sentence including a pronoun and then he has to pass the voice.	*2.1 Students employ the new vocabulary during the didactic activities.* *2.2 Students show motivation during the games.* *3.3 Students follow the instructions considering the role of a player in a team.*
August 8	To know the verb to be and some infinitive verbs	**The presentation of the verb to be and infinitive verbs:** Teacher will explain the subject using the board and giving some examples. Students can participate and invent phrases too.	*1.2 Students differentiate groups of words and its use in short sentences* *1.3 Students use the learned vocabulary in short conversations and in written contexts.*
August 9	To remind the use of the verb to be and the infinitive verbs To know more verbs	**The presentation of the verb to be and infinitive verbs:** Teacher will explain the subject using the board and giving some examples. Students can participate and invent phrases too. Teacher will ask each student a verb in order to make a list of the verbs that the students know so far.	*1.2 Students differentiate groups of words and its use in short sentences* *1.3 Students use the learned vocabulary in short conversations and in written contexts.*

August 15th	To remind the verbs	***Simon says* game:** Teacher will give instructions to the students using the command "Simon says"; students have to follow the instruction every time they heard that command, if they do not follow the instruction they have to create a sentence with the vocabulary learned	*1.1 Students recognize groups of words and short phrases.* *1.2 Students differentiate groups of words and its use in short sentences.* *2.2 Students show motivation during the games.*
PHASE THREE August 16th	To remind the verbs	***Simon says* game:** Teacher will give instructions to the students using the command "Simon says"; students have to follow the instruction every time they heard that command, if they do not follow the instruction they have to create a sentence with the vocabulary learned	*1.1 Students recognize groups of words (verbs, adjectives and nouns) and short phrases.* *1.2 Students differentiate groups of words and its use in short sentences.* *2.2 Students show motivation during the games.*
August 22nd	To know the difference between *present perfect* and *present continuous*	***Present perfect* and *Present continuous* explanation:** Teacher will use the board to make the explanation and she will give some examples with students' ideas ***Run and Tell* game:** Students in two big groups will choose a represent to pass to the board and write down what the teacher says.	*1.2 Students differentiate groups of words and its use in short sentences.* *2.3 Students establish links between the subjects learned and its use in oral and written contexts.* *3.2 Students participate in games and help each other to learn the vocabulary.*
August 23rd	To know the adjectives	***Adjectives* explanation:** Teacher will use the board to make the explanation and she will give some examples with students' ideas. ***Rock, paper and scissors* game:** Students will be divided	*1.2 Students differentiate groups of words and its use in short sentences.* *2.3 Students establish links between the subjects learned and its*

		in two groups, the teacher will choose a member of each group and they will play, the person who loses must say an adjective.	*use in oral and written contexts.* *3.2 Students participate in games and help each other to learn the vocabulary.*
August 30th	To know what is a subject and an adjective	***Match the adjectives* game*:*** There will be on the teacher's desk two amounts of papers with words: adjectives and subjects. Students have to pass and take two papers at random. The students will be organized in five groups and when the student has the two papers in each group they are going to think about the possibilities to organize that sentence. They will have two minutes to think and the student is going to pass to the board and write the sentences they create.	*1.3 Students use the learned vocabulary in short conversations and in written contexts.* *2.1 Students employ the new vocabulary during the didactic activities.* *3.2 Students participate in games and help each other to learn the vocabulary.*
September 5th	To reinforce the previous topic	***Match the adjectives* game*:*** There will be on the teacher's desk two amounts of papers with words: adjectives and subjects. Students have to pass and take two papers at random. The students will be organized in five groups and when the student has the two papers in each group they are going to think about the possibilities to organize that sentence. They will have two minutes to think and the student is going to pass to the board and write the sentences they create. ***Follow the instructions* game*:*** Each group in a piece of paper will write what the teacher asks them in the given instruction; after this, a member of each group will write on the board what they did previously in the group to make a feedback	*1.3 Students use the learned vocabulary in short conversations and in written contexts.* *2.1 Students employ the new vocabulary during the didactic activities.* *3.2 Students participate in games and help each other to learn the vocabulary.* *3.3 Students follow the instructions considering the role of a player in a team.*

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September 6th	WH questions and numbers	**WH questions and numbers:** Teacher will use the board to make the explanation and she will give some examples with students' ideas	*1.2 Students differentiate groups of words and its use in short sentences* *1.3 Students use the learned vocabulary in short conversations and in written contexts*
September 20th	To reinforce the previous topics	**Fix the sentence game:** Students will be divided in five groups; each group has a sentence with "There is and there are", they have to organize the sentence and read it out loud. **Simon says game:** A member of each group will pass to follow the instruction every time they heard the command "Simon says". The first student that follows the instruction will win. **Match the adjectives game:** There will be on the teacher's desk two amounts of papers with words: adjectives and subjects. Students have to pass and take two papers at random. The students will be organized in five groups and when the student has the two papers in each group they are going to think about the possibilities to organize that sentence. They will have two minutes to think and the student is going to pass to the board and write the sentences they create. **Jump, jump and jump game:** A member of each group will pass and the teacher will say a number and the students have to jump the number of times they are told.	*1.1 Students recognize groups of words and short phrases* *1.2 Students differentiate groups of words and its use in short sentences* *1.3 Students use the learned vocabulary in short conversations and in written contexts.* *2.1 Students employ the new vocabulary during the didactic activities.* *2.2 Students show motivation during the games.* *2.3 Students establish links between the subjects learned and its use in oral and written contexts.* *3.1 Students learn from their classmates to develop the game satisfactorily.* *3.2 Students participate in games and help each other to learn the vocabulary.* *3.3 Students follow the*

			instructions considering the role of a player in a team.
September 27th	To evaluate the knowledge that students have so far	*A worksheet activity:* Individually, each student will develop a worksheet with all the topics studied.	*1.3 Students use the learned vocabulary in short conversations and in written contexts.* *2.3 Students establish links between the subjects learned and its use in oral and written contexts.*

Table 3. Academic Program

Lesson plan

The lesson planning model is based on Castaño's (2014) proposal of structuring of the class since the curricular knowledge aspects and the models of quality provided by MEN. In the LPM the materials are adapted or designed by the teacher-researcher. The structure consists on the general information related to the context of the class and the information concerning to the curriculum.

About the procedure, the opening part works as the introduction to the subject to develop, in this part it is important to highlight the previews knowledge they have. It follows the activities, the vocabulary is presented to the students, students can ask questions and participate. The Learning Outcome, works as the motivation part in which the students play and put into practice the above explained. Finally, closing relates to feedback or the evaluation in order to clarify doubts, to answer questions and to notice the progress of the group.

