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Topic:

Innovative Strategies in English teaching and learning processes in secondary school.

Sub-topic:

Use of Pictionary Games as a didactic strategy of teaching to improve vocabulary sub skill with students from 10th grade "C" at Instituto Manuel Hernandez Martinez during the first semester 2019.

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¡A la libertad por la Universidad!

I. Summary

In secondary schools students start to learn English as a second language and because of this, the creation of innovative strategies are necessary in order to help them in the development of the language skills and sub skills, especially in the acquisition of vocabulary due to the large amount of words that are very frequently emphasized in books and verbal communication.

For this reason, a proposal which is to implement Pictionary Games as an innovative strategy to improve vocabulary sub skill has been carried out with students of 10th grade “C” at Instituto Manuel Hernandez Martinez in Jinotepe-Carazo during the first semester 2019. The total of participants was forty-one students. Besides, this research includes data gathered from evaluation instruments such as: diagnostic test, survey, interviews and evaluation rubric. That valuable data was processed, analyzed and strongly considered when developing this research.

The main objective of this research is to implement Pictionary Games more frequently for teaching the English language, since through the implementation of it, satisfactory results were obtained and they indicate that the students’ vocabulary knowledge improved. So, based on these results, it is also found that this strategy is really useful and facilitates the teaching-learning process in a meaningful way improving the English acquisition as a second language.

Key words: English, innovative, strategies, vocabulary, Pictionary, games.

II. Dedication

We would like to dedicate this project; first of all, to God for giving us the life and the opportunity to conduct this research as well as guiding our steps and helping us to overcome the obstacles encountered along the way; second, to our parents for their love, understanding and constant support in our studies; then, to our tutor Giselle Ortiz Rodríguez who always helped us unconditionally throughout this course. We also dedicate this research to all the teachers who facilitated their knowledge to train us in the field of education.

III. Acknowledgment

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God bless you all!

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IV. Introduction

English teaching and learning process is hoped to help students know themselves, show their ideas and feelings, and also be able to have active participation in the English community. English is divided into four skills, such as: listening, speaking, reading, and writing. There is one of the sub skills that support toward all of the English skills; which is vocabulary, because vocabulary is the basic thing to learn when acquiring a new language.

A recent research made by Wahidin (2017), indicate that “teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times don’t know where to begin to form an instructional emphasis on word learning.” For this reason, this research proposes a strategy that lets students develop their vocabulary sub skill, this is “Pictionary Games”.

Here is also presented the different parts that this research includes: the first part contains the investigation’s problem, the objectives, and the justification, which revolves according to the difficulties in the teaching-learning process in the English language. Then, the second part contains the innovative proposal which has been developed into different phases. The third part contains the theoretical framework of the research which has been based on several researches and content developed by foreign authors. Also, the fourth part contains all the instruments and techniques that helped us to collect the essential information for making possible the fulfillment of the proposed objectives and finally, the fifth part contains the Annexes for presenting the evidence of the development of the research.

V. Background

In a research done by Senol (2007) found out that “for many years vocabulary has been the victim of discrimination by researches who claimed syntax to be more significant issue in the language development process. As a result, vocabulary teaching-learning has not received enough attention in English language teaching contexts.”

Traditionally, vocabulary instruction has focused on having students look up word meanings and memorize them. This teaching approach, however, provides only superficial and short-term learning of words. Students who simply memorize word meanings frequently have trouble applying the information in sentences, and often make mistakes about the meanings. (p.8)

To know a word, students need to see it in context and learn how its meaning relates to the words around it. An approach that includes definitions as well as context can generate a full and flexible knowledge of word meanings. When students are given several sentences using a word, they begin to see how a word’s meaning can change and shift depending on its context (Johnson & Johnson, 2003).

Currently, rich and robust vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words. For a long time many researches have shown that there are more words to be learned than can be directly taught in even the most ambitious program of vocabulary instruction.

Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not been explicitly introduced in class. Since students encounter so many unfamiliar words, any help provided by such strategies can be useful. Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis (Diamond & Gutlohn, 2006).

Pictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context. Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues (Wiley, 2010).

VI. Activity proposal: Pictionary Games

Pictionary Games is a strategy to be applied with students of 10th grade “C” at Instituto Manuel Hernandez Martinez in order to improve vocabulary sub skill. It consists of checking vocabulary through various games performed in a competition using a Pictionary (blend of pictures and dictionary) made by the students.

The main idea of this strategy is that the teacher gives students the opportunity to be more active and raise awareness of their learning through strategies that get their attention in a fun way and also provides them an environment where they can feel comfortable, confident about themselves, and especially they can improve vocabulary.

Below, there is a full explanation of how Pictionary games will be developed in the classroom. Specifically, students will participate in two guessing games based on drawings and definitions related to the vocabulary they are studying. The idea is to follow the steps to get the best from the students.

Phases for the activity proposal implementation

Phase I

In this phase, before applying Pictionary Games, it was necessary to know the previous students’ knowledge about vocabulary for identifying their difficulties using this sub skill. According to Heaton (1990), “A diagnostic test is used mainly for finding out students’ difficulties (...) the best time for such a test like this is at the beginning of a course or school year.” For this reason, a diagnostic test was made by the research group and validated by the tutor of this research; it was taken by every single student in order to collect that information.

Phase II

Here is presented how to create and use a Pictionary as a didactic teaching strategy; however, before proceeding to explain the steps to follow, it is interesting to note that this kind of tool works as well as using dictionaries, it lets students know the meaning of a word and how to use it

in a sentence. By that way, students are also able to identify, and apply a word in a paragraph and daily conversations.

The development is presented below into different steps:

1. The teacher teaches about any specific topic according to the programs he or she is working with. In this case, the strategy is focused on unit two; which is about Culture. This unit includes three topics (Nicaraguan traditional foods, legends and superstitions) so, the teacher presents a list of vocabulary related to the topic to be taught. The vocabulary presentation can vary; sometimes it is presented or introduced through a small reading or by using pictures. Then, students are asked to repeat after the teacher for the pronunciation of each word.
2. The teacher presents to students the meaning of the vocabulary by writing examples of sentences on the board using it, so that students can get familiar with the use of each word. After that, students create their own examples of sentences, writing them in their notebooks and having more practice by doing some exercises such as matching, multiple choice and fill in the blank. According to Ur (1991) “these types of item are especially good for practicing and checking vocabulary.” Here the teacher is able to identify which words are the most difficult for them to use and probably to remember.
3. Ten minutes before finishing each class, the teacher provides students with materials such as sheet of papers, scissors, pencil colors, and markers in order to create a Pictionary; indeed, the students write the most difficult words for them and represent the meaning by drawings, since some students are not good at drawing, they are also allowed to complete the Pictionary at home, print the pictures and paste them in it.
4. In their Pictionary students write at least two sentences below the picture, it allows them to not forget what the word means and how they can use it. The purpose of creating this Pictionary is that students use their creativity at the moment they are designing it and also that they can use it to study at home.
5. The Pictionary games are developed through a competition at the end of the unit, once students are already familiar with the words by using their Pictionary to study.

Phase III

In this phase, the competition takes place. The teacher creates two Pictionary games in order to review and check for the vocabulary taught throughout the unit. First of all, the teacher divides the students into groups of ten. Each group chooses a name to represent them. After that, the teacher explains the rules of the games and what each game consists of.

Both Pictionary games are related to guessing. The first one consists of guessing by drawing; in fact, written words and gestures are forbidden. The game is developed in the following way; first, each member of each group consecutively comes to the front, then the teacher flashes a word to the representative of each group and the representative has to draw pictorial clues of the word on the whiteboard; after that, the group members make guesses of the word in English until guess what word it is in a certain amount of time; which is 60 seconds. If the guess is correct, the group gets one point from the teacher.

Moreover, the second game, which is called “word bag” consists of putting inside a plastic bag bits of paper with the vocabulary taught throughout the unit. Each student of each group takes one of the papers from the bag and he or she gives a short definition or does a mime without saying the word and the rest of the group has to guess what it is.

At the end of the competition, the scores acquired in the two games played by each group are summed and the group who gets the highest score receives some chocolates as a prize.

VII. Justification

For a long time the English language teaching had been underrated; however, today the world demands that the teaching objective of this language improve regarding the communicative skills of every student. Oxford University Press (2017), found out that:

in the English learning process, students' vocabulary is not what it should be (...) students state that vocabulary is the easiest but the most boring sub skill at the same time, because of the ways it is presented in the classroom and the lack of activities that the teacher carries out, which do not let them to improve it.

For that reason, this research is trying to propose the use of Pictionary Games as a teaching and learning strategy to develop the English skills, especially vocabulary sub skill. Freedman and Loftus (1971) states that:

All languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops, nor does the acquisition of words. Even, in our first language we are continually learning new words and learning new meanings for old words.

On the other hand, this research is intended to contribute to the teaching process, giving teachers the opportunity to develop vocabulary sub skill through a fun and interactive way, which is the use of Pictionary Games. Also, it will give students a useful tool to understand, memorize, and use different words in sentences and daily conversations. So, students will have a more effective learning process.

VIII. Problem Statement:

Learning a second language is not easy at all, it requires the use of innovative teaching strategies in order to have an effective learning. For that reason, it is necessary to implement the use of new and creative didactic strategies to help the development of the learning process in the English language.

The lack of vocabulary from students has been seen like the main factor that makes difficult for them to have success in their communicative competence. This problem has made students unable to express themselves, to realize grammatical structures and to use words in different contexts as well. The use of Pictionary Games is a didactic strategy to be used by the teacher directed to the students, which might help and motivate the teaching learning process in the classroom, especially in the acquisition of vocabulary sub skill.

8.1 Problem Formulation:

To characterize and narrow the problem, the following question is stated:

- How will the implementation of Pictionary Games improve the vocabulary sub skill development with students of 10th grade “C” at Instituto Manuel Hernandez Martinez during the first semester 2019?

8.2 Problem systematization:

The corresponding systematization questions are the followings:

- What are the difficulties that students of 10th grade “C” have for developing their vocabulary at Instituto Manuel Hernandez Martinez during the first semester 2019?

- How to create Pictionary games to develop the vocabulary sub skill with the students of 10th grade at Instituto Manuel Hernandez Martinez during the first semester 2019?
- How to apply Pictionary Games in order to improve the vocabulary sub skill development with students of 10th grade “C” at Instituto Manuel Hernandez Martinez during the first semester 2019?
- What is the impact of Pictionary Games as a didactic strategy to improve vocabulary sub skill with students of 10th grade “C” at Instituto Manuel Hernandez Martinez during the first semester 2019?

