



# **UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE IDIOMAS**

**MODALIDAD PRESENCIAL**

**Proyecto de Investigación previo a la obtención del Título de Licenciada en Ciencias de la  
Educación**

**Mención Inglés.**

**THEME:**

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**“WORD FORMATION GAMES AND THE READING SKILL”**

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**Ambato-Ecuador**

**2020**

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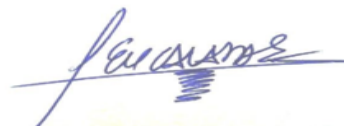
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## DEDICATION

*This dissertation is lovingly dedicated to my mother Esthela González a strong and gentle soul who has been a motivation and strength during these years of despair and discouragement. Her support, encouragement, and constant love have sustained me throughout my life. Mom without you, I would not have achieved this triumph that is also yours.*

*Also to my children Madeleine, Mckaylee and Mathias, for understanding my character, my attitude, for the days without being together. You have made me stronger, better and more fulfilled than I could have ever imagined. I love you to the moon and back.*

Jacqueline Elizabeth Ibarra González

## ACKNOWLEDGMENTS

*First and foremost, praises and thanks to God, the Almighty, for his showers of blessings throughout my research work to complete this research successfully.*

*I would like to express my deep gratitude to Mg. Ruth Infante who has given me much time, effort, and knowledge to aid in the completion of this dissertation during this Pandemic. She has cultivated an appreciation for teaching and mentoring students by her example. Thank you for all your help.*

*My sincere thanks to CTT de los Andes Language Center's family, for opening the doors of their distinguished institution, thank you for giving me the opportunity to share my knowledge with your students as well as to carry out this research.*

*I am extremely grateful to an amazing woman that God has given me as a mother, Esthela Gonzalez, the lady who has always been there... even when I have disappointed her. I credit for ingraining in me the ways of logic which have become an intricate part of who I am and who I will be. I only hope to one day surpass her. Thank you, mom, for being a role model to me, and for all your support and every word of strength, WE DID IT!*

*I would also like to thank to my fellow students Priscila, Dayana and Lissette who have provided me friendship and support, and with whom I have shared laughter, frustration and companionship. A special thank you to Priscila Pillaga, our*

*friendship will not be forgotten long after we both graduate.*

*To conclude, I cannot forget to thank to my father Patricio Ibarra even though life has been hard to you in so many ways, it is impossible to forget my infant years living together, I will always keep in mind your advice while you driving me to the University. Thank you, father, for trust in me, when everyone thought I wouldn't make it, you never lose hope on me.*

Jacqueline Elizabeth Ibarra González

## TABLE OF CONTENT

SUPERVISOR APPROVAL.....	ii
COPYRIGHT REUSE.....	iii
APPROVAL OF THE HIGH COURT OR DEGREE COURT TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION .....	iv
DEDICATION.....	v
ACKNOWLEDGMENTS .....	vi
TABLE OF CONTENT.....	viii
TABLE-INDEX.....	xi
GRAPH INDEX .....	xii
ABSTRACT .....	xiii
RESUMEN .....	<b>¡Error! Marcador no definido.</b>
INTRODUCTION .....	14
CHAPTER I.....	15
THEORETICAL FRAMEWORK.....	15
1.1 Investigative background .....	15
1.2 Theoretical foundation .....	17
Technical - Scientific foundation of the dependent variable;	<b>¡Error! Marcador no definido.</b>
1.3 Objectives .....	26
1.3.1 General .....	26
1.3.2 Specific.....	26



CHAPTER II .....	27
METHODOLOGY .....	27
2.1 Approach.....	27
2.2 The basic model of research .....	28
2.2.1 Field.....	28
2.2.2 Bibliographic documentation .....	28
2.3 Level or type of research.....	28
2.3.1 Quasi-experimental research .....	29
2.4 Population and sample .....	29
2.5 Resources .....	30
2.5.1 Techniques and instruments .....	30
CHAPTER III.....	36
ANALYSIS AND INTERPRETATION OF RESULTS .....	36
3.1 Reading Test .....	<b>¡Error! Marcador no definido.</b>
3.1.1 Reading Pre-Test results.....	37
3.1.2 Reading Post-Test results .....	39
3.1.3 Comparative Analysis (Pre-test and Post-Test) .....	41
CHAPTER IV.....	47
CONCLUSIONS AND RECOMMENDATIONS .....	47
4.1 Conclusions.....	47
4.2 Recommendations.....	48
REFERENCES .....	49
APPENDIXES.....	55

Appendix 1.....	<b>¡Error! Marcador no definido.</b>
Appendix 2 Intervention plan .....	55

## TABLE-INDEX

Table 1 Morphological processes .....	20
Table 2 Population.....	30
Table 3 Experimental group .....	<b>¡Error! Marcador no definido.</b>
Table 4 Pre-test experimental group results .....	37
Table 5 Reading post-test results.....	39
Table 6 Comparative Analysis (Pre-test and Post-Test).....	41
Table 7 Verification of hypotheses.....	44
Table 8 Session 1 .....	55
Table 9 Session 2.....	57
Table 10 Session 3.....	59
Table 11 Session 4.....	61
Table 12 Session 5.....	64
Table 13 Session 6.....	66
Table 14 Session 7.....	69
Table 15 Session 8.....	71

## GRAPH INDEX

Graph 1 Cambridge English scale .....	<b>¡Error! Marcador no definido.</b>
Graph 2 Reading pre-test results .....	37
Graph 3 Reading post-test results .....	40
Graph 4 Average obtained in the reading .....	42
Graph 5 Reading tests .....	43

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**ABSTRACT**

The aim of this study is to analyze the effectiveness of word formation games and reading development in fifth level students at the CTT language center of the Uniandes University. The research is quasi-experimental in a study population of twenty-five students, who received word formation games and activities to improve their reading skills. The instruments used for data collection were both qualitative and quantitative: pre and post test, which were given to students who were adapted from the FCE test parts of Cambridge Reading and Use of English. The experiment consisted of a treatment carried out in eight sessions through word formation games focused on the development of reading skills in the research group. As a result, it is recognized that word formation practice and games helped participants to develop skills such as recognizing classes of words, increasing vocabulary, producing words and making the right choice of a word according to its function in a sentence.

**Keywords:** Word formation games, reading skills, vocabulary, pre test, post test.

## INTRODUCTION

In the city of Ambato, in the province of Tungurahua, there are many institutions where English is taught as a foreign language, as it is a fundamental requirement for passing the school year. It is necessary to emphasize that one of the major shortcomings of these institutions is the development of English reading skills. Few Educational Centers focus their methodology on word formation games, having as the main teaching tool only the traditional methodologies such as translation, dictionaries, and memorization.

These leads to students have little knowledge of these processes, feeling unmotivated and thus affecting their level of English language reading. On the other hand, at the CTT Language Center of the Universidad Uniandes, students are prepared in English language knowledge which requires developing an optimal level in each of the language skills.

However, problems in the development of reading skills such as use of dictionary for new vocabulary can be evidenced due to limited use of word formation as a process for teaching and developing reading skills. Given this, interest in researching this Theme arises, as students at the CTT language center are expected to improve their reading level through word formation games.

Consequently, this theme justifies its development since the impact of the word formation games and the reading skill has been demonstrated. The present investigation consists of 4 chapters each one of them in relation to the subject to be investigated.

**Chapter I:** This chapter presents the research background, which serves as a guide for the development of the research. In addition, it defines a general objective and three specific objectives that are fulfilled in the development of the document.

**Chapter II:** Explains the materials and methods used for the development of research, it also covers the research approach, the methodology and modality of research, it also includes the type of research, population and sample and processing plan of the research.

**Chapter III:** It describes the analysis and interpretation of results obtained from the tests evaluated to determine the verification of the hypothesis and the problem.

**Chapter IV:** It contains the conclusions and recommendations

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Investigative background

The first one is the research carried out by Yip and Kwan (2007) titled "*Online vocabulary games as a tool for teaching and learning English vocabulary.*" In this paper, the authors report a study of the usefulness of online games in vocabulary learning for some undergraduate students. Three teachers and 100 engineering students participated in a quasi-experimental study for approximately nine weeks.

The experimental group learnt some vocabulary from two carefully selected web sites with games, while the control group learnt the same vocabulary through activity-based lessons. A pre-test and posttest were conducted in the first and ninth weeks. The findings indicate that the experimental group outperformed the control group statistically in the post-test.

The students in the experimental group generally preferred online learning supplemented with digital educational games to conventional activity-based lessons. The teachers thought highly of the online games, but they expressed concern that extra support was required if the online games were adopted as a core part of their teaching.

Similarly, the study carried out by Francine and Evans (2016), in their research "*Word Games: Content Area Teachers' Use of Vocabulary Strategies to Build Diverse Students' Reading Competencies*", a total of five teachers conducted a one-year qualitative study, focusing on the development of a language promotion approach to support literacy activities for marginalized learners. A mixed-method design evaluated the impact of the professional development programme with the teachers.

Data included structured interviews with teachers, classroom observations (including videotapes), anecdotal notes, games, and standardized test scores of students before and after applications of the new content teaching approaches, which revealed notable changes in students' reading comprehension, vocabulary use, and participation in discourse, as well as a significant difference in student performance after the

interventions. Consequences for teachers included increased use of language models to meet students' specific literacy needs.

Also, the research carried out by Gruss (2016) titled "***Games as a tool for teaching English vocabulary to young learners***", the main aim of this research is to examine the effectiveness of the use of games in vocabulary teaching. The document is based on research literature, and it focuses on the understanding of 'vocabulary' and 'the word', provided by various researchers.

The author also reports the role of L1 in the language teaching, and an impact of the corporal studies, on the development of the vocabulary teaching practices. Also provides the definition and classification of games. Games have been divided in terms of their structure, function, the use and the required L1 proficiency of the students.

The results show the way teachers introduce games during their lessons, and highlights the factors that contribute to choosing games by the teachers. Detailed analysis of research literature confirmed previous hypothesis that games constitute a crucial element of teaching English in young children, and describe the games that have been tested on different age groups.

An additional consideration is given to the research carried out by Ching and Liu (2019), in their research project "***Effects of a mobile game-based English vocabulary learning app on learners' perceptions and learning performance: A case study of Taiwanese EFL learners***", this study applies a mixed methodology that combines quantitative and qualitative perspectives to assess the effects of Phone Words, a novel mobile application for learning English vocabulary (application) designed with game-related functions.

During a four-week experiment, 20 sophomores were randomly assigned to either the experimental group with MEVLA-GF support or the control group with MEVLA-NGF support for English vocabulary learning. Analytical results show that the experimental group's performance in vocabulary acquisition and retention was significantly higher than that of the control group.

Furthermore, the questionnaire results confirm that the MEVLA-GF is more effective and satisfactory for learning English vocabulary than the MEVLA-NGF. The results of



Spearman's range correlation show that participation and dependence on gamma functions were positively correlated with vocabulary learning performance.

## **1.2 Theoretical foundation**

### **Educational Methodology**

According to Saracho (2017) methodology is the study of the method; it is the analysis of the various concrete procedures that are used in the teaching process. Thus, Raiola (2017) affirms that the methodology represents the way to organize the teaching-learning process in order to control the process and its results. Li Wei (2018) explains that education is the process that allows the human being to be aware of the existence of another reality, and fuller, the same one that he is called to, from which he comes and towards which he is directed.

The educational methodology originates the collaboration and cooperation that enriches the formation of the person, guaranteeing an efficient process that ensures effective results. The educational methodology is composed of educational and pedagogical innovations that facilitate, strengthen and promote a formative learning process as long as it is effective (Zárate, 2018).

This process includes: facilitating the coexistence between students, between teachers and between both of them, developing cooperation and reciprocity, considering learning as a collective effort, placing the student as the center of the teaching-learning process, using motivation as a means of encouraging the student to perceive the expected results, personalizing the learning process by giving due importance to the differences between students and the different ways of learning that exist in the classroom.

Landoy (2019) collaborates that the educational methodology proposes ways to structure the stages of the didactic activities aimed at an adequate orientation of the learner's learning. In this sense, the educational methodology presents how the teaching-learning process can be organized to control the process and also the result. The educational methodology is a collection of techniques, strategies, directions, and moments that together direct the learning towards certain objectives.

## **Didactic strategies**

The didactic strategy is the set of procedures that with the help of teaching techniques work towards a single objective, which is to carry out the didactic action successfully. The didactic strategy is the set of procedures that with the help of teaching techniques, aim at bringing the didactic action to a successful conclusion (Castañeda, Calderón, & P., 2019). The authors also add that didactic strategies are concerned with the general principles and rules for directing the teaching-learning process towards educational objectives.

Didactic strategies are conceived as activity structures in which objectives and contents are made real by maintaining a relationship between the student's perspective (learning strategies) and the teacher's perspective (teaching strategies). They are also considered as action plans that require the teacher to guide the teaching process in a systematic way by deciding on the procedures and resources to be used in order to achieve certain learning objectives in students

## **Ludic games**

Playing is an activity inherent to human beings, that is to say, naturally man will tend to develop it and, of course, he will need it too, because basically it helps to achieve the dose of fun and enjoyment that any human being requires to achieve a pleasant stay in this world sometimes so complex and full of unpleasant moments.

There are different types of games, those that involve the mind, others that will demand a physical use on the part of those who display them and the playful ones, which are those that propitiate a teaching. But in addition to this fun that they usually bring to those who play them, they also turn out to be very useful and important when it comes to developing certain skills, abilities and learning (Cottrell, 2019).

In this sense, Coates (2018) states that through play, students consolidate their knowledge, that is, play allows them to notably consolidate skills and abilities. In this same order of ideas, play is a necessary activity for human beings that is of great importance in the social sphere, since it allows them to practice certain social behaviors; at the same time, it is a useful tool for acquiring and developing intellectual, motor, or affective abilities.