Date: August 23rd Session: 15 Place: Classroom 501	Grouping(s) (individual work, pair work, group work, whole class)
Opening (s):	
Teacher will ask about that they know about adjectives and its use, how can we use it in a sentence, when do we use it, etc.	All students
Activities	
Explanation with examples on the board about the use of adjectives and subjects To develop this, it is going to be used the board and some visual aids, for them to make the association	All students
The teacher will tell them some words and raising a hand they have to say if that words are adjectives or subjects	All students
The students will have the opportunity to give more examples, each one has to say on type of word including also verbs	All students
Learning outcome	
The teacher will explain the game: There will be on the teacher's desk two amounts of papers with words: adjectives and subjects. Students have to pass and take two papers at random. The students will be organized in five groups and when the student has the two papers in each group they are going to think about the possibilities to organize that sentence. They will have two minutes to think and the student is going to pass to the board and write the sentences they create. If the sentence is correct they will win a point but if it is incorrect the other groups can correct it	Groups of five students each
Closure	
The teacher finishes the class doing the feedback in general terms in order to clear doubts. Considering the exercises made in the didactic part of the class.	All students

CHAPTER V: Data Analysis

This chapter presents a description of achievements and limitations in the process of data collection through the emergent categories and indicators. Also, it includes the analysis of the data collected throughout the research, the results and findings. It is important to mention that the analysis was made by using the instruments mentioned previously, the theory and a rubric to make more precise the progress of the sample (annex 8).

Data management

The process of data collection and the instruments used pointed out to answer how the implementation of instructional strategies influences on learner's lexical competence. The study had two moments. In the first one, the researcher had a role of observer (developed in 2016-II). The instrument of gathering data helped to characterize the population and its context. The second one, (developed in 2017) the role changed to researcher-participant (Burns, 1999). The data collected addressed to respond the research question and the analysis of the categories as well their indicators.

One of the accomplishments through the study, in the process of data collection was the support of the school; parents, teachers and students' participation and collaboration were the base of this process. The instruments were employed considering ethical issues and the procedure was successfully applied in the group.

On the hand, one recurrent aspect that postponed the process at the beginning of the year and the data collection was timing; most of the students spent time drawing and doing some other activities and they lost the attention while working on the activities assigned, but as the time passed the majority of students began to collaborate more with the discipline and concentration not only during the games but also on the explanations made by the teacher. Besides, they started also to listen each other and respect other opinions. On the other hand, although a series of limitations like the teachers' strikes, the parents' reunions and the Saber tests, that hindered the pace of research interventions occurred, it was possible to carry out the analysis through triangulation.

The pedagogical intervention was developed at the same time that the teacher-researcher managed and organized the information of data collection. During this process, the data was triangulated, using the instruments, the theory and the results.

Categories of analysis

Category 1: Lexical competence

This category makes reference to the lexis developmental process. This is identifying new vocabulary and its appropriate use, which is essential to develop communicative skills in a foreign language. Gass and Selinker (2008) consider that there exists a crucial role of lexical knowledge in a sentence production strategies in a foreing language. For this reason, developing games can play as a strategy in the classroom to develop students' lexical competence.

Indicator 1.1 *Students recognize words and short sentences.* Taking into account that for the majority of the group this is the first time they have an approach to the foreign language, the balance is positive. As long as the sessions were developed the students were learning and recognizing different groups of words and its use in basic sentences. Students started to demonstrate interest in the classroom during the classes by paying attention and memorizing the groups of words that they should learn according to the syllabus: verbs, nouns and adjectives.

In the diagnosis part, it was evident that students did not recognize words or groups of words of a simple vocabulary. Since the beginning of the process it was fundamental to start with the knowledge of the basic vocabulary. This was important to consider because as McCormick (1995) affirms student's progress in word recognition at sight a prerequisite to word identification in order to understand the meaning of a short text or in this case, short sentence. As shown in the following excerpt of the field note:

Session #16 Date: August 30th, 2017	
Observation	**Interpretation**
Once they finish the list, a game named Match the adjectives starts. The students are organized in five groups and there are the teacher's desk two amounts of papers with words: adjectives and nouns. Students have to pass and take two papers at random and they have to think about the possibilities to organize a sentence with the words in the papers.	The students are happy and excited during the activity, and most of the time they want to participate, even some of them get mad if they cannot participate.
They have two minutes to think and a student socialized which word they	Most of the sentences of the students were well done.

|	
have and if they can fix a sentence and do the feedback.	Now, they can understand better the difference between adjectives and nouns, they can also use them correctly in a small sentence.
In case that the sentence was not good, other groups have the opportunity to correct it	The groups show enthusiasm in this moment, they feel confident with the answer or correction

Field note of session #16

In this activity, students could identify the difference between adjectives and nouns and how to use them, and actually, they seem to be exited during the class while they were participating and correcting the other groups. They demonstrated understanding of the grammatical organization of the sentences. Thus, they were capable of memorizing the features of some isolated words, a great number of learners recognized English written words from others and used them with a great level performance.

In this way, Baddeley's assertions (1990) indicate that each retrieval of a word enables the linking between the form and meaning and makes subsequent retrievals easier. And this was what students could do during the game. The encounter with the target words in the presentation of the topic and also in the activity allowed them to retrieve these words to match correctly the words, which increase their likelihood to retain them. Therefore, it can be said that students since the beginning of the process were improving their recognition of these groups.

1.2 *Students differentiate groups of words and its use in small sentences* was established to accomplish this purpose. In this sense, students were expected not only to identify words and sentences but also to produce small sentences with the vocabulary presented.

Also, in the beginning of the process. For the students was difficult to produce sentences both orally and by writing. In the workshops developed in class, students present a progress in general terms, consequently as it was expected students started to produce small sentences using the vocabulary presented in class, as shown in the following pictures.
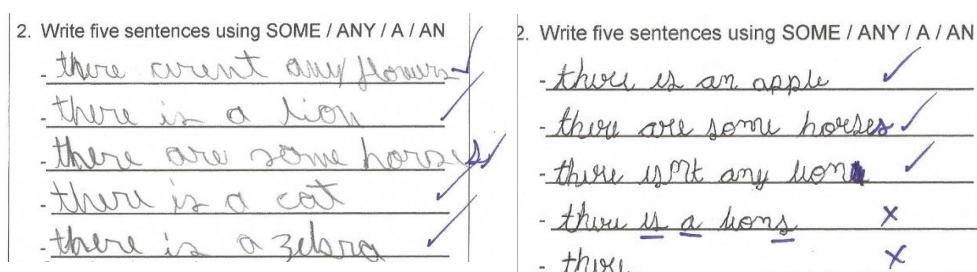
Figures 2 and 3. Written workshop. March 8th, 2017

In this workshop, students could recognize, differentiate and use in simple sentences words such as *any, some, a* and *an,* which had been previously studied. Through this workshop it was possible to determinate that they fulfilled some aspects that Nation (2000) mentions as related to the receptive knowledge of a word, the learner of a foreign language must be able to recognize that the word has been used correctly in the utterance in which it occurs, which is fundamental to improve communicative skills.