IX. Objectives

9.1 General objective:

- To implement the use of Pictionary Games as a didactic teaching strategy to improve vocabulary sub skill with students of 10th grade “C” at Instituto Manuel Hernandez Martinez during the first semester 2019.

9.2 Specific objectives:

- To identify the difficulties that students of 10th grade “C” have to develop vocabulary sub skill at Instituto Manuel Hernandez Martinez during the first semester 2019.
- To create a Pictionary in order to teach vocabulary sub skill with students of 10th grade “C” at Instituto Manuel Hernandez Martinez during the first semester 2019.
- To apply Pictionary Games in order to improve vocabulary sub skill with students of 10th grade “C” at Instituto Manuel Hernandez Martinez during the first semester 2019.
- To evaluate the impact of Pictionary Games as a didactic strategy using an evaluation rubric with students of 10th grade “C” at Instituto Manuel Hernandez Martinez during the first semester 2019.

X. Theoretical Framework

10.1 Teaching and Learning Process

The teaching-learning process is constituted by two important aspects that work together; which are teaching and learning. In order to explain both definitions, Stones (1966) cited by Prozesky (2000) states: “any activity which leads to a change in our behavior is learning.” For that reason, learning can be formal and informal; it means we learn informally from what we experience day by day; things which happens and make us change the way we think and act. Of course, learning may also be formal when we attend a course which is planned in a structured way; in a school or college. In addition to this, Brown (2001), states that “teaching is helping other people to learn, it is the process of attending to people’s needs, experiences and feelings, and intervening, so that they learn particular things, and go beyond the given”

Teaching-learning is a continuous process that promote teacher’s teaching skills, master new knowledge, develop new proficiency, which in turn, help improve student’s learning.

Moreover, teaching and learning in the language classroom is aimed primarily at language teachers with some experience, and though it should be very useful for teachers to explore on their own, its main use is likely to be a core textbook on in service training courses.

Throughout, it encourages teachers to reflect on issues in language teaching and learning on the basis of their own experience (Hedge, 2001).

For that reason, educational institutions must be aware of the importance of developing a good and effective teaching-learning process in order to be successful.

10.2 Innovation

10.2.1 what is innovation?

The word “innovation” has been defined by different ways, since it can be used in many contexts. Due to this, U.S Department of Education (2004) concludes:

Innovation is the spark of insight that leads a scientist or inventor to investigate an issue or phenomenon. That insight is usually shaped by an observation of what appears to be true or the creative jolt of a new idea. Innovation is driven by a commitment to excellence and

continuous improvement. Innovation is based on curiosity, the willingness to take risks, and experimenting to test assumptions. (...) It is also based on recognizing opportunity and taking advantage of it.

10.2.2 What is innovation in education?

It is necessary to distinguish between the concepts “educational innovations” and “innovations in education”. Both sound similar but they have different meaning, as an example of this, Mykhailyshyn, Kondur, & Serman, (2018) express that:

Innovation in education is a broader concept than educational innovation. They include educational, scientific and technological, infrastructural, economic, social, legal, administrative and other innovations. Educational innovations are understood as a procedure or method of educational activity that differs significantly from established practice and is used to increase the level of efficiency in a competitive environment. Educational innovations include pedagogical innovation, scientific and methodological innovation, educational and technological innovation.

Moreover, the U.S Department of Education (2004) affirms that:

In the world of education, innovation comes in many forms. There are innovations in the way education systems are organized and managed, exemplified by charter schools or school accountability systems. There are innovations in instructional techniques or delivery system, such as the use of new technologies in the way teachers are recruited, and prepared, and compensated.

10.2.3 Innovation in the teaching learning process in the English language

According to the Society For Teaching and Learning in Higher Education (2019)

The practice of effective and meaningful teaching can benefit immensely when educators thoughtfully experiment and apply new or different pedagogical approaches, technologies, curricular enhancement, course design, organization, and assessments.

However, classroom and course management innovations, include new ways of teaching that promote students’ engagement, reorganization of a course(s) that improves their ability to apply what they learn, course content[...]that lead to increase student engagement, student publications, and/or activities that bring students from diverse backgrounds together.

10.2.4 Importance of innovation in English teaching.

Currently, innovation plays an important role in education, because it helps to construct new ideas in order to improve the teaching learning process in every single school. “The innovation follows the implementation of a new design, process, idea, or learning environment that increases an individual student or group of student’s ability to learn, as evidenced by their ability to make meaning and transfer.” White (2013) also states that “In education, innovation often results when ideas are applied to satisfy the needs and expectations of the students”.

One of the most striking aspects about innovation is stated by Jiang (2015) who said that:

innovation is very important because it is the process of making lives better. Whether it is a small improvement for one person or a breakthrough for society, (...) on the largest scale, an innovation creates a shift that affects many aspects of our lives, (...) either in different fields such as: occupational, social, cultural and educational, the latter (educational field) have altered the way we learn and think. For this reason, these innovations have changed our view of the world.

Hall & Hewings (2013) found out that: “Innovation in English Language Teaching provides both, theoretical perspectives and practical tools, for analyzing, developing and evaluating English language learners”. (p.1) In other words, innovation in English teaching involves not just an advanced in the acquisition of the English language in the pupils, it also allows teachers to improve the ways of evaluating students’ learning.

10.3 Productive skill

10.3.1 Speaking

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

Besides, Ain Shams University women's, (2006) states that:

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a

language are referred to as ‘speakers’ of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

According to Brown (2001) “oral production; speaking, is an interactive process where the meaning is made by producing or receiving information. The meaning depends on the context where the interaction takes place, including the participants, the experiences, the environment and the communication purpose.” In other words, speaking refers to communication; which is an exchange of meaning and understanding. It is the mean of knowledge transmission in the teaching learning process.

10.3.2 Importance of speaking

“Language is a tool for communication. We communicate with others, to express our ideas, and to know others’ ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language” (Qureshi, 2007). Oral production in a foreign language is a very challenging task that requires certain linguistic skills as well as strategic competence.

(Coady & Huckins, 1993)“Vocabulary knowledge proves to play a crucial role in interactional situations (...) an effective communication is a function of adequate and appropriate vocabulary acquisition”. However, one of the problems that most of the students complain about is that they easily forget the newly learned words. To solve this problem, Coady & Huckins (1993) suggest that:

The implementation of strategy training into the EFL classroom is a way to boost vocabulary learning and oral communicative competence. The lack of vocabulary competence affects tremendously students’ speaking skill which is essential for language proficiency. Also, there is a strong agreement among researchers, teachers and students that L2 vocabulary, important as it is, can be best learned by training students on the most effective strategies that can be used for learning vocabulary successfully (p.8)

10.4 Vocabulary sub skill

10.4.1 What is vocabulary?

Harmer (1991), states that “although language structure is considered the skeleton of the language, it agreed that vocabulary is the vital organs and flesh. Vocabulary is the basic part and a key element to learn any language.” It means that if people do not have words, they unable to say something, and if they are not able to say something, they cannot be understood by others and cannot give a speech, and if they are not able to give a speech in front others, it would be an enormous disaster, because there would not be ways to transmit a message, or the ideas that we want to transmit to others.

10.4.2 Importance of vocabulary

Teaching vocabulary through the use of games has become crucially important for English language learners because they sustain enjoyment and interest in learning and encourage using the language in a fearless and creative manner.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.

Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. 55).

10.4.3 How to teach Vocabulary

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results (Alqahtani, 2015). Furthermore, he continues saying that: “teaching words is a crucial aspect in learning a language as languages are based on words. It is almost impossible to learn a language without words; even communication between human beings is based on words.”

Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language.

The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various

and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. (Walter, 2004)

Bearing this in mind, the teachers should be concerned about the characteristics of his\her learners and they also have to take into account that teaching English for young learners is different from adults, moreover, they need to prepare good techniques and suitable material in order to gain the target of language teaching.

10.4.5 Strategies to teach Vocabulary

Teaching vocabulary is critical for the comprehension of texts. Building word awareness and vocabulary knowledge requires the students to make a personal construction of meaning. The process to teach the vocabulary may have variations from one teacher to another, but this manual provides a simple structure that can help establishing a framework that will address students from different levels of proficiency. (Wiley, 2010)

Strategy 1 – Building Sentences

Teacher lists and pronounces 6-8 vocabulary words related to the major concepts to be learned and that are adequately defined by context in the text to study. Some of these words can present relations to the text that students already know.

1. Students individually, with a partner or in groups use at least 2 of these words to write sentences that they think may be in the text. Teacher has already provided the list of sentence starters to help beginner students create their sentences. This is a draft of the sentences that will be edited later.
2. Students read and verify the content vocabulary to verify if the content they predicted was related to the text.
3. Students generate new sentences using the targeted vocabulary and this time they will support their sentences with the text.

Strategy 2 – Keyword Strategy

1. Teacher reviews with the students the meanings of new vocabulary words and asks them to create personal, visual images to help them remember the meaning.

2. Students create images that they will remember and discuss them with their classmates and with the teacher.
3. New words with pictures or images are recorded in their vocabulary notebook.

Strategy 3 – Vocabulary Self-Collection

1. Students will read a common text and will select (highlight or write in their notebooks) a word they consider important and that should be shared with the class.
2. Students and teacher present the words and their meaning according to the text. These definitions can be expanded or clarified, and a dictionary can be used for final clarification. During this process students share the reason why they think the word selected is important for understanding the text.
3. After all the words have been explored, a final list of words is made of the words that are considered most important for understanding the text. Students record these words in their vocabulary notebook or journal.
4. Follow-up with activities to monitor that words have been learned

10.5 Input and output

In a research done by Sydow (2015) states that

Receptive and productive vocabulary are two terms important for a more global understanding of vocabulary learning. Receptive vocabulary, in broad terms, implies the understanding of the meaning of a word encountered in speech or writing. A productive vocabulary, in the same broad strokes, is the portfolio of words available within a learner's language for production.

These concepts have been made more detailed and precise by Laufer and Goldstein (2004) who defined

Vocabulary into a hierarchy of four levels: active recall (being able to use the target word); passive recall (understanding the meaning of the target word); active recognition (recognizing the word when given its meaning); passive recognition (the ability to recognize meaning when given options). Additionally, Laufer and Goldstein suggest that the vocabulary level most associated with the English language classroom success is passive recall, and this could be considered as a proposed point of focus for vocabulary teaching.