Playful games can be present in the different stages of the human learning process. The educational value of play is evident in the pre-school stages and in school in general, but many observers have been slow to recognize play as a trigger for learning. Play encourages psycho-social development, the formation of the personality, it shows values, it can be oriented to the acquisition of knowledge, enclosing a wide range of activities where pleasure, joy, creativity and knowledge interact (Alqahtani, 2015).

In this sense, the playful game is one of the most important innovative strategies available to educators to achieve their teaching objectives. In fact, few didactic resources can match the educational effectiveness of the game, it becomes a strategy that allows the teaching of concepts, values and procedures related to learning to read and in turn get students to enjoy while they learn

### **Word formation**

Considering Buddingh (2009) the word is a lexical unit constituted by a sound or set of articulated sounds that have a fixed meaning and a grammatical category. This term comes from the Latin *parabola* which expresses one of the most essential elements in any language. It also adds that the word is a functional fragment of an expression, delimited by pauses and accents. Thus, the union of words and their meaning give rise to the formation of phrases or sentences.

Aronoff & Fudeman (2012) attribute the origin of the term morphology to the German writer Johann Wolfgang Von Goethe who defined this term in a biological context by stating that it derives from the Greek (*morph-*) meaning 'form'. Seen this way, in linguistics, morphology refers to the system in which words are formed and structured.

On the other hand, Lieber (2013) points out that morphology is the study of word-formation, as well as the process in which lexemes vary depending on how they are used in sentences. Thus, as a native speaker of any language, you must have an intuitive knowledge of how to form new words.

These processes are supported by morphology, one of the disciplines with a linguistic approach that defines language as a sign system dependent on a set, namely that language has no meaning if its interaction with the other elements that make up the set that belongs to the category of language or language is not considered. According to Segura (2013), the language was considered a system, therefore, the affixation is intimately related to the structuralist postulates of this author.

## General morphological processes in the derivation of English words

The Department of Linguistics at the University of Hawaii defines the morphological process as a medium that changes a root to match its meaning with its syntactic and communicative context. Likewise, Carstairs-McCarthy (2002) points out that English makes use of derivative morphemes to form new words and is not the only language that enriches its vocabulary in this way.

Five main morphological processes leading to the production of new words will be mentioned in this study and are shown in the following table:

Table 1 Morphological processes

<b>Compounding</b>	It is a morphological process that exists in all the languages spoken by the human being, which involves joining two lexemes or morphemes and forming a new word as a result of that combination
<b>Reduplication</b>	Consists of the total or partial repetition of the free morpheme to create a new form with a slightly different meaning
<b>Suppletion</b>	Suppletion consists of the total qualitative modification of the base. Governed by exclusively etymological rules that manifest a semantic relationship between one form and another, without any kind of transparency between the two.
<b>Borrowing</b>	Taking a word that originally belonged to one language and using it in another language
<b>Morphological Affixation</b>	This is a very common and productive morphological process in synthetic languages. In English, the derivation is the form of affixation that produces new words.

Elaborated by: Ibarra, J. (2020)

Source: (Housen & Folkert, 2018)

### Morphological Affixation

For Carstairs-McCarthy (2002) affixation is a term that many other authors have called "conversion", so that a lexeme belonging to one class can simply be "converted" to another, without any obvious change in form. In conclusion, affixation is the morphological process of adding derivative morphemes (affixes, suffixes, and prefixes) to bases or roots in order to form new words.

On the other hand, according to Manova (2017), the morphological affixation is a morphological process whereby a bound morpheme, an affix, is attached to a morphological base. However, languages vary in the ways they express the same semantics.

Affixing is part of the process of word formation, which involves adding morphemes associated with a particular root or lexical base to create a new word, which may change not only in meaning but in grammatical function as well. According to Serevine (2018) affixation is a very common and productive morphological process in synthetic languages.

When speaking of productivity, the emphasis is placed on the contribution of affixation in the creation of new terms from lexemes and morphemes, which constitute elements of the internal structure of the word (Shim, 2016). On the other hand, the prefixing and suffixing procedures make of the affixing a morphological process and at the same time strategic.

As it manifests Manova (2016), the affixing is the most common strategy that the human language uses for the derivation of new words and forms of words. Based on this criterion, it is necessary to promote morphological awareness in all those people who wish to expand their vocabulary and generate significant lexical learning of the English language, through an adequate linguistic context, as is the case of affixation (Song & Chai, 2018).

The best-known types of affixes are related to their position when they are added to a particular lexeme; however, the classification of affixes in terms of their function determines that both prefixes and suffixes occur in morphological procedures such as inflection and derivation (Steinre & Mahn, 2017).

### **Word formation games**

Word formation games have been related to word reading and reading comprehension (Hirsch, 2014). In this sense, Zhao and Quentin (2017) found that word formation games make a unique contribution to reading comprehension in the second grade, after controlling spelling skills, phonological skills and vocabulary.

Subsequently, Leitao and Seiler (2018) evaluated the contribution of word formation games, phonological memory, and phonological decoding to different reading measures

(reading comprehension, vocabulary, spelling, and reading accuracy of morphologically complex words) in children in ages of 4 through 9. The results obtained concluded that word formation games make an independent contribution to reading comprehension, greater than vocabulary, in all courses.

Hengli (2018) demonstrated that knowledge of derivative morphology makes a unique contribution to reading comprehension. In their study, performance in derivative word formation games contributes to reading comprehension in English (second language) among Spanish-speaking elementary students. This contribution was maintained even after controlling word reading and vocabulary.

It seems likely, therefore, that an awareness of the morphemic structure of words could guide the comprehension of new morphologically complex words in a text. This, in turn, could facilitate the comprehension of texts (Curinga, 2014). It is possible, therefore, that children with descended word formation games may not be able to process the morpheme structure of morphologically complex words efficiently and, as a result, difficulties in reading comprehension emerge.

The pedagogical game is part of the human beings and has been fundamental in the academic formation of the students, it motivates the practice and training to increase the abilities of the students (Enesi, 2017). When analyzing what would be the most accurate and proximate game to solve a student's reading difficulties.

Several authors agree that word games are congruent with a language didactics, aimed at improving the process of text production, so much so that they understand the use of communication and the meaning of a given social context or what could be called the acquisition of the linguistic competence that is intrinsic to the mentioned process (Junko, 2019).

In this sense, word games are complete systems of communication interwoven by word, emotion and context definition. Thus, the use of language or word games contributes to the improvement of the composition process, since learners learn in a conscious way and linked to their environment, context and culture.

Likewise, this kind of games offers the possibility of teaching different aspects of grammar, lexicon and vocabulary, as well as making everyday life a new event at the

beginning of the class or when a more formal teaching has to be included. These games seem to be nothing more than the fun use of language, they are the origin of the development of new forms of assertive communication and they project to be the solution to the lack of creativity, lack of motivation and lack of some resources typical of composition (Mousavi & Taghi, 2014).

To classify it within the linguistic, is to understand which is the intention and purpose of the same, in addition is known the patterns that coordinate them and this is important, to carry out the approach with the students. It is essential to know that word games have a theoretical base, on which their different classes are based, that is to say, depending on the dispositions of each linguistic game, they can be placed in a phonetic, morphological and lexical field.

### **Learning a foreign language**

Scott (2013) states that it is a conscious process, due to the formal knowledge of the language to be acquired. This indicates that through this learning procedure the individual has the ability to explain the grammatical rules in the target language. The situation in which the learning takes place depends mostly on how satisfactory it is.

The learning of a foreign language requires gradual processes of development and internalization of the characteristics that a language possesses. Techniques must also be applied that are first mastered in the individual's mother tongue. This is done through a cognitive process that is not very consistent, unlike consistent learning - and so is the interaction that occurs when the individual acquires a second language by interacting in real situations (Reyes, 2016).

### **Language**

Language is the human communication system that uses arbitrary signals such as sounds, gestures, and written signals. Likewise, Andika (2018) observes that the language of humans, in particular, can be described as a system in which human beings, by means of a series of ethical and socio-cultural norms, connect signs and meanings, arrange signs and interpret signs among themselves.

From another point of view, it is worth mentioning the linguist Krauss (2016), who distinguishes two important elements of language: language (the general language of a collectivity) and speech (voluntary personal act or oral means of communication).

### **Fundamental language skills of a language:**

- Oral comprehension: understanding oral messages.
- Oral production: verbal expression of a thought.
- Written comprehension: interpreting a written text.
- Written production: representing words by means of recognisable graphic signs

### **Components of a language:**

- Grammar: description of the ways in which words can change their forms and combine to form sentences.
- Vocabulary: a set of words that an individual knows which includes semantic and syntactic difference
- Pragmatics: set of principles and conditions that determine the use of a specific statement between the sender and the receiver according to the situation and the communication purposes.

The language considered as a tool to achieve communication is a property of each human being, regardless of place of origin, race, sex, beliefs, used to transmit ideas. Language characterizes people from different parts of the world and makes each of the existing languages coveted to be learned.

### **Language skills**

Language educators have long used the concepts of four basic language skills: listening, speaking, reading, and writing. These four language skills are sometimes called "macro-skills. This contrasts with "micro-skills" such as grammar, vocabulary, pronunciation, and spelling. "The four basic skills are related to each other by two parameters: the mode of communication whether oral or written and the direction of communication: receiving or producing the message" (SIL International, 2000). Seen in this way, language skills relate directly to one another.

### **Reading**

Reading is the process of looking at a series of written symbols and getting meaning from them. According to Aydođan (2014) , states that reading is the receptive skill in the



written mode. It can develop independently of listening and speaking skills but often develops alongside them, especially in societies with a highly developed literary tradition. According to the lexical approach, in the teaching of a foreign language, the essential thing is to arrive at a fluid and natural communication through lexical segments that are manifested by native speakers of the language, developing this way the communicative approach. Vocabulary is one of the fundamental bases for the study of a second language (Sunddip, 2016).

When the objective of a person is to study and communicate ideas and reflections in a new language, they should have a lexical repertoire and much more in order to be able to interact both with native speakers of the other language. Furthermore, in the lack of a broad and adequate vocabulary, it will be very difficult to apply the grammatical processes previously learned (Tinuke, 2013).

### **Reading microskills**

According to Brimo (2015), is the ability to construct meaning out of a reading passage. To meet the objectives of the present study, four reading microskills which are widely acknowledged to be critical to reading comprehension were investigated. They are:

- Drawing a logical inference from a reading passage;
- Understanding mood, tone, or impression of a reading passage;
- Guessing the contextual meaning of words in a reading passage and;
- Getting the main idea of a reading passage

It refers to obtaining a general understanding of a written passage without being concerned with minute details (Blachowicz, 2013). The same definition is quite applicable in the present research. It also means the ability to roughly understand which denotation or connotation of a word used is intended by the author. Here, also, it refers to the skill of matching a word used in a passage with another word best describing its meaning intended by the author.

### **Development of vocabulary**

Vocabulary is the more or less complex set of terms that make up a language. The same that can vary depending on the language, its main characteristic is to transform itself over time depending on what is added or left of some words. As also the main objective is the

communication between individuals as it is expressed (Curinga, 2014). In the same way it contributes that the vocabulary could be described as a dynamic structure that does not remain static but suffers variations with the passing of time and with the passing of generations.

Vocabulary is an essential component in the learning of a language since it is a tool that serves for the construction of sentences, phrases and texts which allow us to communicate (Serevine, 2018). For the process of teaching and learning vocabulary there are strategies that in some way facilitate this process. The learning of this component of a language should not be considered unimportant because without the knowledge of vocabulary the individual would not be able to carry out the communicative process, be it written or oral.

### **1.3 Objectives**

#### **1.3.1 General**

- To determine the relationship between word formation games and the reading skill in fifth-level students at the CTT language center of Uniandes University.

#### **1.3.2 Specific**

- To evaluate the students' reading level with a standardized test.
- To identify the types of word formation games that are applied in the English Lessons.
- To state the micro reading skills that students develop in English lessons.

## **CHAPTER II**

### **METHODOLOGY**

The methodological framework of a project is one that guides the research process through the use of methods, techniques, and procedures to respond to the problem posed. In accordance with Tudor (2017) the methodology of scientific research constitutes a set of methods, categories, laws, and procedures that orient research efforts towards the solution of scientific problems with maximum efficiency. According to the foregoing, the research methodology explains how the research on the phenomenon of study will be carried out.

#### **2.1 Approach**

The purpose of determining the focus of a research project is to guide and determine clear, precise, objective and meaningful results that are considered key to a given inquiry. In this context Velandia (2008), states that all research work is based on two main approaches: the quantitative approach and the qualitative approach, which together form a third approach: the mixed approach.

A qualitative approach was used in that the variables involved in the research problem were analysed. Thus, we used existing bibliographic sources that served as support for the breakdown of the research variables. These were the independent variable "word formation games" and the dependent variable "reading skill".

Also, this research maintained a qualitative and quantitative approach. The quantitative approach uses data collection to test the hypothesis, based on the numerical measurement and statistical analysis, to establish patterns of behavior and test theories (Bonilla, 2019). For this reason, in the present investigation the treatment of numerical information was used according to the grades obtained by the students, in order to carry out an exhaustive analysis and to present it in statistical form.

## **2.2 The basic model of research**

In the present research work, the modalities that were taken into account for the elaboration were:

### **2.2.1 Field**

A field investigation consists of collecting data directly from the reality where events occur without manipulating or controlling the variables (Tudor, 2017). In addition, field research consists of collecting data about word formation games and the reading skill directly from the reality where the events occur, without manipulating or controlling the variables (Morán 2015).