1.3 *Students use the learned vocabulary in short conversations and in written contexts* was established. In regards to this, balance was not as positive as

the previous because as it was shown in the chronogram, there were two months in which the process had to stop and the part to stablish small conversations was not developed good.

However, students started to understand and respond to simple questions made by the teacher and also, they could follow some commands given. It is to say that in oral contexts for the learners it was easier to respond and comprehend basic sentences or questions. As shown in the following field note:

Session #14
Date: August 22nd, 2017

Observation	Interpretation
In the second part, it is developed the *Run and Tell* game, in which students divided in two big groups choose a represent to pass to the board and write down what the teacher says using commands such as: *You have to write, you have to be quickly,* and questions like: *what is this? Is it good or wrong? What do you think?*	Now, students look focus on what the teacher is saying in order to follow the instructions and play for the rest of the class
Some students ask the teacher if they can pass in the first place but the teacher said that she is going to call them randomly	They are excited with the activity
Once the groups have their represents, the teacher gives the instruction and in each group can talk and discuss what they can write on the board depending on what the teacher just said.	Each group seems to be excited and the majority of the group wanted to participate. During the game the students respond to the questions made by the teacher in English and in Spanish. They respect when their represent is talking
The teacher gives them instructions to write verbs, sentences with verb to be or sentences using *there is there are.*	The majority of the times, students demonstrated that they are capable to write these sentences using the grammar correctly. In fact, as long as they see that they are doing the sentences good, the look more excited.

Field note of session #14

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In this activity, students could respond to simple questions and commands made by the teacher. They demonstrated understanding during the activity. Also, it is evident that they were capable to use the vocabulary learned in a written context, because during the game they had to write on the board what the teacher said.

Therefore, as shown in the following pictures, students could write small sentences not only working in groups but also working individually on written workshops:

3- Usando **ADJETIVES and NOUNS** del siguiente cuadro organiza 6 frases

Good	bad	Big	Expensive
Hungry	Thirsty	Hot	Friendly
Pick up	Three	Tree	Mom
Dad	Teacher	Pencil	Computer
Notebook	Robot	Brush	Dry
Draw	Spin	Telephone	Sleep

A big animal
A small citi
A tall girafe
A dangerous dog
A big notebook
A bad mom

Figure 4. Written workshop. September 20th, 2017

3- Usando **ADJETIVES and NOUNS** del siguiente cuadro organiza 6 frases

Good	bad	Big	Expensive
Hungry	Thirsty	Hot	Friendly
Pick up	Three	Tree	Mom
Dad	Teacher	Pencil	Computer
Notebook	Robot	Brush	Dry
Draw	Spin	Telephone	Sleep

There is a pickup telephone
There is a big Teacher
There are dangerous dogs
There is a small cat
there is a toll girafe
There are hungry children

Figure 5. Witten workshop. September 20th, 2017

This activity was developed individually. Each student had to write a sentence using an adjective and a noun from the list given. They demonstrated that they are capable to organize the sentences with the correct grammar. Hence, this kind of written activities emphasized on communication of meanings. As Littlewood (1981) affirms students choose proper language forms from their repertoires and produce them with fluency for a particular purpose, which in this case, students accomplished and it was by writing small sentences correctly.

Based on the analysis of these previous indicators, once students have recognized those groups of words, it is necessary to link the meaning and the use of those words, and students have learned the vocabulary and know how to use it, it is important that the students can use it in different contexts. This is why these indicators were raised.

Category 2. Games and motivation

One of the evident aspects in the diagnosis part was that children were not motivated in the English class, which is a very important aspect at the moment of learning a foreign language.

The main part of the sessions was learning while playing, that means, students needed to put in practice everything they just learned. The indicator 2.1 *Students employ the new vocabulary during the games* evidence this important aspect of the process. As Silva (1995) mentions the interactions that favor development include active help, guided participation or bridge building by an adult or someone with more experience. The most experienced person, in this case the teacher, can give advice or clues, create a model, ask questions or teach strategies, so that the child can develop an activity, which at first could not do alone.

According to this, games were adapted for the students to use the vocabulary given previously. In the following pictures it can be seen the students playing *Match the sentence* were capable to organize a sentence using *there is* and *there are:*

> *T: Siguiente grupo*
> *S: **There are tree televisions in my house***
> *(…)*
> *T: El primer grupo organizó la frase de la siguiente manera: **There are ten***
> ***questions in this test***
> *(…)*
> *T: El tercergrupo*
> *S: **There are two rabbits in the beach***
> *T: Cuarto grupo*
> *S: **There is a book on the shair***

T: Excellent. Y el último grupo
*S: **There are one hundred centimeters in a meter***
T: Is it good?
S: Yes
T: Very good
          [Audio recording transcription. September 20ᵗʰ, 2017]

During the activity, students employ the grammatical information in order to accomplish satisfactorily the activity, recognizing word by word and trying to give a sense in the sentence.

The indicator 2.2 *Students show motivation during the games* was settled down because the majority of the students felt that one of the reasons why they were not motivated in the English class was that sometimes it was boring and monotonous. Taking this into account since the beginning of the implementation of the games, they started to feel comfortable during the classes, which in fact also encouraged them to participate not only in the games but also, during the theoretical part.

In general terms, this indicator was developed successfully. It was evident that the students enjoy the activities proposed. As shown in the following field note, students like to participate and being heard during the classes, especially playing the games:

Session #15 Date: August 23ʳᵈ, 2017	
Observation	**Interpretation**
In the first part of the class, the teacher explains *The adjectives"* answering the questions what is this? How can be used? how can I use them if I am talking in plural or in singular?	During the explanation the students are very noisy, they look distracted
In the second part of the class they started to play *Rock, paper and*	In this part the students are more attentive and excited.

scissors. The students were divided in two groups, and a represent per groups has to play.	They want to participate, even some of them get mad if they cannot pass and play
The person who loses has to write a sentence with an adjective on the board.	It was evident that some children lose on purpose to pass to the board and write an adjective

Field note #15

As it can be seen in the field note, students were excited that they lost on purpose so that they can participate writing a sentence on the board. It was evident that students in general enjoyed the game and they keep motivated in the English class, as Scott and Ytreberg (1990) mention, at the moment to learn a language has to be attractive to them and it has to encourage them to learn it with pleasure.

