

**ENHANCING VOCABULARY ACQUISITION IN ENGLISH THROUGH MEMORY
GAMES FOR COMMUNICATIVE PURPOSES**


ANGIE TATIANA GARCÍA MUÑOZ

**UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS**

**LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES:
ESPAÑOL Y LENGUAS EXTRANJERAS**

BOGOTÁ D.C.,


OCTUBRE DE 2017

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>Formación de Educadores</small>	FORMATO	
	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 2 de 81	

1.	
Tipo de documento	Trabajo de Grado
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Título del documento	Enhancing Vocabulary Acquisition In English Through Memory Games For Communicative Purposes (Mejorando La Adquisición De Vocabulario En Inglés A Través De Juegos De Memoria Con Fines Comunicativos).
Autor(es)	García Muñoz, Angie Tatiana
Director	Zulma Buitrago
Publicación	Bogotá, Universidad Pedagógica Nacional, 2017. 92 p.
Unidad Patrocinante	Universidad Pedagógica Nacional
Palabras Claves	Vocabulary Acquisition, Memory Games, Spelling, Fluency, Use of Words in Context, Game-Based Learning.

2. Descripción
<p>El presente trabajo de grado se desarrolló como un proyecto de investigación llevado a cabo en una institución educativa en Bogotá, con un grupo de 30 estudiantes de cuarto grado que presentaban algunas deficiencias en la forma en que se comunicaban en inglés, debido a la falta de vocabulario y la forma en que adquirían el vocabulario en Inglés, lo que afectaba el uso de la segunda lengua con fines comunicativos; teniendo en cuenta lo anterior, este proyecto de investigación buscó contribuir a la adquisición de vocabulario, concibiendo el vocabulario desde todas las perspectivas, incluida la fluidez, precisión y ortografía, para promover el desarrollo de las habilidades orales (especialmente la interacción entre ellas) por medio del uso de juegos de memoria en el proceso de aprendizaje. Cuyos objetivos fueron: analizar el impacto de los juegos de memoria en el proceso de adquisición de vocabulario de un grupo de estudiantes de 4to grado y a manera más específica determinar cómo las estudiantes de 4º grado aprenden ortografía, pronunciación y uso del vocabulario en contexto y otros aspectos de la adquisición del vocabulario.</p>

3. Fuentes
<p>Ariza Benavides, E., (2001). Interacting in English Through Games. Beck, I, McKeown M., (1991). Conditions of vocabulary acquisition. Bernard, H, (1995). Research Methods in Anthropology. Brown H. (2002). Principles of Language Learning and Teaching. Beijing: Foreign Language Teaching and Research Press. Burns A. (2010). Doing Action Research in English Language Teaching: A Guide for Practitioners. Denzin N, Lincoln Y. (2000). Handbook of Qualitative Research. Florence, Y, Alvin, C., (2006). Online Vocabulary Games as a Tool for Teaching and Learning English Vocabulary Freeman D. (1988). Doing Teacher-Research: from Inquiry to Understanding. Gilmore T, Krantz J, Ramirez R.(1986). Action Based Modes of Inquiry and the Host-Researcher Relationship. Goetz, J, LeCompte, M., (1984). Ethnography and Qualitative Desing in Educational</p>

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>Formación de Profesores</small>	FORMATO	
	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR20GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 3 de 81	

Research.

Guerrero A, Hernandez J & Lopez R, (2016). The Implementation of Language Games to Promote Vocabulary Learning in Fifth Graders Students

Harmer. (1991). The Practice of English Language Teaching. London: Longman Group UK Limited.

Innovation Insight Series Using Surveys for Data Collection in Continuous Improvement. (2006) Av.

At <http://www.virginia.edu/processsimplification/resources/PennState%20Surveys.pdf>

Khuat T., (2003) The Effectiveness of Learning Vocabulary Through Games.

Martinez, L, Patiño, A, Tarazona, S., (2007). Use of Memory Games to Improve Vocabulary Learning in Young Students.

Nation P., (2001), Learning vocabulary in another language, United Kingdom, Cambridge University

Phillips D, Carr, K. (2006). Becoming a Teacher Trough Action Research.

Rouhollah M, Elnaz SRouhollah, B., (2017). The Effect of Games on Iranian Young EFL Learners' Vocabulary Learning.

Savignon, S., (1987). Communicative Language Teaching.

Vera, E., Buitrago, Z., Chapeton., (2016). An Informed and Reflective Approach to Language Teaching and Materials Design

Wilkins, D. (1972). Linguistics in language teaching.

4. Contenidos

El contenido del presente trabajo es el resultado de la aplicación del proyecto de investigación mencionado anteriormente, en él se encuentra toda la información pertinente a su realización, incluida una detallada contextualización del lugar, población y problemas trabajados.

Además de ello, se encuentra en un segundo momento la descripción de planteamientos y soportes teóricos tenidos en cuenta durante el desarrollo del proyecto, como son las teorías de Aprendizaje de Vocabulario propuestas por *Harmer (1991)* y *Brown (2002)*, lo que propone *Shrouf (2014)* son respecto al desarrollo de la habilidad de Habla, El Aprendizaje Basado en Juegos de acuerdo con *Huang & Suman (2013)* y lo que establece *Thornbury (2002)* de acuerdo con los Juegos de Memoria.

Posterior a ello, aparece una descripción del diseño de la investigación, en cuanto a tipo de investigación, metodología y enfoque de investigación, una breve descripción de los instrumentos de recolección de datos empleados y cómo se emplearon durante el desarrollo del proyecto.


En un cuarto momento se encuentra el planteamiento de intervención pedagógica que se realizó, sobre en qué momento y cómo se usaron los recursos, la estrategia empleada (los juegos de memoria) y cómo estuvo dividido y desarrollado el proyecto de manera más específica.

En un siguiente momento aparece uno de los capítulos más importantes y relevantes para el proyecto, que es el análisis, allí se describe de manera separada y detallada lo que los datos recolectados, el uso de los juegos y en general la aplicación del proyecto permitió evidenciar.

Y para finalizar, el último capítulo corresponde a conclusiones, limitaciones e implicaciones que el proyecto dejó. Seguido de las referencias bibliográficas y los anexos correspondientes a la información recolectada durante todo el proyecto.

5. Metodología

El tipo de investigación utilizada en el proyecto fue *Investigación Cualitativa*, desarrollada respectivamente

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>Formación de Educadores</small>	FORMATO	
	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 4 de 81	

mediante la investigación acción y con la ayuda de una serie de instrumentos de recolección de datos mencionados a continuación:

- Observaciones (diarios de campo)
- Encuestas
- Artefactos
- Entrevistas (grabadas y transcritas)

Para la realización del proyecto se tuvo en cuenta el *Enfoque A Priori* que consistió en establecer las categorías de análisis correspondientes: *adquisición del vocabulario* y *juegos de memoria* desde el comienzo, para seleccionar las herramientas (recursos didácticos como juegos, imágenes y flash cards para presentar el vocabulario de una manera alternativa y los juegos de memoria: Concéntrese, Cartas e Imitación para dar cumplimiento a los objetivos y la metodología apropiada para desarrollar.

Esta metodología se dividió en tres partes:

- Presentación (del vocabulario de manera dinámica)
- Aplicación (de los juegos de memoria como herramienta)
- Evaluación (del impacto de los juegos de memoria)

6. Conclusiones

A partir de la aplicación de los juegos de memoria, el análisis de datos y todo el desarrollo metodológico del proyecto, se logró concluir que:

Aunque los juegos son atractivos y actividades divertidas para niños, como profesores / investigadores, necesitamos aprovechar cada elemento de los juegos que podrían representar una herramienta para la educación. Eso significa que es posible usar juegos cuando se enseña algo, pero no es suficiente usar juegos regulares de manera regular, esos juegos deben diseñarse o estructurarse con propósitos específicos en el aprendizaje y la enseñanza. Esto implica crear un vínculo entre lo que los estudiantes aprenden y el tipo de juego que se utilizará.

Elementos del vocabulario como la fluidez, la pronunciación y el uso de palabras en contexto por los estudiantes de 4º grado se adquirieron de una mejor manera cuando el proceso de enseñanza fue dirigido por una alternativa y estrategias innovadoras como juegos, tarjetas de memoria, canciones y actividades interactivas. Esto representó un gran apoyo para los estudiantes, se sintieron comprometidos con su propio proceso de aprendizaje y se volvió significativo. Y segundo, cuando las lecciones tenían una relación real con el contexto de los estudiantes, los aprendices pudieron establecer relaciones con lo que aprendieron y su entorno. Eso significa que, como profesores, necesitamos comenzar a conectar los contenidos que enseñamos al mundo de los estudiantes; más allá de solo enseñar vocabulario que consideramos importante, debemos establecer relaciones y ayudar a nuestro alumno a hacer esas conexiones

Elaborado por:	Angie Tatiana García Muñoz
Revisado por:	Zulma Buitrago

Fecha de elaboración del Resumen:	18	11	2017
--	----	----	------

ABSTRACT

The present research project took place at an educational institution in Bogotá, with a group of 30 fourth grade students who had some deficiencies in the way they communicated in English, due to the lack of vocabulary and the way in which they acquired new vocabulary, a problem that affected their use of English for communicative purposes. Thus, this research project aimed to contribute to vocabulary acquisition, conceiving vocabulary from all perspectives, including fluency, accuracy, and spelling, to promote the development of students' speaking skills at school, with the use of memory games in the learning process through Game-Based Learning Approach. Theories on vocabulary acquisition such as the use of games in Education and learning/teaching strategies were used in order to prepare an effective action research plan and to apply it during the pedagogical intervention. This research, which lasted ten weeks, was led by the qualitative research paradigm with the action research method implemented in three moments: instruction, implementation, and evaluation. Qualitative data about how the participants developed through the whole project was collected through observations, questionnaires, field notes, surveys, and diagnostic tests.

During the ten weeks, students were exposed to a series of memory games in order to enhance the vocabulary they were learning simultaneously. The attempt was to show how those games could influence their vocabulary acquisition process and how educational games had an impact in the learning process. At the end of the ten weeks it was showed that although students' process was not perfect in terms of vocabulary acquisition, the participants did have a significant change, since I could evidence that their process improved, they not only learnt the vocabulary they worked in each lesson, but they also started using it in a really good way, the artifacts evidenced how they used it in a very good way (to talk about routines or to describe people), while at the beginning their use of words in English was very limited; and as the recordings shown, , they also had an improvement in their communicative skill, since two things changed: they seemed not to be afraid of participating anymore and they started using what they learnt to communicate among them.

Also, the diagnosis, the recording and what was observed in the class, allowed to see that implementing memory games worked as a tool that impacted on learners' memory and brain

abilities such as reasoning, attention level concentration and focusing, their learning outcomes and also improved their collaborative and collective work.

Keywords: Vocabulary, Memory Games, Speaking, Spelling, Communicative skills, Game-Based Learning.

Tabla de Contenido

CHAPTER 1	4
CHARACTERIZATION AND PROBLEM	4
Characterization	4
Diagnosis	9
Justification	12
CHAPTER 2	14
THEORETICAL FRAMEWORK	14
Theoretical Framework	14
CHAPTER 3	25
RESEARCH DESIGN	25
Type of Research	25
Research Method	26
Data Collection Instruments	29
Ethical Considerations	33
CHAPTER 4	35
PEDAGOGICAL INTERVENTION	35
Visions	35
Pedagogical Intervention	39
EXPECTATIONS	45
CHAPTER 5	47
DATA ANALYSIS	47
CHAPTER 6	62
Conclusions	62
Limitations	63
Pedagogical Implications	65
Further Research	66
REFERENCES	68
APPENDIXES	¡Error! Marcador no definido.

CHAPTER 1

CHARACTERIZATION AND PROBLEM

This chapter will present the internal and external context in which the participants of this project were immersed, such as the institution, the surroundings, and the classroom. In addition, it will present the results of a diagnosis phase in which questionnaires were applied so as to determine the statement of the problem, created a research question, and set the research objectives and the justification of this research project.