For this reason, it was possible to obtain data directly from reality in order to analyze them and present an overview of the problem. It is field because the researcher had direct contact with the reality, the facts and the place of the events in order to gather the required information. In order to carry out this research, the investigator went to the CTT de los Andes Language Center where the researcher had the opportunity to socialize directly with those involved.

### **2.2.2 Bibliographic documentation**

The bibliographic documentation collects, deepens, compares and explores data, information from different points of view by different authors in order to collect reliable and concise information related to the problem under investigation (Kennedy, 2018).

This research modality allowed the collection of information on the two variables involved in this study. It developed the theoretical sources about word formation games and the development of reading skills together with their micro skills, being part of the research the development of the students' vocabulary production.

## **2.3 Level or type of research**

This project is a descriptive research type. By means of this type of research, which uses the method of analysis, it is possible to characterize an object of study or a specific situation, to indicate its characteristics and properties. Its objective is to describe the structure of phenomena and their dynamics, to identify relevant aspects of reality.

In addition, it is an association of variables. determine that the statistical analysis of the association (relationship, covariance, correlation) between variables represents a basic

part of data analysis in that many of the questions and hypotheses raised in studies that are carried out in practice involve analyzing the existence of a relationship between variables.

### **2.3.1 Quasi-experimental research**

The quasi-experimental design consists of the selection of groups, in which a variable is tested, without any type of random selection or pre-selection process (Posternak, 2016). A quasi-experimental design is usually integrated into individual case studies; the Graphs and results generated often reinforce the findings of a case study, and allow some form of statistical analysis to take place.

The use of a quasi-experimental investigation is stated to mean the use of an experiment based on the research variables for the purpose of verifying a hypothesis. The experiment carried out in this research was part of the use of word formation games to develop reading ability, delimiting it to the students' production of vocabulary.

This is considered a very good method for getting an overview and then moving on to a case study or quantitative experiment, in order to focus on the underlying reasons for the generated results.

### **2.4 Population and sample**

When carrying out a research project it is essential to determine precisely the number of subjects, objects or facts that are basically the reason for the research. When speaking of population, Arias (2012) points out that it is a finite or infinite set of elements with common characteristics, for which the conclusions of the investigation were extensive. This is limited by the problem and by the objectives of the study.

This research project has used a population of one course of 25 students, being these fourth level students of the CTT de los Andes language center. As these students according to the distribution of levels in this institution belong to a theoretical level of B1+. The experimental group will receive treatment after a pre-test is administered. And after the treatment, a post-test is given to see whether the treatment has a positive effect or not.

Students in this group attend classes two days a week, completing 8 hours each day. Note that students at this level had some prior knowledge of how to derive words, but not from the concept of word formation games. All they knew was to use certain prefixes and

suffixes to vary the groups of words into new one. because it was part of the contents presented in the textbooks that the institution normally uses.

Table 2 Population

<b>Population</b>	<b>Male</b>	<b>Percentage</b>	<b>Female</b>	<b>Percentage</b>	<b>Total</b>	<b>Percentage</b>
<b>Experimental</b>	10	40%	15	60%	25	100%

Elaborated by: Ibarra, J. (2020)  
Source: CTT de los Andes

## **2.5 Resources**

### **2.5.1 Techniques and instruments**

For the collection of data on word formation games and reading skills, it was based on the approach and design of the research in order to choose the appropriate instrument and technique.

The technique used was the use of tests, in order to evaluate the degree or level of reading ability. This technique designates the research, analysis and study techniques that allow a student's characteristic to be appreciated. On the other hand, the instrument used is a questionnaire, in this case it is part of the evaluation items of the test technique.

The following steps were applied in order to get reliable information within this research.

#### **2.5.1.1 FCE Reading test**

The Reading test was taken as an adapted exam from the University of Cambridge's standardized and validated FCE (Cambridge First Certificate in English) part 1 "Reading and use of English".

It is important to mention that the exam consists of three parts, the first part tries to choose the right item from a set of questions. The second part is about choosing the right word (multiple-choice items) from a set of questions to complete an article. And the third part deals with the use of a given word to form another word that fits the text.

It is worth mentioning that the readings from the FCE exam were taken to elaborate this test because this exam is standardized and measures the level of competence according to the Cambridge scale from A2 to B2.

### **2.5.1.2 Pre-test**

For the purpose of data analysis, it will be necessary to use a validated pre-test taken from a sample of (Cambridge University, 2017) to assess reading comprehension. A pre-test was performed by experimental group in this study. The study was conducted in order to address the students' reading level. To assess, a validated FCE test Cambridge sample used.

### **2.5.1.3 Application**

Starting from the first study of Word formation games and Reading skill, and the context in consideration of the type of quasi-experimental study to produce an analysis of the independent variable as well as the dependent variable. This step is to collect the data and have been part of an important role in performing the analysis. This approach categorized those students according to aspects such as word formation games and Reading skill.

The Reading test was taken as an adapted exam from the University of Cambridge's standardized and validated FCE (Cambridge First Certificate in English) part 1 Reading and use of English. It is important to mention that the exam consists of three parts, the first part (20 points) tries to choose the right item from a set of questions. The second part (10 points) is about choosing the right word (multiple-choice items) from a set of questions to complete an article. And the third part (20 points) is about using a given word to form another word that fits the text.

Students have been evaluated based on four criteria of how they performed on each part of the test. In this case the four criteria are indicated:

- Exceptional
- Good
- Borderline
- Weak

Due to the fact that the exams are adapted from the FCE exam, the score is calculated automatically by the evaluator. In this case, the reading assessment consists of parts 1 and 2 out of 30 points. Where part 1 (Reading) the correct answers are equal to 2 points. While Part 2 (Correct Word) the correct answers equal 1 point. In addition, the third section of the assessment is taken from Use of English. It is scored in the same way as the previous section, with each question being scored at 2 points

Each part of these tests was analyzed separately. The grades obtained are reported according to the respective reading skills contained in this test. Therefore, the pre-test and the post-test reading were scored with a total of 50 points to fit the purpose of this study.

#### **2.5.1.4 Experiment description**

During this phase of the research, the experimental group received eight sessions of 1 hour each were carried out during the application of the intervention plan. These include the use of word formation games that stimulate the students' reading skill. At this step, learners gained an explicit practice in the construction of new words such as nouns, adjectives, verbs and adverbs in isolated and contextual patterns. The sessions were developed according to the lesson plan (Annex 1), with one game for each session, those are mentioned below.

Table 3 Word formation games

<b>Games</b>	<b>Description</b>
<b>Treasure Hunt</b>	<p>It can be play individually, in pairs, or in small groups. The object of the game is to find a "treasure." This is accomplished by reading, analyzing, and acting upon the clues that have been invented and written on slips of paper by the game leader.</p> <p>The clues are left in various places around the school or classroom. (If necessary, students should be given passes to pursue the treasure.) Each clue leads the player closer to the "treasure." The players are told, "When you find a clue, read it, and then return it to the exact spot in which you find it so that others may also see if they can find the 'treasure!'."</p>
<b>Scavenger Hunt</b>	<p>This game each player is given a list of items to find. The first person to complete the list, or the person who collects the largest number of items "wins." The game can be played in the classroom, or can be assigned as an after-school activity. Students may work individually or in pairs.</p>
<b>Papers on Walls</b>	<p>Teacher must have enough sheets with affixes on them for every team in the class. Post them on the walls. Each team has a different coloured marker. Tell each team to start in front of a different sheet on the wall.</p>



	<p>When you say to start, they race to write an affixed word on each sheet in succession (in a clockwise direction) and the first team to finish all of the sheets wins. You can have teams play for second and third place also.</p>
<p><b>Circle brainstorm</b></p>	<p>Students are in small groups and sit in circles. The object is to go around the circle with each person saying an affixed word which connects to the one before it. Every time a word is added it should be written on the paper so it can be checked later by the teacher.</p> <p>The group will be awarded a point for each correct word. The game can be played in different ways determined by the way each word connects to the one before it. The simplest way is to have the students brainstorm all the words they know with the same affix.</p>
<p><b>Guess the Affix</b></p>	<p>This game provides students with a list of 10 root words which all take the same affix. They have to guess what affix it is by listening to the words and thinking about which affix they could apply to all of them. An easy way to play this game is to put the students in teams of two to four and give each team some strips of paper and a marker.</p> <p>Then you read out the list of 10 root words and they have to think of what affix would go with all of them. Give them a time limit to think of the affix and then a warning that they have 10 seconds left. They have to write the affix on the strip of paper with the marker and when you say “Go”, they hold it up. Look at what each group wrote and award teams with the correct affix a point. Play again with another group of words.</p>
<p><b>Finding root words</b></p>	<p>Students play a game on internet, it’s a great tool for language learners and instructors. Simply type in the affix with an asterisk in the WORD(S) box to get the words with that affix.</p> <p><a href="https://www.funbrain.com/games/rooting-out-words">https://www.funbrain.com/games/rooting-out-words</a></p>
<p><b>Connect Four Word Formation</b></p>	<p>It is a great game for students studying for Cambridge exams such as FCE, CAE and CPE. In this activity, students look at the root of a word and have to turn the word into a noun, verb, adjective or adverb.</p>

	<p>The first team selects a word from the board and they must change the word into the correct form (e.g a noun if students are practicing noun formation.) The next team then takes their turn. The first team to connect four (horizontally, vertically or diagonally) are the winners.</p>
<p><b>FCE-style Gap Fill</b></p>	<p>This activity is based on a section of the Cambridge FCE and CAE exams where the students are given a gapped text and root words which have to be changed by adding suffixes or prefixes in order to properly fit in the gap.</p> <p>The strategy students should use for this is to read the text first and consider, using the context, which part of speech goes in each gap. Teachers can train them to look for context clues like a gap after an article (likely indicating a noun), a gap before a noun (likely an adjective), etc.</p>

Elaborated by: Ibarra, J. (2020)

Source: (Lackman, 2013)

In this way, the experimental group received instruction in forming new words and knowing what meaning they have, but not their translation. The application of the treatment lasted a maximum of one hour in each session. This suggests that each student has the necessary time to cooperate and accomplish the designated task. In this section, the experimental group received practice with word formation games.

Thus, during this stage, students get motivated by games by construct new words; they additionally practice how to make nouns, adjectives, verbs and adverbs in separate, contextual patterns. The Controlled group was not considered at this time, in other words, this group did not receive specific practice with games, but instead worked regularly on the usual academic textbook syllabus used in the third levels.

#### **2.5.1.5 Post-test**

Finally, the group were evaluated with a different sample test that measures the progress they have obtained throughout the time the experiment lasted. Precisely, the post-test is not different in difficulty, but in the nature of questions in order not to be repetitive, so students can use their new-learned abilities to cope with the same level test. Equally, the

evaluation followed the same procedure and criteria as the pre-test. The post-test included similar criteria that was used for the pre-test, as it was aimed at evaluating the students' learning response after the intervention. Therefore, a comparison analysis was taken into consideration.

#### **2.5.1.6 Hypothesis verification**

The hypothesis is considered as an explanation, it takes shape as a primordial element of a scientific theory, when the knowledge that exists in the area allows to propose conjectures that are reasonable about the relation that exists between two or more objects or situations. Thus, in the investigation, by means of an appropriate test, the researcher compares the two averages, taking into account the increase, the number of data samples and the relative randomization of the groups.

For this purpose, the study hypothesis is described below

**H1:** Word formation games improve reading skills.

**H0:** Word formation games does not improve reading skills

## **CHAPTER III**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

In this chapter there is an analysis and description of the data gathered to address the targets set out in the first chapter. This review was carried out to evaluate the direct and indirect contributions of Word formations games in the development of reading comprehension.

Therefore, the following pages present a summary of the mean, fashion, median, standard deviation, coefficient of variation and the variation of the results of the different tests assessing reading comprehension and statistical graphs, which show the data collected from the research tools.

All the notes obtained by the students are shown in percentages higher than 100%. In addition, for the treatment, analysis, and interpretation of results, statistical models have been applied to the extent that both the control and experimental population work with the validated test (Cambridge English: First ( FCE), 2018) during the intervention stage.

The population belonging to the experimental group is made up of 25 students. The results obtained from them allowed addressing data on the influence of Word formation games on reading ability.

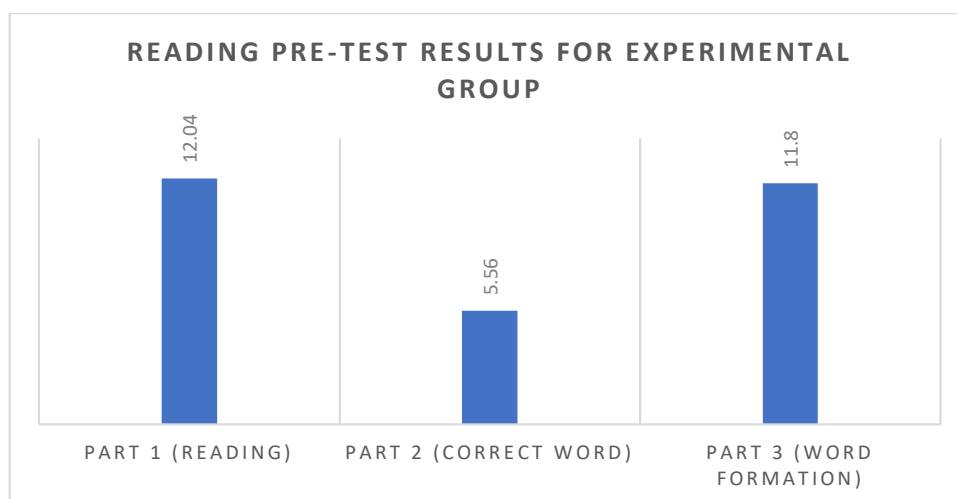
The working group took a validated exam that promoted not only the construction of explicit affixation words but also reading comprehension. The mentioned test allowed us to recognize the performance of the students in the reading area. Therefore, a comparative analysis was made highlighting criteria and characteristics of reading comprehension. The results from the pre and post-test are shown in the following tables and graphs.