10.6 Innovative Strategy

10.6.1 Concept

According to Huyen & Nga (2003)

Pictionary Game is one of the activities which can be used by the teacher to make the students interested in learning vocabulary. It is a picture-based guessing game. Pictionary game is considered as a suitable technique to be implemented in the classroom for teaching vocabulary, especially in reviewing vocabulary which has been studied by the students, since the teacher allows the students to be active participants in recalling English vocabulary by describing the vocabulary through their own drawings.

10.6.2 Importance

In a research done by Rahman, Choo, & Li (2016) “Pictionary can be used in teaching vocabulary to understand a word easier because every word is presented in an interesting and enjoyable way, accompanied by a picture.” On top of that, Dhand (2008), explains that:

There are some different kinds of benefits of using Pictionary game namely, it is fun and it can raise students’ motivation. It also can be easily made by the teacher and even the students themselves. Pictionary Games make easy for the students to remember the words, understand the meaning, and produce proper vocabulary when they speak and write.

Thus, from the explanation above, it was found that Pictionary game is the best option to engage students in an active learning process as well as improve vocabulary sub skill. It is important to take into account that this strategy can be adapted to whatever topic and applied to different levels.

10.6.3 Techniques

Vocabulary teaching and learning is a continuous challenge for teachers as well as students because generally there has been minimal focus on vocabulary teaching in the ESL classroom. Some institutions realize that using game is one of the methods that can help students when students are engaged in playing with other students. Therefore, this technique helps in

developing their interpersonal skills and their vocabulary. One way to improve students learning ability is that to make students see pictures or actions. This will enable to develop their vocabulary as well as they will enjoy the use of game activities. (Akdogan, 2018).

Teaching vocabulary using drawing and picture

Teaching vocabulary using pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

Teaching vocabulary using mime, expressions and gestures

"The term mime or gesture is useful since it emphasizes the importance of gestures and facial expression on communication" Alqahtani (2015).

Teachers tend to gesture a lot, especially when addressing young learners and/or beginners. It is commonly acknowledged that "teaching gestures" capture attention and make the lesson more dynamic. Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. (Susanto, 2017)

10.6.4 Activities

According to Ibrahim (2017) the benefit of using games in learning classrooms can be summed up in nine main points which are the following:

1. Games are learner-centered (the student is always in focus).
2. Games promote a communicative competence.
3. Games create a meaningful context for language use.
4. Games increase learning motivation

5. Games reduce learning anxiety.
6. Games integrate many various linguistic skills.
7. Games encourage creativity and spontaneous usage of the language.
8. Games construct a cooperative learning environment.
9. Games foster participatory attitudes of the students.

10.6.5 Resources

Patesan, Balagiu, & Alibec, (2017) found out that:

Visual aids are powerful tools that can be used to assist the teachers in teaching a foreign language. They can be used to display complex information clearly and introduce variety into the activities in class. The benefits in using visuals in teaching are huge, ranging from grabbing and maintaining attention to motivating students to engage with the lecture's particular topic and helping them to retain information. Specialists as well as teachers agree on the important role of visual aids that can significantly enhance the learning of students that belong to a generation familiar with the visual interface.

“Visual support, helps learners understand the meaning and helps to make the word more memorable” (Susanto, 2017).

Hypothesis

The vocabulary sub skill of Tenth Grade students from Instituto Manuel Hernandez Martinez high school of Jinotepe, Carazo could be improved through the implementation of the innovative didactic strategy "Pictionary Games".

XI. Methodological design

This research is carried out through the application of the Philosophical Approach of Mixed Research because of the systematic integration of qualitative and quantitative methods and techniques, and by the use and analysis of qualitative and quantitative data and information. **(Hernandez, Fernandez, & Baptista, 2014, p. 35)**

11.1 Type of study

According to the methodological design and the initial level of knowledge, the type of study is descriptive; it usually involves surveys and studies that aim to identify the facts. (Kumar, 2008) and according to the period and sequence of the study is transversal since it studies the variables simultaneously. (Canales, Alvarado, & Pineda, 1996)

11.2 Area of Study

This research took place at Instituto Manuel Hernandez Martinez in Jinotepe-Carazo with students of 10th grade "C".

11.3 Universe and Sample

For the development of this research and for its particular characteristics all the students of the tenth grade "C" at Instituto Manuel Hernandez Martinez were taken as subjects of this research. The sample is defined by all the students of the same group, considering the census sample criterion, which is useful to examine all the available elements of the population. (Cantoni Rabolini, 2009) According to the data gathered from the survey, the population is formed by 41 students in total, 55% of them represent to 23 male students and 45% that represent to 18 students; are female.

11.4 Matrix Descriptor

DESCRIPTORS MATRIX.

General Objective: To implement the use of a Pictionary as a didactic teaching strategy to improve vocabulary sub skill with students of 10th grade “B” at Instituto Manuel Hernandez Martinez during the first semester 2019.

Specific objectives	Variable Conceptual / Operative	Sources	Data collection and Information Gathering Techniques				
			Interview	Lesson plan	Survey	Rubric	Diagnostic test
<u>S.O.1.</u> To identify the difficulties that students of 10th grade “C” have to develop vocabulary sub skill at Instituto Manuel Hernandez Martinez during the first semester 2019	1. Vocabulary mastery. 2. Students’ difficulties 2.1. Words classification. 2.2 Words by context. 2.3 Writing sentences.	Student					✓ ✓
<u>S.O.2.</u> To create a Pictionary in order to teach vocabulary sub skill with students of 10 th grade “C” at Instituto Manuel Hernandez Martinez during the first semester 2019.	1. Vocabulary learning and teaching.	Teacher Student	✓		✓		
<u>S.O.3.</u> To apply Pictionary Games in order to improve vocabulary sub skill with students of 10th grade “C” at Instituto Manuel Hernandez Martinez during the first semester 2019.	1. Activity development. 1.1 guessing games.	Student			✓		

<p><u>S.O.4.</u> To evaluate the impact of Pictionary Games as a didactic strategy on students of 10th grade “C” at Instituto Manuel Hernandez Martinez during the first semester 2019.</p>	<ol style="list-style-type: none"> 1. Evaluation of vocabulary. 2. Students’ progress 2.1 New vocabulary. 2.2 Words classification, use of words by context and write sentences. 	<p>Teacher Student</p>	<p>✓</p>			<p>✓</p>	
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11.5 Definition and Operationalization of variables, (MOVI)

In the Matrix Descriptor of Variables (MOVI) presented in Annex ____, each of the topics that will help determine the indicators to be measured as well as the data collection technique to be used to obtain the results of those indicators are detailed.

11.6 Methods, techniques, and instruments

To carry out this study, a Diagnostic Test (Heaton, 1990) was first applied to the students of tenth grade at Instituto Manuel Hernandez Martinez. Then, a survey was applied to all the students and an interview were applied to five students and to the English teacher in charge of the group, too. And finally, an evaluation rubric was applied to the students for evaluating the students' progress after the implementation of Pictionary Games.

The formats of each of the data collection instruments can be found in the annexes: Diagnostic test (Annex No. 2), Teacher's survey (Annex No. 3), Student's interview (Annex No. 4) Evaluation Rubric (Annex No.5).

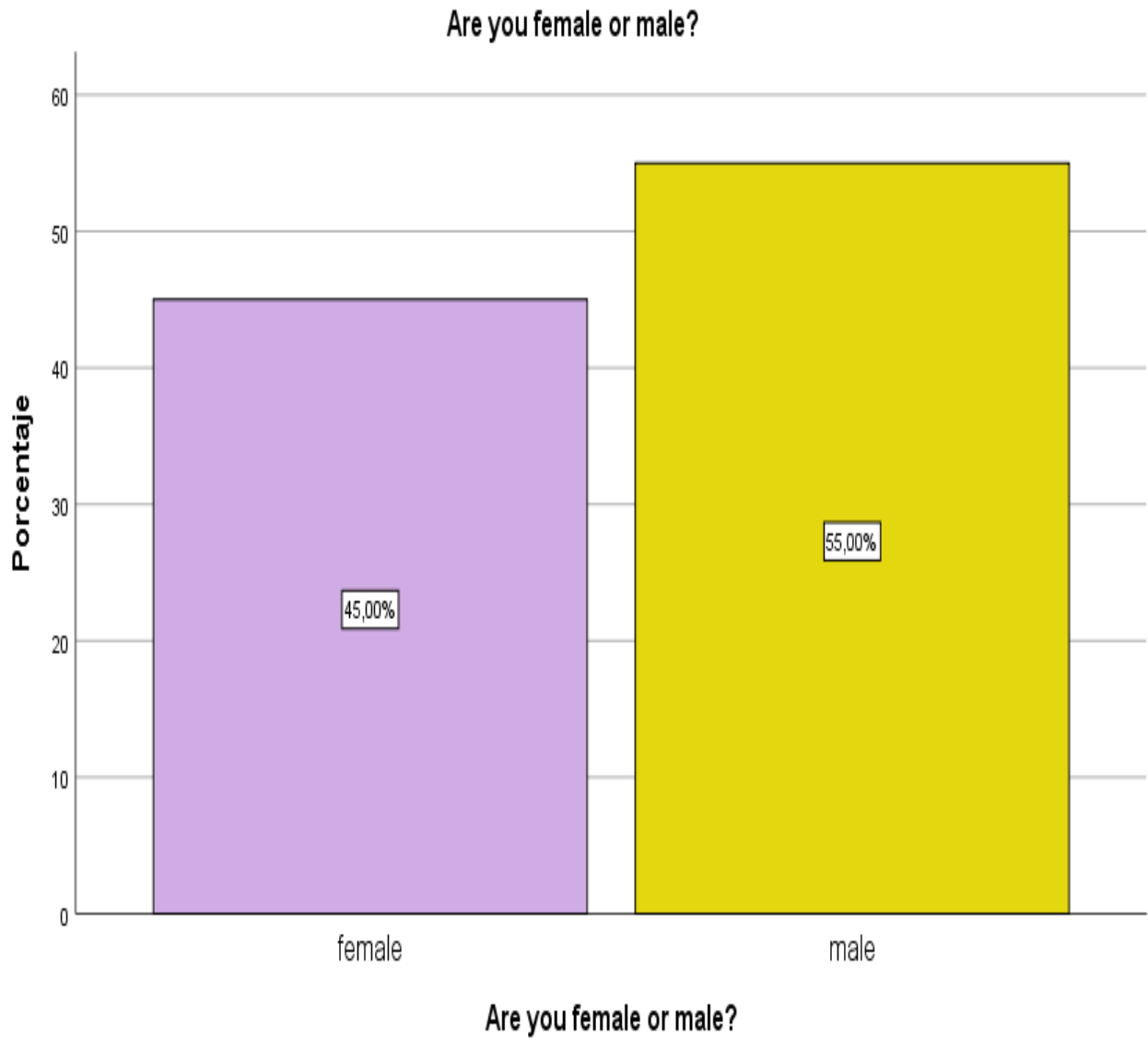
All data collection instruments were validated by some previous researches and by the tutor of this research as well.