Characterization

Local Context

The school is located on Av. Caracas No. 23-24 Sur, in San José neighborhood, on the Rafael Uribe Uribe locality; which corresponds to social stratum three.

The institution is located on Caracas Avenue, and this is bordered on the East and South by some residential areas, a big church, some commercial places, such as restaurants, coffee shops, banks, clothing stores and a casino; it is next to town hall of Rafael Uribe Uribe on the North and next to it is Avenida Primero de Mayo. Even though the place is a bit noisy because of the business area, the constant pace of buses and cars, and the visit of many people, it is apparently safe. The school has easy access to transport routes, including Transmilenio, private cars, taxis, and buses.

Institutional context

The school has just one branch since 1941 when it was transferred from the 15th street. The institution has an area of at least five long blocks, it has approximately six buildings distributed among admissions offices, academic assistants, teachers' meeting's classrooms, a coordination office, the principal's office, and special classrooms. A huge chapel designed for masses and ceremonies. There is also a nursery, a cafeteria, and about 30 bathrooms for students.

The classrooms are distributed simultaneously among the wide spaces of green areas, gardens and playgrounds, which divide of elementary and high school sections. There is approximately a total of seventy classrooms, four music classrooms, three computing classrooms and two English labs. The labs are medium size, they are equipped with desks, boards, tape recorders and a few computers, and the laboratory is decorated with posters and English phrases. It can accommodate about 40 students and it is not run by anyone. The teacher who needs to use the lab, asks for permission and the keys in the coordination office. For cultural activities, the institution has 2 large halls, a gym, two squares, and a garden. There is also a large parking area for about 25 cars and a guardhouse.

It is a public female institution; it offers an educational program that includes formal education during the day shift from grade 0 to grade 11 and adult education in evening classes. The institution serves approximately a population of 6,130 students (440 students in Preschool, Basic Primary with 2,340 students, High school for about 2,850, and the night shift with 500 students).

This school is legally represented by the principal Erick Israel Ariza Roncancio. The academic staff is composed of ten coordinators, eight guidance counsellors, seventy-eight teachers in preschool and primary, ninety-eight teachers in secondary and high, and eighteen teachers in the night shift.

The institutional educational project (IEP) of the school seeks to educate a reflective and autonomous “liceísta” who could be able to transform society with scientific and technological perspectives.

Mission of the institution: “The goal is inspired by a liberating thought that promotes women’s integral education in autonomy, creativity, responsibility, and critical analysis of reality, allowing them full participation with quality and warmth in all spheres of life through processes of cooperation in teaching and learning based on educational skills that aimed at developing their life project to participate actively and effectively in all areas of our society.”
(Liceo Femenino Mercedes Nariño, 1972)

Vision: In 2015, the Mercedes Nariño IED Liceo Femenino will be a leading institution in cooperative teaching-learning processes. Leading model in the training of women with human quality, autonomous, critical, responsible, creative and independent; women capable of using the knowledge and skills acquired in business development, basic command of English and in the application of technologies in the construction of their life project, which allows them full leadership to adopt political decisions and efficient performances in all spaces of life and thus work for the welfare of the community and contribute to

(Liceo Femenino Mercedes Nariño, 1972)

The mission, the vision and the institutional school project have a focus on the use of technology in for the future in which students are creative, autonomous with a profile to participate in all areas of life in society, including contact with international business and a proper use of English to act in Colombian society.

The previous mentioned focus is related to all projects in which teachers investigate everything related to the application of new technologies in the learning process., acquisition of English as a foreign language; and on training students to innovate, create, and participate in all aspects of life, such as political, economic and professional ones.

Population

There were 38 students between 8 and 10 years old, they belonged to some nearby neighborhoods such as: Quiroga, Restrepo, Tunal, etc. they belong to 2 and 3 strata.

In relation to their family background, they received help with homework mostly from their parents or aunts. Just a small group, maybe 10% of the students, did not receive their parents' help with homework because they did not live with them or, in some cases, their parents worked all day. This information showed that some of the students did not do the tasks or did them without proper supervision and they did poorly, compared to students who were helped by their caregivers in their tasks.

There was a survey applied with the intention of knowing about the student's profile (family, likes, opinion about the class and expectations) and it showed that most of students

did the same activities at home such as doing homework, watching TV, playing on the internet, and watching movies. Some of them occasionally went for a walk or to church, and only one student was in extracurricular activities such as dancing, taking guitar lessons, etc. *(See appendix 2)*

The group was 406 a classroom equipped with many sources such as board, desks, posters, books, bookcases, windows, light and individual chairs. It was organized in 7 lines of 5 and six students each one. That organization showed that although it was allowed interaction with their classmates, students were supposed to be ahead with attention to the board or the teacher.

According to the classroom environment, there were not big problems with their relationships, they talked to each other by moving around the classroom or with their closer classmates, they shared materials and toys; but they sometimes complained about other's behaviors to the teacher: "Profe ella me dijo", "profe ella no trajo el cuaderno", etc.

Also, there was a problem related to the large number of students, and the teacher sometimes could not pay attention to all of them, so they talked among them during almost all the class' time and they did not pay the necessary attention to the classes.

Regarding students' cognitive aspect, there were no problems with their learning process, according the previously mentioned survey about student's life not all students liked the English class (they were afraid of speaking, because it was hard to pronounce or because words were difficult to learn), but their attitude to class allowed them to do all the language activities, the teacher handled activities such as games, videos, competitions, and regular

board activities such as copying, repeating and solving tests, etc. Sometimes they were lazy or got distracted when they were doing some activities, and they could not finish them on time.

In general, the relationship, the behavior, and the environment in the classroom, among students, and between students and the teacher, was good, respectful, and quiet.

Diagnosis

Some of the observations I did, and the application of a diagnostic test that pretended to check student's level and knowledge in terms of colors, adjectives and use of verbs (*See appendix 3*) that pretended to check their vocabulary knowledge about colors, fruits, adjectives, verbs, etc., revealed a problem related to the lack of vocabulary in English, since they could not make relations with colors or fruits (something that is supposed 4th graders must be able to do), this problem was expected, because students had not studied English for a long time, and during the short time they had studied it was with different teachers, working different subjects, which lead not to have followed an organize or regular process.

By the moment when diagnostic test took place, the lessons had been about vocabulary (colors and fruits); and was then when it was evidenced the difficulties they had, in the different incorrect answers in the diagnostic test when they were asked to use groups of words in English (colors, fruits, verbs, etc.). (*see appendix 3*)

On the other hand, the observations were carried out during the class time, helped to identify that students responded well to the repetition process' strategy in which the teacher said the word and they repeated it, this helped them a lot to memorize and internalize

vocabulary, for example, when the teacher came to classroom and greeted in English, they responded to the greeting and continued the conversation: "Hello girls" - "Good morning teacher, how are you?", also for patterns of interaction that were handled in the class: "Please" "Can I go to the bathroom?" "Silence" "Present". This was the most common and daily used vocabulary, however, when they were in the process of learning new vocabulary, was not as good as when they just had to repeat the word that the teacher said. (See appendix 4)

Students presented some difficulties in terms of pronunciation and how to use the words correctly; while doing continuous repetition, they also played games to relate numbers with the correct spelling, they listened to songs about the vocabulary they were learning (in this case numbers from 1 to 20) and at the end of the lesson the presented a test according to the new vocabulary acquired.

After checking the field notes that resulted from the observations were carried out during the class time, and the results of the first diagnostic test, it was evidenced that students did not have the accurate vocabulary acquisition process they should have had, considering that the curriculum proposed that at fourth grade students may be able to describe people accurately, talk about daily activities using the simple present tense.

Considering the problem evidenced in the diagnostic phase regarding to the acquisition of the vocabulary of the students and some of the expectations they had about the use of games for the class and that they indicated in the aforementioned survey; I concluded that a methodology based on vocabulary games to help students improve their knowledge

and use of vocabulary in English, could be effective. And according to what I already knew, memory games seemed to be the most effective tool to achieve that task, taking into account that this type of games allows improving mental abilities such as: reasoning, concentration and level of attention, also this type of games could work in improving communicative skills, since they could help students being more engaged with the classes.

Research Question

- How can memory games enhance vocabulary acquisition in English to promote interaction among learners in a group of 4th graders?

Research Aim

- To identify how memory games could enhance vocabulary acquisition for communicative purposes.

Objectives

General: To analyze the impact of memory games on the vocabulary acquisition process of a group of 4th graders at IED Liceo Femenino Mercedes Nariño.

Specific: To determine how spelling, pronunciation of words, use of words in context, and other aspects of vocabulary are acquired by a group of 4th grade students at IED Liceo Femenino Mercedes Nariño through memory games.

Justification

Vocabulary learning has been a fundamental part of learning and teaching process, it was demonstrated by Wilkins (1972) who stated that vocabulary is essential to the teaching and learning of English, because without enough vocabulary, it is impossible for students to understand or express ideas throughout the learning process, that is why having a project focus on vocabulary learning would be beneficial.

This is one of the reasons I wanted to do this research project, because of the importance of vocabulary learning in teaching and learning process; also, because I considered it was and is still being necessary to work harder on designing new ways of teaching vocabulary, as time and ways of learning are changing and developing, the strategies teachers use must be changing too.

Also, according to Nation (2001), learning vocabulary has been a constant task even for teachers, we should be aware of the huge importance that continuous learning has in our development:

“English vocabulary expansion is exciting, but it also means that teachers and students need to be in the habit of learning vocabulary. People can expand their English vocabulary knowledge in many ways. As a native English speaker, I have been learning vocabulary for many years, but I am still a learner because English vocabulary changes and grows.” (Nation, 2001. p.22)

It is for this reason that both the vocabulary and the different ways in which students learn it, were very significant for this research project. It was necessary to develop a project

that somehow could contribute to students' learning, either by perfecting the method of memorizing, or looking for alternative ways such as: the use of games, video and technology, in which students could internalize the vocabulary more and more.

Ways of learning vocabulary are changing now, written tasks, repetition methods and, memory exercises are no longer the most effective tools in the learning process, and as teachers, we must be aware of the many strategies such as: ICTs, everything related to the use of comics, games, song and videos that help and support us in the process of learning and teaching; games designed with educational purposes for their part, provide an important teaching resource that we can take advantage of, it is necessary to understand and work deeper what is the use of them and how students can learn in a more effective and attractive way.

CHAPTER 2

THEORETICAL FRAMEWORK

This chapter will develop some of the most important theoretical aspects related to this project as Vocabulary, Speaking and Game-Based Learning; also, there will be a brief overview of the state of art and previous researchers related to the research aim that looked for identifying how memory games could enhance vocabulary acquisition and help to communicative purposes.

Theoretical Framework

Vocabulary Learning

Generally, vocabulary is conceived as a group of words that a language has. Although, this definition is not very wide, because vocabulary goes beyond than learning single words or meanings in English, vocabulary refers to pronunciation, spelling, and the use of those words in context. That is why vocabulary acquisition is a complex process that requires a great deal of attention.

According to what Brown (2002) says, vocabulary knowledge is divided into internal and external knowledge, the external part refers to aspects such as: such as grammar, pragmatic rules, phrases, idioms and connotations , .But it is not complete without the

internal part that takes into account pronunciation, word formation, fluency and the accurate use of words in context, that is pretty much what was intended to develop during this research project aimed to enhance vocabulary acquisition for communicative purposes.

Teaching vocabulary is a complex task because of all the elements that make part of it such as: pronunciation, spelling, use of words in context and because of all the learning styles students have, and it is necessary to understand each of its categories (spelling, pronunciation, use of words in context) and how to apply them correctly, by identifying and working on each one of them. Some experts, such as Harmer (1991) says that vocabulary teaching should include aspects such as pronunciation and spelling. Harmer also claims that grammar is essential and mandatory to be taught, including not only the general grammar rules, but also the correct use of words in context, and the way of connecting with other words in sentences.