### 3.1.1 Pre-Test results

Table 4 Reading pre-test results for experimental group

<b>Reading pre-test results for experimental group</b>				
<b>N°</b>	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>	<b>Total</b>
1	9	7	14	<b>30</b>
2	9	7	16	<b>32</b>
3	10	8	10	<b>28</b>
4	14	7	10	<b>31</b>
5	12	6	11	<b>29</b>
6	12	4	13	<b>29</b>
7	10	6	14	<b>30</b>
8	10	6	13	<b>29</b>
9	10	4	13	<b>27</b>
10	11	4	13	<b>28</b>
11	14	3	14	<b>31</b>
12	13	7	10	<b>30</b>
13	10	8	13	<b>31</b>
14	10	3	10	<b>23</b>
15	11	7	11	<b>29</b>
16	13	8	13	<b>34</b>
17	14	6	14	<b>34</b>
18	13	4	12	<b>29</b>
19	13	4	12	<b>29</b>
20	13	4	10	<b>27</b>
21	14	4	10	<b>28</b>
22	13	4	10	<b>27</b>
23	13	3	11	<b>27</b>
24	15	7	9	<b>31</b>
25	15	8	9	<b>32</b>
<b>Average</b>	<b>12,04</b>	<b>5,56</b>	<b>11,8</b>	<b>29,4</b>

Elaborated by: Ibarra, J. (2020)



Graph 1 Reading pre-test results for experimental group

Elaborated by: Ibarra, J. (2020)

## **Analysis and interpretation**

Table 4 shows the academic performance based on the results of the first test, which indicates unit values for each part of the test. It is worth mentioning once again that the Reading pre-test has been adapted from the FCE (Cambridge First Certificate in English) validated test. In the same way, in Graph 2 the average weightings are shown, thus obtaining a general average of the course for its better understanding.

In part 1, according to the Graph it is mentioned that the average of correct answers on the part of the students is 12.04 out of a total of 20 points in this section. It is worth mentioning that this section is Reading comprehension, for which it is observed that the students succeeded in little more than half of the statements.

Similarly, in part 2, which deals with the choice of a correct word from a set of questions to complete an article. It is observed that students present an overall average of 5.56 out of 10 points in this section. This alludes to the need for teaching students to understand how word formation can give different meanings in different contexts.

According to these results, in the reading and use of english section, students present weak criteria. Because their grades are not adequate for the level at which they are B1. Because of this, and according to the Cambridge assessment scale, students present a preliminary reading and use of english level. Being this an A2.

Finally, in Part 3 which deals with the use of a given word to form a word that fits the text, students have a grade point average of 11.8 out of 20 points. Although the use of games is essential in this type of exam and directly helps the development of reading comprehension in students, knowing that several words with different meanings can be created, it would give a better understanding in reading articles.

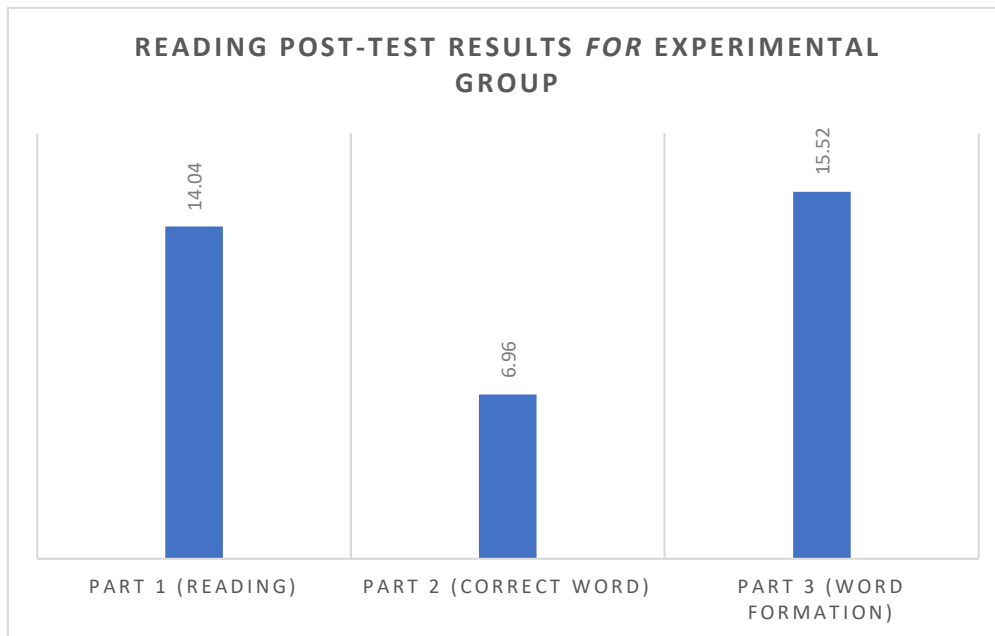
It is also necessary to mention that the results in this pre-test have not been so favorable with the students since it forms part of their grade sheet having an overall average of 29.4 out of 50 points of the entire test. This means a value of 5.88 out of 10 points.

### 3.1.2 Post-Test results

Table 5 Reading post-test results for experimental group

<b>Reading post-test results for experimental group</b>				
<b>N°</b>	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>	<b>Total</b>
1	14	8	15	<b>37</b>
2	13	7	16	<b>36</b>
3	13	8	15	<b>36</b>
4	16	7	15	<b>38</b>
5	13	6	15	<b>34</b>
6	13	7	14	<b>34</b>
7	14	6	17	<b>37</b>
8	15	6	16	<b>37</b>
9	14	7	17	<b>38</b>
10	12	7	16	<b>35</b>
11	13	6	16	<b>35</b>
12	15	7	16	<b>38</b>
13	15	8	16	<b>39</b>
14	13	6	15	<b>34</b>
15	15	7	15	<b>37</b>
16	13	8	15	<b>36</b>
17	13	7	14	<b>34</b>
18	15	6	15	<b>36</b>
19	16	6	15	<b>37</b>
20	16	7	16	<b>39</b>
21	14	6	16	<b>36</b>
22	15	7	16	<b>38</b>
23	15	7	16	<b>38</b>
24	13	8	16	<b>37</b>
25	13	9	15	<b>37</b>
<b>Average</b>	<b>14,04</b>	<b>6,96</b>	<b>15,52</b>	<b>36,52</b>

Elaborated by: Ibarra, J. (2020)



Graph 2 Reading post-test results for experimental group  
Elaborated by: Ibarra, J. (2020)

### **Analysis and interpretation**

Now, table 5 shows the academic performance of the students after the researcher's intervention. For which after 8 sessions with the students a different form was evaluated but with the same mechanics of the pre-test.

In the Reading part (part 1), students rank their results at an average of 14.04 out of a total of 20 points in this section. It is worth mentioning that the lack of motivation study can cause language difficulties (Rueda, 2016). In addition, word formation is a skill that allows us to reflect on the formation of words and their rules as well as to manipulate the structures that compose it (Tong, 2011).

The second part shows a frequency of 6.96 as a general average out of a total of 10 points in this section. This section shows the outcome of students' ability to manipulate derived words and involves knowledge of word meanings and grammatical forms. As Carlisle and Nomanbhoy indicate (2013) there is consensus that word formation games influence the acquisition of reading skill.

In the third part that directly mentions the use of word formation games, the results show that the average student is 15.52 out of a total of 20 points. Thus, giving a notable increase in question to the previous performance. Certainly, it has been demonstrated that the games of word formation, deliver information on the composition of the form of the word,



of its structure and allow to make inferences of meaning for which they constitute essential abilities in significant areas of the learning as the reading comprehension (Duncan & Casalis, 2013).

As a final aspect, it is mentioned that in the same way as the previous test, the results are part of the students' grade sheet. Where the performance of the students as a general average is 36.52 out of a total of 50 points, which would mean a total of 7.30. Presented a slight improvement in performance. However, it is a score that can be improved in future sessions.

### 3.1.3 Comparative Analysis (Pre-test and Post-Test)

The following table means the academic performance of students in reading comprehension tests. It was also used statistical values like means and standard deviations that are submitted in accordance with the correct choice of items.

Table 6 Comparative Analysis (Pre-test and Post-Test)

<b>Comparative Analysis (Pre-test and Post-Test)</b>							
<b>Tests</b>	<b>Mean</b>	<b>Mode</b>	<b>Median</b>	<b>Standard Deviation</b>	<b>Variance</b>	<b>Max</b>	<b>Min</b>
<b>Reading Pre-Test</b>	29,40	29,0	29,0	2,39792	5,75	34	23
<b>Reading Post-Test</b>	36,52	37,0	37,0	1,53080	2,343	34	39

Elaborated by: Ibarra, J. (2020)

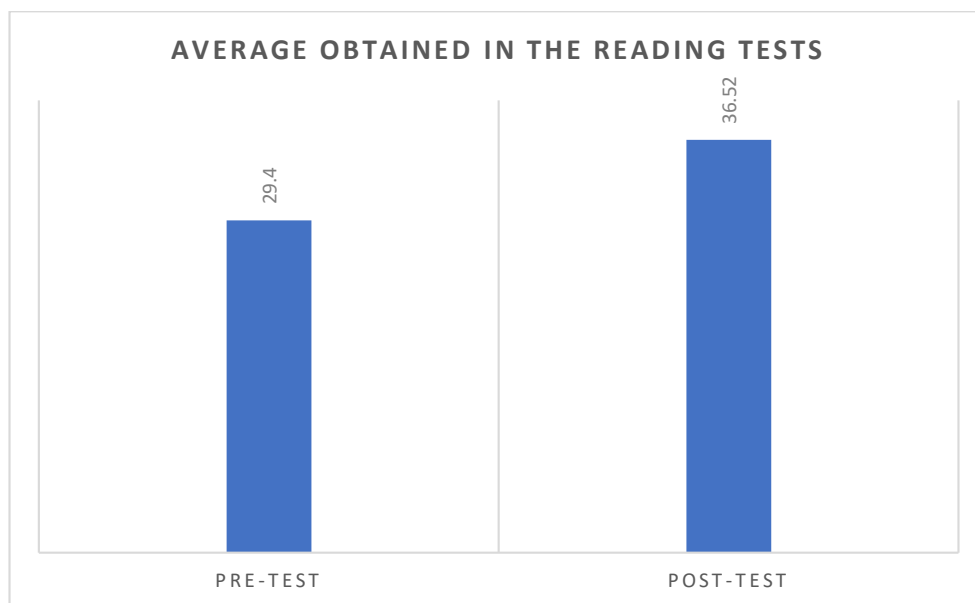
According to the results expressed in table 6, it is remarkable the improvement in the capacity of reading comprehension of the students, the same one is reflected in the average, 36,52/100.

It should be noted that the scores of all parts are above 60%, and some of them reached 70%, which shows that through the intervention of Word formation games, the instruction and application of games influences the acquisition of skills for the formation of new words based on those already known, in addition to students indirectly learn new vocabulary and improve reading comprehension.

Furthermore, taking into consideration the results of variance and standard deviation, it is clear that the students in their first test presented scattered results, giving a deviation of 2.39. However, after the intervention by the researcher, in the new results, the standard

deviation was decreased to 1.53, which mentions that the results of the students present an improvement trend and are not dispersed.

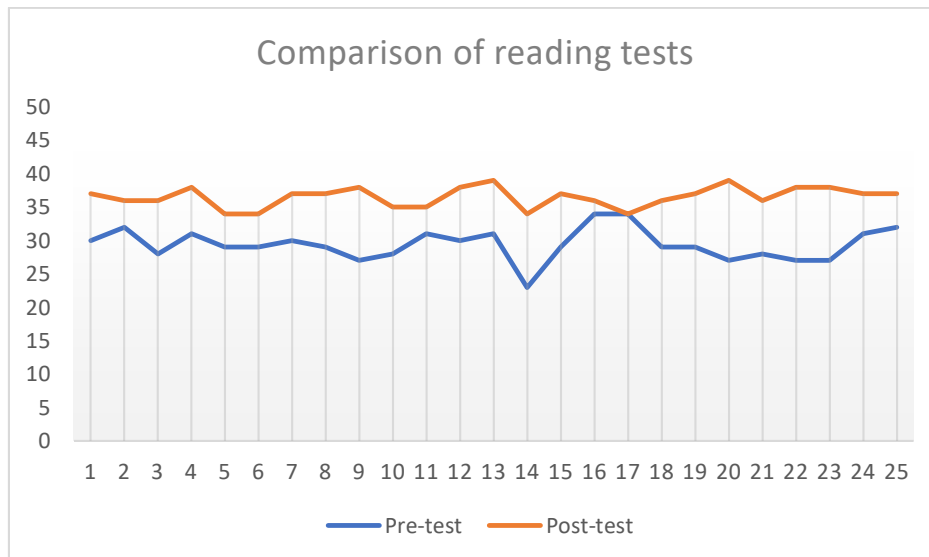
The average reading comprehension before and after the test can be better appreciated in the following Graph:



Graph 3 Average obtained in the reading tests  
Elaborated by: Ibarra, J. (2020)

Observing Word formation games' contribution to reading comprehension in the sample, it is necessary to review literature research that will explain the importance of the mastery of prefixes, suffixes, and root words in reading comprehension. In this way, Enesí (2017) mentions that prefixes and suffixes have a great weight in the inventory of English words that play a crucial role in the formation of new words.