11.6 Tabulation plan and statistical analysis of data.

From the data collected, the corresponding database was designed, using the SPSS statistical software, v. 20 for Windows in order to analyze the quantitative results. Once the quality control of the registered data was carried out, the relevant statistical analyzes were realized.

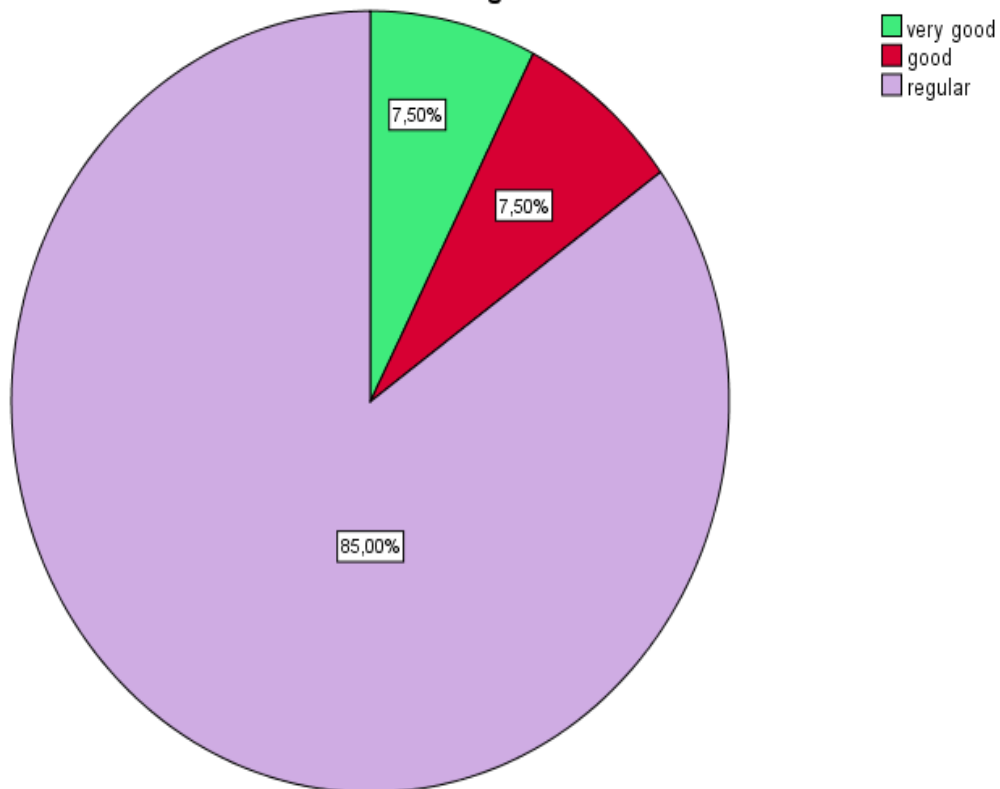
The qualitative data analysis was done by transcribing the audio recordings of the interviews applied to the English teacher and students. (Bathia, 2018)

Results obtained through the survey applied to students



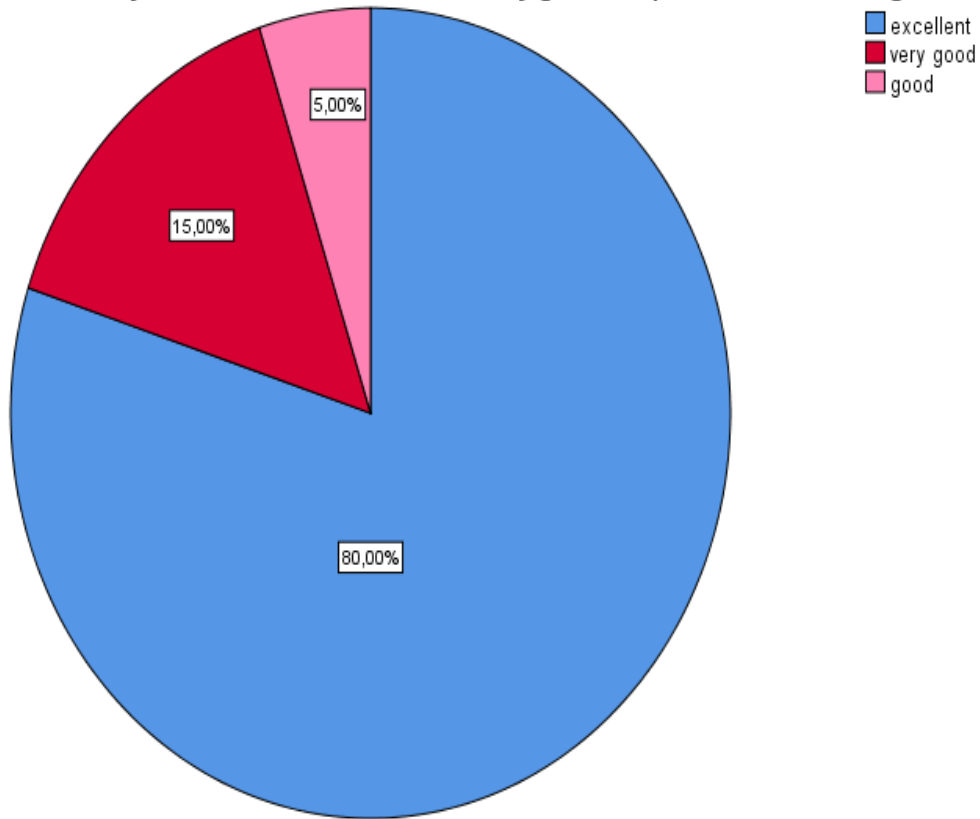
This graphic shows that 55% of them represent to 23 male students and 45% that represent to 18 students; are female.

How do you evaluate your vocabulary mastery in the English class before the implementation of pictiornary games?



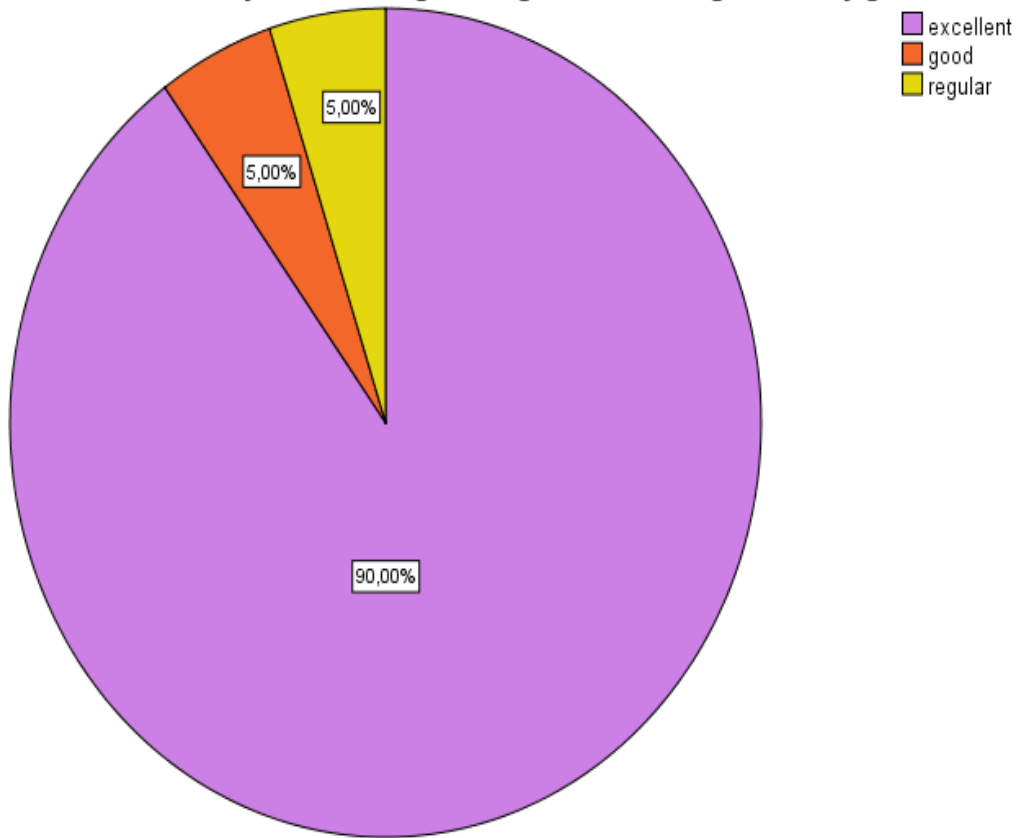
The results show that before applying Pictiornary Games, 85% of students considered their vocabulary mastery as regular because they could not learn and remember words easily and most importantly they were not able to use them. 8% of students considered that their vocabulary mastery was good because they knew how to pronounce some words and its meaning but it was difficult for them to use them. Only 8% of students considered they had a very good use of the vocabulary.

How do you evaluate the use of Pictionary games implemented in the English class?



After applying Pictionary Games, 80% of students considered the use of it was excellent, 15% of them considered it was very good and 5% considered it was good.