Having as reference what the previous author says about vocabulary, this research project was developed conceiving vocabulary acquisition from the pronunciation, fluency and use of words in context perspective, this means, what was aimed to achieve was vocabulary acquisition in terms of the previous mentioned elements.

Speaking Skill

As this project also aimed to contribute to learners' interaction among them, it was necessary to work on what has been said about developing or teaching the speaking skill in English: "*Speaking is an interactive process of constructing meaning that involves*

producing and receiving and processing information” (Brown, 1994; Burns & Joyce, 1997, p. 63) and it is important for the teaching and learning process.

According to Shrouf (2014), speaking has been constituted as a fundamental part of the teaching and learning process of a second language, besides being the first objective of the majority of students. However, the development of the ability of speaking has been skewed and limited to teaching through repetition or memorization, and today's world needs to strengthen communicative skills in a better way, so that students can express themselves and communicate in the appropriate way, taking into account the context where they are.

Shrouf (2014) also proposes that when teaching speaking, it is not enough to learn and to adhere to the grammatical rules of the language, but it is also necessary to have a balance between these rules and their proper use, and since the objective of speaking is clearly communicative, perfect English is not required, but to enhance the students' communicative skills in a proper way is, to make the students communicate with any English they can use, correct or not, and selectively address errors.

Game-Based Learning and Gamification

Two aspects Game-Based Learning and Gamification are involved in this part related to games, and although they have a little difference in their approaches, they also are important when developing the use of games for educational purposes. On the one hand, Game-Based Learning is an approach in both learning and teaching environment based on games. *EdTech Review* (2017), an online magazine specialized in education technology, defines Game-Based Learning as a type of game that is designed with a focus on teaching,

games are explored in a context of learning, in Game-based learning (GBL) relevant aspects of the games are handled but with a different goal, which is to redefine learning outcomes, and to make students contribute to their learning process while they are exposed through to different and interactive learning environments as games are.

EdTech Review also claims that in this learning environment, games for exclusively educational purposes play a fundamental role, since they appear as an effective tool that beyond of helping with brain abilities such as: concentration and reasoning have been a really innovative teaching and learning strategy. And although all types of games can be used in an educational environment, they should be designed to combine learning in specific topics about what is being taught, to expand concepts and / or to promote development of the competence is being worked.

Among educational games, you can find: board games, memory games, flash card and video games, among others, what really matters is to take advantage of the benefits that games can have in learning, such as: the fact that games are a really appealing tool for students, that they are interactive and promote collaboratively work.

On the other hand, Gamification of Learning is another approach, which according to Huang and Suman (2013), is an educational approach that seeks to motivate students to learn using games (specifically video games) and their elements such as: graphics, interactive commands, use of competition and appealing features in a learning environment. Here the main objective is to enhance enjoyment and commitment through the process of analysis and

definition of the elements that are part of the game to motivate and inspire students to continue learning.

Huang and Suman also claim that games focused on learning can be considered as serious games, and there are some specific elements of those games that facilitate learning, such as: progress mechanics as points, leaderboard, immediate feedback, collaborative problem solving, and scaffolded learning with increasing challenges, social interaction, and fun.

The great difference between them is that while gamification is the use of motivating elements that encourage competition among users as scores; game-based learning refers to the cognitive area of the product, its appearance and its visual appeal. However, both GBL and gamification offer diverse elements such as: the gamified training formats that improve the retention of knowledge by the student and increase the rate of completion of courses, making what the student learns more applicable to the day to day thanks to the inclusion of elements of game allows students to practice what they are learning while studying the theoretical content, they appear to be enhancers that play an important role as a useful strategy in learning through games; therefore, both approaches were important for this research when preparing and choosing the games used during the research.

Whether it is through game-based learning or the gamification of learning, the design of games for educational purposes plays a very important role, since games have been conceived as an educational tool of great help, using them in Education allows to provide students with the satisfaction of the need for learning through the proportion of passionate participation, structure, motivation, creativity, social interaction and emotion in the game

itself, everything while they are also, this is why this topic had so much importance for this research project, because beyond the idea of shaping vocabulary acquisition, there was the objective of promoting students' motivation and participation.

GBL worked as a useful strategy in this project as it implied a motivating approach, the promotion of reflection, feedback and self-control, monitoring of the process, practice, experience and interaction, which allowed students to experiment in non-threatening scenarios and acquire knowledge through practice, that is, through the acquisition of vocabulary.

Memory Games

Memory games make part of the GBL approach and mainly refer to a group of games in which is necessary to create associations or relations between words and pictures, frequency or sequences, characteristics and objects; the main idea is to exercise the brain to make those associations. In this research, the use of memory games play a key role, the use of it in the educational process helps to enhance the different skills in students and to foster socialization and cooperative learning.

According to Thornbury (2002), it is important for students to be exposed to the foreign language (English) through activities that test reasoning, attention level, concentration and memory.

State of the Art

Teaching vocabulary has been an interesting and well-developed field around the world and through the pass of the time, there are a lot of researchers that have been interested in how to teach it in different and effective ways; some of those pieces of research were truly important for this project as they provided some good strategies, theoretical aspects, and a general idea on how to develop this research.

Rouhollah & Elnaz (2013) presented a project called *The Effects of Games on Iranian Young EFL Learners' Vocabulary Learning*, in which they analyzed the effect due to the relaxed, less stressful, cheerful and enjoyable atmosphere for learning of online language games on vocabulary acquisition in a second language in an Iranian school, since learning vocabulary has always been a major concern in learning a second language. The research was carried out with a group of 30 15-year-old students of secondary school who underwent a diagnostic test of vocabulary. Then the students were divided into two groups: one of control that was exposed to the teaching of books through reading controls and diagnostic tests and another group of experimental subjects who were exposed to vocabulary teaching through board and memory games during 8 sessions. Although both groups made remarkable progress after the training program, there were significant differences between groups.

At the end of the experiment, the research concluded that the application of games could increase the acquisition of vocabulary in students, since there was an improvement up to two times greater than the initial low results was taken from the diagnosis tests, however,

there was a significant difference between the use of books text and games to increase vocabulary gain as both programs made significant progress in subjects.

Then in 2007, at a university in Hong Kong, Florence, Yipa and Alvin presented an article called Online Vocabulary Games as a Tool for Teaching and Learning English Vocabulary, on the role and utility of online games in favor of vocabulary learning, the research was conducted in a time of 9 weeks, with 100 engineering students in an EFL class, who were divided into control and experimental groups. Being submitted at initial and final diagnoses, the experimental group worked on vocabulary learning through the online video games of two websites such as Simcity and a simulator game. After the application of the final diagnosis, it was demonstrated that the experimental group achieved the best results of their vocabulary knowledge with respect to the group that worked the traditional repetition lessons of vocabulary. Likewise, the surveys showed that the students of the experimental group preferred the online learning intermixed with digital educational games to conventional lessons based on activities. This led to conclude that although games are an excellent teaching strategy, since they help to retain students' interest and ensure learning effectiveness, however, they also represent a difficulty in the need for extra support or ICTs resources if online games are adopted as essential components of teaching.

In Colombia, some pieces of research related to the use of games and interactive strategies in the vocabulary acquisition process have been published, those are focused on improving communicative skills, promoting vocabulary learning, and revising the effects of games in Education field.

There is a study presented by Guerrero, Hernandez and Lopez at a university in Pereira in 2016 called *The Implementation of Language Games to promote Vocabulary Learning in Fifth Graders Students*, which aimed to analyze the impact of games on the acquisition of productive and communicative skills in a second language, through the PPP approach (presentation, practice, and production).

The project was carried out at a school in Pereira, where 37 students of fifth grade English students, through the implementation of some specific memory games such as: Pictionary and Concentration, because of the inability of students to construct simple sentences, had already ruled out the use of English as a second language with images, flashcards, videos, music, worksheets and realia material as the main support for scaffold learners' understanding.

At the end of the project, the results that the tests applied at the end of the project showed, allowed to conclude that, in addition to boosting students' confidence because they enjoyed playing the games and working in class, since they were not shy anymore and they were willing to speak in class; they also promoted the active participation and oral production capacity of the language, and their language production increased during the implementation of the language games, as evidenced by the tests presented.

There was another research project called *Use of Memory Games to Improve Vocabulary Learning in Young Students*, proposed by Martinez, Patiño & Tarazona (2007) carried out at Universidad Industrial de Santander, which aimed at the use of some memory games such as: matching memory games, bowling, guessing games, charades, hangman,

bingo, Pictionary and mimic to improve vocabulary learning. This research was carried out with young students, through the collection of qualitative data through questionnaires and a research journal (observations) . The application of the project was given using memory games, including bowling games, riddles, charades, bingo, Pictionary, and mimics.

At the end of the research, it was concluded that the group had an improvement in the way they answered the quizzes that were applied at the end in vocabulary learning, the group exposed to games had more than the half of the correct answers in comparison to the group that was not exposed to games, and the ability to associate words with images with an orderly orthography was enhanced. It was also concluded that in addition to the importance that games had in the research related to the improvement in vocabulary learning, and the motivation in the classroom, considering other factors such as: game design considering age, learning styles and type of student and vocabulary were of great importance as well.

And finally, in Bogotá there was another research that took place at Liceo de La Salle by Emilsen Ariza in 2001 called Interacting in English Through Games, which sought to promote the communication and oral participation of a group of 8 second grade students with little oral participation in class at that school.

The research that aimed to identify the type of games that stimulated student participation was carried out for 6 months, in which the research-action methodology was used, through the development of board and card games, where it was observed that before the application of those games students did not show interest in participating.

At the end of the research the results showed that students were more confident and willing to participate; And that controlled games helped to stimulate oral participation of students and in terms of the students' learning process it was shown that at the beginning, the students had more difficulties understanding the vocabulary and participating in class, but by the end, they had gotten used to games and were able to understand in spite of not knowing all the vocabulary because they reduced the tension and anxiety that prevented students from acquiring the language.

Based on the previous research projects, it was possible to conclude that vocabulary acquisition with the use of games has been a constant research aim, and, that games are very important in Education field, due to the fact that games engage students with their learning process, they also offer some strategies (interactive activities, feedback allowed, attention getting issues and brain activities) and they appear as an innovative tool for teaching, if they are designed in a proper way and for an accurate objective.

In the next chapter, an introduction and characterization of the kind of research that was necessary for this project will be developed, including the data collection instruments and how these were handled.

CHAPTER 3

RESEARCH DESIGN

This chapter is about the type of research that was used for this research project, which in this case was qualitative research. In the following pages, a description of the type of research and the method will be found; also, the different data collection instruments that have been used, and how and why they were used in this project.

Type of Research

According to Denzin (2000), qualitative research is known as a type of scientific research that is based on an investigation that looks for answers to a question, it produces findings that were not determined in advance and it seeks to understand a given research problem or topic from the perspectives of the population. In addition, it is not focused on measuring results.

Denzin also claims that qualitative research is useful and important because it provides complex textual descriptions of how people experience a given research issue, and it provides information about the “human” side of an issue (behaviors, beliefs, opinions, emotions, and relationships of individuals), which means that beyond of taking into account quantitative results, qualitative research focuses on the process, analyzes the human side and provides ideas into the problem or helps to develop ideas to carry on with possible solutions.

Bryman (2008) also stated that qualitative research is a method that requires exploring issues, understanding phenomena, and making sense of qualitative data that allows to collect information regarding to participants' opinions, expectations, emotions better than quantifiable results.

Research Method

For this type of research, the method used was Action Research, that according to Watts (1985) is a process where the participants are able to check their own educational practice.

"Action research...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process." (Gilmore 1986, p. 160).

As Burns (2010) said, action research is conducted in a complex cycle of research, taking into account that it follows a structured process that looks for taking action in a problem step by step, Action Research's cycle is organized by identifying a problem to be studied, collecting data on the problem, organizing, analyzing, and interpreting the data;

developing a plan to address the problem, implementing the plan, evaluating the results of the actions taken, identifying a new problem and repeating the process.