However, in order to make such an approximation, aiming at the predictability of certain games in relation to word formation, further research and the creation of more instruments that poorly evaluate morphemes and their relation to reading comprehension is necessary (Xie & Zhang, 2019).



Graph 4 Comparison of reading tests  
Elaborated by: Ibarra, J. (2020)

In conclusion, after applying eight sessions to the students through word formation games and developed in the individual study programs, the participants improved their knowledge and developed a better understanding of the words, which directly influenced their vocabulary and meaning without having to use translators or dictionaries.

Therefore, the students obtained a better vocabulary to understand articles and readings. Prior to this instruction, learners had trouble comprehending basic readings and, as a result, often chose the incorrect question mark on tests. The Graph above shows the values of the pre-test in contrast to the post-test.

### Verification of hypotheses

In order to correlate the results obtained in the two tests applied in this study, a t-Test was carried out. It was used to make a comparative analysis based on two means which are the before and after the intervention with the students in the same group. In this way, statistical tools were resorted to that prove the development of a significant improvement between the previous tests and the subsequent tests used in this study, in addition to allowing the evaluation of the proposed hypothesis.

For this purpose, the study hypothesis is described below

**H1:** Word formation games improve reading skills.

**H0:** Word formation games does not improve reading skills

The results are shown in the following table

Table 7 Verification of hypotheses

	<b>Pre-test</b>	<b>Post-test</b>
<b>Mean</b>	29,40	36,52
<b>Variance</b>	5,75	2,343
<b>Degrees of freedom</b>		24
<b>Bilateral sig.</b>		0.001

Elaborated by: Ibarra, J. (2020)

Based on the results of table 7, it is remarkable that the values belonging to the average before and after the intervention is not the same, on the contrary this improvement and tends to increase. Furthermore, according to the value 0.001 is less than the alpha level of significance, which, according to the statistical literature, is 0.05. Consequently, the null hypothesis (Ho: Word formation games does not improve reading skills) is rejected, and the alternative (H1: Word formation games improve reading skills) is taken as valid and accepted.

## **Discussion**

The main aim of this study was to determine if the use of Word formation games in the classroom with students of the fifth level of CTT de los Andes influences or has a relation in the development of reading comprehension skills.

This research was carried out with CTT students, taking English as a foreign language at the fifth level in order to respond to the research problem that mentions whether the practice of word formation games in the classroom can help EFL Intermediate students to accurately understand English texts.

Although there are many strategies for acquiring vocabulary, knowledge of word formation can be difficult to understand or tedious to explain. However, with the help of didactic games, students can learn and better grasp how a word can be derived from new ones with different meanings.

In addition, it can be particularly important for vocabulary development, since as students encounter complex reading material, they recognize word formation games to know it meaning, thus discouraging the use of translators and dictionaries in the classroom.

## **Implications for Reading Comprehension**

On the part of the research and thanks to data collection, it was observed that the use of Word formation games is important in the development of reading comprehension of English learners as a foreign language. The results show that the average number of students on their first reading test is 29.4/50. After an intervention plan of 8 sessions with the students, the average grades increased to 36.52/50. If this grade range is analyzed, the students improved compared to the average obtained by them in the previous test.

Based on the intervention plan, it is highlighted that students have greater difficulties in understanding the meaning of words with derivative morphemes, when these are presented in the instance of the text, that is, to place the meaning of the words within the context, making it difficult to translate it into Spanish.

However, in the identification of vocabulary (lexical knowledge) the level of comprehension is raised to intermediate, that is, students know the meaning of words individually and not introduced in the instance of the text (Writ, 2017). Therefore, the results of this study show that motivate students with word formation games influences not only in understanding of individual words but also a general framework, which is applied in reading comprehension (Shaw, 2014).

The results agree with researches that mention that it is considered that the games when interacting with a text, impacts what he has to understand, of there that at empirical level have gained importance procedures that have been postulated with utility in the academic tasks of the student among which stand out: search of keywords (Moody, 2018).

### **Educational Implications**

The results of the present study indicate that knowledge of word formation games are important predictors of reading comprehension in young adults. Reading comprehension has been described as a complex variable mediated by diverse cognitive skills and processes (Fowler & Aple, 2015).

The cognitive perspective on it assumes that it is carried out by processing at different levels, from the most basic processes of grapheme perception and grapheme-phoneme decoding, word recognition and assignment of syntactic functions to the words that make up the sentence (Gage, 2018), to higher-level processes such as the integration of the meaning of the sentences that make up a text and the realization of inferences about implicit information.

Different skills and processes contribute to individual differences in reading comprehension; however, most research has focused on studying them in isolation (Snow, 2018). Thus, some studies have highlighted the relationship between reading comprehension.

According to existing literature, the use of Word formation games supports word formation games is an important component of reading comprehension for this population (Kirriemuir & Mcfarlane, 2007). This could have major consequences for English as a foreign language education programs, as it explicitly show that word formation games could improve, their vocabulary knowledge and, subsequently, their reading comprehension skills (Diaz, 2018).

The aforementioned studies, which have investigated the relationships of vocabulary and decoding skills, demonstrate the importance of these processes in reading comprehension, observing that in the early years the decoding of graphemes into phonemes is the best predictor of the level of comprehension (Zena & Sheila, 2017).

Finally, when analyzing the school and university curricula, students are expected to deploy comprehension strategies that allow them to face reading in a metacognitive way and reflect on the difficulties that arise when reading. This invites teachers to acquire knowledge associated with learning processes, in order to favor the implementation of effective strategies in the classroom.

### **Implications for Future Research**

Some limitations can be mentioned with respect to this study. One of them is the population investigated. All participants belonged to the same (intermediate) level, and no students from other levels, such as beginner or advanced students, were used.

In addition, these participants are students with limited exposure to L2, and the results cannot be used to illustrate how learners of similar proficiency levels can perform tasks in which they are required to code time and aspect in different learning environments.

These studies could use the same procedures used in this research and compare students in formal instructional contexts with students studying abroad where L2 is spoken, as well as compare the relationship between narrative modes, i.e., oral vs. written narratives and fidelity or adherence to the aspect hypothesis.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

The research was carried out with students from the CTT Language Center de los Andes belonging to the fifth level, however, their reading ability level was low. For that reason, the research focused on the application of word formation games in the classroom in order to help students in the production of the English language. The results mentioned that there is a close relationship and an important effect on the students' abilities to use some games that allowed the class to be more dynamic and motivating for the students.

There are many playful strategies to stimulate students in the production of English language. Word formation games have performed in the classroom. The experiment consisted of the application of 8 sessions with one game each, however, those that had the most impact on students were those that motivated students to move around the classroom, among them Scavenger Hunt, Papers on the wall, FCE style Gap Fill and Finding root words. Games where students practiced their studies in new ways and even used technological tools.

In the development of the experiment carried out on the students, the level of Reading was determined in the first instance through the application of a pre-test and a post-test. The results show that the average number of students in their first reading test was 29.4/50. Belonging this to a weak level. After an intervention plan of 8 sessions with the students, the grade average increased to 36.52/50, thus reaching a level above the regular band. If we analyze this range of grades, students improved in comparison with the average obtained by them in the previous test, thus determining a slight relationship of the use of word formation games in reading ability.

It was evident in the results that after the application of the experiment, the students presented improvements in the production of vocabulary, this being one of the sub skills of Reading. The results point out that the students enriched their vocabulary and, consequently, they can understand the word and its context without using translation tools such as a translator or a dictionary.

## **4.2 Recommendations**

The use of Word formation games helps students of English as a foreign language to make sense of unfamiliar words, in order to recognize new ways more clearly and possible meanings, and finally to use the appropriate word in each syntactic frame. In the FCE test, it is these aspects that must be mastered in order to obtain an adequate qualification for the level of English. It is suggested that English instructors to support students in achieving higher levels of reading skills and word acquisition.

There is a need to encourage the application of word formation games among students in order to motivate them to work in cooperation and collaboration. In addition, prepare in advance the materials necessary for the achievement of the tasks to generate classroom participation and assist learners in acquiring confidence in their reading skills and, consequently, in the achievement of a second language.

These games should be carefully adapted into any lesson plan. It is vital to consider how many activities can be added to a lesson and to place them appropriately at the presentation, practice or production stage. In addition, for future research it is necessary to use different statistical analyses and larger and more heterogeneous samples in order to have a broader vision, to be able to consider word formation games with the importance they deserve and to intervene with them, both preventively and when specific learning difficulties arise in the classroom.



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## ANNEXES

### Annex 1 Intervention plan

For this study, 8 sessions were necessary for the instruction and development of the activities presented. The time used was 1 hour per session. This time was the minimum time to teach, practice and evaluate each curriculum activity.

#### Session 1

Table 8 Session 1

<b>Unit 1:</b> Relationships <b>Theme:</b> Word building: nouns and phrasal verbs <b>Aim of the session:</b> To form adjectives from nouns with focus on the meaning of a word. <b>Resources:</b> Student's book Life 5, worksheets. <b>Duration:</b> 1 hour	
Phases	Activities
Preliminary activity	Invite the class to recognize the different parts of the speech in sentences
Activity	Request learners to categorize some of the words highlighted from the lecture into nouns, verbs, adjectives, and adverbs Explain to students that some words can be derivative of others by addition of suffixes and prefixes to the base or stem. Find the portion of the term which has a singular definition. Paint or emphasize the word Mark any applicable suffixes or prefixes and highlight them with a different color.
Game practice	Treasure Hunt: Each clue leads the player closer to the "treasure." The players are told, "When you find a clue, read it, and then return it to the exact spot in which you find it so that others may also see if they can find the 'treasure'"
Activity Practice	Students practice at home with worksheets.
Student's reaction	Students reflect on the usefulness of this procedure and start applying them in their reading tasks.

Elaborated by: Ibarra, J. (2020)

Adapted from Díaz (2018)

Lesson plan adapted from: (Harmer, 2000)

Classify the highlighted words into nouns, verbs, adjectives and adverbs.

He was **believed** to have been born on April 16, 1889. There is some doubt whether April 16 is **actually** his birthday, and it is possible he was not born in 1889. There is also **uncertainty** about his birthplace: London or Fontainebleau, France. There is no doubt, however, as to his parentage: he was **born** to Charles Chaplin, Sr. and Hannah Harriette Hill (aka Lily Harley on stage), both Music Hall **entertainers**. His parents **separated** soon after his birth, **leaving** him in the care of his **increasingly** unstable mother.

In 1896, Chaplin's mother was **unable** to find work; Charlie and his **older** half-brother Sydney Chaplin had to be left in the workhouse at Lambeth, **moving** after several weeks to Hanwell School for Orphans and Destitute **Children**. His father died an **alcoholic** when Charlie was 12, and his mother **suffered** a mental breakdown, and was **eventually** admitted **temporarily** to the Cane Hill Asylum at Coulsdon (near Croydon). She died in 1928 in the United States, two years after **coming** to the States to live with Chaplin, by then a **commercial** success.

Charlie first took to the stage when, **aged** five, he **performed** in Music Hall in 1894, **standing** in for his mother. As a child, he was confined to a bed for weeks due to a serious **illness**, and, at night, his mother would sit at the window and act out what was going on outside. In 1900, aged 11, his brother **helped** get him the role of a comic cat in the pantomime Cinderella at the London Hippodrome. In 1903 he appeared in 'Jim, A Romance of Cockayne', followed by his first regular job, as the newspaper boy Billy in Sherlock Holmes, a part he played into 1906. This was followed by Casey's 'Court Circus' variety show, and, the **following** year, he became a clown in Fred Karno's 'Fun Factory' slapstick comedy company.

According to **immigration** records, he arrived in the United States with the Karno troupe on October 2, 1912. In the Karno Company was Arthur Stanley Jefferson, who would later become known as Stan Laurel. Chaplin and Laurel shared a room in a **boarding** house. Stan Laurel returned to England but Chaplin **remained** in the United States. Chaplin's act was seen by film **producer** Mack Sennett, who hired him for his studio, the Keystone Film Company.

Taken from Charlie Chaplin's Early Life. Adapted from *Esl-lounge* (<https://www.esl-lounge.com/student/reading/3r9-charlie-chaplin.php>)



## Session 2

Table 9 Session 2

<p><b>Unit 1:</b> Relationships  <b>Theme:</b> Word building: nouns and phrasal verbs  <b>Aim of the session:</b> To identify nouns, articles, adjectives, adverbs and form new words.  <b>Resources:</b> Student's book Life 5, worksheets  <b>Duration:</b> 1 hour</p>	
Phases	Activities
Preliminary activity	Explain to students how to recognize grammatical and nongrammatical sentences.
Activity	<p>Explain to students that most English sentences follow the structure of S + V + C / S + V + O.</p> <p>Show students that the parts of speech follow different roles and different lexical categories:</p> <ol style="list-style-type: none"> <li>a. Nouns can be the subject of a sentence or the subject of a noun phrase (Direct Object, Indirect Object, Complement).</li> <li>b. Articles always modify nouns</li> <li>c. Adjectives always describe or qualify a noun.</li> <li>d. Adverbs always describe how an action is performed and can also modify an adjective.</li> <li>e. Two nouns, adjectives, etc., can be derived from the same base and have different meanings and uses.</li> </ol>
Game practice	Scavenger Hunt: This game each player is given a list of items to find. The first person to complete the list, or the person who collects the largest number of items "wins." The game can be played in the classroom, or can be assigned as an after-school activity. Students may work individually or in pairs
Activity Practice	<p>Students practice by analyzing sentences given in a handout.</p> <p>Students practice by identifying the part of speech the underlined word belongs to.</p>

Elaborated by: Ibarra, J. (2020)

Adapted from Díaz (2018)

Lesson plan adapted from: (Harmer, 2000)

Read the text below and choose the correct word for each space.