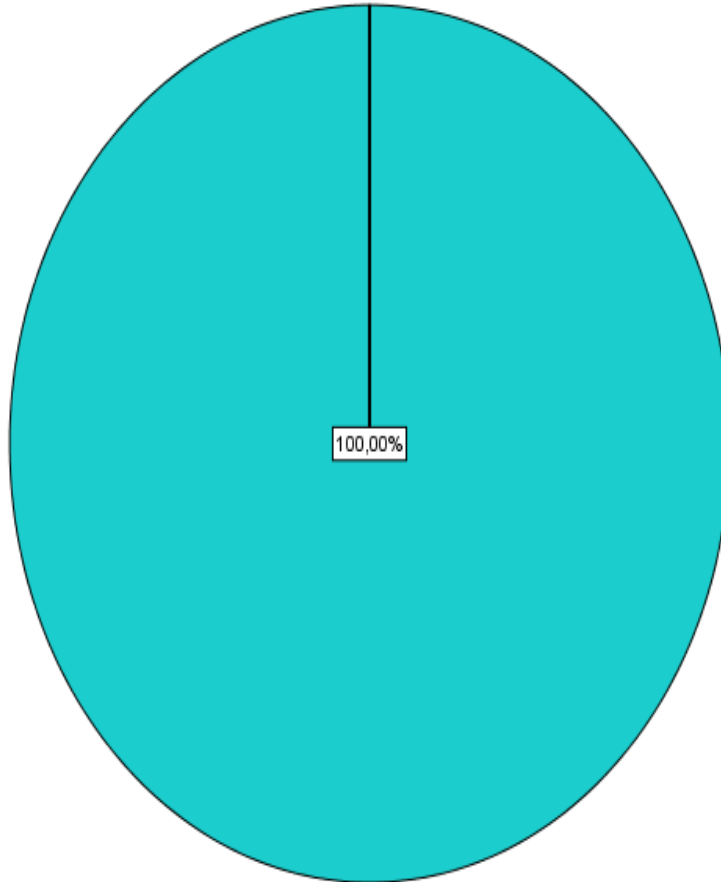
How do you feel during the English class using Pictionary games?



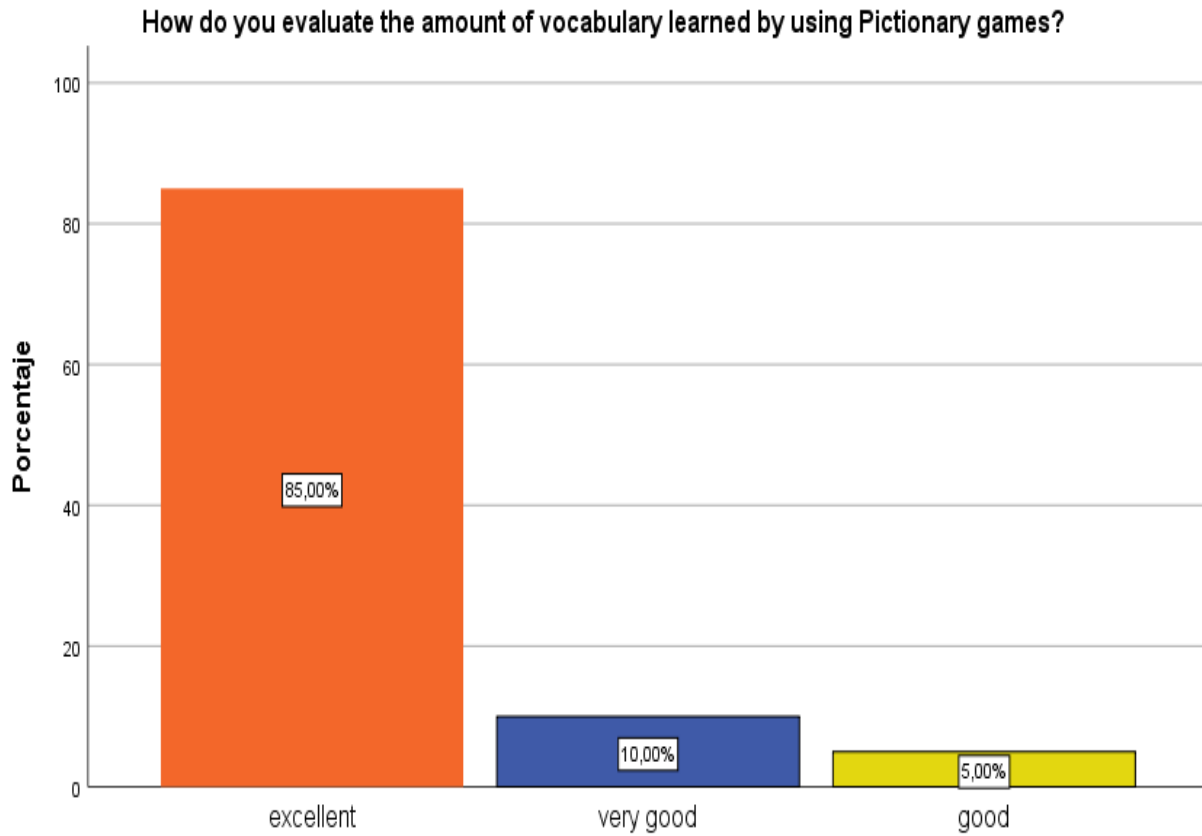
90% of students felt excellent using Pictionary Games, 5% of them felt very good and 5% felt good.

Do you learn new words through the implementation of Pictionary games?

■ yes

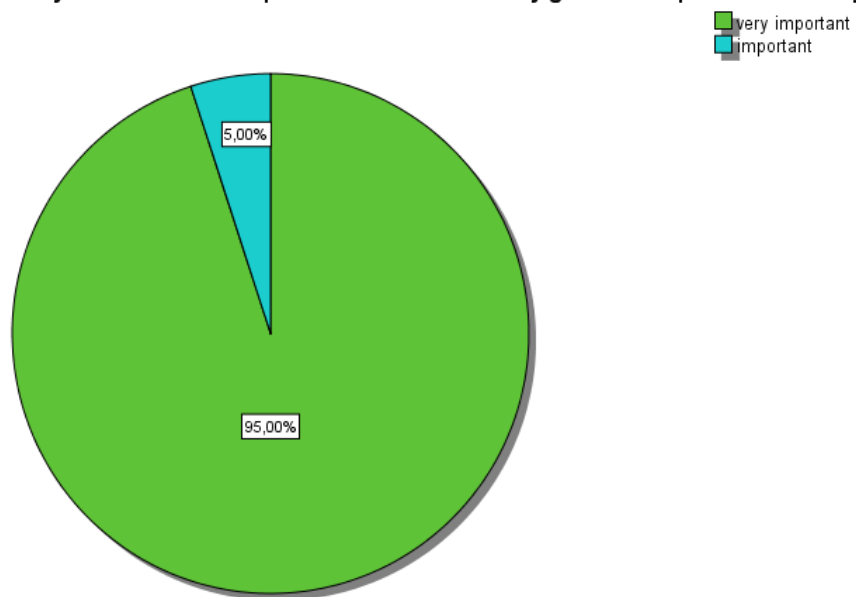


All the students, which correspond to 100%, considered they learned new words by using the strategy implemented.



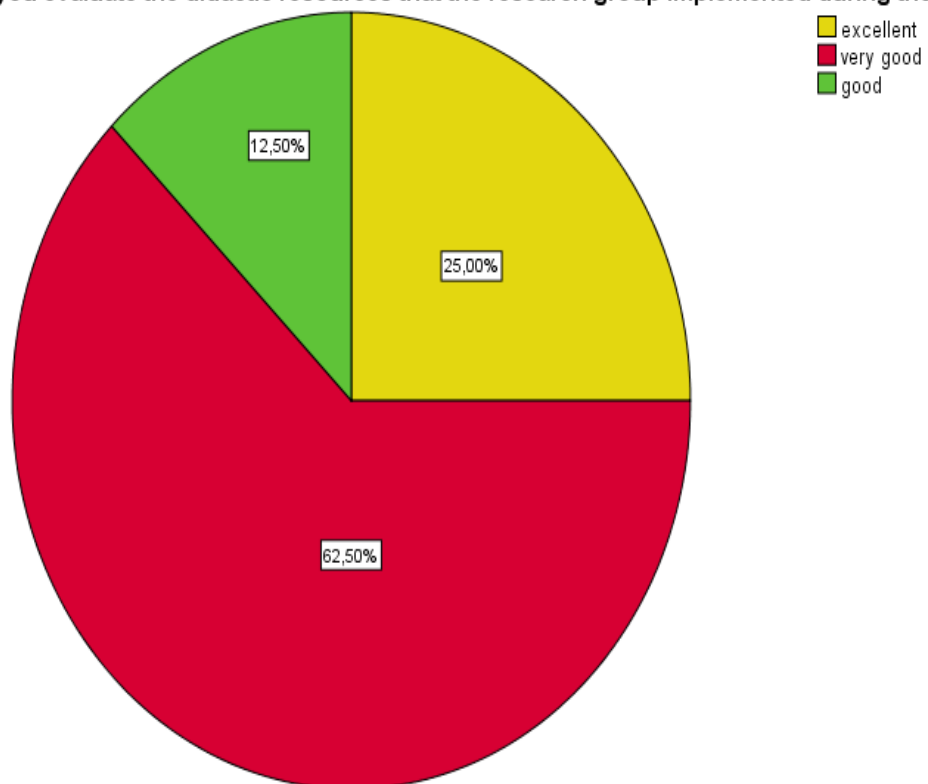
85% of students evaluated their amount of vocabulary learned as excellent, 10% of them considered it as very good and 5% considered it as good.

How important do you consider the implementation of Pictionary games to improve vocabulary sub skill?



95% of students considered very important the implementation of Pictionary Games in the classroom and 5% considered it as important.

How do you evaluate the didactic resources that the research group implemented during the English class?



25% of students evaluated as excellent the resources used in every class, 63% of students evaluated the resources as very good and 12% evaluated them as good.

Activities that students liked most

	Respuestas		Porcentaje de casos
	N	Porcentaje	
Did you like doing warm ups?	37	20,3%	92,5%
Did you like creating the Pictionary?	40	22,0%	100,0%
Did you like playing guessing game?	40	22,0%	100,0%
Did you like playing word bag game?	35	19,2%	87,5%
Did you like creating sentences?	30	16,5%	75,0%
Total	182	100,0%	455,0%

93% of students liked doing warm ups before starting the class and 7% of them did not. 100% of students liked creating the Pictionary and 100% liked playing the guessing game based on drawings. 88% of students liked playing the “word bag” game based on definitions or mimes and 12% did not. 75% of students liked creating sentences and 25% did not.

Results obtained through the students interview

In order to get information about the implementation of Pictionary Games as a didactic strategy, the research group interviewed five students from 10th grade “C” at Instituto Manuel Hernandez Martinez.