After establishing and developing the type of research this project was going to follow, it was necessary to decide how the objectives were going to be reached, and I decided to use the A Priori Approach that according to Freeman (1998) is when the categories of analysis are considered from the beginning of the research, the categories are taken as the basis and the development of the project focuses on looking for instances and relationships with the previous established categories. The A Priori approach may limit research a little, taking into account that the main aspects for the study are those established from the beginning and some other aspects relevant to the research could be left aside; However, using the A Priori method gives a research focus, since the study categories are decided from the beginning, the strategies, tools and methods to be designed are directly related to what is intended to be analyzed, and this was basically the importance of the A Priori approach in this research project, because once the problem was identified and the categories were defined, it was more organized and simple to identify the routes, methods and resources to develop during the process and analyze the categories.

During this research project, several categories were established from the very beginning according to the objectives that were proposed before, the idea here was to have some categories that could work as a demonstration of what it was purposed from the beginning, that was to enhance vocabulary acquisition for communicative purposes through the use of memory games. First of all, after identifying the problems or difficulties students had such as: the lack of vocabulary, the problem they had to interact among them, and

deciding that I was going to work with memory games such as: Concentration and Card Games in this project, I came up with the two main categories (see table 1) that I was going to analyze through all the ten weeks the project lasted; the first was related to vocabulary acquisition, that meant how students handled getting familiar or being exposed to new vocabulary, and this was properly divided into some subcategories which looked for see the way in which they got familiar with words, strategies I could use to make that process better, how was their vocabulary acquisition learning process and how they felt with it.

And then, the second category related to a more specific topic: the use of memory games, as this was the main resource I used to conduct the research I needed to know how the use of games worked, and I decided to go over to subcategories related to the use of games for educational purposes and the impact of memory games in the learning process.

(see table 1)

Table 1 Categories of Analysis

Units of Analysis	Categories	Subcategories	Indicators
Speaking Skills	Vocabulary Acquisition	<i>Getting familiar with new vocabulary</i>	<ul style="list-style-type: none"> I recognize new vocabulary in English
		<i>Use of vocabulary in context</i> <i>Use of acquired vocabulary for communicative purposes</i>	<ul style="list-style-type: none"> I have an accurate pronunciation, spelling and use the words in an appropriate way I use the vocabulary to interact and communicate with others
Game Based Learning	Memory Games	<i>Games for education</i>	<ul style="list-style-type: none"> I use games designed for educational purposes, to enhance learning outcomes.
		<i>Impact of memory games</i>	<ul style="list-style-type: none"> I use memory games to improve my brain abilities. I learn how to work collaboratively through memory games.

Participants

This project was carried out with a group of 38 students from Liceo Femenino Mercedes Nariño school, located in Bogotá, Colombia. The group was composed of students between 8 and 12 years old, all girls, with a basic level of English, their classes were of one hour per week, in which they used to work activities related to repetition, quizzes solving and listening to songs. The sampling was of 17 girls of the 38 due to the number of students that were allowed to participate in the project.

Data Collection Instruments

In any type of research, according to Annum (2016), data collection is considered the way of analyzing, it is a precondition for scientific knowledge. The data collection instrument is aimed at creating conditions to analyze. Data are concepts related to students' expectations, opinions and emotions that express an abstraction of the real world of the senses, capable of being perceived by the senses directly or indirectly.

Data collection instruments are of paramount importance to have supported information about opinions, expectations and the progress, it is also vital to choose instruments that are accurate for the type of population (taking into account age, level, social context) and for and problem that is being analyzed. For this research study, I collected data about students' opinions in terms of the classes they were having, expectations they had related to the learning English process, some of the knowledge they already had and how the

strategy I used (memory games) worked during the application; through these data collection instruments:

Observation – field notes

Mills (2003) claimed that observation is conducted through different methods, for example field notes, which are written observations about what the researcher sees in the place of observation. Field notes help to notice details that can be missed just with the observation. One of the best ways to handle field notes is by reflecting upon them and just write everything related to the problem and to the research question that is observed, and to identify and select important information from the notes, that in the observation that could be missed.

During this research project, the field notes were one of the most useful data collection instruments, because they helped identifying the problem and seeing how the participants were responding to the project. Taking into account the number of participants, it was easier to have on written notes about what happened in the classroom and not having to remember the whole observation afterwards.

The situations about what happened in the classroom, how they worked and how they reacted and responded to the use of the memory games, were transcript as they happened, but they were set in a two-part format (see appendix 4): First, just the list of observations in one column and on the other side, there was a column to write the analysis about them, that was the perception about what was observed.

Artifacts

According to what Goetz and LeCompte (1984) state, artifacts are considered activities that people do, such as: quick exercises, quizzes, written tests, posters, etc., the use of artifacts in research may help developing research questions, and these artifacts are used through textbooks, worksheets, class materials, letters, class documents and detailed information about the subject.

In this project, as students were asked to do specific things such as: answering quizzes, solving worksheets and some other similar activities, after they were exposed to the memory games to see or to have a physical demonstration on how they worked with them, artifacts were a really useful data collection instrument, since they could be analyzed and evaluated later, taking into account how students answered the questions about vocabulary, wrote what they learnt, completed the sentences and solved the quizzes.

Goetz and LeCompte also stated and identified four activities when using artifacts: "locating artifacts, identifying the material, analyzing it, and evaluating it" (Goetz & LeCompte, 1984 p. 155), that were pretty much the steps were followed when collecting this data.

Interviews

As this project mainly focused on how to enhance vocabulary for communicative purposes, especially the interaction among them, the most accurate way to collect some information related to this, was using audio recording from some interviews, that according to Phillips & Carr (2006), it appeared as a way to capture what was said during the interview.

In this type of data collection instrument, it is extremely important to have consent of the participants, to protect their identities and have a good audio recording device.

In this project, the interviews which were recorded were carried out with a specific objective: to evidence how students were able to use the vocabulary they learnt to interact among them, that was, recording some of them when they were interviewed, some of those interviews were carried out individually to see each one's progress and some others were recorded while they interacted among them (interviewing each other).

Surveys

According to an important research magazine (2006), surveys are a data collection instrument that collects information from a specific group of population and that uses standardized questionnaires. Surveys are useful because they give the opportunity to get a variety of information quickly. They can be designed using closed questions that provide many choices for respondents to select. Or open-ended questions, which allow participants unlimited choices.

During the design of a survey, it is important to define what you want to find out, this keeps the survey focused. Also, it is important to avoid using too many questions or questions that are not necessary. The researcher needs to make questions short, concise, and clear for the participant. In this research project just one survey was applied, it was designed to collect some information about the students' life (background, daily activities, development in English classes), what the students thought about the classes and the expectations they had about them, this survey (see appendix 2) had ten questions (closed and

open-ended questions) alternating between what would they like to do in English classes, if they liked or not English classes, etc.

After developing those data collection instruments, it is important to conclude that all of them are important and each one encourages a different part of a research project to be handled successfully, however, one of the most important things related to those instruments was identifying how to use them correctly, that means, when I had to apply them and how.

During this research project, the data were collected through some of the most adequate instruments and the analysis of data is going to be handled through the triangulation method. As it is said by Phillips & Carr (2006) the next step was to evaluate the design to check if it was accurate to answer the research question, it should be done through *triangulation*, which means using more than one method to collect data on the same topic in order to assure the validity of the research by having more than one support. And to check how trustworthy the design is, there were five important elements to apply: evidence of becoming, self-reflexivity, multiple perspective, strong sense of connection, and meaningful results, what was done after collecting the data and selecting the instruments were going to be triangulated (artifacts, field notes and audio recording transcripts from the interviews).

Ethical Considerations

Ethics is important in all kinds of research in which there is a population studied, especially when working with children. It is for this reason, that in this research project, to avoid ethical problems in the future, some precautions were taken. One of them was a consent form sent to parents, in which I asked them for permission to make their children

participants of the project; It was guaranteed for them that the names of their children were not going to be disclosed and either photographic records that compromise their identity, and that their children could withdraw their participation in the project any time they wanted.

In conclusion, as data collection instruments were one of the most important parts in the research project, it was very important to understand the function and the development of each one and furthermore apply the correct one on an accurate moment, way and time during the research.

CHAPTER 4

PEDAGOGICAL INTERVENTION

In this chapter, all the issues related to the pedagogical intervention that took place during the research project such as: vision of language, vision of learning, and the teaching methodology will be developed. A brief description of what each of these elements are, the theory behind them, the justification and the relationship with the project will be discussed as well.

During this research project the main strategy was the use of memory games, and during the time of implementation there were three principal memory games applied: one was Concentration in which students were supposed to make connections between a picture and the corresponding word; then a Memory Game where they had to remember and perform what their classmates did and said, and the other one was a Card Game where a card was shown and the students had to recognize what was in the picture; all the games were about the vocabulary they had learnt

Visions

Vision of Language

Taking into account that this project focused on communicative purposes, especially the interaction among students, one of the best approaches to work here was the Communicative Approach, that according to some authors such as Harmer (2003), Nunan

(1996) and Savignon (1978), is an approach that focuses on interaction among learners, and tries to enhance learners incorporating their real and personal context into the language learning, which was mainly the communicative strategy used in this project.

In relation to the previous approach, the best vision of language to apply in this project was the Communicative Language Teaching (CLT) proposed by Savignon (1987) who stated CLT as a teaching strategy in which the use of language is based on interaction, the idea according to CLT is to have learners interact among them, about personal experiences, context and background, while the teachers should teach contents outside of the traditional grammar instruction to promote language skills in communicative situations; this method is commonly applied through role play games, conversation models, interviews and group work. For example, as they were exposed to the Memory game in which they had to perform the same as they classmates did, they started interacting each other by helping them remember what they needed to do, situation that did not happen before, because they did not interact in English among them.

Also, one of the other visions that were taken into account in this project is the functional perspective, that considers language as doing things: The functional perspective proposed by Vera, Chapetón & Buitrago (2006) in which language is understood as the means to achieve communicative and social objectives, it means, as a social action that focuses on the functions and uses of language in certain contexts. In here, with the use of Concentration games students were asked to use the language for doing something, as they needed to relate the language they already knew with a specific purpose: finding the word that best

corresponded to the picture they were watching to, and remembering the exactly number where they had seen it.

This vision of language was appropriate for this project to the extent that students were going to learn through memory games, vocabulary that allowed them to interact with one another and reach different pragmatic achievements such as describing people, the parts of the house, identifying the ingredients of a recipe, and relating animals to their environment, among others. Also, this vision is focused on learning while doing, which was basically what students were supposed to do during the implementation of this project.

Vision of Learning

According to Vera, Chapetón & Buitrago (2006) Experiential learning constituted the vision selected in this project because it has a strong relationship with one of the visions of language mentioned before; thus, the functional perspective and experiential learning constituted the approach of learning by doing, where students learn different things through practice and interaction with the materials and the lessons. This vision of learning involves exposure to information in the second language and the use of it for communicative purposes. In relationship to the project, this vision leads to the use of authentic materials and resources as songs, flash cards and pictures, just as a way of presenting the vocabulary, communication and teaching strategies such as: The Concentration game, the Card games and the Memory perform games, and learning activities with collaboration among learners.

Learning and the role of affect stated by the same authors, is also another vision applied, because it focuses on interaction between students and the learning materials and the

effect of those materials on students. It means that a positive relationship between them is necessary and, that is pretty much the main purpose of using games to enhance students' vocabulary acquisition. Hence, it is strongly necessary that this material respond to students' perspectives, interests, context, and needs.

Teaching Methodology

Taking into account that memory games are the principal source in this, the most appropriate approach to work with is Game Based Learning (GBL). This methodology was considered according to what some important authors have said about different categories.