### Easter Island

Easter Island is a small triangle of rock situated in the Pacific Ocean. It is about 2,000 miles 1) \_\_\_\_\_ the nearest city. Easter Island is 2) \_\_\_\_\_ for its statues. Hundreds of these huge, stone faces can be 3) \_\_\_\_\_ all over the island. Who made them? How 4) \_\_\_\_\_ they move these giant pieces of rock? What happened 4) \_\_\_\_\_ the people who lived there? Studies show that people 5) \_\_\_\_\_ arrived on the island about 1600 years ago. They had a very advanced culture. They made many objects and they had their 6) \_\_\_\_\_ written language. However, the number of people on the island grew and grew 7) \_\_\_\_\_ it reached about 10,000 people. Soon there were too many people and there wasn't 8) \_\_\_\_\_ food to eat. A terrible war started and some of the statues were 9) \_\_\_\_\_. When western explorers 10) \_\_\_\_\_ the island on Easter Day in 1722, the huge rock statues were the only sign that a great society had once lived there. (Life, 2017).

- |                 |               |               |
|-----------------|---------------|---------------|
| 1. A. for       | b. from       | c. on         |
| 2. A. famous    | b. fame       | c. infamous   |
| 3. A. looking   | b. looked     | c. look       |
| 4. A. done      | d. do         | c. did        |
| 5. a. with      | b. without    | c. about      |
| 6. a. owner     | b. own        | c. owned      |
| 7. a. to        | b. until      | c. so         |
| 8. a. enough    | b. too        | c. many       |
| 9. a. break     | b. broken     | c. broke      |
| 10. a. discover | b. discovered | c. discoverer |

Easter island. Taken from *PET Reading, part 5*  
([https://www.examenglish.com/PET/pet\\_reading\\_part5.htm](https://www.examenglish.com/PET/pet_reading_part5.htm))

### Session 3

Table 10 Session 3

<p><b>Unit 3:</b> Science and technology</p> <p><b>Theme:</b> Word Production: Prefixes</p> <p><b>Aim of the session:</b> Practice deriving words from some keywords using prefixes games</p> <p><b>Resources:</b> Student's book Life 5, worksheets</p> <p><b>Duration:</b> 1 hours</p>	
Phases	Activities
Preliminary activity	Ask students if they know how to derive words from a given word.
Activity	<p>Advise learners that some words can be derived using certain prefixes and that by doing so, they change the part of speech to which they belong.</p> <p>Discuss with students that not all prefixes can be used with all words to make a derivation.</p> <p>In addition, explain to students that some prefixes are used to change nouns into pleasant adjectives.</p> <p>Furthermore, tell students that even words are related, they have different functions in a sentence</p>
Game practice	<p>Circle brainstorm: Students are in small groups and sit in circles. The object is to go around the circle with each person saying an affixed word which connects to the one before it. Every time a word is added it should be written on the paper so it can be checked later by the teacher</p> <p>The group will be awarded a point for each correct word. The game can be played in different ways determined by the way each word connects to the one before it. The simplest way is to have the students brainstorm all the words they know with the same affix.</p>
Activity Practice	<p>Participants work on word derivation by adding prefixes to some words given on a worksheet.</p> <p>The students will be given a set of vocabulary cards and suffixes to work on as a group and then practice the derivation.</p> <p>Learners have to categorize the derived words into different categories; nouns, verbs, adjectives, adverbs, etc.</p>
Student's reaction	Students consider the value of this method and start to practice it in their reading assignments.

Elaborated by: Ibarra, J. (2020)

Adapted from Díaz (2018)

Lesson plan adapted from: (Harmer, 2000)

Read a passage from *A Princess of Mars* by Edgar Rice Burroughs. First, skim the passage to see if you can find affixes and then read the passage to see if you guessed the right meaning. The following is a reading strategy to try if you come across a word that you don't know:

1. Read the rest of the words in the sentence.
2. Look for any parts of the word you recognize such as the prefix or suffix.
3. Divide the stem into chunks that you can pronounce to see if the word sounds familiar and ask yourself if the word makes sense with the rest of the sentence.

(1) I am a very old man; how old I do not know. (2) Possibly I am a hundred, possibly more; but I cannot tell because I have never aged as other men, nor do I remember any childhood. (3) So far as I can recollect I have always been a man, a man of about thirty. (4) I appear today as I did forty years and more ago, and yet I feel that I cannot go on living forever; that someday I shall die the real death from which there is no resurrection. (5) I do not know why I should fear death, I who have died twice and am still alive; but yet I have the same horror of it as you who have never died, and it is because of this terror of death, I believe, that I am so convinced of my mortality.

Now that you know what affixes are present in the passage, check your understanding of the words. Keep the context of the paragraph in mind. Respond to each question below by checking the correct box. The first question contains a hint to help get you started. You may use a dictionary to find the meaning of the prefix or suffix if it is unfamiliar.

Adapted from Edgar Rice Burroughs, *A Princess of Mars*  
(<https://www.goodreads.com/quotes/703430-i-am-a-very-old-man-how-old-i-do>)

## Session 4

Table 11 Session 4

<p><b>Unit 3:</b> Science and technology</p> <p><b>Theme:</b> Word building: Compound nouns</p> <p><b>Aim of the session:</b> To provide students with clear word selections to give full sense to a text or article.</p> <p><b>Resources:</b> Student’s book Life 5, worksheets , resources taken sample papers of the reading part of the FCE exam, and extra worksheets prepared for accomplishing the objective of this class.</p> <p><b>Duration:</b> 1 hour</p>	
Phases	Activities
Preliminary activity	Have students choose the appropriate word from a group of words to make a text syntactically correct.
Activity	<p>Discuss with students how the development of derivative morphology skills can lead to the extraction of meaning from written texts.</p> <p>Let the students know that one way to choose a word correctly is as follows:</p> <ol style="list-style-type: none"> <li>a. Recognize which part of the speech is the word provided.</li> <li>b. Identify the prior word submitted before the space</li> <li>c. Next, instruct students that if the previous word is an article, then they need a noun, and so on.</li> <li>d. Attempt to fill in the blanks with all the provided words and check to see if the statement has any meaning.</li> <li>e. Select the one that best fits the sentence.</li> </ol>
<b>Game Practice</b>	<p>Finding root words:</p> <p>Students play a game on internet, it’s a great tool for language learners and instructors. Simply type in the affix with an asterisk in the WORD(S) box to get the words with that affix.</p> <p><a href="https://www.funbrain.com/games/rooting-out-words">https://www.funbrain.com/games/rooting-out-words</a></p>
Activity Practice	<p>The students quietly read short sentences in which one word is missing and they then select the appropriate word to make up the sentence from a list of four to five choices in groups. They read a passage with one word remaining and then provide the right word orally in groups from a list of four or five words.</p> <p>They compare their answers as a group with the teacher.</p>
Student’s reaction	Participants appreciate the value of this method and start to practice it in their reading assignments.

Elaborated by: Ibarra, J. (2020)

Adapted from Díaz (2018)

Lesson plan adapted from: (Harmer, 2000)

## The first year of life

A newborn baby can see, hear and feel. By the age of five, a child can talk, ride a bike and

1) \_\_\_\_\_ imaginary friends. How does this development happen? We don't understand the way language, thinking and planning develop very well. Now 2) \_\_\_\_\_ are using new technology to 'see' into children's brains. And they are discovering new information about the way a baby's brain develops.

A study in 2010 showed that the 3) \_\_\_\_\_ a child has in their first few years affect the development of the brain. It showed that children who received more attention often had higher IQs. The brain of a newborn baby has nearly a hundred billion neurons. This is the same number as an adult's brain. As they grow, a baby receives 4) \_\_\_\_\_ through the senses of sight, hearing, smell, taste and touch. This information creates connections between different parts of the brain. At the age of three, there are a hundred trillion connections.

One experiment looked at images of babies' brains while they were listening to different sounds. The sounds were in different sequences. For example, one sequence was mu-ba-ba. This is the pattern 'A-B-B'. Another sequence was mu-ba-ge. This is the pattern 'A-B-C'. The images showed that the part of the brain 5) \_\_\_\_\_ for speech was more active during 'A-B-B' patterns. This shows that babies can tell the difference between different patterns. This experiment is 6) \_\_\_\_\_

because sequences of words are important to grammar and meaning. Compare two sentences with the same words in a different order: 'John killed the bear' is very different from 'The bear killed John.' So babies are starting to learn grammatical rules from the beginning of life.

7) \_\_\_\_\_ also know that babies need to hear a lot of language in order to understand 8) \_\_\_\_\_ rules. But there is a big difference between listening to television, audio books or the internet, and interacting with people. One study compared two groups of nine-month-old American babies. One group watched videos of Mandarin Chinese sounds. In the other group, people spoke the same sounds to the babies. The test results showed that the second group could recognize different sounds, however the first group learned nothing. The scientist, Patricia Kuhl, said this result was very 9) \_\_\_\_\_. It suggests that social experience is 10) \_\_\_\_\_ to successful brain development in babies. (Life, 2017).

- |                   |                   |                |
|-------------------|-------------------|----------------|
| 1. A. invention   | b. inventory      | c. invent      |
| 2. A. scientists  | b. scientific     | c. science     |
| 3. A. experiment  | b. experiences    | c. expertize   |
| 4. A. informant   | b. inform         | c. information |
| 5. A. responsible | b. responsibility | c. response    |
| 6. A. interest    | b. interesting    | c. interested  |
| 7. A. research    | b. researching    | c. researchers |
| 8. A. grammar     | b. grammarian     | c. grammatical |
| 9. A. surprise    | b. surprising     | c. surprised   |
| 10. A. essence    | b. essentially    | d. essential   |

Adapted from The first year of life. *National Geographic learning*.  
<https://www.ngliffe.com/first-year-life-0>

## Session 5

Table 12 Session 5

<p><b>Unit 4:</b> Art and creativity</p> <p><b>Theme:</b> Affixes with Opposite Meanings</p> <p><b>Aim of the session:</b> To help students to distinguish the differences among the word formation process.</p> <p><b>Resources:</b> Student's book Life 5, worksheets</p> <p><b>Duration:</b> 1 hour</p>	
Phases	Activities
Preliminary activity	Ask students to choose one of the cards and guess what is on the other side
Activity	<p>If you are correct, you can do the same with another card. If you have done both correctly, you can choose to continue or stop there. You can do the same until you have guessed six in a row correctly until you give up or until you make a mistake.</p> <p>However, if you make a mistake you lose all the cards from that round, so it is some durations best to stop well before you reach the maximum of six cards. For example, if you have done four cards correctly and stop there you get four points, but if you try one more card you could get five points or you might get zero if you get the fifth one wrong. You can't stop at one card but must do at least two each Duration. Cards you won in previous rounds are safe, i.e. you can only lose the points from this turn if you make a mistake</p>
Game practice	<p>Play until all the cards are gone or your teacher stops the game, then test each other on the language in pairs by:</p> <ul style="list-style-type: none"> <li>- Reading out one side of the card and seeing if your partner can say the other side</li> <li>- Reading out the end of the word without any prefix and seeing if your partner can add both prefixes (or any other pair of possible prefixes for that word)</li> <li>- Reading out both prefixes and seeing if your partner can put both in front of a suitable word (the one on the cards or any other correct word)</li> <li>- Reading out one prefix and seeing if your partner can say a word with that and the opposite</li> <li>- of that word</li> </ul>
Student's reaction	Students consider the value of this method and start to practice it in their reading assignments.

Elaborated by: Ibarra, J. (2020)

Adapted from FCE Exam (2018)

Lesson plan adapted from: (Harmer, 2000)



Read the following passage from *Great Expectations* by Charles Dickens. In this section of the novel, young Pip has been sent away from his home to Miss Havisham, a grim old woman in town. He has spent the night at the home of his Uncle Pumblechook where they are having breakfast.

- Underline prefixes you find
- Circle suffixes you find
- Write the root words



1) Mr. Pumblechook and I breakfasted at eight o'clock in the parlour behind the shop, while the shopman took his mug of tea and hunch of bread-and-butter on a sack of peas in the front premises. (2) I considered Mr. Pumblechook wretched company. (3) Besides being possessed by my sister's idea that a mortifying and penitential character ought to be imparted to my diet - besides giving me as much crumb as possible in combination with as little butter, and putting such a quantity of warm water into my milk that it would have been more candid to have left the milk out altogether - his conversation consisted of nothing but arithmetic. (4) On my politely bidding him Good morning, he said, pompously, "Seven times nine, boy?" (5) And how should I be able to answer, dodged in that way, in a strange place, on an empty stomach! (6) I was hungry, but before I had swallowed a morsel, he began a running sum that lasted all through the breakfast. (7) "Seven?" (8) "And four?" (9) "And eight?" (10) "And six?" (11) "And two?" (12) "And ten?" (13) And so on. (14) And after each figure was disposed of, it was as much as I could do to get a bite or a sup, before the next came; while he sat at his ease guessing nothing, and eating bacon and hot roll, in (if I may be allowed the expression) a gorging and gomandising manner.