Most of the students interviewed, shared the experience they had during the implementation of Pictionary Games. They said that they had never done an activity like this before, and it was new for them. First, they expressed that from the beginning to the end of the implementation of the strategy, they felt in a comfortable and funny environment, the teachers made all the students joined the class and that was something that motivated them and made them feel good as a group. During the creation of the pictionaries they felt somewhat nervous because they did not want to make mistakes, but in the end they managed to overcome their fears, and managed to demonstrate their skills to draw and understand better the meaning of the words.

For all the students interviewed, the guessing game was what they liked most, they expressed that they love to guess and more if it is in competition with other groups, because they always want to show that they can and they are able to do anything to learn, they also liked the dynamics of the word bag, pronunciation of words and writing some sentences.

In other words, this strategy helped many students to improve their vocabulary in the English language, many expressed that at the beginning of the implementation they did not know how to pronounce the words well, nor did they know about the meaning of these, but after participating in the different activities, they felt a great advance that motivates them into continue learning English.

In addition, the students interviewed expect to continue putting the strategy into practice, they believe that not only can fix with them, also with other English groups, whether they are from 7th to 11th grade. Pictionary Games let them know their abilities with the English language, but also let them work in group and support each other.

Results obtained through the interview applied to the English teacher

The teacher expressed that through his experience as an English teacher he has never created a Pictionary with his students for teaching vocabulary; he said that he uses the TPR (Total Physical Response) approach because he likes to get students active in the class. He considered that Pictionary Games was an innovative strategy because students had not used something like that before; in other words, students had not created a Pictionary as well as taking part in a competition, so it was a new activity for them. Besides this, he considered that implementing this strategy gave students too many benefits such as: learning new words in an easy way, discovering their ability to draw, getting active in the class, having fun and developing the team work. In addition, he thinks this strategy is suitable to improve vocabulary because it lets students work with the words they have more difficulties, since they have to include those words in their Pictionary, write sentences and use them during the guessing games. Nevertheless, he said that he observed only one difficulty in the students; it was during the competition, for some students were not good at drawing the group which those students belong to, it was difficult for them to guess the word. In spite of this, he expressed that his students' progress has been bigger because he has seen that his students feel more confident when they use a word and they participate in class more than they used to.

For this reason, he said that he would like to apply this strategy with his students, from 7th to 11th grade, as there are grounds for believing that it is really useful and students have improved their vocabulary through it.

Budget

Expenditure	Amount
Transportation	C\$ 1000
Cyber	C\$ 500
Markers	C\$ 150
Food	C\$ 500
Pencils	C\$ 30
Notebook	C\$ 80
Photocopies	C\$ 200
TOTAL	C\$ 2,460

XII. Conclusions

Based on the results obtained through the diagnostic test applied to students before the implementation of Pictionary Games, it was found that the strategies used by the teacher are not suitable for teaching vocabulary sub skill. Students need to have innovative, active and funny classes in order to get motivated to learn the English language. Due to this, Pictionary Games was implemented as an innovative strategy to facilitate the teaching-learning process and most important to improve vocabulary sub skill.

To develop this strategy, a Pictionary was made by students. It helped them to learn new words and to improve with the ones they had more difficulty. During the elaboration of it the students developed their creativity, enjoyed working in groups and they learned more easily in a comfortable environment. This proposed strategy was applied through games; it was fun for students and let them review vocabulary and pronounce the words in a proper way.

As a result of the evaluation instruments such as survey, rubric and interviews, it was noticed that the strategy implemented; which is Pictionary Games, had a positive impact in the teaching-learning process because it provided the teacher with an useful and appropriate tool to teach vocabulary and helped students to improve their vocabulary sub skill.

Taking into account what is mentioned before, it is concluded that, Pictionary Games implemented as a didactic teaching strategy with students from 10th grade “C” at Instituto Manuel Hernandez Martinez helped them to improve the vocabulary sub skill since now they are able to use it when they produce the language. Additionally, it let students improve their writing skill as well as develop their pronunciation sub skill.

XIII. Recommendations

Taking into account the results gained from the collecting information techniques, we suggest the Pictionary Games as a didactic strategy, for both, teachers and students; in order to improve the development of vocabulary sub skill.

Here are the following reasons:

- ✓ Teachers and students can use this strategy to reduce stress and anxiety in the classroom, helping learners remember things faster and better.
- ✓ The use of Pictionary Games as a didactic strategy allows students to have fun and entertaining, moreover students break out of the usual routine of language.
- ✓ Pictionary Games improve the development of some skills and sub skill such as: speaking, writing, listening, pronunciation, etc. While students play this game, they might benefit from it allowing them to practice the language inside the classroom and make them focus on the content, not on language forms, so that they apply unconsciously to the rules and vocabulary.
- ✓ The implementation of Pictionary Games help building collaborative learning through the use of small groups to promote student learning and interdependence, so that they work together to accomplish tasks.
- ✓ Pictionary games bring foreign language to life by creating meaningful, real-life context to use foreign language.
- ✓ The Pictionary games strategy encourages shy students to participate in the classroom.
- ✓ The implementation of Pictionary Games can be carried out with all kind of English learners, so teachers can try doing it with students from seventh grade to eleventh grade.
- ✓ Teachers can also adapt Pictionary Games according to the programs and units to have to be seen in the classroom.

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XV.
ANNEXES

15.1 Lesson Plans

Unit 2: Culture

Lesson 1: Nicaraguan traditional foods.

Objective: ATEOTL SWBAT

- ✓ Talk about the Nicaraguan traditional foods and describe them.

Warm up: (7 min)

- ✓ The teacher makes a short activity which is called “YES, NO; STAND UP OR SIT DOWN”. It consists of asking students few simple questions like: Do you like chocolate? , Is $2+2=5$? , etc. Tell the students that answering “YES” means stand up and answering “NO” means sit down.

Presentation:

- ✓ The teacher introduces the topic “Nicaraguan traditional foods” by asking students what is their favorite typical food?
- ✓ The teacher copies the students’ answers on the board.
- ✓ Present some pictures to introduce the vocabulary about “food descriptions”
 - terrific
 - terrible
 - sweet
 - spicy
 - salty
 - greasy
 - tasty
 - sour
 - chewy
 - crunchy
 - soft
 - hard
 - bitter
- ✓ Students will repeat after the teacher for the correct pronunciation of each word.
- ✓ The teacher writes on the board some examples using the vocabulary so that students get clear with the meaning.

Examples such as:

Pork rind is too salty and crunchy.

I would like to eat a spicy nacatamal.

Nicaraguan foods are really tasty.

Others....

Practice: (15 min)

- ✓ The teacher gives students a worksheet where they have to match the adjectives to describe food with its meaning.
- ✓ Students will compare their answers in pairs.

Production: (10 min)

- ✓ Students write their own examples using the vocabulary.
- ✓ Ask for volunteers to read aloud their examples.

Homework: (3 min)

- ✓ Students write a short paragraph describing their favorite traditional food and they have to present it the next day of class.
- ✓ They have to use a flipchart to present the pictures of the food they are going to talk about.

Lesson Plan

Unit 2: Culture

Lesson1: Nicaraguan traditional foods.

- Continuity

Objective: ATEOTL SWBAT

- ❖ Talk about the Nicaraguan traditional foods and describe them.

Warm up: (15 min)

- ✓ Hot cabbage activity.
- ✓ The teacher gives students a paper ball that contains the previous vocabulary taught (food descriptions) and students have to pass it hand by hand.
- ✓ The teacher plays a song and when the music stops, the person who gets the paper ball, has to take one paper off and give an example of a sentence using the adjective it has.

Activity development: “creating the Pictionary” (30 min)

- ✓ Through the previous activity developed, the teacher identifies which are the words that students have more difficulties with; in other words, the teacher is able to know if the students remember the vocabulary and if they can use it in a proper way.
- ✓ The teacher tells students that they are going to start creating a Pictionary. As students do not know what a Pictionary is, the teacher explains the whole process.
- ✓ After that, the teacher divides the class into groups of five students. Then, the teacher gives a sheet of paper to every single student and provides them with materials such as: scissors, pencil colors, and markers in order to create their Pictionary.
- ✓ Students will select the most difficult words for them and represent the meaning by drawings and they have to write at least two sentences below the picture.

Lesson Plan

Unit 2: Culture

Lesson 2: Nicaraguan legends.

Objective: ATEOTL SWBAT

- ✓ Identify the Nicaraguan legends.
- ✓ Talk about them.

Warm up: (7 min)

- ✓ Jump in, jump out activity.
- ✓ Students make a line and when the teacher says jump in, they have to do the opposite; it means they have to jump out and so on.

Presentation:

- ✓ Make a brainstorming about the most common Nicaraguan legends.
- ✓ Draw a circle on the board and write the word “legend” inside of it and ask students to come to the front and write as much legends as they know.
- ✓ Start a short discussion and let students express their opinion about what each legend is about.

- ✓ In order to introduce the vocabulary, which is “Nicaraguan legends” the teacher tells students to get in pairs, and then the teacher gives to each pair a photocopy that includes a short reading where two of the most popular Nicaraguan legends are described. (The Crying Lady and The Headless Rider)
- ✓ In that reading, adjectives that can be used to describe legends are highlighted but students are also allowed to underline other unknown words for them.
- ✓ The teacher copies those words on the board and writes short sentences using them.

For example:

- People consider that The Headless Rider is a **silly** legend.
 - Nicaraguan legends are **frightening** and **suspenseful**.
 - I think most of the legends are **untruthful**.
 - The Crying Lady is the most **tragic** legend.
 - Others.....
- ✓ Students repeat after the teacher the pronunciation of the vocabulary presented, then the teacher

Practice:

- ✓ Students have to complete in their notebooks the exercise below:

Read the short description about some Nicaraguan legends and use the words from the box to fill in the blank with the name that represents each legend.

The Headless Rider	The Carretanagua	The Crying Lady
The Mocuana	The Cadejo	

- This legend is about a lady who can be heard crying on the river banks because her only son drowned and was never found. _____
- This is a legend about a horse running on the streets ridden by a headless man after midnight. If you see him you will become mute. _____

- The heartbroken princess began to wander the woods and was driven mad by the thoughts of treason and feelings of guilt. Country people say that her sad figure can be seen on dark nights. _____
- This legend talks about a white and a black animal. The white one represents goodness and the black one represents evil. _____
- This is supposed to be a rickety tumbril that appears in the streets around 1 am in the morning, especially in the dark and lonely nights, when this tumbril walks on the streets it makes a lot of noise. _____

Production:

- ✓ Group work. Students select the most difficult words and include them in their Pictionary.
- ✓ They have to represent each word by drawings and write two sentences below each picture.