After learners employ the vocabulary during the games, it is important to use it in other contexts. The indicator 2.3 *Students establish links between the subjects learned and its use in oral and written contexts* was established to analyze if students can use the vocabulary writing and speaking.

During the games, the students participate not only answering questions but giving feedback to the other groups. According to Perkins (1997) the true learning is evident into being able to think and act flexibly, in different contexts, with what is being learned. Students were capable to think about their own mistakes and the others' making visible what the students have learned.

Session #15 **Date: August 23rd, 2017**	
If the sentence is good the group wins a point, but if it is wrong anybody can participate and correct the mistakes	Most of the sentences written are good When a sentence is bad some students look interested on correct it

Field note #15

In this part of the field note, students showed interest on correcting the wrong sentences and on teaching to the rest of the class how the mistake can be fixed. Students began to show more autonomy at the moment of making the corrections, the teacher did not have to intervene so much to make the conclusions during the activity. Many of them when making the phrase found the mistakes they made, which showed that they were able to learn from the error and they were capable to establish links between what it was learned and what it was corrected during the games. This was evidenced at the moment of writing a sentence and when they participated orally.

Category 3. Collaborative learning

The Indicator 3.1 *Students learn from their classmates to develop the game satisfactorily* was established because it was difficult to communicate with each other in the classroom during the classes. As long as they wanted to learn how to work as a team to win the game, they had to strengthen even to build the communication. At the beginning of the process, it was a difficult aspect to improve but during the process they started to collaborate and to establish a good communication.

In this way, as it was developed in the second chapter according to Vygotsky, some aspects such as learning through communication and interaction with the others make that the child can enhance critical thinking. The games fostered an environment in which students could correct both their mistakes and others, even they sometimes debate among the possibilities of organizing or creating a sentence. As shown in the following transcription:

T: Okay, what do you have? ¿Qué tienen ahí?
S1: Sunny y dirty
T: Sunny and dirty, listo. ¿Qué palabras son esas?
S1: ¿Cómo así?
S2: Pues sustantivos o adjetivos
S1: Ah
T: What is the meaning of those words? ¿Qué significado tienen esas palabras? ¿Qué es sunny?
S3: Soleado
T: Soleado, excellent. ¿Qué es dirty?
S4: ¿Sucio?
T: Muy bien. Entonces ¿qué palabras son?
S1: Sunny es sustantivo y dirty es adjectivo
T: Chicos, ¿sunny es sustantivo?
Group: No
S5: Yo le dije, ¿si ve?
S1: Ah, entonces no se puede hacer una frase porque ambos son adjetivos y hace falta el sustantivo
T: Yes, excellent, very good!
         [Audio recording transcription. September 20th, 2017]

In this activity the main idea was to pass and take two papers at random. The students were organized in five groups and when the student had the two papers, in each group they as a team had to think about the possibilities to organize that sentence. They had two minutes to think how to organize with those words a sentence, then they socialized the sentence they made. Students developed individual and group skills, they were building knowledge together as a group.

As Presscott (1993) affirms, the collaborative learning seeks to promote spaces in which the development of individual and group skills is given from the discussion between students in the moment to explore new concepts. It is to say, that each learner is responsible and has commitment for his own learning process and helping others.

The indicator 3.2 *Students participate in games and help each other to learn the vocabulary* goes hand in hand with the previous one because in the groups the interaction was a fundamental factor. The knowledge is seen as a social construct; thus, the educational process is facilitated by social interaction in an environment that makes possible the interaction, evaluation and cooperation. (Hiltz and Turoff, 1993). The following field note evidences the communication during the game between students and teacher:

Session #17	
Date: September 5th, 2017	
Observation	**Interpretation**
In the second part of the class it is developed a game named *Follow the instructions* Each group in a piece of paper writes what the teacher asks them in the given instruction; after this, a member of each group will write on the board what they did previously in the group to make a feedback	In each group students work as team, making suggestions and writing the instruction the teacher just made. They are listening to each other, and they respect others' opinions
In the feedback, teacher and students correct together the mistakes made in the sentences	In this part, the majority of the time the corrections are made by the students. They are participating actively and with enthusiasm

Field note #17

Moreover, Gokhale (1995) suggests that collaborative learning refers to "an instruction method in which students at various performance levels work together in small groups toward a common goal". The success of one student helps others to be successful too. While they are learning how to work by groups. They are also learning individually as a member of a team, which means that the student is capable to work independently later (Vigotsky, 1996).

The above-mentioned leads to the third indicator in this category which is 3.3 *Students follow the instructions considering the role of a player in a team.* Working on a team requires the commitment and responsibility of each member of the group. For this reason, this indicator was established, because students had to consider that it is very important to contribute and to be a support as a player.

Then, in an individual level, working in a group develops communication and interaction with the other members of the group. Aspects such as the ability to actively listen, talk by turns, accept others' opinions, share, exchange ideas are strengthening the groups and the social interaction not only in the teams but also in the classroom.

Furthermore, the individual contribution leads the student to assume a participative role in the process, through activities that allow him to expose and exchange ideas, providing opinions and experiences. Consequently, the task they have as a team becomes a space in which they can reflect. In collaborative learning each team member has a task that is determinant in achieving the goals (Colombia Aprende). During the games the teacher chose a member of each group to be the represent in each round, the rest of the group had to be a contributing role in the team to comply with the established objectives.

Session #14 Date: August 22nd, 2017	
Observation	**Interpretation**
Once the groups have their leader, the teacher gives the instruction and in each group can talk and discuss what they can write on the board depending on what the teacher just said.	Each group seems to be excited and the majority of the group wanted to participate. During the game the students respond to the questions made by the teacher in English and in Spanish.

	They respect when their leader is talking

Field note #14

In the activity, students respected the shifts to speak according to the rules established from the beginning. This develop not only that they feel good as a fundamental and active part of the team but also to understand that responsibility in a group is shared, taking into account that the leadership of the group in each game had a rotating role being the ability to dialogue an important factor.

Finally, according to Nation (2001) a student needs to be able to recognize the word when it is heard knowing what the word means in the particular context in which it has occurred. Therefore, students demonstrated commitment in these game being attentive and making the correct organization of the sentence and following the games' instructions.