Adapted from *Great expectations*. *SAT Reading Practice Test 54*  
<http://www.cracksat.net/sat/reading/test-54.html>

## Session 6

Table 13 Session 6

<p><b>Unit 4:</b> Word building: Suffixes</p> <p><b>Theme:</b> Inflectional Suffixes Travel and vacations</p> <p><b>Aim of the session:</b> To discuss travel and vacation issues by using adjectives in (-ing, -ed)</p> <p><b>Resources:</b> Student's book Life 5, worksheets</p> <p><b>Duration:</b> 1 hour</p>	
Phases	Activities
Preliminary activity	Ask students to make a brainstorm about feelings when they travel. Then, invite students to come up at the front and talk about it.
<b>Activity</b>	Choose one of the words below that you think you can make many true statements about in its present form and/ or different parts of speech. Make those statements one by one, stopping whenever you are not sure if you can do so accurately anymore. You will get one point for each correct statement, but will lose all the points from that round if you say anything wrong and play will pass to the next person or team. If something you say is debatable, you won't get a point for that thing but you can continue with other statements.
<b>Game practice</b>	Connect Four Word Formation: It is a great game for students studying for Cambridge exams such as FCE, CAE and CPE. In this activity, students look at the root of a word and have to turn the word into a noun, verb, adjective or adverb. The first team selects a word from the board and they must change the word into the correct form (e.g a noun if students are practicing noun formation.) The next team then takes their turn. The first team to connect four (horizontally, vertically or diagonally) are the winners
Student's reaction	Students consider the value of this method and start to practice it in their reading assignments.

Elaborated by: Ibarra, J. (2020)

Adapted from FCE Exam (2018)

Lesson plan adapted from: (Harmer, 2000)

The following passage is from the story titled "The Adventure of the Speckled Band" in *The Adventures of Sherlock Holmes* and is told from the point of view of Watson. Read the passage carefully and look for affixes. When you find them, decide if the affix changes the meaning of the word.

(1) *On glancing over my notes of the seventy odd cases in which I have during the last eight years studied the methods of my friend Sherlock Holmes, I find many tragic, some comic, a large number merely strange, but none commonplace; for, working as he did rather for the love of his art than for the acquirement of wealth, he refused to associate himself with any investigation which did not tend towards the unusual, and even the fantastic. Of all these varied cases, however, I cannot recall any which presented more singular features than that which was associated with the well-known Surrey family of the Roylotts of Stoke Moran. The events in question occurred in the early days of my association with Holmes, when we were sharing rooms as bachelors in Baker Street. It is possible that I might have placed them upon record before, but a promise of secrecy was made at the time, from which I have only been freed during the last month by the untimely death of the lady to whom the pledge was given. It is perhaps as well that the facts should now come to light, for I have reasons to know that there are widespread rumours as to the death of Dr. Grimes by Roylott which tend to make the matter even more terrible than the* *truth.*

(2) *It was early in April in the year '83 that I woke one morning to find Sherlock Holmes standing, fully dressed, by the side of my bed. He was a late riser, as a rule, and as the clock on the mantelpiece showed me that it was only a quarter-past seven, I blinked up at him in some surprise, and perhaps just a little resentment, for I was myself regular in my habits.*

(3) *"Very sorry to knock you up, Watson," said he, "but it's the common lot this morning. Mrs. Hudson has been knocked up, she retorted upon me, and I on you."*

(4) *"What is it, then—a fire?"*

(5) *"No; a client. It seems that a young lady has arrived in a considerable state of excitement, who insists upon seeing me. She is waiting now in the sitting-room. Now, when young ladies wander about the metropolis at this hour of the morning, and knock sleepy people up out of their beds, I presume that it is something very pressing which they have to communicate. Should it prove to be an interesting case, you would, I am sure, wish to follow it from the outset. I thought, at any rate, that I should call you and give you the chance."*

(6) *"My dear fellow, I would not miss it for anything."*

(7) *I had no keener pleasure than in following Holmes in his professional investigations, and in admiring the rapid deductions, as swift as intuitions, and yet always founded on a logical basis with which he unravelled the problems which were submitted to him. I rapidly threw on my clothes and was ready in a few minutes to accompany my friend down to the sitting-room. A lady dressed in black and heavily veiled, who had been sitting in the window, rose as we entered.*

Answer the following questions using your knowledge of affixes and the context of the selection.

In the first paragraph, the word untimely means?

On time

At a later time

Sudden

In the first paragraph, the word recall means?

Able to forget

To put away

Remember

In the first paragraph, the word unusual means?

Not normal

Normal

Strict

In the fifth paragraph, the word considerable means?

Process of pain

Able to be significant

Belief or Idea

In the last paragraph, the word deduction means?

The act of understanding something

Unable to find a missing object

The act of forgetting something

In the first paragraph, the word acquirement means? Use the context of the paragraph to help you figure it out

To receive

To give

To follow up with

Adapted from Adventure viii. the adventure of the speckled band. *Sir Arthur Conan Doyle*  
(<http://www.literaturepage.com/read/adventuresofsherlockholmes-175.html>)

## Session 7

Table 14 Session 7

<p><b>Unit 5:</b> Development</p> <p><b>Theme:</b> Derivational Suffixes Professions</p> <p><b>Aim of the session:</b> To identify the suffixes (-or, -er, -ment, -ion ) to make nouns about professions</p> <p><b>Resources:</b> Student’s book Life 5, worksheets</p> <p><b>Duration:</b> 1 hour</p>	
Phases	Activities
Preliminary activity	Teacher presents the lesson by inviting students to read the words presented.
Activity	<p>Cut up the worksheet into cards, but make sure that each card has at least two boxes (e.g. “in-” and “un-” on one card) so that students can put them back together without having to know all the words. With weaker classes you might want to have at least some cards with three, four or even five boxes. It is best if the left-hand column and right-hand column are cut in different places.</p> <p>If students find putting the table back into order difficult:</p> <ul style="list-style-type: none"> <li>- Tell them that it should make two nice rectangles</li> <li>- Give them some key answers</li> <li>- Ask them to think about if there any patterns</li> <li>- Tell them not to touch the cards while you read out all the answers or let them look at the worksheet, then let them try again</li> </ul>
Game practice	<p>FCE-style Gap Fill: This activity is based on a section of the Cambridge FCE and CAE exams where the students are given a gapped text and root words which have to be changed by adding suffixes or prefixes in order to properly fit in the gap.</p> <p>The strategy students should use for this is to read the text first and consider, using the context, which part of speech goes in each gap. Teachers can train them to look for context clues like a gap after an article (likely indicating a noun), a gap before a noun (likely an adjective), etc.</p>
Student’s reaction	Students consider the value of this method and start to practice it in their reading assignments.

Elaborated by: Ibarra, J. (2020)

Adapted from FCE Exam (2018)

Lesson plan adapted from: (Harmer, 2000)

For questions 1- 8, read the text below and decide which answer (A, B, C or D) best fits each gap.

### The Story of Gold

The story of gold is an adventure involving kings, queens, pirates, explorers, conquerors, and the native peoples they conquered. Throughout history, gold has woven a magic spell over those it touched. Gold is beautiful and rare; a soft shiny metal that can be moulded into many (1) ... . It has been used for money, jewellery, and to decorate special buildings such (2) ... palaces and places of worship. (3) ... the precious metal was discovered, prospectors rushed to mine it, starting new cities and countries as they went. Gold and the people who love it have helped shape the world we live (4) ... today. Gold is one of many elements, or substances that cannot be changed by normal chemical means, that are found in the Earth's crust. Gold has a warm, sunny colour and (5) ... it does not react (6) ... air, water, and most chemicals, its shine never fades. In its natural (7) ... , gold is soft and easily shaped. When heated to 1,062 Celsius it melts and can be poured into moulds to form coins, gold bars, and other objects. Stories have been told, movies (8) ... and legends born about the discovery of the world's great gold deposits. It is a saga of dreams, greed, ambition and exploration.

1. A) formats	B) outlines	C) shapes	D) lines
2. A) as	B) like	C) many	D) to
3. A) Whoever	B) However	C) Forever	D) Wherever
4. A) at	B) in	C) for	D) on
5. A) yet	B) despite	C) because	D) so
6. A) with	B) in	C) of	D) at
7. A) estate	B) stage	C) state	D) position
8. A) done	B) made	C) composed	D) built

Adapted from Luxemburg. *FCE Use of English part 3*. <https://englishexamhelp.com/use-of-english-part-3-a/>

## Session 8

Table 15 Session 8

<p><b>Unit 5:</b> Development</p> <p><b>Theme:</b> Derivational Suffixes, adverb + adjective</p> <p><b>Aim of the session:</b> To identify the suffixes (-able, -ible, -y, -ly) to form adjectives and adverbs</p> <p><b>Resources:</b> Student's book Life 5, worksheets</p> <p><b>Duration:</b> 1 hour</p>	
Phases	Activities
Preliminary activity	Teacher reads the table about adjectives and adverbs formation and asks students to analyze the rules. Teacher makes sure students comprehend the function of these suffixes and along with their meaning (able, -ible, -y, -ly).
Activity	<p>There are two different ways of playing this game:</p> <ul style="list-style-type: none"> <li>- Give out one column of prefixes for students to brainstorm opposites and example words for, then give out those cards for them to match</li> <li>- Give out the column of words for them to brainstorm prefixes for, then give out the prefixes cards for them to match to the words.</li> </ul> <p>In both cases, the worksheet should be cut into columns. The column which you first give out should be left as it is and the other columns should be cut up, but so that there are at least two or three cards together. Don't cut any of the columns into cards with just one cell/ box/ word. With weaker groups you might want to make bigger cards with four or more cells left together. As much as possible, make the cuts at different places in the different columns, perhaps by making cards of a range of different sizes.</p>
Game practice	<p>Give out the first column and ask students to brainstorm suitable prefixes and/ or words to match it, then give out the other cards for them to put together, like a kind of jigsaw puzzle. You might want to point out that "-" doesn't necessarily mean that the word needs a hyphen.</p> <p>If students get stuck, teacher could:</p> <ul style="list-style-type: none"> <li>- Tell them that each pair of prefixes has one in italics and one not in italics</li> <li>- Tell them one of the missing columns</li> <li>- Let them look at the answer key (without touching the jigsaw) and then try again once they have turned the answer key over</li> </ul>
Student's reaction	Students reflect on the usefulness of this Activity and evaluate themselves focusing on the difficulties they might encounter.

Elaborated by: Ibarra, J. (2020)

Adapted from FCE Exam (2018)

Lesson plan adapted from: (Harmer, 2000)

## Transsexual Frogs

*Tyrone Hayes stands out in the overwhelmingly white field of biology, and his skin color isn't the half of it. To use his own idiom, Hayes is several standard (1) deviations from the norm. At the University of California at Berkeley, he glides around his lab wearing nylon shorts and rubber flip-flops, with a gold hoop in one ear and his beard braided into two impish points. . . . He drives a truck littered with detritus, human, amphibian, and reptilian. . . .*

*Hayes, 35, is a professor at Berkeley, where his research centers on frogs. Frogs make convenient study subjects for anyone interested in how hormones affect physical development. Their (2) transformation from egg to tadpole to adult is rapid, and it's visible to the naked eye. With their permeable skin, frogs are especially vulnerable to environmental factors such as solar radiation or (3) herbicides. That vulnerability has lately garnered Hayes more attention than his appearance ever has. . . .*

*The controversy began five years ago, when a company called Syngenta asked Hayes to run safety tests on its product atrazine. Syngenta is the world's largest agribusiness company, with \$6.3 billion in sales of crop-related chemicals and other products in 2001 alone. Atrazine is the most widely used weed killer in the United States. To test its safety, Hayes put trace amounts of the compound in the water tanks in which he raised African clawed frogs. When the frogs were fully grown, they appeared normal. But when Hayes looked closer, he found problems. Some male frogs had developed multiple sex organs, and some had both ovaries and testes. There were also males with shrunken larynxes, a crippling handicap for a frog intent on mating. The atrazine apparently created hermaphrodites at a concentration one-thirtieth the safe level set by the Environmental Protection Agency for drinking water. . . .*

*To find out if frogs in the wild showed hermaphroditism, Hayes (4) dissected juveniles from numerous sites. To see if frogs were vulnerable as adults, and if the effects were (5) reversible, he exposed them to atrazine at different stages of their development.*

*Hayes published his first set of findings last April, in the Proceedings of the National Academy of Sciences. He published the second set in October, in Nature. The two studies showed equally dramatic results: 40 percent of male frogs were feminized; 80 percent had diminished larynxes. Wild frogs collected from areas with atrazine showed the same number of (6) abnormalities. Could the chemical also affect humans? The beginning of an answer may be emerging. Workers at a Louisiana plant where atrazine is manufactured are now suing their employer, saying they were nine times as likely to get prostate cancer as the average Louisianan.*



Use your knowledge of word parts and context clues to determine the meaning of the numbered words in the Discover article

Locate each word in the passage and select the correct meaning.

**Deviation**

1. Departure from the accepted norms
2. Movement toward the accepted norms

**Transformation**

1. Stabilization or staying the same
2. Major change or modification

**Herbicide**

- Chemical that encourages the growth of plants
- Chemical that kills plants

**Dissected**

1. Separated
2. Unified

**Reversible**

1. Permanent
2. Able to be changed

**Abnormalities**

1. Exceptional or unusual characteristics
2. Ordinary or usual characteristics

Adapted from Transsexual Frogs. *Discover* by Elizabeth Royte and Catherine Ledner. (<https://www.discovermagazine.com/planet-earth/transsexual-frogs?searchterm=20%20things>)

### Appendix 3 Pre-test

You are going to read an extract from a novel. For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

The bus was crowded with tourists, most of whom, like us, were unfamiliar with local customs and probably unsure of which stop to get off at. It was the middle of summer, and we were already hot and tired, even though it was still morning. The bus had no air conditioning and, as there weren't any free seats, we'd been standing for at least twenty minutes as the rusty old vehicle made its way along the winding, bumpy roads. It was an effort for us to keep our balance and not fall down or bump into other passengers as the bus went round sharp bends or swerved to avoid the numerous holes in the road.