Homework:

- ✓ In the same groups students are working, they have to present one of the Nicaraguan legends using a flipchart and explaining what the legend is about, they also will include the adjectives to describe it.

Lesson Plan

Unit 2: Culture

Lesson 3: Nicaraguan superstitions.

Objective: ATEOTL SWBAT

- ✓ Talk about the Nicaraguan superstitions.

Warm up: (7 min)

- ✓ “apple, banana, orange and grapes activity”
- ✓ When the teacher says:
 - Apple, students have to jump two times to the left.
 - Banana, students jump two times in front.
 - Orange, students jump two times to the right.
 - Grapes, students jump two times backward.

Presentation:

- ✓ The teacher introduces the topic “Nicaraguan superstitions” by asking students: Do you believe in superstitions? What are some superstitions you already know? What are the common and popular superstitions in Nicaragua? Do you think it is good or bad to believe in superstitions? Students have to copy and answer those questions in their notebooks.
- ✓ The teacher presents some pictures about the most common Nicaraguan superstitions and students have to guess and say what it is about.
- ✓ The teacher gives to every single student a list of the most common Nicaraguan superstitions.
- ✓ For example:
 - If you cross your fingers before doing something important, you will get success.
 - If a bird does droppings on you, you will have good luck for an entire week.
 - You will have seven years of bad luck if you break a mirror.
 - If you see a coffin in the mirror of your house, someone in your family will die.
 - Others....

Practice: (15 min)

- ✓ The teacher will put in a plastic bag some pieces of paper with the previous vocabulary about superstitions. The superstitions are divided in half, so every student is going to take a piece of paper from the bag and then, they have to look for the partner who has the other half that completes the superstition.

Production: (10 min)

- ✓ Students work on their Pictionary representing the superstitions they like the most.

Homework: (3 min)

- ✓ Students are going to search for other countries superstitions in order to share them the next day of class.

Lesson Plans**Unit 2: Culture****Lesson 4: Pictionary Games.****Objective: ATEOTL SWBAT**

- ✓ Review all the vocabulary presented throughout the unit.

- ✓ Use the vocabulary in a proper way.

Activity development (competition using Pictionary Games)

- ✓ Before the competition starts, the teacher and students organize the classroom by placing the chairs like a circle in order to have more space.
- ✓ The teacher divides the students into groups of ten. Each group chooses a name to represent them. After that, the teacher explains the rules of the games and what each game consists of.
- ✓ The guessing game based on drawings is first. Each member of each group consecutively comes to the front, then the teacher flashes a word to the representative of each group and the representative has to draw pictorial clues of the word on the whiteboard.
- ✓ The group members make guesses of the word in English until guess what word it is in a certain amount of time; which is 60 seconds. If the guess is correct, the group gets one point from the teacher.
- ✓ During the first game, most of the vocabulary used is about superstitions and legends.
- ✓ The half of words presented throughout the unit is played in the second game, which is “word bag”
- ✓ The teacher puts inside a plastic bag bits of paper with the half of vocabulary taught throughout the unit. Each student of each group takes one of the papers from the bag and he or she gives a short definition or does a mime without saying the word and the rest of the group has to guess what it is.
- ✓ In the second game, students are not allowed to draw, they have to give a definition of the word they chose or they can mime the word, so that the rest of the group guess what word is it.
- ✓ When all the students have participated in both games and the complete vocabulary has been reviewed through these games, the teacher sums each group score and the group who gets the highest score receives some chocolates as a prize.

15.2 Evaluation instruments: Diagnostic Test, Interviews, Survey, and Evaluation Rubric.

Intituto Nacional Manuel Hernandez Martinez

Diagnostic Test

Name: _____

Date: _____

- I. Look at the words in the box and classify them into the categories below, write each word in the correct chart.

Nose	bedroom	bathroom	mouth	grapes
Apple	finger	banana	ear	garage
Watermelon	leg	arm	garage	forehead

Parts of the house	Fruits	Parts of the body

- II. Fill in the blank space with the correct occupation; try to guess it by context.

1. She works in the hospital _____

2. He works in a company _____

3. She works in an office _____

4. He works in a post office _____

5. She works in a TV program _____

6. He works in a supermarket _____

III. Choose three of the following words and write three long sentences.

shoes	jeans	flower	landscape	computer	tree
		cold	sick	bored	

1. _____.

2. _____.

3. _____.



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FAREM – CARAZO

“2019, AÑO DE LA RECONCILIACIÓN”

Seminario de Graduación segundo semestre 2018

Interview to teacher

- **Institution:** Manuel Hernandez Martinez

- **Person to Interview:** English teacher of 10th grade “C” of the morning shift at Institute Manuel Hernandez Martinez.

- **Objective of the Interview:** This qualitative research technique aims to collect the teacher’s opinion about the implementation of Pictionary Games as a didactic strategy to improve vocabulary sub skill.

- **Topic to be addressed in this interview:**
 - a) Benefits of the implementation of Pictionary Games.
 - b) Impact of this strategy in the teaching-learning process.

- **Technical and contextual reference of the Methodological Instrument**
 - a. **Method:** Interview
 - b. **Technique:** Interview semi-structured
 - c. **Date:** April 2nd, 2019
 - d. **Time:** from 20 to 30 minutes
 - e. **Place:** The classroom

- f. **Context:** Favorable and comfortable environment for this activity
 - g. **Who is going to make the interview?** The researcher
 - h. **Type of sampling no prospective:** Based on experts.
- **Rapport**
 - a. **First phase:** The interviewers introduce themselves and let to the teacher knows the interview objective of their research work which is to suggest the innovative proposal Pictionary Games as an innovative strategy to improve vocabulary sub skill with students of 10th grade at Institute Manuel Hernandez Martinez.
 - b. **Second phase:** The interviewers make initial questions to empathize then, interviewers read and explains the questions, using simple and friendly vocabulary, creating a good conversational environment.
- 6. Development of the questions:**

Interview Questionnaire

To cover each of the topics, the following guiding questions are posed:

1. Have you ever created a Pictionary with your students before? Why?
2. How important do you consider the creation of a Pictionary in order to teach vocabulary sub skill?
3. Do you consider that Pictionary Games are innovative? Why?
4. What benefits do you consider the use of Pictionary Games gave to students?
5. Do you think this strategy is suitable to improve vocabulary? Why?
6. What difficulties did you observe in the students after the implementation of Pictionary Games?
7. What is the progress that you get from students after the implementation of Pictionary

Games?

8. Would you like to consider applying this strategy with your different groups of students?
Why?



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Interview to Students

Interview objective: This technique of quality investigation has the purpose to evaluate the impact of Pictionary Games as a didactic strategy to improve vocabulary with students of 10th grade “C” in the English subject.

1. Could you please describe the experience you had with the implementation of Pictionary Games as a didactic strategy?
2. What aspects of this activity were more interesting for you?
3. Do you think this activity helped you to improve vocabulary? Why?
4. Would you like the English teacher to practice this activity more often?
5. Do you believe that Pictionary Games help you to know the meaning of a word, memorize it and use the words in sentences?



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Seminario de Graduación segundo semestre 2018

Protocolo de Encuesta

Objective: To evaluate the impact of Pictionary Games as a didactic strategy used with students of 10th grade “C” at Instituto Manuel Hernandez Martinez during the first semester 2019.

Number of the survey: _____ **Date:** ___/___/___ **Research group:** _____

Mark with an “X”, just one of the options.

a) Gender: Feminine _____ Masculine _____

b) How do you evaluate your vocabulary mastery in the English class before the implementation of Pictionary Games?

1. Excellent _____ 2. Very good _____ 3. Good _____ 4. Regular _____

c) How do you evaluate the use of Pictionary Games implemented in the English class?

1. Excellent _____ 2. Very good _____ 3. Good _____ 4. Regular _____

d) How did you feel during the English class using Pictionary Games?

1. Excellent_____ 2. Very good_____ 3. Good_____ 4. Regular _____

e) Do you learn new words through the implementation of Pictionary Games?

1. Yes _____ 2. No _____

f) How do you evaluate the amount of vocabulary learned by using Pictionary Games?

1. Excellent_____ 2. Very good_____ 3. Good_____ 4. Regular _____

g) How important do you consider the implementation of Pictionary Games to improve vocabulary sub skill?

1. very important_____ 2.important_____ 3.not too important _____
4. unnecessary_____

h) How do you evaluate the didactic resources (flipchart, computer, pictures) that the research group implemented during the English class?

1. Excellent_____ 2. Very good_____ 3. Good _____ 4. Regular _____

Mark with an X the activities that you liked most applied by the research group.

<u>Activity</u>	YES	NO
Warm up		
Creating the Pictionary		
Guessing game		
Word bag game		
Creating sentences		

THANKS A LOT!