According to Teed (2004), GBL is a branch of games that are designed to balance the topic, the gameplay and the ability of the player to retain and apply the knowledge in context. It involves educational games explicitly designed with educational purposes. It is also said that good game-based learning applications can draw students into virtual environments that look and feel familiar and relevant, and give them the opportunity and the ability to create a new world, through planning and experimentation with total freedom.

Teed also proposes three important elements which are: competition, engagement, and immediate rewards that benefit the learning process through games, by giving the students some conditions that motivate them and assess their performance. Also, learners get so engrossed into the game and it develops their intrinsic motivation because they do not want to stop, and even simple or analytical feedback motivates them to play again.

The main idea in this research project, was to present the vocabulary through some attention getting resources as flash cards or songs, and as soon as the participants acquired

the vocabulary, using the Concentration, Card and Memory games to secure everything they had learnt and so on having them interacting among them using the vocabulary they learnt.

Pedagogical Intervention

To make proper use of the visions proposed above, this chapter will raise some specific teaching objectives which in turn will respond to the research aim:

- To promote the use of vocabulary through memory games with EFL communicative purposes and certain social functions.
- To encourage students to learn vocabulary through memory games.

These objectives were intended to be achieved by developing a pedagogical intervention of three cycles, which was applied appropriately according to the needs and the process of students:

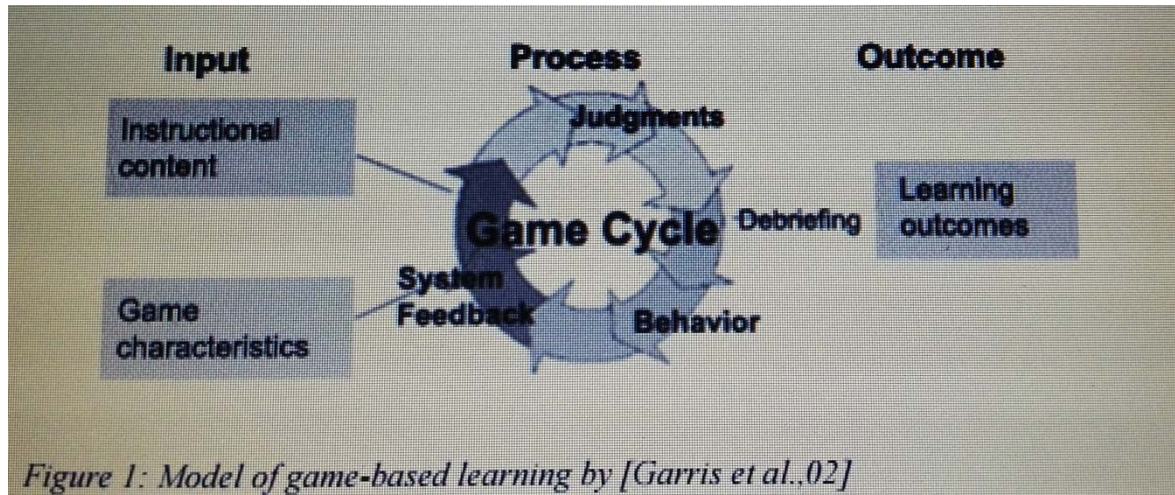
Initially, the first was an instruction cycle in which the relationship between students and the vocabulary that was intended to be learned were set (See table 2). At this stage, students were going to have their first approaches to the corresponding vocabulary for the lesson, specifically designed to meet specific social functions: adjectives to describe people, vocabulary to talk about daily routines, etc., through activities such as games, use of images and pictures, written activities, etc.

The second was a stage of implementation in which once students knew the vocabulary, they practiced and applied it by using the Concentration, Card and Memory games. The vocabulary was implemented through interactive games in which students needed to put into practice what had they learned in various situations, such as describing people, talking about their daily activities, etc.

Finally, the third one was an evaluation cycle, which was intended to analyze the learning process of the students during the intervention phase with the application of the interacting and memory activities that were more advanced than those in the implementation cycle, in order to evaluate two elements: improvements in the acquisition of vocabulary of students and the effect of the application of games in their learning process.

For the previous parts named, some artifacts to collect information were needed, to check and control the process of the project and of the students in relationship with it. The idea was to implement some written tests every two weeks to check how vocabulary acquisition was changing or working, but because of time issues, that was not possible, so, the pretest and the posttest were the instruments used.

This process, developed through educational games, has a very complex learning cycle consisting of a process of interaction, obtaining knowledge, feedback of the process, and the application of knowledge in real life. (See table 2).



In this figure proposed by Garis, Ahlers and Driskell (2002), it is possible to demonstrate the process between the game cycle and the achievement of the learning results, there provides a link between simulation and the real world, that is, a relationship is created between the game events and real-world events by connecting the gaming experience to learning.

Cordova and Lepper (1996) also demonstrated how using games embedded in a motivating environment improves learning outcomes. The process of learning through games happens when the student engages and interacts within the game, and according to what these authors said, to create a successful game-based intervention, it is necessary to consider some steps that should include: determining the pedagogical approach, developing details, applying strategies of the pedagogical approach, and assigning learning activities corresponding to the strategies.:

Timetable

In this part there are some of the lesson designs were used to conduct the research project, the next timetable develops the most relevant lessons to the pedagogical intervention mediated by the use of the Card, Concentration and Memory games and the process it follows, the ones that made part of the stages: instruction, interaction, implementation and evaluation.

Session	Date	Stage	Topic	Activities	Objective
1	Aug 10	Instruction	Describing people using have/verb Be.	Students were exposed to new vocabulary related to adjectives to describe people (pretty, long, young, colors, etc.). Some of them already knew some of the words especially about colors, but most of it was new.	To get students getting vocabulary acquired during the instruction phase and check how they react to the traditional repetition method in the vocabulary acquisition process.
2	Aug 17th	Interaction	Describing	Students practiced vocabulary	To check

			your classmate	previously learnt while they were playing a famous Memory and Perform game (each student gave a description about her classmate and the next one had to repeat what the previous classmate said and continue giving a new description and so on)	students' first reaction to memory games
3		Implementation	Describing People	Students will interact with an instruction and memory game Concentration to	To check the progress students have had with the implementation

				practice the vocabulary that they have already learnt.	of memory games.
4		Evaluation /Feedback		To check how all the implementation ended they will have a post-test (diagnostic) related with the vocabulary they were supposed to acquire. It will be developed in two parts (a speaking activity where they will produce descriptions and a written test to have a tool to check)	To evaluate the effect and the utility of the methods used during the students' learning process.

Conclusion

When preparing a pedagogical intervention, beyond the results that are desired, it is necessary to take into account the population, their needs and skills, in order to create a conducive and pleasant environment with the implementation of materials, in this case, related to memory games which needed to be appropriate and respond to students' needs and abilities.

The following section will deepen the application or development of the interventions through the planning of the corresponding lessons for this process.

EXPECTATIONS

As the main purpose of this research project was to enhance the acquisition of student's vocabulary, one of the most important results that are expected, is to contribute to the progress on the vocabulary acquisition process, this is, that students improve their vocabulary, taking into account all the categories such as spelling, pronunciation, and correct use of words in their context.

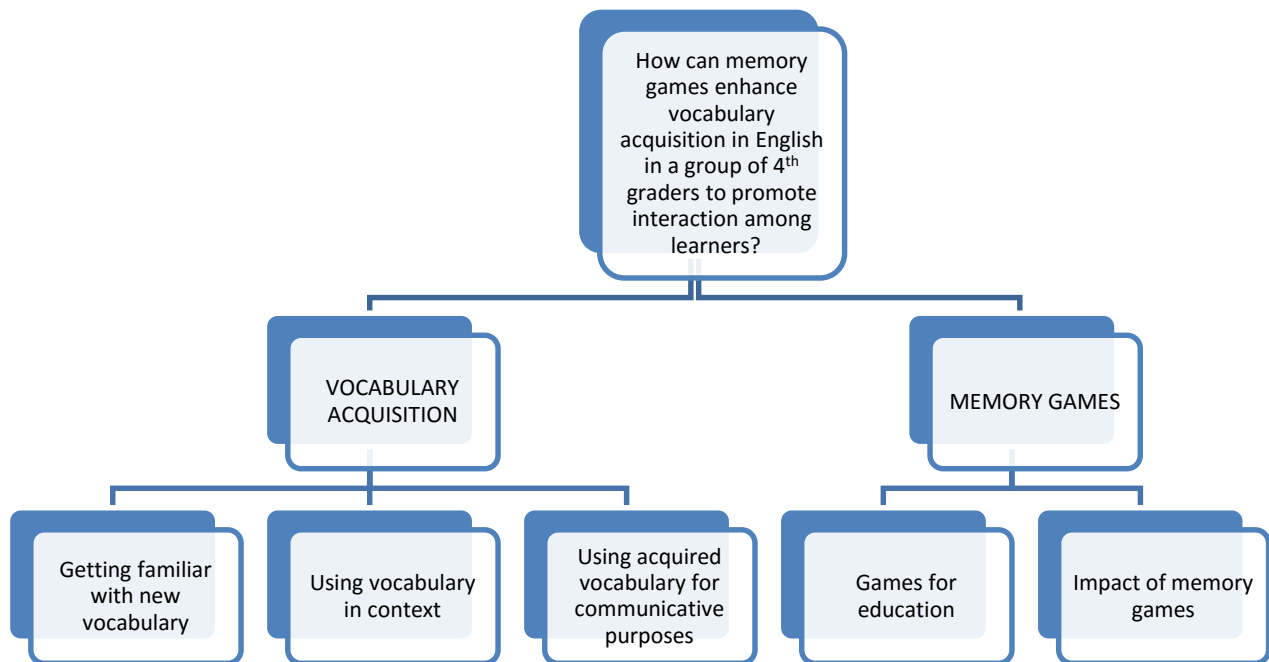
Also, another result that is expected is to successfully apply online games on the teaching and learning process, it means, to check the effects of online games in education, to

learn how those games should be developed and applied in order to contribute to students' learning and teacher's teaching strategies.

CHAPTER 5

DATA ANALYSIS

This chapter corresponds to the analysis made of the data collected from the population during the ten weeks the project lasted, that was, the fourth-grade students of Liceo Femenino Mercedes Nariño. This analysis aimed to see how the research question was answered and to show if the objectives initially set were achieved and how. For the development of the project and the analysis, as it was mentioned before, the method used since the beginning was the a priori, where the categories and subcategories were proposed before the implementation and then, they were treated individually and in detail.



First category: Vocabulary Acquisition

During this part, all the vocabulary worked (adjectives, verbs to describe daily routines) was presented using the resources mentioned before such as the songs, the flash cards, the pictures and it was used to have the students getting acquainted with the vocabulary in a more enjoyable and appealing way, as that was what they asked for in the surveys: learning with the use of dynamic activities. This category aimed to show how the students acquire the vocabulary on a first moment, so how the instruction cycle was presented.

By Getting familiar with new vocabulary

As it was mentioned before, according to what Harmer (1991) said, when teaching vocabulary, it is important to have clear that vocabulary goes beyond than just repeat and memorize words, that is why, when the students were exposed to the new vocabulary, it had to be a more complete task than just having them memorize the new words, it was extremely important to have them motivated with this process to get a real acquaintance with what they were trying to learn.

Most of the lessons were handled by using interactive resources such as songs, use of pictures and with the traditional teaching/repetition process to introduce the new vocabulary, then the students were exposed to the card, concentration and memory games to secure that vocabulary, and it worked to see how students got more familiar with the new vocabulary, and it was clearly demonstrated that as young learners, they had a better process when the instruction was conducted with interactive resources such as: listening to songs related to the

parts of the body or flash cards about adjectives to describe people, than just the repetition/memorization lessons. The final diagnosis test showed that students had better results in terms of how the students got the vocabulary acquired in the instruction cycle (before being exposed to the memory games) when it came to the topics they had studied through the resources songs, and pictures such as the parts of the body and how to describe daily routines than when they worked through the traditional lesson, for example, when they were exposed to adjectives to describe people.