CHAPTER VI: Results and summary

In this chapter it is presented a summary of the analysis of the results found during the project considering the progress that students had. After the development of the activities, once the analysis of the information gathered during the implementation of the present study has been done, it is well known that games allow to carry out processes in the lexical competence in an open and flexible way, which makes the students feel comfortable during the classes.

In general terms, games allowed students to be motivated especially when they participated as a group. Likewise, there was a great progress in their lexical competence, with the game as a stimulating activity in the context of the class also, generating a significant advance in the integral formation of the students.

Firstly, the first category established *Lexical competence* and the examination of the indicators allowed to determinate that the intervention done during the sessions contributed to optimize students' knowledge of the English language in terms of recognizing, differentiating and using learned vocabulary in different contexts especially in oral context.

In general, this category was developed successfully, except for the third indicator in which the students should be able to have small conversations. Nevertheless, students improve their lexical competence in order to use the vocabulary given in a written context and also, during the games working on the teams they were capable to use the vocabulary correctly with a good grammar.

In the same way, students demonstrated understanding in the games and the use of the vocabulary by putting it into practice in their oral performance accomplishing defined purposes that the game demanded. Also, it is remarkable the performance of students to follow instructions given and to respond correctly to certain commands given by the teacher.

The second category, *Games and motivation* considering those three indicators, the category was successfully fulfilled. Students kept motivated during the games. It is evident that the motivation plays and important role in the student's thinking and consequently, the learning result (Rodriguez, 2006). The students found out that there exists a real possibility to achieve the goals, and they knew how to act to successfully face the tasks, questions, and problems during the activities and they handle the knowledge and previous ideas about the contents to learn, their meaning and utility.

Besides, the revision and analysis of data concerning to this category revealed that students became more aware of their behavior without losing the motivation to be in the classroom. The participation during the classes increases in an important way and they look confident at the moment to participate using the English knowledge in the class and to accomplish the tasks assigned.

Bearing the previous information in mind, it is possible to say that games built an active environment in the classroom that promoted students' confidence, in which they felt comfortable speaking, participating and expressing their ideas or opinions.

Finally, the third category *collaborative learning* demonstrated that this process plays a role in which students can lean by themselves but also with others, taking into account everyone's contributions and opinions, that requires freedom of expression, responsibility, be able to speak and to listen. Students had to make conscious that it demands to work together to carry out a plan and to reach a goal established since beginning.

Besides, the collaborative learning environment was ultimate in helping students to activate their prior knowledge about lexical items needed to develop the activities. Students were able to learn vocabulary and some grammar structures being constantly exposed to the games.

Chapter VII: Conclusions

This chapter presents the conclusions from the findings of the research and the second provides suggestions to the implicated population. The implementation of the current qualitative action research project looked at the development in lexical competence of students by the use of games, answering the question originally formulated: *What is the impact of games in the development of lexical competence development through collaborative learning in 5th graders in Domingo Faustino Sarmiento School?*

This proposal presents a panorama about the use of methods for the strengthening of lexical competence in a foreign language, which has open spaces of interaction, allowing the student to explore, imagine and create possible actions from new perspectives of learning in relation to communicative skills. In this manner, game can play a role relevant ally in these processes.

Therefore, games can be seen as an effective vehicle of communication, whose teaching in the school will give the teacher the possibility of articulating their pedagogical work to the interests and needs of the students. Hence, the teacher can take advantage of all the imaginative potential that the students have, and a feasible way to do it is from the game, which involves a set of scenarios and fictitious situations that can be exploited.

According to the findings, a unit of analysis and the three categories with the indicators resulted, which sought to answer the research question just mentioned. The games in the classroom constituted the tool to trigger the development of

students' motivation and communicative skills. In general, the participants of the study responded favorably to the use of the contextualized games in English classes improving their lexical competence, it is to say that games had a positive impact during the sessions.

In addition, taking into account the specific objectives, the data showed and the execution of the games had an importance incidence in aspects related to foreign language learning such as: positive effects in terms of lexical competence, communicative skills of listening, speaking and writing and its effectiveness in boosting students' motivation towards English learning.

Hence, in the classes the included the games it was noticeable that students optimized their lexical competence regarding their receptive knowledge of words, as they found easier the understanding of the target language of each lesson, inasmuch they improved in recognizing words when they heard them and this promoted their participation. It is to say that there was a positive impact using the games in the classroom and students improved their lexical competence.

Besides, games also allowed the teacher to design activities in which students could practice the vocabulary in a significant way, so as to propitiate the apprehension of the target language. Defiantly, games played a role not only in a learning process but in a teaching process. Also, it kept students' attention and motivation active during the sessions in order to improve their lexical competence.

On the other hand, students were able to practice above all their writing and speaking skills in a healthy environment in which they overcame their fear to

making mistakes. They experienced the communicative purposefulness of the English language putting into practice the vocabulary learnt during the sessions. In this manner, games are a tool to motivate learners and is a useful way to practice English to make the students feel conformable, taking into account the collaborative environment they created to develop the game which was a reason to be motivated during the learning process.

Finally, when students were learning how to work on teams, they felt motivated and it was created an anxiety-free environment, because working together they built self-confidence. This made the students become more proficient in the process and they realized that games can stimulate and foster themselves attitudes of respect, participation and tolerance; they perceived in the enlargement of their attention span, as they were granted a more significant role along the intervention.

To sum up, it was remarkable the effect of incorporating games in English classes, because it propitiated the change from a group of students who did not want to learn English to a group of children who were more interested on knowing and speaking English, able to work as a team and excited during classes in which the importance games have as creators of motivating learning environments to improve students' English skills.

Chapter VIII: General suggestions

Once finished this research study that involved an interesting and challenging pedagogical intervention, a number of issues of this study for future research should be mentioned.

To start with, the university has an important role between the educative institutions and the students or practitioners, because is the bridge, which in fact has a great effect on the future pedagogic practices of teachers-researchers; in this sense, the action research is appropriate to continue implementing in the projects made for the students.

Secondly, a recommendation for the school is to incorporate EFL teachers, because it is important to offer an equitable management of sources, methods, assessment among other aspects. Also, it is important for kids beginning their foreign language learning process with didactic activities that aim to get them familiar with the target language and demonstrate them is meaningfulness in terms of communication through strategies that consider their interests and likes in order to have enjoyment in lessons that keep the students motivated in the class.