Because there were so many people around us, it was difficult to see out of the windows, so we weren't quite sure where we were. Thinking, after the bus had crossed a bridge, that we had reached the ancient site that we wanted to visit, we pressed the button by the door to let the driver know that we wanted to get off at the next stop. When the bus stopped and the doors opened, however, we realised that the site was still a long way off, and so we stayed on board. No one got off the bus. The doors closed and the bus set off again. Just before the next stop, another passenger must have pressed the button, because, on reaching the stop, the bus once more came to a noisy halt and the doors opened with a loud rattle. However, once again, no one got off. We had been too busy chatting to see who it was who had pressed the button and, unaware of our predicament, we continued our conversation. However, after a few moments, we realised that the bus hadn't set off again. Sensing that something was wrong, all the passengers turned and looked in the direction of the driver.

To our horror, the enormous bus driver had got out of his seat, obviously with some effort, since he was bright red, and was heading straight towards us with a face like thunder. He stopped a few metres from us and started shouting at the top of his deep, booming voice. His voice matched his expression perfectly. Perhaps fortunately, we didn't speak the language, so we understood nothing of what he was yelling. We realised that he was angry with us because the button had been pressed twice, forcing him to stop the bus for no reason since nobody had got off.

'Sorry, sorry,' I said, trying to sound as apologetic as possible, and with a pained expression on my face.

'We're really sorry,' my friend added, 'but we only did it once. It wasn't us the second time. It must have been someone else. We weren't sure where to get off, you see and ...'

Her voice gradually trailed off as she saw the blank look on the bus driver's face. There was obviously no reason to continue. He looked even angrier than before – if that was possible. Still fuming, he turned round and got back into his seat. The bus set off again. We thought it wise to move away from the door so that we wouldn't be blamed if someone pressed the button a third time. We were pretty sure that if it happened again, we would be physically thrown off the bus – at best!

Eventually, we arrived at our destination, not a moment too soon, we felt, and we got off the bus with a great sense of relief. As the vehicle moved off, we could just make out, through the cloud of dust that it left behind, a group of boys who were standing at the rear window. They were looking at us and laughing. We wondered if we had been the victims of a practical joke.

'Oh, well, let's just hope we don't get on the same bus on the way back!' my friend remarked as we headed for the wonders of the ancient ruins which were still some way ahead of us.

## Part 1

- 1 What do we know to be true about the passengers on the bus?**
- A Some of them hadn't had to pay for their seats.
  - B They were all tourists.
  - C They kept on bumping into each other.
  - D Not all of them knew the route they were on.
- 2 Why weren't the writer and her friend sure about exactly where they were?**
- A The windows of the bus were dirty.
  - B It was dark outside.
  - C They had never been to the area before.
  - D The bus was crowded.
- 3 What 'predicament' is referred to in line 17?**
- A They didn't have bus tickets.
  - B They were on the wrong bus.
  - C They didn't know where to get off the bus.
  - D The bus driver was angry with them.
- 4 Why does the writer say, 'fortunately, we couldn't speak the language'?**
- A They didn't have to explain to the bus driver what had happened.
  - B They didn't need to speak to the driver, and they couldn't have, anyway.
  - C They didn't want to know what the bus driver was saying.
  - D The other passengers couldn't understand what they had been saying.
- 5 Why did the writer's friend's voice gradually trail off?**
- A The bus driver looked even angrier than before.
  - B She expected the writer to say something.
  - C The bus driver realised what had happened.
  - D She realised the bus driver didn't understand English.
- 6 How did the writer and her friend make sure that they didn't make the driver even angrier?**
- A They kept their distance from the door.
  - B They got off the bus.
  - C They went to the rear of the bus.
  - D They spoke to him.
- 7 Why does the writer say 'at best' in line 37?**
- A Getting thrown off the bus was the worst-case scenario.
  - B The driver might do something worse than throwing them off the bus.
  - C The bus driver would be justified in throwing them off the bus.
  - D Someone else might get into trouble this time.
- 8 What 'practical joke' did the boys probably play on the writer and her friend?**
- A They made sure that the writer and her friend got covered in dust.
  - B They pressed the button the second time, knowing that the writer would get the blame.
  - C They arranged for the writer and her friend to get off the bus a long way from the ancient site.
  - D They made sure that the writer and her friend wouldn't find anywhere to sit on the bus.

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

0 A lover      B friend      C sympathiser      D fan

Example:

0	A	B	C	D
	—	—	—	—

### CANINE CLEANLINESS

Fiona MacGregor had always been a dog (0) \_\_\_\_\_, but she had never actually (1) \_\_\_\_\_ any thought to seeking work that was related to this passion. (2) \_\_\_\_\_, after leaving school, she had studied economics and business at university, and then worked for a large company. After about fifteen years, (3) \_\_\_\_\_, she, along with thousands of others in (4) \_\_\_\_\_ jobs, suddenly found herself out of (5) \_\_\_\_\_ when there was a downturn in the economy.

Finding it impossible to get any work, Fiona (6) \_\_\_\_\_ that her only option was to (7) \_\_\_\_\_ her own business, and (8) \_\_\_\_\_ could be better than doing a job she loved? Of course, her first task was to (9) \_\_\_\_\_ out a market survey in the town where she lived in order to find out how much (10) \_\_\_\_\_ there was for the kind of service she was planning to offer.

The results were quite promising, so, with a small loan, she got herself a little van which she (11) \_\_\_\_\_ with a large plastic bath. She soon had a long list of customers whom she visits to wash their dogs. As a result, Fiona is now both (12) \_\_\_\_\_ money and having fun!

- |                |               |                |               |
|----------------|---------------|----------------|---------------|
| 1 A spent      | B acquired    | C made         | D given       |
| 2 A Logically  | B Therefore   | C Nevertheless | D Seemingly   |
| 3 A however    | B although    | C despite      | D considering |
| 4 A same       | B equal       | C alike        | D similar     |
| 5 A occupation | B position    | C work         | D job         |
| 6 A noticed    | B realised    | C accounted    | D finalised   |
| 7 A stand for  | B make out    | C set up       | D make up     |
| 8 A which      | B what        | C whichever    | D whatever    |
| 9 A carry      | B send        | C work         | D sort        |
| 10 A want      | B requirement | C request      | D demand      |
| 11 A organised | B supplied    | C equipped     | D arranged    |
| 12 A finding   | B making      | C gathering    | D gaining     |

For questions 13–24, read the text below and think of the word that best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS**.

Example:

0	WHO
---	-----

### The Brothers Churchill

Winston Churchill, (0) **wbe** was prime minister of the UK from May 1940 to July 1945, famously led Britain to victory in the Second World War (WWII), and has (13) \_\_\_\_\_ called the *greatest* Briton ever. (14) \_\_\_\_\_ is not so well known, however, is the quiet, yet important role played (15) \_\_\_\_\_ his younger brother, Jack. Indeed, one author even wrote (16) \_\_\_\_\_ Winston was an only child.

Although Winston, following (17) \_\_\_\_\_ his father's footsteps, was involved in politics for most of his life, Jack was not. Nevertheless, in other respects, (18) \_\_\_\_\_ lives were very similar. They both fought in South Africa during the Boer War in 1900, where they showed extreme bravery. They both also fought (19) \_\_\_\_\_ their country during the First World War (WWI). Noted for his great organisational skills, Winston was in charge (20) \_\_\_\_\_ the Royal Navy at the start of both world wars. Jack, on the other hand, served in the army throughout WWI.

During WWII, in addition (21) \_\_\_\_\_ his regular job, Jack also worked on a daily basis (22) \_\_\_\_\_ Winston's private secretary, in (23) \_\_\_\_\_ of having serious health problems himself. Although he has been largely ignored by the history books, Jack's valuable skills and companionship must (24) \_\_\_\_\_ helped his brother, and therefore the country, considerably during this extremely difficult period.

## Appendix 4 Post test

### Part 1

You are going to read a magazine article about a young mother whose house was burgled. (2 points for each question).

For questions 1 – 7, choose the correct answer A, B, C or D.

**L**isa Tyler was weary after a long, hard day at the pottery factory where she works. But as she approached her home in the English city of Stoke-on-Trent, her heart lightened.; soon she would be having a nice cup of tea, putting her feet up and watching *Friends*, her favourite TV series. But first, she needed to change out of her work clothes and pick up her three-year-old son from his grandmother's house nearby.

As Lisa walked up her garden path, she noticed a light flashing on and off in an upstairs bedroom. A shiver went down her back. What if it was a burglar? Quietly, she crept round to the back of the house to see if there was any sign of a break-in. Sure enough, a window was open and someone's coat was hanging on the gatepost!

Well, 28-year-old Lisa didn't fancy coming face to face with a burglar, so she ran to a neighbour's house and rang the police. But as she sat waiting for the police to arrive, Lisa's curiosity got the better of her and she decided to go back and see what was going on. That's when she saw a leg coming out of the downstairs front window. It was a man climbing out. Lisa gasped in shock. The burglar was carrying her portable television!

At this point, Lisa saw red. She didn't have many possessions and she'd saved long and hard to buy that set. Besides, nobody was going to stop her watching *Friends*.

'Oh, no you don't,' she muttered under her breath, as the fury swelled inside her. Without even stopping to think, she tore across the garden and started shouting at the burglar. 'Give me my TV - drop it now!' she screamed.

Ignoring her, the man fled across the garden. So Lisa threw herself at him and successfully rugby-tackled him to the ground. The burglar struggled to escape, but Lisa hung on like the best kind of guard dog despite being punched and kicked. As she looked up, she realised that she recognised the burglar's face. She was so surprised that she lost her grip and burglar got away, leaving the TV behind in the garden.

By the time the police and her father arrived, Lisa was in tears. 'I can't believe you were so foolish, Lisa,' scolded her father. 'You could have been killed.'

'I know, but at least he didn't get my TV,' she replied.

Lisa later remembered the name of the burglar, who had been in the same year as her at school. He was later caught and jailed for 15 months after admitting burglary and assault. In May last year, Lisa was given a Certificate of Appreciation by Staffordshire Police, for her 'outstanding courage and public action'. But in the future she intends to leave household security to a new member of her family, Chan, who is real guard dog.

1. How was Lisa feeling as she walked home from work?
  - A tired
  - B anxious
  - C depressed
  - D relieved
  
2. What does 'pick up' mean in line 5 ?
  - A contact
  - B visit
  - C collect
  - D check
  
3. What first led Lisa to think there was a burglar in her house?
  - A Something had been broken.
  - B Something had been left outside.
  - C Something was in the wrong place.
  - D Something was moving inside.
  
4. Why didn't Lisa wait in her neighbor's until the police arrived?
  - A She was worried about losing her television.
  - B She wanted to know what was happening.
  - C She noticed something from her neighbor's window.
  - D She realised that the burglar was leaving.
  
5. What does 'Lisa saw red' (line 15) mean?
  - A She got impatient.
  - B She felt frightened.
  - C She got angry.
  - D She felt brave.
  
6. What happened when Lisa shouted at the burglar?
  - A He tried to explain why he was there.
  - B He fell over as he ran towards her.
  - C He pretended not to have heard her.
  - D He dropped the TV and attacked her.
  
7. What did Lisa's father do when he arrived?
  - A He told her off.
  - B He comforted her.
  - C He praised her.
  - D He argued with her.

### Questions 1-10

Read the text below and decide which answer A, B, C or D best fits each space. There is an example given at the beginning (0). (1 point for each question)

### *The Price of Fame*

Charlotte Church looks like a (0) ..... teenager, but she is far from average. She has an amazing voice. Her fans stand in (1) ..... for hours to get tickets for her concerts and she is often on television. Charlotte's singing (2) ..... began when she performed on a TV show at the age of 11. The head of a record company was so impressed by her voice that he (3) ..... her up on the spot. Her first album rose to number one in the charts.

Charlotte still attends school in her home town when she can. (4) ..... , she is often away on tour for weeks at a time. She doesn't miss out on lessons, though, because she takes her own tutor with her! She (5) ..... three hours every morning with him. Her exam results in all the (6) ..... she studies are impressive.

But how does she (7) ..... with this unusual way of life? She (8) ..... that she has the same friends as before. That may be true, but she can no longer go into town with them because everybody stops her in the street to ask for her (9) ..... . It seems that, like most stars, she must learn to (10) ..... these restrictions and the lack of privacy. It's the price of fame!

0. A normal	B usual	C ordinary	D natural
1. A rows	B queues	C ranks	D files
2. A profession	B job	C labour	D career
3. A signed	B wrote	C made	D picked
4. A Although	B While	C For	D However
5. A takes	B utilises	C spends	D uses
6. A titles	B materials	C subjects	D lessons
7. A cope	B adjust	C bear	D tolerate
8. A denies	B refuses	C insists	D complains
9. A signature	B autograph	C sign	D writing
10. A look down on	B make do with	C put up with	D run out of



**Part 4**    **Word Formation**

For questions 31 – 40 read the text below. Use the word given in capitals at the end of each line to form a word that fits in the same line. There is an example at the beginning (0).  
(1 point for each question).

<b>A    MEMO FROM THE MANAGING DIRECTOR</b>	
I have to bring a matter to your (0) <i>attention</i>	<b>ATTEND</b>
Unfortunately we have received a lot of (31) .....	<b>COMPLAIN</b>
from customers about late (32) ..... of parcels.	<b>DELIVER</b>
I have come to the (33) ..... that the new system	<b>CONCLUDE</b>
we introduced last month is a complete (34) .....	<b>FAIL</b>
This seems to be due to a (35) ..... of factors,	<b>COMBINE</b>
but one of the most important ones is that some (36) .....	<b>EMPLOY</b>
are not very responsible. The union (37) ..... say it's	<b>REPRESENT</b>
not the workers but the (38) ..... who are at fault.	<b>MANAGE</b>
What is clear is that we have to improve (39) .....	<b>COMMUNICATE</b>
within the company. Nowadays there's a lot of (40) .....	<b>COMPETE</b>
in the messenger service industry and we can't afford to be less than the best.	