In relation to this, the observation and field notes allowed the teacher researcher to see how students got really enthusiastic with their learning process when the lesson was first introduced through a song or a picture, even when students at that school have always been willing to learn languages (because they have been exposed to foreign languages since very first grades), it was possible to see that there was a big difference on their results and on how they acquired the new vocabulary when they were really motivated; thus, they started asking questions, talking and practicing the vocabulary without being asked to and it ended up an effective lesson which facilitated both the teaching and the learning process and the classes became really interactive.

Annex 6.3

Participant 3: Hello, howar you?

Participant 4: I'm fine and you?

Participant 3: Good, my name is ***

Participant 4: I am ***

Participant 3: *** nice to meet* you. What do you do every day?

Participant 4: I get* up at five, I take a showers and *have* breakfast and I go to school at *six* and you?

Participant 3: I get up, tale a shower and go to school, I study and home.

Participant 4: Oh, very good!

It was possible for me as a researcher to evidence that it was always a complex task for participants to get acquainted with the new vocabulary, once I introduced the new vocabulary corresponding to each lesson, they looked a little bit nervous, it seemed to be something completely new for them and as soon I started pronouncing the vocabulary, the situation got worse, just some of the participants were able to recognize some of the words from previous courses or books, but in general that was the most difficult part. However, as soon as they started practicing it and they were getting familiar with each word and the correct use of it in English by exemplification, pictures or songs, the first situation had a huge change. Likewise, once they realized about how good they were doing with it, the affective factor played a very important role, they got acquainted with each new word they were exposed to, principally due to the fact that they felt excited about their process. As soon as they understood how to pronounce, spell, and use the words, they got really familiar with them in a very interactive and enjoyable way, and the fact that the participants enjoyed the

lessons represented the most successful result for this project, since once a student could learn in an enjoyable way, the learning became significant. (*See example*)

OBSERVATION	INTERPRETATION
<p>It was 7:20 and I greeted the girls as always, I waited to have them prepared for the class and it took 5 minutes.</p> <p>As there hadn't been class for the last two weeks, we had a feedback about the vocabulary previously worked by playing "Ini miny mou" and the students answered good to the activity.</p> <p>At 7:35 I introduced the activity, we worked with a concentration/memory game (using flash cards) where they were supposed to associate all the vocabulary they have learnt (picture with the correct word).</p> <p>Students had a lot of fun and they ended getting familiarized with all the vocabulary, they worked collectively and helped each other.</p>	<p>The students are used to the class methodology and they know the time is short, so they are getting used to be prepared for the class on time.</p> <p>They are used to work with games in this class, so the strategy is not new for them and they usually have a nice attitude and progress with it.</p> <p>Memory games have been used in almost all the classes to have the students consolidate all what they learn in an alternative method. And so far, it looked like a great strategy as they have fun and learn to be committed with their own process</p> <p>Games have worked as a useful strategy in acquiring the vocabulary and also fostering cooperative work.</p>

By Using vocabulary in context

In this subcategory, the idea was to demonstrate how after being exposed to the memory games, the use of vocabulary in context became better than what was happening before this project. So, the next explanations correspond to what the data collection instrument showed once the students passed through the implementation cycle (playing the games).

Harmer (1991) also stated that when teaching vocabulary, even when the general grammar rules are necessary to be taught, it is not the most important aspect, but the teaching process should include pronunciation and the correct use of words in a real context, that is, to have the students use the vocabulary they learn in a real and comfortable environment, that in this case was the school and familiar context.

All the lessons were related to how to use the vocabulary students learnt for communicative purposes within their context, that means to interact among them about common topics for them (talk about routines, describe their relatives) , the lessons were supposed to have an instruction part with the vocabulary teaching through the use of songs and pictures as resources and then a practice activity through the memory games related to their environment to apply it; the data collection showed that the process was more useful like this than in some other cases when they just learned the vocabulary for academic purposes, such as homework or exams. The field notes allowed to see that the students became more committed with their process when they were asked to use what they had learnt when they had to use it to describe their relatives or to talk about their daily routine, than when they needed to use it for homework or written tasks.

Interviewer: What is your typical day?

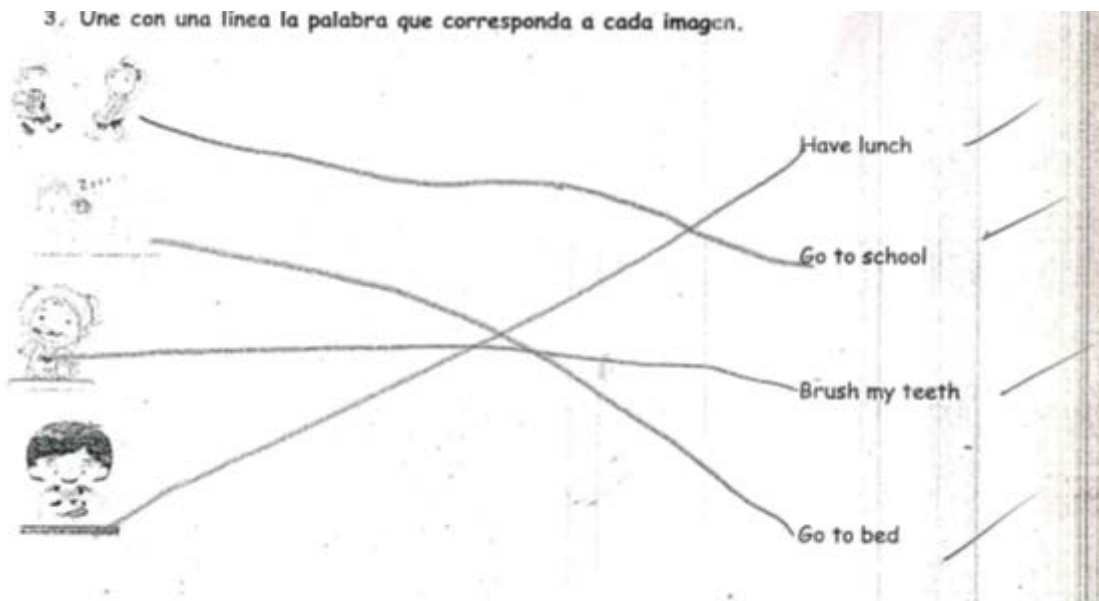
Participant 2: ... my typical day is (long pause) I wake up, I (pause) take a *shower*, I brush my hair I get *dressed* I have breakfast, I (pause) brush my *teeth*, get ready, go to school, *study*.

Interviewer: ... and what do you do in the afternoon?

Participant 2: ... go home (long pause) have lu.. I have *lunch* (long pause) have do homeworks, I watch T.V I take a nap, have I have dinner, I go to bed.

Audio recording transcript 1 – Oct 5th, 2017

The diagnosis tests also allowed to see how students did better when they had to use vocabulary in a familiar context, such as activities related to the parts of their body or, pictures about girls performing the same daily activities they do in their everyday life, than using the vocabulary with structured academic tasks such as closed questions with no relationship with their context.



Artifact 1 – September 14th, 2017

If the vocabulary the participants were exposed to in each lesson had been related to unaffiliated aspects to them or just had not had relationship with their environment (family, school, routines), the results would probably not have been as good as they were, even when not 100% of the participants showed the expected results, most of them did allow the teacher researcher to see that the project was successful, and this was probably due to the ability children have to make connections with their surroundings, it is easier to learn something when it is possible to connect it with something else, and that was how participants got familiar with the new vocabulary in a very effective way. As soon as the lessons started, or the new vocabulary was explained to them, they started making connections with everything around them; for example, once they worked with colors, they started to show things they had in the classroom with the corresponding colors they had worked and so on; that became one of the expected results related to how the use of vocabulary in context can lead to a significant improvement in the vocabulary acquisition process.

OBSERVATION	INTERPRETATION
<p>The topic for the class (daily routines) was introduced by showing some pictures about actions, and as soon I showed the pictures they knew the topic even when they didn't know the vocabulary but they started performing the actions in the pictures.</p>	<p>Getting acquainted with the new vocabulary is not an easy task at all, however girls are usually willing to try, and they feel motivated when it is done by fun activities.</p> <p>They became familiarized with the words as soon as</p>

Field note 1 – August 14th, 2017

By Using acquired vocabulary for communicative purposes

According to theory, it is said that vocabulary teaching should also include aspects related to pronunciation and spelling and how to use these aspects for communicative purposes, that implies interaction among students and having them communicate and develop their speaking skills.

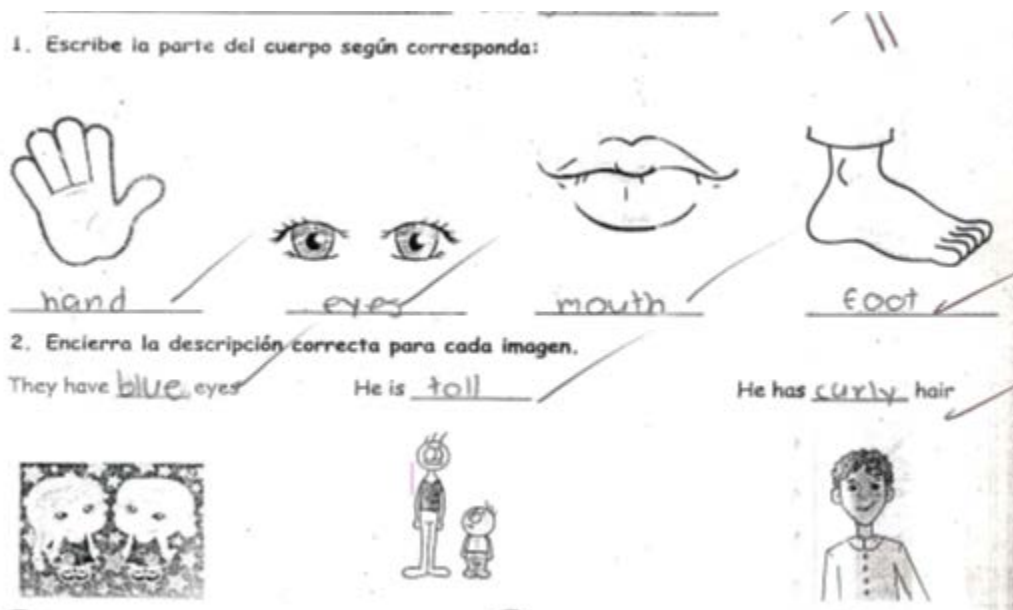
As lessons were developed to apply the vocabulary students learnt in a specific context as it was mentioned in the previous category, it was designed to be done for communicative purposes, that is why students were asked to use the vocabulary specifically through interaction among them and with the teacher, the field notes showed that their development was a little bit better when they were asked to communicate in an oral way than in a written way.

Participant 3: *** nice to meet* you. What do you do every day?

Participant 4: I get* up at five, I take a showers and *have* breakfast and I go to school at six and you?

Audio recording transcript 1 – October 5th, 2017

It was also demonstrated that even when they had good results in the diagnosis test they presented at the end of the project, the students had a better result when they were asked to use the vocabulary in communicative tasks related to their context such as family descriptions or daily routine conversations.



Artifact 1 – September 14th, 2017

According to what I was able to see during the research project, when participants were asked to use the vocabulary they had already learnt, it was easier for them to do that in an oral way, that means through speaking due to the fact that, as it was established at the beginning, the project was focused on the use of vocabulary for communicative purposes, which led most of the memory games to focus on speaking development such as the Concentration game beyond writing or listening abilities, and even when the participants

were asked to work in all the abilities, the results showed that it was a little bit better when they communicated among themselves by talking about their routines or describing their relatives, than when they were asked to write the new vocabulary without a specific purpose.

After the practice and as this class was planned as a closing activity, they were asked to work on a speaking activity where had to describe their classmates (using adjectives) or to talk about their daily routine (verbs), all the students raised their hands offering for volunteer and being interviewed.