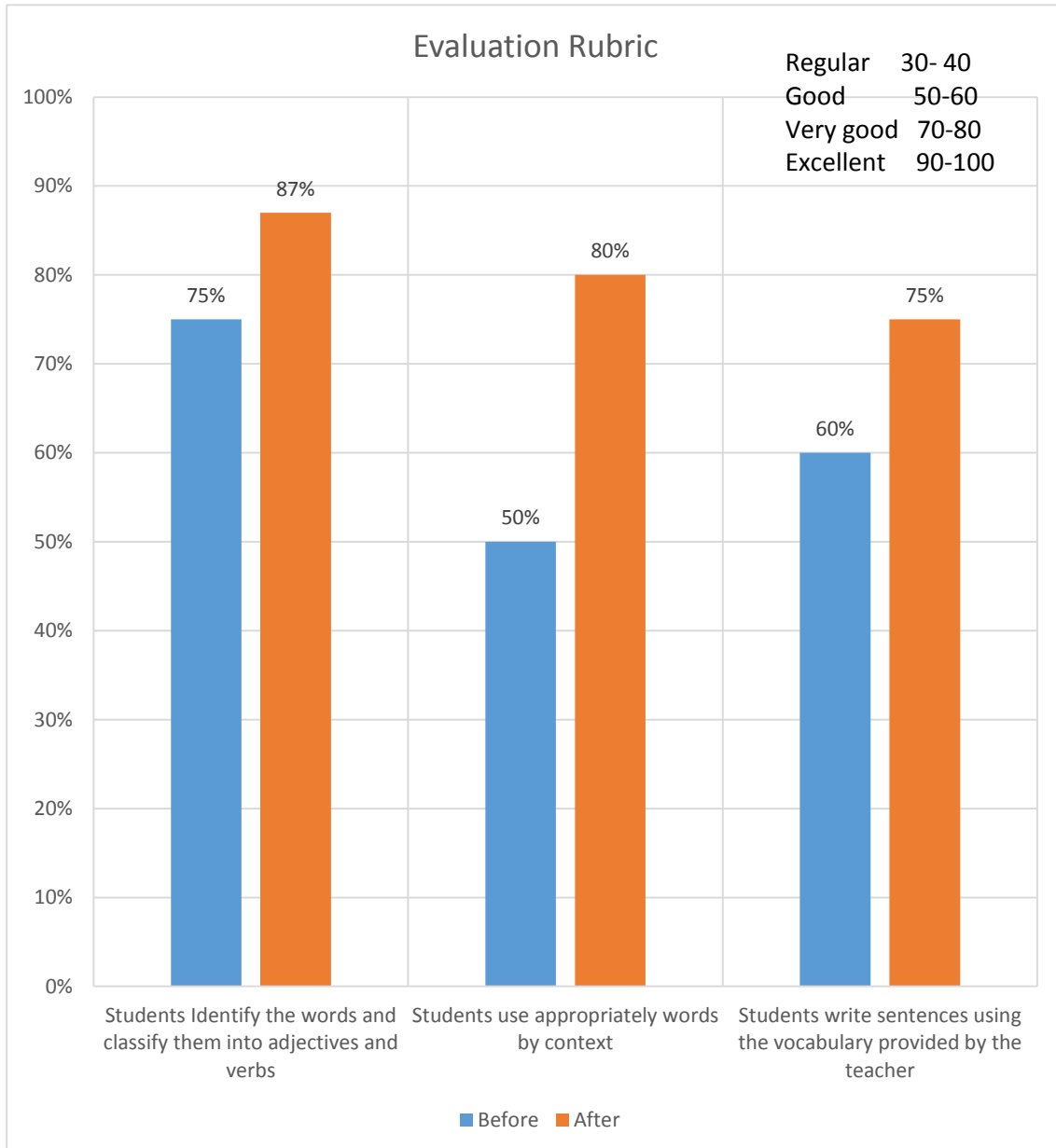
Evaluation Rubric about vocabulary in order to evaluate the students' progress after implementing Pictionary Games.

Criteria	Excellent	Very good	Good	Regular
Words classification	The student recognizes the words and classifies them into noun, adjective or verb.	The student recognizes the words and classifies several of them into the right category.	The student recognizes few of the words and classifies them into the right category.	The student does not recognize and does not classify the words into the right category.
Use of words by context	The student uses relevant, adequate and correct vocabulary and presents good word collocations on the exercises.	The student uses appropriate range of words with few difficulties. Occasionally uses inappropriate words and presents few lacks of words collocations	Vocabulary range is somewhat limited. Sometimes uses incorrect words and misunderstanding.	Vocabulary is irrelevant, inadequate even for the most basic vocabulary range. Vocabulary is extremely limited .
Writing sentences	The student writes at least 5 sentences in a proper way using the vocabulary provided by the teacher.	The student writes at least 4 sentences with few grammatical errors using the vocabulary provided by the teacher.	The student writes at least 3 sentences using the vocabulary provided by the teacher.	The student writes at least 1 sentence. Sometimes, not well written.

15.3 Schedule of activities.

Activity/Time	January	February				March				April		
	4 th week	1 st week	2 nd week	3 rd Week	4 th week	1 st week	2 nd week	3 rd week	4 th week	1 st week	2 nd week	3 rd week
Topic delimitation												
General and specific objectives												
Justification												
Problem delimitation												
Description of the institution												
background												
Framework												
Phase 1												
Phase 2 and 3												
Application of instruments												
Introduction												
Phase 4 and 5												
Budget/ hypothesis												
Annex/ Acknowledgement												

15.4 Results Obtained through the Evaluation Rubric (before and after the implementation of the innovative strategy)

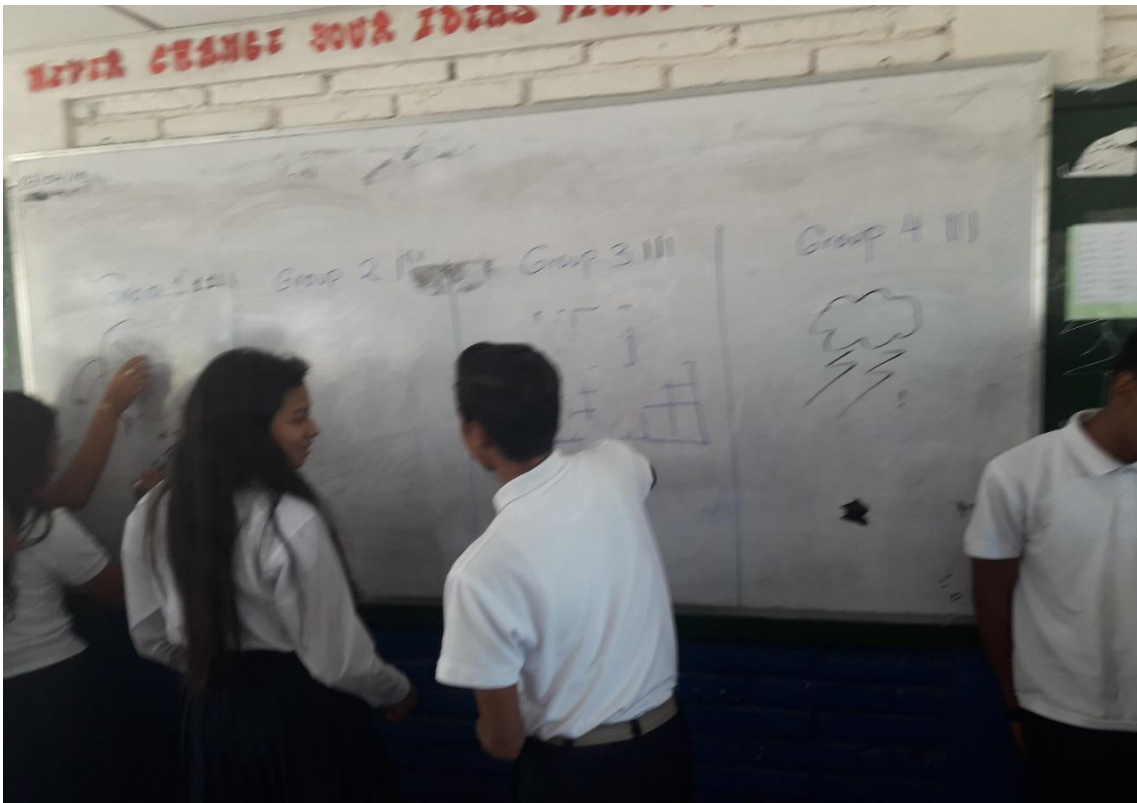


According to the results of the evaluation rubric in the improvement of their Vocabulary sub skill for identifying the words and classifying them into adjectives, verbs and nouns, students demonstrated improvements from regular to very good and excellent, as well as students had improvements on using appropriately words by context from regular to very good and finally, students got improvements on writing sentences using the vocabulary provided by the teacher from good to very good.

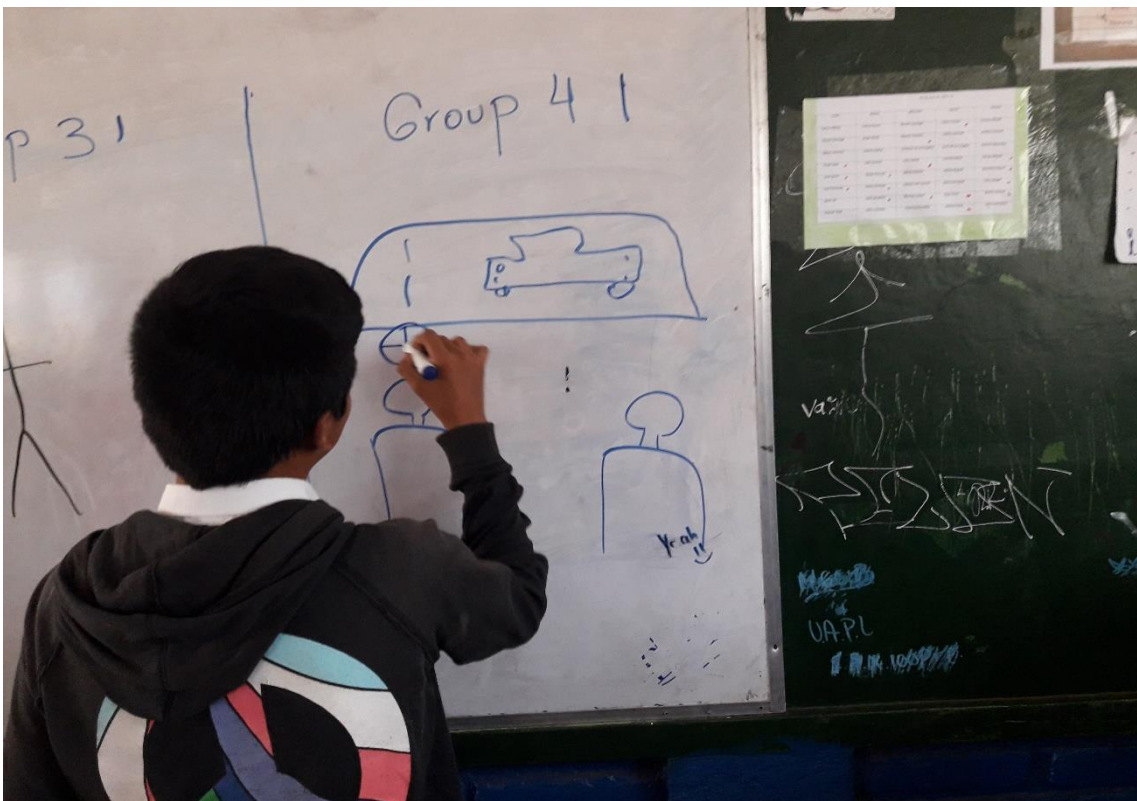
15.5 Pictures



Students creating their Pictionary.



Students playing a guessing game.





Pictionaries made by students.