In order with the previous idea and advocating to maintain the children's motivation, it is important for teacher to establish choice criteria beforehand, which should deem their topics, because in the majority of the cases the English level was almost nil, and as long as the subjects are being developed, students feel lost and confused, and that could be a reason why they do not pay attention or do not look interest on English class. It can be considered the use of visual material,

which is helpful considering students learning styles and ages, to avoid monotony in the classroom and to promote creativity and motivation.

In this manner, abilities such as writing and reading cannot be overlooked, they should be introduced gradually because those are aspects that can be overwhelming for some of them. To develop this teacher can work on activities based on tools such as: songs, tongue twisters, comics, etc. which apart from being enjoyable it can be a good opportunity to prove that read is a fun activity to learn English.

Finally, it is suggested to keep working on strengthening speaking and writing skills of students, so that it is crucial to build their confidence, so as to promote their participation. For this, it is relevant to establish and maintain a respectful environment, in which students feel comfortable at the moment to participate or give an opinion. Students need to keep in main that everyone's opinion is as important as theirs.

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Annexes

Annex 1. Consent form

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	**Facultad de Humanidades** **Departamento de Lenguas**
Título del proyecto de investigación	**The use of games to enhance the lexical competence in fifth graders**
Descripción breve y clara de la investigación	**Por medio de los juegos desarrollados en las clases de inglés, los estudiantes mejorarán su nivel de lengua**
Descripción de los posibles riesgos de participar en la investigación	
Descripción de los posibles beneficios de participar en la investigación	**Mejoramiento del nivel de ingles**

Datos generales del investigador principal	**Nombre(s) y Apellido(s): Laura Natalia Triana Prada**		
	N° de Identificación: 1032459***	**Teléfono**	**315535******
	Correo electrónico:lauran.x@hotmail.com		
	Dirección:		

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo:_____ Mayor de edad, identificado con Cédula de Ciudadanía N°_____
de _____, con domicilio en la ciudad de: _____ Dirección: _____
Teléfono y N° de celular: _____ Correo electrónico: _____

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.

2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

En constancia el presente documento ha sido leído y entendido por mí en su integridad de manera libre y espontánea.
Firma,

_____

Nombre: _____

Identificación:_____

Fecha: _____

Annex 2

Characterization survey

Encuesta

Las siguientes preguntas están formuladas para conocerte más ti y para tus compañeros de clase. Por favor contesta con honestidad y si tienes alguna pregunta, por favor levanta la mano para que sea resuelta.

Sobre ti...
Nombre_____
Edad_____
Yo vivo con _____
En el barrio_____
Mi materia favorita del colegio es _____
porque_____
Mi actividad favorita es _____
porque_____

Lo que has hecho...
1. ¿Ya has estudiado inglés antes?
    Si_____ dónde_____
    No_____

Lo que te gusta...
Subraya todas las opciones correctas

1. Las actividades las que más te gusten
    -   Leer comics
    -   Leer libros
    -   Jugar video juegos
    -   Jugar en el parque

- Jugar juegos de mesa
- Escuchar música
- Usar internet
- Otra. Cual_____

2. ¿Cómo te gusta trabajar en el salón de clases?
- Solo
- En parejas
- En grupos
- Depende de la actividad
- De todas las maneras me gusta

3. Las actividades que te gusten hacer en el salón
- Leer libros
- Ver películas
- Hacer talleres
- Escuchar canciones
- Disfrazarse
- Hacer manualidades
- Usar títeres
- Otra. Cuál_____

Otras preguntas
1. ¿cómo te sientes en tu clase de inglés?
- Bien
- Regular
- Mal

2. ¿Qué tan frecuente usas internet?
- De media hora a una hora diaria
- De una hora a tres horas diarias
- Más de tres horas diarias
- Solo los fines de semana
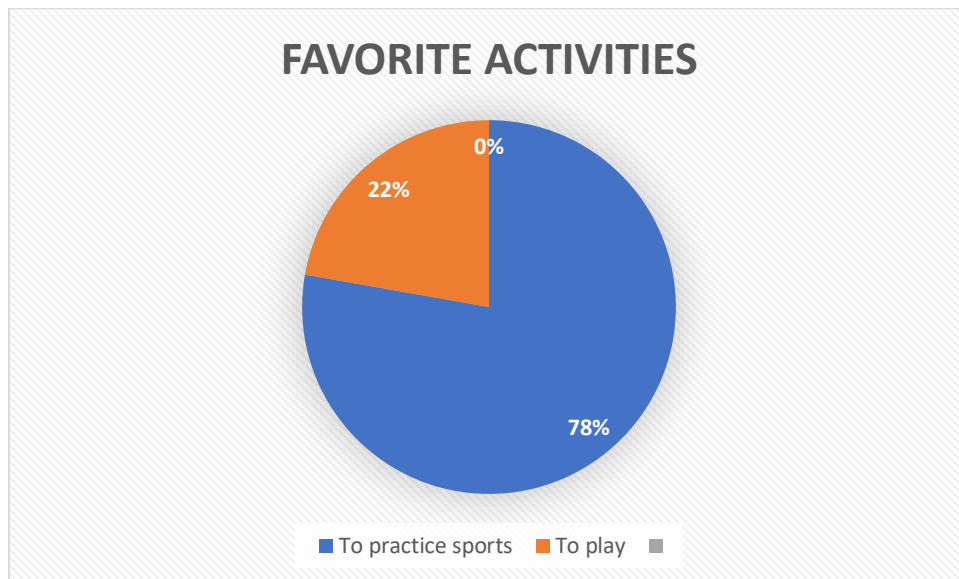- Nunca
- Casi nunca

3. ¿cómo haces tareas?
- Acostado
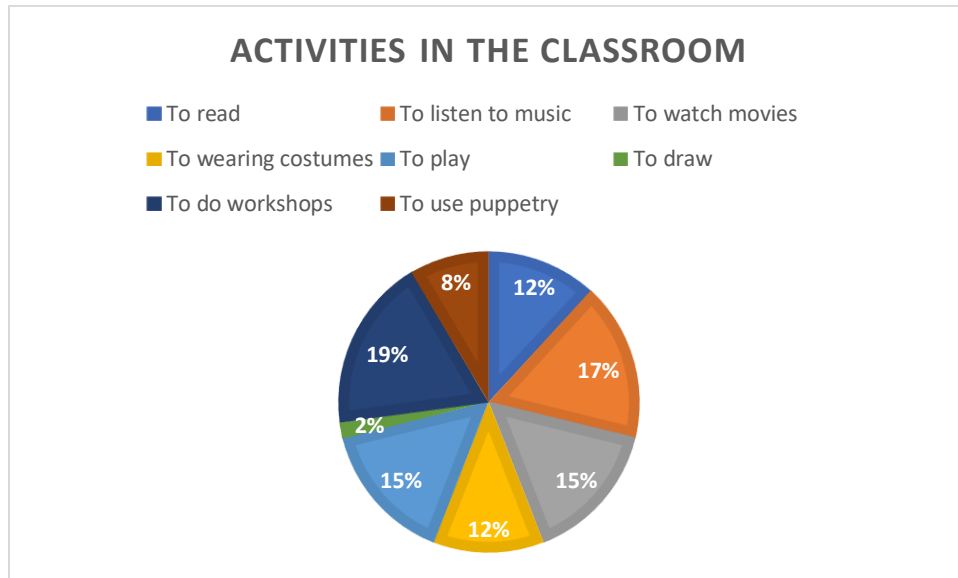
- Viendo televisión
- Espero a alguien que me ayude
- No las hago
- En mi escritorio / comedor
- Escuchando música
- En mi cama