They usually respond better when they are asked to talk than when they have to write, maybe because they feel that they have the chance to work with their classmates, they fell a little bit motivated to use the vocabulary in speaking than in written tests.

Field note 2 – August 24th, 2017

Memory Games

This second category aimed to show specifically the role of the memory games in this research project as the strategy used; the idea was to show the role of memory games in Education and the impact that memory games such as; Concentration, Card and Memory game had in the process of acquiring vocabulary for communicative purposes on the 4th graders students.

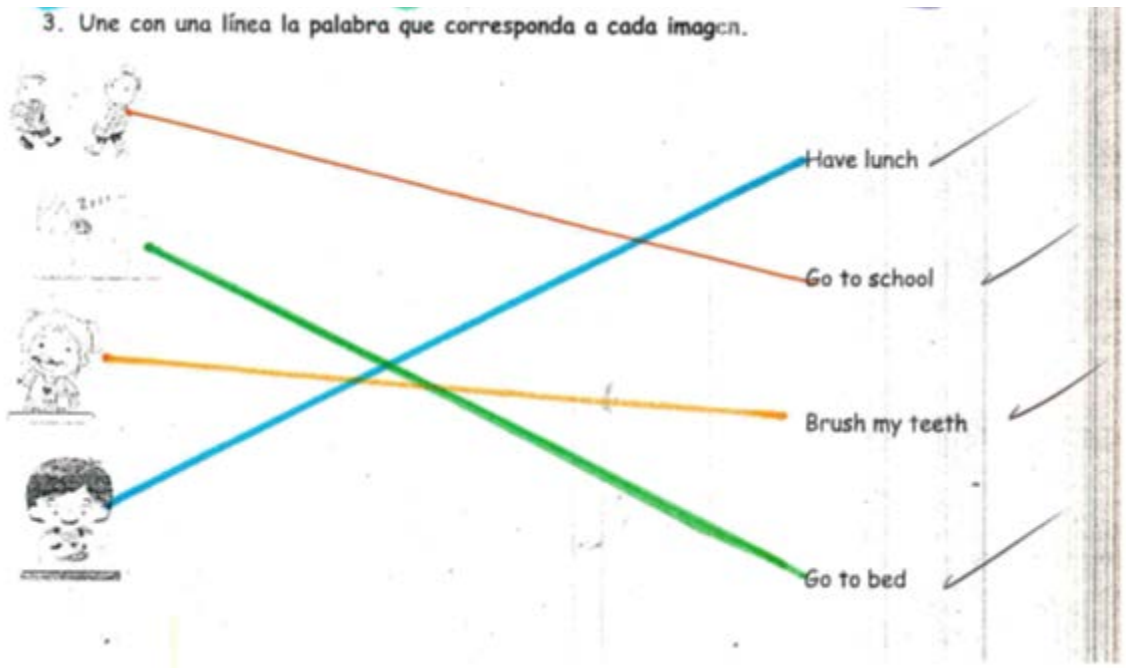
Games in education

As it was previously mentioned in the theoretical framework, using Game Based Learning conceived as an approach in a learning environment based on games, implies that learning outcomes need to be redefined to contribute to students' learning process through exposure to a different and interactive learning environment. That is why in this research

project, participants were exposed to different games specifically designed with educational purposes, to have them contribute with their own vocabulary acquisition process.

It was also said that games for educational purposes play a fundamental role, but they should be designed to combine learning with specific topics, to expand concepts, and to promote development. In this case, the participants were exposed to a great teaching/learning tool, due to the fact that games were designed to enhance their vocabulary acquisition process for communicative purposes, that means that all the games they interacted with combined specific aspects to reach the aim of the research.

The application of the post-test, and some of the recordings showed that games for educational purposes do have a great impact on the learning process, the results in comparison to the first diagnosis test where students answered they were used to have traditional lessons, allowed me to see that they could improve a little bit their vocabulary acquisition process.



Artifact 2 – September 14th, 2017

Interviewer: Hello, tell me ... What does your mother look like?
Participant 1: ... my mother ... is tall, she has black *hair*, small eyes, small lips ... *she* is pretty and the *she* is *tiny*.

Audio recording transcript 2 –September 28th, 2017

The analysis of the field notes also showed that their commitment with the class was much better when they practiced with games than with the traditional lessons, they were more enthusiastic and went through a better learning process, their attitude even when they were usually responsible and encouraged to learn, was really good when they faced educational games, it was like they noticed about their improvement. (*see example*)

Then to practice harder, I purposed them a game, the idea was to perform each one of the actions we had already worked and play a memory game where each student performed one of the actions and said it aloud, the next classmate would have to repeat what the previous girl had told and then do the same with a different action, and so on. They became incredibly exited with this activity, they practiced a lot and I could see how they enjoyed this.

This kind of activities offer the students the possibility of practicing outside of the box (that means with the traditional repetition/writing/producing method) They could work collectively, reinforce their speaking ability and of course get familiarized with the words by using them in context (what they do every day)

Field note 3 – August 31st, 2017

Beyond what the theory said about the use of games in education as a way of redefining the learning outcomes, for me as a researcher meant one of the most effective tools that can be used in the teaching process, it is not an easy task at all to get students committed with their process, and making them feel engaged with learning could be even more difficult. However, using games as a teaching strategy ended as a huge change from the previous teaching situation, having different and nontraditional activities in the classroom such as games, more than improve the learning process, worked as a communication and engaging path for the students, that means that it was like three times easier to get them emotionally dedicated with their own learning process and with the class once they recognized games as the teaching strategy they were going to be exposed to.

Impact of memory games

As it was mentioned before and according to what Thornbury (2002) said, memory games play an important role in the learning process, because through the use of this kind of activities students test reasoning, they shape their brain abilities, and they interact with the knowledge they acquire. It was showed in the development of the classes (field notes) that the impact is even bigger, the use of memory games for the educational process helped participants to enhance their different skills, to foster socialization and cooperative learning. Hence, while they were exposed to memory games in which they had to perform tasks using memory and concentration games, they internalized the vocabulary they were learning in a better way and not just that, they also became committed to their classmates' development by helping each other to remember and make a correct use of the vocabulary in the games. (*see example*)

At 7:35 I introduced the activity, we worked with a concentration/memory game (using flash cards) where they were supposed to associate all the vocabulary they have learnt (picture with the correct word).	Memory games have been used in almost all the classes to have the students consolidate all what they learn in an alternative method. And so far, it looked like a great strategy as they have fun and learn to be committed with their own process
Students had a lot of fun and they ended getting familiarized with all the vocabulary, they worked collectively and helped each other.	Games have worked as a useful strategy in acquiring the vocabulary and also fostering cooperative work.

Field note 2 – August 24th, 2017

As a researcher, I could notice that one of the biggest impacts that the application of memory games had on this project was related to motivation in the classroom environment. The use of this kind of games in which students were asked to remember and work together

in order to achieve the objectives of games, led to have also a huge impact on the way students work collectively, as the usual pattern of game development in lessons was permeated by collaborative work more than individual work; then, it was possible to foster their communication and cooperative abilities too, and of course, to have an improvement on the way they interacted among themselves.

This was pretty much what the research allowed to evidence after those weeks the project lasted, in a general way it was possible to see how alternative strategies could represent a towering improvement in any teaching process; games, for example, beyond being an attractive tool for students, also work as a productive and effective learning promoter strategy in the vocabulary acquisition process, as long as they are connected and focuses on relevant aspects to the students' context.

The next chapter will just develop the final ideas corresponding to this research project, such as the general conclusions, the limitations it had, the pedagogical implications and to what to what extent it could be applied in the future.

CHAPTER 6

This chapter includes the general conclusions in light of the proposed objectives, a reflection upon the difficulties the project had, the challenges or pedagogical implications, and the related topics that could possibly be researched in the future.

Conclusions

The conclusions that resulted from this project are directly related to the objectives that were proposed at the beginning, that means, in this part it was necessary to go back to each one of them and see to what extent it was possible to reach them.

First, the general objective was to analyze the impact that memory games could have on the vocabulary acquisition process of a group of fourth graders at LFMN, then, as the results showed, it was possible to evidence that although games are appealing and fun activities for children, as teachers/researchers we need to take advantage of every single element from games that could represent a tool for education. That means that it is possible to use games when teaching something, but it is not enough just to use regular games in a regular way, those games need to be designed or structured with specific purposes in learning and teaching. This implies, to create a link between what students learn and the type of game that is going to be used.

A more specific objective intended to determine how spelling, pronunciation of words, and use of words in context were learned by the 4th grade students, and it was shown that these elements were acquired in a better way first when the teaching process was led by alternative and innovative strategies such as games, flash cards, songs, and interactive

activities. This represented a big support for learners, they felt engaged with their own learning process and it became meaningful. And second, when lessons had a real relationship with students' context, learners were able to establish relationships with what they learned and their environment. That means that we, as teachers, need to start connecting the contents we teach to students' world; beyond just teaching vocabulary we consider important, we must establish relationships and help our learner make those connections.

Once we achieve these two important moments, the process will be successful, similarly to what happened in this project, as soon as the activities were proposed in an interactive way and they were connected to the learners' context, it was possible to evidence how they started to have a more meaningful learning process. Aspects such as pronunciation or use of words in context that were evidenced as difficulties at the beginning, got a significant improvement.

Limitations

In general terms the project started, was developed, and ended in a very good way, there were not big problems. Both the school teachers and the students had a significant participation and facilitated the implementation of the activities proposed. Most of the resources at the school were useful, and the parents also collaborated in what they could, with the consent forms, and the necessary information for this research project.

However, there were some limitations related to time, this project was meant to be implemented in 12 months approximately (including the initial data collection process, the research design, and the application), but actually it was a lot less, taking into account the

holidays, days without regular classes, and especially the teachers' strike that lasted almost two months and that made it impossible for the academic term to end normally. And at the end, the project was carried out in 10 months more or less; and that uncontrollable issue led to having to do the last and most important part (the application and evaluation) in a faster way. Besides this, even when the school staff had a good attitude and commitment with the researchers and they tried to help in everything that was possible, the class time with the fourth-grade group was not the best for this type of research; during this year, I only had one hour weekly to give the regular English class and also, to implement the project which also made me do everything faster than I had expect it.

There was also another limitation related to the research project. It was initially thought to be applied in another way; I mean, although the research aim was to shape vocabulary acquisition using games, the initial proposal intended to implement the use of online games, it was suggested in order to contribute to show how ICTs and technology have an enormous impact on education. As a matter of fact, I was going to design a series of online games which would allow me to see how students worked with an online environment and how those games could have represented a great tool to the vocabulary acquisition process, but it was impossible due to the fact that even when the school had the technological resources for doing that, there was a situation with the laboratory and it ended being impossible to have the permission to use it with students, there were some tablets available to continue with the initial purpose, but the room to use them was being remodeled and it was not going to be available again until four months later, and that was why I had to change the design and use just memory games with no online resources.

The previous ones were the only limitations the project had, fortunately despite them, the rest of the design that was proposed at the beginning could continue and end without any other difficulties.

Pedagogical Implications

During the whole process of collecting data, designing the research, applying and evaluating it, there were some implications in relation to the pedagogical aspect this project had. In all aspects related to resources, material design, lesson planning, and the selection of data collection instruments there were some challenges that had to be taken.

First of all, preparing the classes was not an easy task, for me as a teacher/researcher, at the beginning, it was necessary to observe and analyze how participants worked in class in order to design strategies and activities that could be appealing for them and also that were accurate and effective for the class environment. This meant to learn or to be prepared in terms of how to plan a good class, how to deal with difficulties, how to manage the classroom and voice, of course, but thank goodness, I had already worked as a teacher before going to that school, so it was not difficult at all.

It also implied for me to be prepared or to always have a “B” plan. Since I was working with memory games, I had to take into account some problems that could happen in the classroom in relation to the participants’ attitude, how they could react in terms of the games, what I would do if they started fighting or feeling bad because of the games and, of course, to deal with the short amount of time I had for each lesson.