4. Cuando tienes una evaluación tú
   - Estudias cinco minutos antes
   - Estudias el día anterior
   - Estudias desde la semana anterior
   - No estudias

Annex 3

Survey's results

FAVORITE ACTIVITIES

0%
22%
78%

■ To practice sports ■ To play ■

ACTIVITIES IN THE CLASSROOM

■ To read ■ To listen to music ■ To watch movies
■ To wearing costumes ■ To play ■ To draw
■ To do workshops ■ To use puppetry

Annex 4

Survey

Prueba diagnóstica

Nombre_____

Resuelve el siguiente cuestionario individualmente según lo que sepas de inglés, si no sabes algo, no te preocupes en no responder.

Si tienes alguna pregunta levanta la mano para que sea resuelta

Vocabulary / Vocabulario

1. Escoge la palabra que no corresponde en las siguientes listas
   - Love, blue, red, green, purple, black
   - Lion, zebra, giraffe, person, dog, cat
   - Hamburger, hot dog, French fries, book
   - Policeman, principal, teacher, television, fireman
   - Bathroom, leaving room, telephone, kitchen

2. Une los adjetivos que correspondan a las imágenes

Fat Thin Ugly Tall BEAUTIFUL Small

3. Del siguiente grupo de palabras clasifica según su categoría

Airport / Soccer / Board / Taxi / Hospital / Notebook / Baseball / Bicicle/
Supermarket / Tennis / School / Ski / Pencil /Basketball/ Bus / Car / Pen
/Airplane /Farm / Book

Places	Sports	Transport	School supplies

Listening / Escucha

4. Escribe las frases que se dicten
   - _____
   - _____
   - _____
   - _____
   - _____

5. Completa los espacios con la palabra que escuches

Hi, my _____ is Carolina. I am __ years old. I live with my _____ and my _____. I like to _____, listening to _____ and play with my _____. I love _____ and cats. I don't like _____ but my mom says it is good for me.

Writing / Escritura

6. Organiza las frases

I / dogs / love

_____

is / He / friend / my

_____

activity / playing / My / favorite / is

_____

to / a / teacher / I / want / be

_____

do / like / not / I / practicing / sports

_____

Reading / lectura

7. Contesta las preguntas según el siguiente texto

My name is Andres, I like to make friends in the school, my best Friends are Nicolas and Sofia, they are in the same classroom with me and we do all the homework together. I love them and I hope we can be friends for a lot of years.
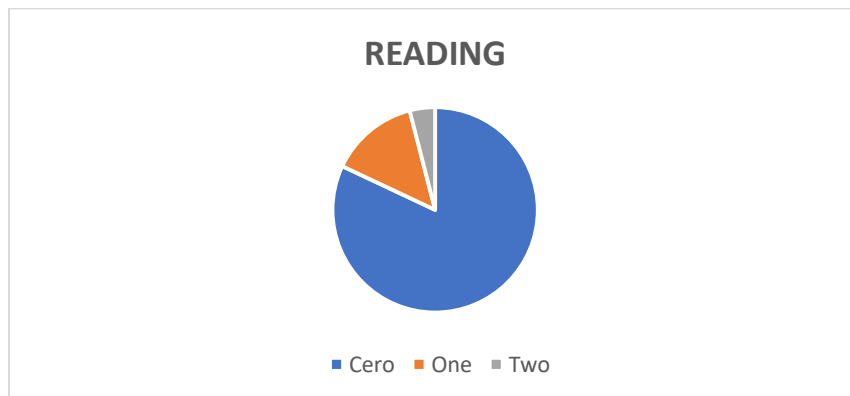
- WhatdoesAndreslike?

_____

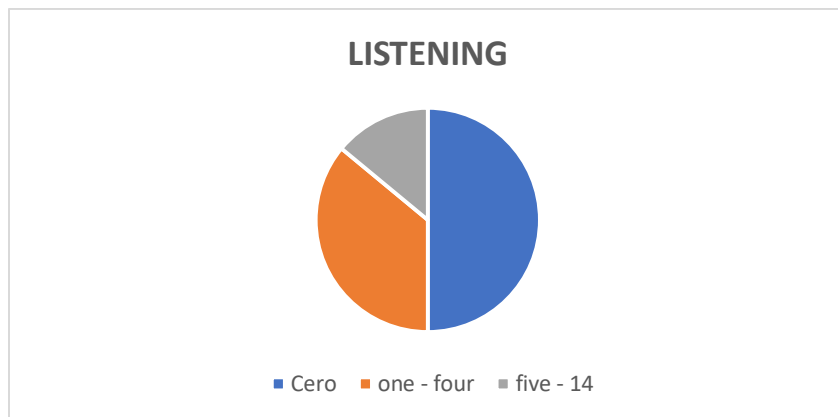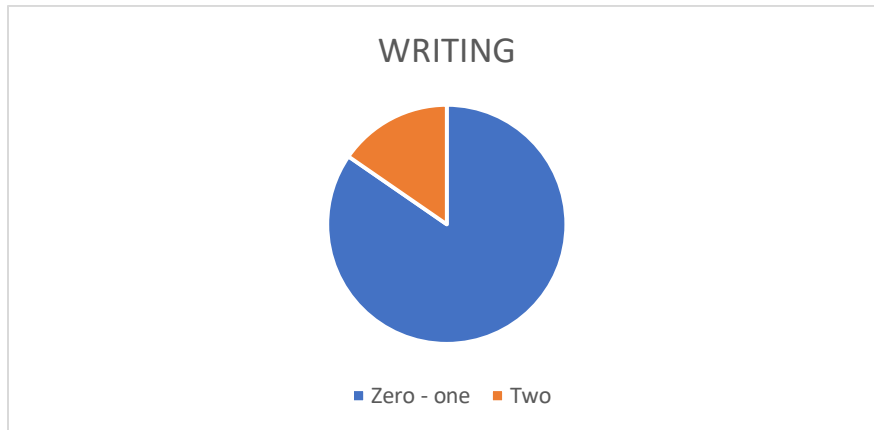- What is the name of Andres' friends?

   _____

- Are they in different classrooms?

   _____

- Does Andres love his friends?

   _____

Annex 5

Diagnosis Results

LISTENING

■ Cero   ■ one - four   ■ five - 14

READING

■ Cero   ■ One   ■ Two

WRITING

Zero - one ■ Two

Annex 6

Field Notes

Session #16 Date: August 30th, 2017	
Observation	**Interpretation**
In the first part of the class the teacher asks each student for an adjective they know to make a list in the board.	The students look interested in the class because they understand the topic, on the other hand, there are some students that have notes of the previous class
Once they finish the list, a game named *Match the adjectives* starts. The students are organized in five groups and there are the teacher's desk two amounts of papers with words: adjectives and subjects. Students have to pass and take two papers at random and they have to think about the possibilities to organize a sentence with the words in the papers.	The students are happy and excited during the activity, and most of the time they want to participate, even some of them get mad if they cannot participate.
They have two minutes to think and a studentsocialized which word they have and if they can fix a sentence and do the feedback.	Most of the sentences of the students were well done. Now, they can understand better the difference between adjectives and nouns, they can also use them correctly in a small sentence.
In case that the sentence was not good, other groups have the	The groups show enthusiasm in this moment, they feel confident with the

opportunity to correct it	answer or correction

Session #14
Date: August 22nd, 2017

Observation	Interpretation
In the first part of the class, the teacher presented the differences between *Present perfect* and *Present continuous* The teacher uses the board to make the explanation and she gives some examples with students' ideas	Students are distracted but some of them are paying attention to the explanation.
In the second part, it is developed the *Run and Tell* game, in which students divided in two big groups choose a represent to pass to the board and write down what the teacher says using commands such as: *You have to write, you have to be quicly,* and questions like: *what is this? Is it good or wrong? What do you think?*	Now, students look focus on what the teacher is saying in order to follow the instructions and play the rest of the class
Some students ask the teacher if they can pass in the first place but the teacher said that she is going to call them randomly	They are excited with the activity
Once the groups have their represents, the teacher gives the instruction and in each group can talk and discuss what they can write on the board depending on what the teacher just said.	Each group seems to be excited and the majority of the group wanted to participate. During the game the students respond to the questions made by the teacher in English and in Spanish.
The teacher gives them instructions to write verbs, sentences with verb to be or sentences using *there is there are.*	The majority of the times, students demonstrated that they are capable to write these sentences using the grammar correctly. In fact, as long as they see that they are doing the sentences good, the look more excited.

Session #15
Date: August 23rd, 2017

Observation	Interpretation
In the first part of the class, the teacher	During the explanation the students are

explains *The adjectives* answering the questions what is this? How can be used? how can I use them if I am talking in plural or in singular?	very noisy, they look distracted
In the second part of the class they started to play *Rock, paper and scissors.* The students were divided in two groups, and a represent per groups has to play.	In this part the students are more attentive and exited. They want to participate, even some of them get mad if they cannot pass and play
The person who loses has to write an adjective on the board	It was evident that some children lose on purpose to pass to the board and write an adjective
If the sentence is good the group wins a point, but if it is wrong anybody can participate and correct the mistakes	Most of the sentences written are good When a sentence is bad some students look interested on correct it

Session #17
Date: September 5ᵗʰ, 2017

Observation	Interpretation
In the first part of the class it is develop a game named *Match the adjectives:* The students are organized in five groups and there are the teacher's desk two amounts of papers with words: adjectives and subjects. Students have to pass and take two papers at random and they have to think about the possibilities to organize a sentence with the words in the papers.	The majority of the group was excited during the game and this was an important aspect which helps to the development of the activity. It is evident that most of the students are learning with good attitude and with enthusiasm and they actually enjoy working on groups. But there is a lot of students that are very competitive and this could propitiate fights in the classroom
In the second part of the class it is developed a game named *Follow the instructions* Each group in a piece of paper writes what the teacher asks them in the given instruction; after this, a member of each group will write on the board what they did previously in the group to make a feedback	In each group students work as team, making suggestions and writing the instruction the teacher just made. They are listening to each other, and they respect others' opinions
In the feedback, teacher and students correct together the mistakes made in the sentences	In this part, the majority of the time the corrections are made by the students. They are participating actively and with enthusiasm

Annex 7.

Worksheets

<div style="border:1px solid black">

Worksheet

Date: March 8th
Name: _____ Note: _____

1. Complete the sentences using THERE IS / THERE ARE / THERE ISN'T / THERE AREN'T

   - _____ a monkey in the three
   - _____ some elephants in the Zoo
   - _____ any zebras in the sea
   - _____ any lions
   - _____ a giraffe eating leaves

2. Write five sentences using SOME / ANY / A / AN

   -_____

   -_____

   -_____

   - _____

   - _____

3. Complete the words

   C_ _ O D _ I _ _
   R_ _ _ O
   T I _ _ _
   _ E A _

</div>

September 20th

Name: _____

1- Completa con **THERE IS – THERE ARE – THERE ISN'T – THERE AREN'T**

- _____ 30 students in my class (+)
- _____ some books in my bag (-)
- _____ some computers in the library (?)
- _____ a blackboard in the classroom (-)
- _____ a CD on the desk (+)
- _____ some posters (?)
- _____ some dictionaries (+)

2- Escribe 10 verbos

3- Usando **ADJETIVES and NOUNS** del siguiente cuadro organiza 6 frases

Good	bad	Big	Expensive
Hungry	Thirsty	Hot	Friendly
Pick up	Three	Tree	Mom
Dad	Teacher	Pencil	Computer
Notebook	Robot	Brush	Dry
Draw	Spin	Telephone	Sleep

_____

_____

_____

_____

_____

_____

_____

Annex 8

	Categories	Does it work?	It does not work?	How
Student 1				
Student 2				
Student 3				
Student 4				
Student 5				
Student 6				
Student 7				
Student 8				
Student 9				
Student 10				

This table was stablished in order to make a detailed analysis of each student. In the *categories* part, goes the categories stablished in Chapter III. In the question parts, goes a *yes* or a *no.* Finally, in the *how* part the goes a description of the previews questions