Then, in what relates to the resources I used during the research project, it was necessary to be careful and to select materials that were appropriate for the participants; that means that all the resources I wanted to use such as pictures, songs or alternative materials had to be appealing for students and, have relation to the topic I wanted to deal with in my classes.

In relationship with the lessons, it also implied for me to expect the unexpected all the time. That implied being prepared for last minute changes there could be at the school, extra activities, days off without knowing beforehand and, of course, things that could go wrong in relationship with the materials or activities, the worksheets that maybe were not done or ready, the classes that had not finished when I arrived, and as I did not have enough time, I had to do everything faster than I wished.

Further Research

After considering all the limitations, implications, and results this project had, I consider it would be worthwhile to keep working with games, but it would be more innovative and maybe effective to do it using online games. Beyond being a more appealing strategy, it would be truly relevant to education system and for the technological field. It is not a secret the power and relevance that ICTs represent nowadays, that is why it would be important to see how they can be used in a better way and how they could continue fostering teaching and learning process. Working with online games could represent one of the biggest improvements in the way both students and teachers face the new challenges and objectives the new century education entails.

Also, in terms of the communicative purposes, it would be important to go deeper in how to shape and foster the students' speaking abilities, learners need to be prepared for the communicative era we are dealing with. In almost all fields of life, speaking represents a huge aspect: business, academic, professional, and social life is being limited by the way we communicate ideas; that is why preparing students to communicate in an accurate way would mean to prepare them to succeed in life.

REFERENCES

- Ariza Benavides, E., (2001). Interacting in English Through Games.
- Beck, I, McKeown M., (1991). Conditions of vocabulary acquisition.
- Bernard, H, (1995). Research Methods in Anthropology.
- Brown H. (2002). Principles of Language Learning and Teaching. Beijing: Foreign Language Teaching and Research Press.
- Burns A. (2010). Doing Action Research in English Language Teaching: A Guide for Practitioners.
- Denzin N, Lincoln Y. (2000). Handbook of Qualitative Research.
- Florence, Y, Alvin, C., (2006). Online Vocabulary Games as a Tool for Teaching and Learning English Vocabulary
- Freeman D. (1988). Doing Teacher-Research: from Inquiry to Understanding.
- Gilmore T, Krantz J, Ramirez R.(1986). Action Based Modes of Inquiry and the Host-Researcher Relationship.
- Goetz, J, LeCompte, M., (1984). Ethnography and Qualitative Desing in Educational Research.
- Guerrero A, Hernandez J & Lopez R, (2016). The Implementation of Language Games to Promote Vocabulary Learning in Fifth Graders Students
- Harmer. (1991). The Practice of English Language Teaching. London: Longman Group UK Limited.
- Innovation Insight Series Using Surveys for Data Collection in Continuous Improvement. (2006) Av. At <http://www.virginia.edu/processsimplification/resources/PennState%20Surveys.pdf>
- Khuat T.,(2003) The Effectiveness of Learning Vocabulary Through Games.

Martinez, L, Patiño, A, Tarazona, S., (2007). Use of Memory Games to Improve Vocabulary Learning in Young Students.

Nation P., (2001), Learning vocabulary in another language, United Kingdom, Cambridge University

Phillips D, Carr, K. (2006). Becoming a Teacher Through Action Research.

Rouhollah M, Elnaz SRouhollah, B., (2017). The Effect of Games on Iranian Young EFL Learners' Vocabulary Learning.


Savignon, S., (1987). Communicative Language Teaching.

Vera, E., Buitrago, Z., Chapeton., (2016). An Informed and Reflective Approach to Language Teaching and Materials Design

Wilkins, D. (1972). Linguistics in language teaching.

APPENDIXES

Annex 2 Survey



LICEO FEMENINO MERCEDES NARIÑO

Esta encuesta fue creada para conocer a los estudiantes de este curso, su entorno y vida escolar.
Para nosotros es muy importante que respondas a las siguientes preguntas honestamente:

Nombre: Zharick Cuellar Vieques

Edad: 9 Curso/Nivel: 306 J-M

TU ENTORNO

1. ¿En qué barrio vives?
Usme

2. ¿Con quién vives?
con mi abuelita, mi mamá, mi hermana y mi perrito.

3. ¿Qué hacen tus padres o acudientes?
Pues mi mamá trabaja en secretaría,

4. En casa, ¿quién te ayuda con tus tareas?
Mi Mamita hermosa y a veces
Mi abuelita hermosa.

5. ¿Qué te gusta hacer en tu tiempo libre?

a. Usar el Internet

b. ¿Qué páginas visitas? Friv, youtube, Facebook

c. Ver televisión
¿Qué programas ves? Soy Luna, Sesy, Acampados

8. ¿Te gusta la clase de inglés?

Si

No

¿Por qué?

porque nos enseña hablar otro idioma y muy c

9. ¿Qué haces usualmente en clase de inglés?

Actividades del libro

Escuchar y entender canciones

Ver y analizar Películas

Talleres

Leer cuentos

Escribir (cuentos, dictados, postales, cartas etc...)

Otra

¿cuál? pues nosotros hacemos mucho actividades

10. ¿Qué actividades te gustaría hacer en clase de Inglés?


pues mucho jugar


¡GRACIAS POR TU AYUDA ! :)


Annex 3 Diagnostic Test 1


Este test tiene como propósito medir tu nivel de lengua y el de tus compañeros. Vas a encontrar una serie de preguntas en inglés, las cuales te pedimos respondas de acuerdo a tu conocimiento.

1. Encierra la palabra que corresponda a la imagen:

a.  → Car → Kitchen ~~→ House~~ → Table

b.  → Airplane → Chair → Train ~~→ T.V.~~

c.  → Red → Yellow → Green → Blue ~~→ T-shirt~~

d.  → Pillow → Blanket → Shoe ~~→ T-shirt~~

2. Selecciona la lista de palabras en Inglés, correspondientes a cada categoría:

COLORS:

- a. Apple, Car, Mother, Teacher
- b. Pink, Blue, Green, Yellow ✓
- c. Class, Father, House, Boy

FRUITS:

- a. Balloon, Car, Chair, Apple
- b. House, Soccer, Boy, Blue ✗
- c. Banana, Lemon, Apple, Strawberry

Annex 4 Field Notes

Observation

:

1

Date: August 16th
2016

OBSERVATION	INTERPRETATION
<p>They are 6:15 a.m and girls are playing and jumping.</p>	<p>Despite being very early, girls are very happy and energetic, which may mean that they like being at school, and they do not feel obliged to go.</p>
<p>The main teacher introduces me with the girls, they greet and continue with their activities</p>	<p>Apparently, they have been in exercises with practitioners, because their attitude is quite normal to me.</p>
<p>Some students ask me: "Profe qué nos vas a enseñar?"</p>	<p>They believe that I will be the English teacher.</p>
<p>At 6:45 comes the English teacher, and she says: Hello, my name is Ingrid, Nice to meet you!</p>	<p>The presentation of the teacher, makes evident that she is new.</p>
<p>The teacher asks: "Qué fue lo último que aprendieron?", A student takes out his notebook and the last date is March 17th, 2016.</p>	<p>This means that not only the teacher is new, but the students had not previously had English class.</p>

Annex 5 Lesson Plan

PRE-SERVICE TEACHER'S NAME: Angie Tatiana García I.E.D.: Liceo Femenino Mercedes Nariño

LESSON PLAN No. 9 DATE: Sept 14th 2017

PROFILE		
Name of the Lesson: Final Review	Subject: Verbs/Adjectives Vocabulary	Grade Level: 4 th - 406
Number of students: 38	Duration: 50 minutes	Instructional Settings: Collective work will be handled.
General description of lesson: Students are just going to have a review on the topics they have learnt during the last weeks (adjectives and daily activities) to check how they have worked on it.		
OBJECTIVES		
To check students understanding To analyze how their vocabulary acquisition has progressed To check their communicative ability		
MATERIALS	AUDIO-VISUAL RESOURCES	
Board, markers, flash cards.		
PROCEDURE		
<p>- Warm up: The usual greeting and class preparation will be handled. Then, there will be a feedback about the vocabulary previously worked with a performing method already used and I will introduce the practice activity. (10 minutes)</p> <p>- Presentation/Practice: Students are going to play a concentration/memory game (using flash cards) where they will be supposed to associate all the vocabulary they have learnt (picture with the correct word).</p> <p>- Production: As soon as they finish playing the game, they will work on a speaking activity where they will be asked to describe their classmates (using adjectives) or to talk about their daily routine (verbs).</p> <p>BACK UP : If the time allows it, I will give them feedback about the activity.</p>		
ASSESSMENT		

Annex 5 Artifacts

LICEO FEMENINO MERCEDES NARIÑO

ENGLISH - 4th GRADE

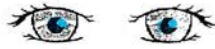
Name: yadi camila piñeros Date: _____

8/11

1. Escribe la parte del cuerpo según corresponda:



~~mouth~~



eyes



2. Encierra la descripción correcta para cada imagen.

They have Blue eyes

He is Tall

He has curly hair



Blue Yellow Black



Fat Short Tall



Big Curly Black

3. Une con una línea la palabra que corresponda a cada imagen.



Have lunch

Go to school

Brush my teeth

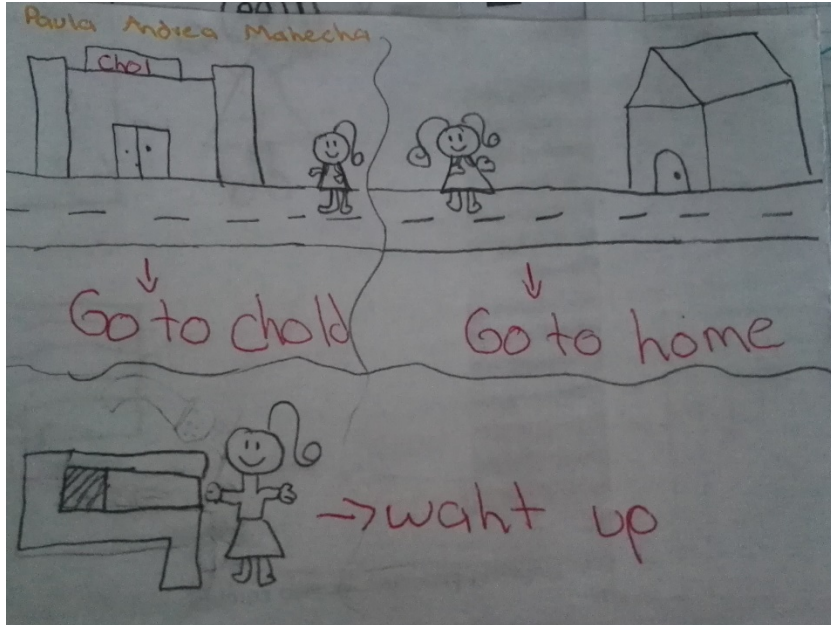
Go to bed

Jan Melani Lara Polido

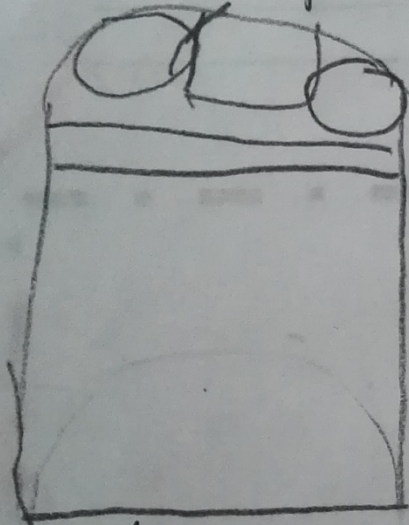
Escribo 5 palabras
que alla aprendido
hoy:

Tall - Small - Old -

Thin - Fat



Wake up:



Study:

