



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

Facultad de Lenguas

**An adapted Mexican Lotería to learn and practice vocabulary related to the hospital, symptoms, and medications in a Spanish as a Foreign Language class, level A1: game proposal**

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**“An adapted Mexican Lotería to learn and practice vocabulary related to the hospital, symptoms, and medications in a Spanish as a Foreign Language class, level A1: game proposal”**

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## **DEDICATION**

To my loving parents, beloved sisters, and daughter.

## **ACKNOWLEDGEMENTS**

To my loved ones, whom I carry in my heart.

To my advisor for sharing her knowledge with me, for her invaluable guidance, support, and confidence in this project.

## **ABSTRACT**

Spanish is the mother tongue of more than 500 million people around the world, and the number of students who want to learn it as a foreign language, increases day by day. However, when learning it. It has been difficult to achieve it in an effective and attractive way. The purpose of this study is to develop and implement an adapted Mexican Loteria game, in order to encourage and facilitate the learning and practice of vocabulary related to the hospital, symptoms and some medications in the Spanish as a foreign language class in level A1 within the Common Framework of References for Languages (CEFR).

The qualitative research methodology was implemented in order to develop this study. To obtain the findings of this research, a survey was designed and used as the research instrument. It is important to mention that this research became a case study due to COVID-19. It made it impossible to gather a group of participants to apply the material proposal in a classroom of Spanish as a Foreign Language (SFL), thus it was applied virtually to an American participant. According to the results obtained, playing the adapted Mexican lottery game was fun, encouraged, motivated, and made it easier for the participant to learn vocabulary related to the hospital, symptoms, and medications, level A1. Finally, we must not forget that our mission as foreign language teachers in the process of learning is to be facilitators. This research should lead us to seek or develop different ways and materials that motivate students and facilitate the process itself. Designing and developing new materials or adapting existing ones, to be used in the foreign language classroom, can have the result that the teaching-learning process is fun, pleasant, motivating and, perhaps, easy.

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## **Chapter I**

### **Introduction**

According to Instituto Cervantes (2018), Spanish is the second mother tongue in the world by number of speakers, after Mandarin Chinese. This means that around 480 million people speak it and it is equivalent to 7.6% of the whole world's population. At the same time, the group of potential Spanish users in the world exceeds 577 million. Currently, more than 21 million students study Spanish as a foreign language (SFL) which, in fact, is in the third place in the list of the most studied languages. Even though, learning any language can be a very difficult goal for some people, learning Spanish as a Foreign Language (SFL) cannot only be a challenge for learners but for teachers as well since they have to look for tools that facilitate this teaching-learning process. Within the school context, the more motivation means the more attention and effort shown from any student in their scholar development (Nakata 2013). Therefore, at this point the teacher's role is to give tasks with a specific purpose and a utility (Díaz-Barriga & Hernández-Rojas, 2010), or even better, teachers can include the use of games as tasks to help students learn something such as how to use verbs, vocabulary or articles. Consequently, using games as a teaching resource can work as a source of motivation to teach and learn SFL.

According to Lorente and Pizarro (2012), a game is an “ideal material to develop communicative activities, oral and written expression, reading and listening comprehension” (para. 11). Thus, a game becomes an effective learning instrument more than a simple task in the classroom. For this reason, this research focuses on improving an already existing

Mexican game in order to practice some vocabulary related to the hospital, some symptoms, and medication in SFL. Additionally, it aims to be an easy and attractive game for SFL students. In order to present this material proposal, this first chapter is presenting the justification and the significance of this research. Later, a brief description of this study context is established. To finish, the aims of this research and the research questions are stated as well.

## **1. 1 Justification**

Usually, learning a foreign language represents a challenge for both students and teachers. Therefore, this challenge leads teachers to look for strategies and activities that help while motivating students to learn SFL and to facilitate their learning process. Díaz-Barriga & Hernández-Rojas (2010) state that “the role of the teacher in the field of motivation... is to give meaning to the tasks, providing them with a specific purpose” (p 57). Thus, the student will find a practical utility in them, whether in the personal or social sphere. For example, games can be an important tool to do it.

The first justification to develop this material proposal is that, regardless of age, the use of games and attractive material should be an easy way for students to learn a foreign language. Particularly, games are an universal activity, a communication tool, and combining games with information applicable to real situations could result in an unforgettable learning experience. Secondly, Spanish is the second most spoken language around the world and every day, the number of people who study it, increases. Therefore, by implementing a

Mexican Lotería game based on new vocabulary, students and professors of SFL will have another perception about the use of games in class. Meanwhile this would be another option to learn or practice vocabulary related to some symptoms and medications in Spanish.

## **1.2 Importance of the study**

In order to present the importance to develop this research, it is necessary to remark two main points that guide this one. Firstly, Spanish is spoken in practically the entire American Continent. Without a doubt, it is one of the most important languages in the world. Currently, it is the mother tongue of more than 500 million people and every day the demand of students who want to learn it as a foreign language increases (Instituto Cervantes, 2018). Therefore, learning SFL is something that should start being naturalized just as it happened with English language.

Secondly, playing is a natural human behavior (Dalton, 2019). Besides, according to several authors (Nevado, Labrador, Morote, & Tornero, 2008 in Lorente & Pizarro, 2012), it is a good ally to develop the teaching-learning process of a language. Thus, using games to practice vocabulary would be such a useful and interesting teaching and learning material both for teachers and students. Therefore, this research is important because it will provide a playful material to reinforce or practice useful vocabulary related to the hospital, some symptoms, and medication in SFL.

### **1.3 Context**

This research was developed through an online class in the Zoom Application. Since the purpose of this study is to use a Lotería to learn and practice specific vocabulary, some boards and the research instrument were previously sent by mail to the city of Louisville, in the state of Kentucky where the participant lives, in order to play the Lotería game. At the same time, PowerPoint presentations were prepared both to teach the class and to project the cards; in this way, it was possible to play the Lotería. Consequently, this material proposal, class and research instrument were applied online (See appendixes A, B and C). Specifically, the participant took the session and worked with the material in the privacy of his house. After the material application, the research instrument was sent and it was answered, and later, scanned and sent to this researcher by email.

### **1.4 Aims**

-To develop and implement a Mexican Lotería game in order to learn and practice vocabulary related to the hospital, some symptoms, and medications in Spanish as a Foreign Language (SFL), level A1.

-To identify SFL students' perception of using a board game (Lotería) in order to learn and practice useful vocabulary related to the hospital, some symptoms, and medication in SFL.

-To evidence if the use of the Lotería game with vocabulary related to the hospital, some symptoms, and medication in SFL, encourages or facilitates the learning process of Spanish as a Foreign Language in foreigners, according to the participants' perceptions.

## **1.5 Research Questions**

The following research questions are related to the participants' perceptions:

- To what extent does the participant of this study believe that this material proposal is useful to learn or practice useful vocabulary related to the hospital, some symptoms, and medication in Spanish as a Foreign Language?
- To what extent does this board game proposal encourage and facilitate the learning process of SFL students in A1 level?

## **1.6 Conclusion**

As previously mentioned, this chapter presented a summary of this research. It aimed to present briefly this study importance for students and teachers of SFL. Therefore, an adaptation of the traditional Mexican Lotería game will be developed in this material proposal; thus SFL students can learn and practice useful vocabulary related to the hospital, some symptoms, and medication in Spanish. Finally, the following chapter of this thesis is presenting the literature review related to this study.

## **Chapter II**

### **Literature Review**

#### **2.0 Introduction**

One of the main concerns of teachers when teaching foreign languages, in general, is to find the most appropriate teaching method, thus students learn the language and its use (Martín, 2009). Particularly, this research focuses not on a specific teaching methodology but something more important that teachers use in a language class, the material. “The learning of foreign languages, like all human learning, is based on some stimuli and responses, in addition to a series of complex variables that every professional must take into account” (Sánchez, 2010, p. 60). This is to say that throughout the history of teaching foreign languages, a big number of methods have appeared to improve and solve both educational and learning problems (Sánchez, 2010). Therefore, choosing which teaching method will be most appropriate for your lesson is an entirely situational experience. The same happens with the material that teachers use to reinforce or teach something, in this case Spanish as a Foreign Language (SFL).

Knowing your students, classroom culture, and your teaching mission can ensure that all students, no matter their learning styles, benefit themselves from a diverse and meaningful classroom experience (Teach Elementary, 2020). Regardless of the learning style of students in a particular classroom, (Teach Elementary, 2020), teaching materials promote a meaningful and fun learning experience. In fact, it is part of the educational mission of the foreign language teacher to implement the correct material to teach any foreign language. In

other words, the researcher of this study believes that no matter the teaching method or learning styles, didactic materials must be implemented in the classroom to facilitate learning a foreign language, in this case Spanish as a Foreign Language (SFL).

In this chapter of the thesis, the literature review, which is supporting this research, is presented. At first, it presented the importance of the Spanish language around the world. This section presents how fast this importance is growing up by not only native language speakers but for foreign language students, too (El Universal, November 28, 2018). Secondly, teaching material is another main topic in this literature review since this increase in the importance of Spanish as a foreign language, forces us to look towards its teaching from its base, considering vocabulary as a starting point for the design and development of teaching materials. Although information regarding the methodology and use of suitable teaching materials for teaching vocabulary in Spanish as a foreign language is limited, we can always take as a reference the Common European Framework (CEFR) and the curriculum of the Instituto Cervantes (PCIC) as consultation guides (Rodríguez, 2012). Finally, the third main topic of this literature is based on games. Flores (2009 as cited by Montero, 2017) defines didactic games as “a participatory technique aimed at developing in students the correct management and behavior methods, thus stimulating discipline with an adequate level of decision and self-determination” (p. 38). To be more specific, this study proposes an adapted version of the Mexican Lotería. Mexican Lotería is a board game that can be used as didactic material in the classroom of Spanish as a foreign language (SFL). It is very funny to play and according to Universidad Católica del Norte (UCN), at the same time, it "reinforces language and verbal expression" in people of any age. (UCN, 2012, para. 7).

## 2.1 Spanish Language in the world

Spanish language has an important place and impact in the world. According to Instituto Cervantes:

A total of 580 million people speak Spanish in the world, 7.6% of the world's population. Of these, 483 million - three million more than a year ago - are native Spanish speakers, which makes Spanish the second mother tongue in the world by number of speakers. Furthermore, it is studied by almost 22 million people in 110 countries. Spanish is the third most used language on the internet, where it has great growth potential. (Instituto Cervantes, 2019, para. 5)

In other words, Spanish language is becoming increasingly important worldwide. Not only as a mother tongue, but as a language that is already used and will continue to be in very different and important fields internationally talking. Llorente, (2020), tells us in her publication for BBC News, Mundo that Spanish language has an important place and impact in the world because according to Instituto Cervantes:

Spanish is the second mother tongue in the world by number of speakers, after Mandarin Chinese. This means that almost 483 million people have Spanish as their first language. In turn, the group of potential users of Spanish (a figure that includes native speakers, those who use it as a second language and those who learn it) exceeds 580 million, that is, 7.6% of the world's population. (para. 1-3)

Spanish language disputes with French and Chinese the second place among the most studied languages in the world. According to the Cervantes Institute, after English language, Spanish is perceived as “the most important language for the future in the United Kingdom (as cited in El Universal, November 28th, 2018). Meanwhile, regarding the Internet language, Spanish language is the third most used language (after English and Chinese). Besides, Spanish is the second most written language on websites such as Wikipedia, Facebook and Twitter (El Universal, November 28th, 2018). By the month of July 2019, the Europapress news website and quoting the Cervantes Institute, published the following: “The United States will be the second Spanish-speaking country in the world, after Mexico, in the year 2060, when almost one in three Americans will be Hispanic” (Europapress, 2019, para. 2).

### **2.1.1 Teaching SFL Vocabulary**

In the process of teaching a foreign language, teaching vocabulary may seem like an easy task without many complications. In fact, it seems that the teacher does not take too much time when designing material to teach vocabulary (Jiménez-Berrio, 2012); nevertheless, it is important to keep in mind some basic concepts to choose the vocabulary and the material to teach it accurately.

The Royal Academy of the Spanish Language, in its electronic version (RAE, 2019), defines the word *lexicon* as "relative or belonging to the lexicon (vocabulary of a language or region)" (para. 2). At this point, both concepts seem to be confusing. In order to make it clearer, “in the didactics of the language, the vocabulary and lexical terms are often used as equivalents” (Santos Palmou, 2017, p.28). However, to be more specific, *lexicon* turns out to

be a part of a system of words that make up a language. Meanwhile, vocabulary is a characteristic of each individual, each person, and turns out to be the set of words known and used daily by him or her (Santos Palmou, 2017).

In the PCIC (Plan Curricular del Instituto Cervantes), the lexicon is included within the functional components, and it is clearly distinguished from grammatical content, while in the CEFR (Common European Framework), grammatical elements are included within the lexical competence. (Rodríguez, 2012, p8).

This means that for the Common European Framework of Reference (CEFR) teaching vocabulary is implicit in the learning process of a language, while for the Curriculum Plan of the Cervantes Institute (PCIC, by its acronym in Spanish), the process of learning vocabulary occupies a special section during the learning process of a foreign language. Here is where this study takes importance due to it focuses on learning vocabulary as a very important part of the learning process of Spanish as a Foreign Language (SFL). As a matter of fact, learning or teaching a word implies knowing not only its meaning but also its form and its use as a concept (Rodríguez, 2012). In fact, the same author suggests that repetition is necessary in the learning process. However, there is no specific number of times in this regard. In addition, other factors are involved such as the difficulty of content, motivation and the ability of each student to memorize vocabulary (Rodríguez, 2012).

According to (Rodríguez, 2012), SFL teachers need to design material to teach vocabulary by considering different requirements. Thus, a couple of the suggestions that might help as compulsory consultation guides are the Common European Framework

(CEFR) and the curriculum of the Cervantes Institute (PCIC). In this way, “a determining factor in the success of acquisition of the lexicon is the use of various learning activities and strategies that facilitate their development” (Rodríguez, 2012, p 20). Particularly, there exist few material proposals related to Spanish as a Foreign Language lexicon. Therefore, as previously mentioned, repetition, practice in an appropriate learning environment and appropriate SFL materials are of vital importance to learn and produce any foreign language, not only SFL (Rodríguez, 2012). Rodríguez (2012, p.15), “proposes a classification of the different types of activities aimed at the learning of the lexicon”. For this study, the researcher mentions only some of them:

- Image-word correspondence to teach new vocabulary, using cards and different types of exercises to practice it.
- Pre-task activities with brainstorming and a recognition phase to revise vocabulary or introduce a new one.
- Activities to categorize words according to their function (grammatical or semantic) using mind maps or completing charts.
- Composition exercises using nouns, adjectives and verbs.
- Associative relations of synonyms / antonyms / polysemy.
- Activities based on identifying word placement in a text and / or discovering wrong placements.
- Recognizing equivalent idiomatic expressions in L1.
- Filling in the blank activities with adjectives, nouns, verbs or adverbs.
- Short story activities

- Dictionary search.
- Recreational activities with board games such as riddles, crosswords, word searches, bingo, traditional lottery.
- Role play activities.
- True/false exercises, multiple choice, match, complete sentences or dialogues with a particular vocabulary.
- Test activities.
- Interviews.
- Surveys (adapted from Rodriguez, 2012, p.5)

At the end of the day, no matter the didactic way you use to apply your vocabulary material, the learning process must be promoted in the student through cyclic exposure to it (Vidiella, 2012). Particularly, in this research teaching some vocabulary related to the hospital, symptoms and medications in SFL will imply the use of an adapted Mexican Lotería in order to practice it. This way, students are not exposed to it only to practice not just the words, but their meanings, pronunciation, and spelling, too.

## **2.2 Language Teaching Materials**

“Most people associate the term ‘language-learning materials’ with course-books because that has been their main experience of using materials.” (Tomlinson, 2011, p 2). However, according to the author of this research, within the teaching of a Foreign Language field, it can be said that any didactic material or technique that supports or fulfills the Foreign

Language class' purpose could be considered as teaching material to teach any Foreign Language. "In other words, they can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language." (Tomlinson, 2011, p2).

According to Tomlinson (2011), teaching materials support students in their learning process not only because of their content. Therefore, materials help SFL students during the learning process to make it easier and more relaxed. Moreover, any foreign language teacher who has been in front of a class for years or little time can conclude that it is very helpful and important to make students aware about the relevance and usefulness of language learning. To exemplify, teaching materials used in the process of teaching and learning a language have the main purpose of increasing students' knowledge and experience by using them. Additionally, they might be an attractive way to learn a language.

When using teaching materials the "perception of relevance and utility can also be achieved by relating teaching points to interesting and challenging classroom tasks, and by presenting them in ways which could facilitate the achievement of the task outcomes desired by the learners" (Tomlinson, 2011, p. 11). This is to say that materials can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken and written texts they include. Therefore, Tomlinson (2011) believes that teaching materials can also stimulate exposure to authentic input through the activities they suggest. The use of various materials, whether authentic or not, provide an excellent opportunity for learning and practicing a language, since it is not only learned from such material itself. An example of this may be the instructions used before an activity, a game or a specific exercise. Tomlinson (2011) argues that:

Material developers should take account of what researchers have told us about language acquisition...and that they should pay more attention to what teachers and learners believe about the best ways to learn a language and to what they want from the materials they use. (p. 23)

In easier words, it is important to highlight that even though teaching materials are useful not only for students but for teachers as well, there seems not to be enough material to teach Spanish as a Foreign Language (SFL). Herrera, Morales, and Martín (2019) claim that:

It is important to mention that most of the teaching materials for teaching Spanish as a foreign language is produced in Spain. Although progress has been made in other countries (especially in Argentina, Mexico, and the United States), the texts elaborated in these countries are limited to national borders and do not sufficiently capture the diversity of Spanish in America. (p.103)

Regarding the aforementioned, it turns out that within the Spanish as a Foreign Language field, it is important to design materials that adapt to the context of the country where this teaching-learning process occurs. This is the reason for this researcher to develop a proposal material based on the Mexican vocabulary and context. Therefore, this material will be more useful to teach Spanish from Latin America rather than material from Spain. To sum up, not only designing materials just to design is important but also it is significant to design them by considering the context where they will be used.

### 2.2.1 Types of Teaching Materials

There are two types of teaching materials, authentic materials and non-authentic materials. On the one hand, Nunan (as cited in Alijani et al, 2004) defines authentic materials as “materials which are produced for purposes other than to teach languages” (p. 152). Supporting, Heitler (2005), claims that authentic materials are “any text written by native English speakers for native English speakers” (p. 5). In other words, authentic materials are a type of information, spoken or written language that SFL teachers can gather from daily life use. Usually, this type of material is not only for academic or educational purposes; in fact, some examples of this type of material could include books, tales, songs, television or radio programs, documentary programs, blogs, podcasts, game boards, among others that are made for their use in different contexts, by people sharing an specific language no matter the country but only the language they speak.

The researcher of this study believes that this type of material can be applied not only for native English speakers, but for all the speakers in all languages. Although the term *authentic* could be an easy term to understand, when we talk about “authentic materials” in the field of teaching foreign languages, we face some different definitions or ideas about it from different authors (UK Essays, May 5, 2017, para. 1) such as Nunan and Heitler who are cited above. Additionally, according to Mishan (2017), “from a pedagogical slant, authenticity is therefore not a factor of the input itself, but of the task; what we do with the input, the activity performed and the learner’s involved with it” (p.13). This means that it does not matter the material by itself but the way teachers apply it and the way learners make it their own and apprehend it, in order to get useful knowledge. In this sense, “an

authentic task is usually considered to be one in which the learners perform a real life task which its meaning is focused, has a communicative purpose and aims to achieve intended effects” (Manley and Tomlinson, 2017, p. 3). Thus, using authentic material like a Mexican Lotería game, adapted to learn hospital-related vocabulary, symptoms and medications, can be a good strategy both for teachers to apply it on one hand, and for students to learn and incorporate the vocabulary into their lexicon, in order to use it in a real life situation.

At the end, from this researcher’s point of view, authentic materials in SFL are those materials used for native speakers in their daily life situations. Later, SFL professors take them to teach in their language classes in order to familiarize students with *real life* in a Spanish speaking country. According to California Adult Literacy Professional Development (CALPRO) (2007), there exists two types of authentic materials: print and auditory. While print materials could be different items such as books “magazines, newspapers, food labels, utility bills, coupons, traffic tickets, greeting cards, television guides” (CALPRO, 2007, para 3), in the auditory category, there are phone messages, podcasts, E-books, movies, videos and television programs (Calpro, 2007). Nevertheless, in this globalized world, SFL teachers can find a wide diversity of materials on the Internet by just clicking. At the end, “authentic materials are chosen as an alternative for the learning development and it is expected that used means and resources favor the development of the communicative skills in the students” (Díaz et al., 2016, p. 236).

On the other hand, non-authentic materials are defined by Alijani et al. (2014) as the ones “made by nonnative speakers and usually are simplified forms of authentic materials” (Alijani et al., 2014, p. 152). It can be said that non-authentic materials could be books or

texts specifically produced or focused on teaching a foreign language, and sometimes they take some elements from the authentic ones (Alijani et al., 2014) but in an easier and understandable way for students. The researcher of this study believes that material taken from classic textbooks and workbooks, colloquial text analysis, storytelling, classic readings, videos, YouTube sites, twitter and even the use of modern applications installed on cell phones, and board games could be both authentic and non-authentic materials. Their classification mainly depends on how the SFL teacher decides to use them in class. In fact, any material in foreign language teaching field must promote the communicative process. Currently, communicative teaching methodologies are the most demanded and used when teaching any foreign or second language. Therefore, the development and use of authentic and non-authentic materials that promote SFL is very convenient to increase the amount of SFL speakers. Canales (2010) tells us that:

Imagine, then, a near future in which the presence of Spanish in schools and institutes around the world will have multiplied significantly. It will be necessary to have an important offer of teaching materials from which to choose those that best suit the age and profile of the students, their training needs, the socio-cultural reality, the educational situation and the official curricular guidelines. (p.72)

This means that SFL teachers have a great opportunity to explore, develop and create as much material as creativity allows them and implement it within the SFL classroom. All this, to cover the needs in the teaching of SFL, knowing that Spanish has been positioned as the most spoken language in the world. An important aspect to take into account in the design of materials is the different learning styles: visual, auditory, kinesthetic, analytical, experiential,

global, dependent or independent. (Tomlinson, 2011) However, regardless of the students' learning style, the use of games as teaching material is a great tool and board games are attractive and used around the world. This is why the researcher of this study decided to propose some teaching material based on a board game.

### **2.3 Games**

As teachers of Spanish as a Foreign Language (SFL), we must always look for the best strategies and materials to use in the classroom. In this sense, the teaching of vocabulary, as already mentioned, is essential if we consider it as the starting point for learning and using any foreign language. The use of games for teaching and learning vocabulary, phrases, instructions, and language in SFL classrooms becomes important and promotes cyclic exposure to it, thus, the acquisition is facilitated (Vidiella, 2012).

Pérez (2018) states that “the use of games in the foreign language classroom allows the experiential communicative approach to be incorporated, interrelating the contents of the language with the interests and experience of the students”. (p. 389). Then, the use of games in the foreign language classroom, allows the experiential communicative approach, to be brought to the classroom, interrelating the contents of the language with the interests and experience of the students. Additionally, Flores (2009 as cited in Montero, 2017), defines didactic games as “a participatory technique aimed at developing in students the correct management and behavior methods, thus stimulating discipline with an adequate level of decision and self-determination” (p. 77). From the aforementioned by these authors, we can conclude that the use of games within the classroom, in this case, in the Spanish classroom

for foreigners, fulfills a function that goes beyond that merely academic one. It can be said that, within the game process, by stimulating behaviors that must be followed as part of the rules of a given game, it is also possible to stimulate in the student the ability to make decisions aimed at a specific objective. This, turns out to be an integral characteristic of human development, desired and expected in any educational process.

According to Merriam Webster Dictionary (2020), “gamification is the process of adding games or game-like elements to something (such a task) so as to encourage participation” (para 1.). Capponeto, Earp, and Ott (2014) argue that “gamification techniques are being adopted to support learning in a variety of educational contexts and subject areas, but also to address transversal attitudes and behaviours such as collaboration, creativity, and self-guided study” (Capponeto et al.,2014, p. 55). It is a resource through which teachers seek to increase student motivation and promote their involvement, placing them at the center of the learning process. Additionally, during the English classes, games represent a very valuable and almost essential resource, especially within the “communicative approach in which a real context is presented and a need to use the specific language and vocabulary with a recreational educational purpose” (Andreu and García, 2000, p. 122). “Thus, the games provide a real communication opportunity, since they allow students to focus on the content and not on the form” (Pérez, 2018, p. 389). In other words, we can say that these authors support the use of games within the foreign language classroom. No matter the age, the game promotes student learning and participation. This is accomplished through motivation. To conclude, a game involves the student and immerses him or her in the use of the game language. Besides achieving a game learning they can learn, practice and use a series of useful

expressions from a foreign language such as Spanish in a real context. The following section of this literature review, talks about the type of game that is used in this research, a version of a board game named “Loteria Mexicana”.

### **2.3.1 Board Games**

Board games are games that are played on a table or on a flat surface as support, and usually do not involve physical activity (guíasprácticas.com, 2017). Although this is not always true, according to Universidad Católica del Norte (UCN, 2012) “sometimes a punishment or reward may require moving from one place to another” when playing board games (para.2). Besides, UCN (2012) refers that the first thing to know to play and enjoy a board game will be that the participants know the rules of the game. While another important point to take into account (but not a decisive one) is the age of the participants at which the game is aimed. In order to play board games, boards, chips, dice, beakers, or even pencil and paper are usually used. In this way, a very simple classification of this type of games could be the following one (UCN, 2012):

Board games are classified by categories, such as:

- Dice games: requires the use of dice or its equivalent, such as parks, ladder games, ludo, parchis, senet, monopoly.
- Chip sets: marked chips are used such as dominoes, mahjong.
- Card games: here we find the card games, the French deck, magic.

- Role-playing games: these are games in which the role of another person is played. The participant is put in specific situations that allow him or her to pass tests until he or she reaches a certain goal.
- Board games: they are played on a board such as chess, checkers, Chinese checkers, Bingo, and Traditional Mexican lotería. (UCN, 2012, para 5)

Conversely to the games already described, games like "the hanged man" and "the cat" are so simple and fun that only pencil and paper are needed to play them. In turn, dominoes is perhaps the best known board game that uses chips and, together with poker and Monopoly, are in the category of strategy games (guiaspracticass.com 2017). Particularly, the Loteria and Bingo are games in which neither the skill nor the strategy influences the result. That is because they are completely games of chance. However, it is very fun to play them and besides that they "reinforce language and verbal expression" in people of any age" (UCN, 2012, para. 7).

In fact, it can be said that board games have more than one function, since they are not only to entertain people of all ages but they also help the mind stay active and alert, strengthening the ability to think. In addition, with board games, children learn not only to follow instructions, but also to develop their ability to understand rules, while encouraging their creativity (UCN, 2012).

### **2.3.2 Mexican Loteria**

“The Mexican Loteria is a traditional game that dates back to the times of the Revolution in

Mexico”. (Matehuala.net, n.d. para. 2). It is a game of chance that is still played at fairs, carnivals, festivals and family gatherings. It is similar to the Bingo but it uses images instead of numbers (Matehuala.net, n.d.). It can be played by people of almost any age since it is enough just to recognize the images. According to history, the Mexican Loteria has its origins in the European continent, in Italy by the year 1400. From there, it was taken to New Spain around 1769 where only rich and powerful people could play it (Matehuala.net, n.d.). During the period of the struggle for independence, this game became popular among military troops and became the favorite game of soldiers who, in turn, made it famous among the civilian population. Subsequently, the traveling fairs were in charge of taking them to the villages, where people could get some money when they won (Matehuala.net, n.d.). Concluding, “the traditional Mexican Loteria consists of a deck of 54 cards, each one of them with a traditional image of the Mexican Lotería (Matehuala.net, n.d. para7)”. A character called “gritón” will read those cards aloud” (Matehuala.net, n.d.). In addition, it contains boards, each board contains 16 random images from the traditional images of the Mexican Loteria cards and all of those contain “regional variations” (zonezero.com, n.d., para. 10) related to Mexico. In order to play this board game, Matehuala.net (n.d.) claims that these are the rules for playing the Mexican Lotería correctly:

1. Each player chooses a table.
2. The game begins when the “gritón” chooses a random card and says it aloud.
3. If the card appears on the table of the player, it must be marked with a chip, a small stone, a bean or a lid.

4. The player who first completes the 16 figures of the table, will be the winner of the game
5. When a player completes the 16 cards, he or she must shout the word “LOTERÍA” so that the rest of the players know who the winner is. (para. 13)

As the reader can see, there are 5 main rules to play Mexican Loteria appropriately. To conclude, this chapter was presenting literature review which helped the reader to reflect on the importance of Spanish as a Foreign Language (SFL) worldwide. Besides, the significance of using games as authentic materials in the process of teaching a foreign language, particularly SFL and the different types of games that can be used to teach SFL. Finally, information related to the Mexican Loteria such as its characteristics, elements, rules and how to play it were presented in order to understand part of the material proposal that this study is focused on. The following chapter of this thesis is presenting the research methodology that is used to develop this research.

## **Chapter III**

### **Research Methodology**

#### **3.0 Introduction**

This chapter describes the research methodology used in this investigation. First, a description of the methodology is presented to specify which of the approaches and methodologies fit this research necessity. Then, the context of the research is mentioned followed by the participants; both were very important to carry out the investigation. Finally, the instruments used to achieve our purpose and the description of the procedures are presented.

#### **3.1 Methodology**

In this case, the qualitative research approach is the method to obtain the findings of our research. According to Olabuénaga (2012), the qualitative approach is a “first level resource to get closer to reality” (p. 20). In this way, some qualitative techniques allow this researcher to develop an in-depth investigation within the chosen context. The qualitative data obtained need a verification that is usually rigorous and precise when this approach is used (Olabuénaga, 2012). For this reason, this researcher chose the qualitative approach because it is the one that best suits the characteristics of this study.

First of all, this study became a case study because the COVID-19 pandemic did not allow this researcher to work with a group of foreign participants who were originally considered to apply this material proposal. Therefore, only one participant was able to

participate in an online mode. Regarding the above, we find that, according to Simons (2011), a case study can be defined as “a study of the singular, the particular, the exclusive” (p. 19). At the same time, Simons (2011) affirms that: “the case can be a person, a classroom, an institution, a program, a policy, a system” (p. 21). This same author (2017) adds that “the case study is a comprehensive investigation from multiple perspectives of the complexity and uniqueness of a certain project, policy, institution, program or system in a real context” (p. 42). Thus, this type of study allows a comprehensive understanding of a specific topic; for example: a thesis or a political program (Simons, 2017). Simons, highlights the classification of Skate who stated that a case study can be classified as follows:

Intrinsic, when the case is studied for its own intrinsic interest; instrumental: when the case is chosen to study a topic or research question; collective: when different cases are studied to make a collective interpretation of the research topic or question. (Skate, 1995 in Simons, 2011, p 42)

At the same time some other authors such as Chaverra, Gaviria & González (2019) tell us that “the most defining characteristic of case study research is found in the delimitation of the object of study: the case” (p 372). Complementing, Skate (1999) states that:

We study a case when it has a very special interest in itself. We look for the detail of the interaction with its contexts. The case study is the study of the particularity and complexity of a singular case, in order to understand its activity in important circumstances. (p 11)

In other words, these authors claim that a case study focuses on the particularity of a given situation. At the same time, a case study allows us to understand the specific consequences and repercussions of such a situation. The above mentioned is due to the fact that the object of study in a case study is well defined. In fact, it is mentioned that the main feature of a case study is in fact, the case itself. Furthermore, taking into account the classification of Skate (1999), we can say that this particular study is a case study of the instrumental type, since its main purpose is focused to answer our research questions. To end the explanation regarding a case study, this researcher concludes that it is an important tool within the educational field. We can use it to reach the main objective of our project. For the purposes of this study, the researcher uses a qualitative methodology because this adapted Mexican Loteria board game aimed to be used and applied as material to teach vocabulary related to the hospital, some symptoms, and medications in a Spanish as a Foreign Language class. The main goal during the application of this qualitative case study was to make the participant learn and practice the already mentioned vocabulary without the manipulation of any variable.

### **3.2 Context of the Research**

Originally, it was assumed that this investigation should have been carried out in the Department of Spanish for Foreigners (DSE) which was opened in 2017 at BUAP. Therefore, this department is a recent creation in the Faculty of languages which belongs to the Benemérita Universidad Autónoma de Puebla (BUAP). It has agreements in twenty-nine countries around the world that represents opportunities for exchange and student mobility. In the period of Spring 2017 to Spring 2018, the number of exchange students was 10-12 on

average. The students came mostly from Asian countries, particularly from China, Japan and South Korea. Consequently, it was decided to work in this context because there were students who come from other countries where Spanish is not the mother tongue and this study is focused on learning and practicing vocabulary related to the hospital, some symptoms and medication in SFL. Unfortunately, even when, originally, the already described participants and context were considered to develop this study, by the time when the material was going to be applied, Coronavirus (COVID-19) pandemic arose.

At first, during the first days of March, according to Nájjar (2020) in his article for the online publication on March 13, in BBC News Mundo “the Mexican government adopted the first sanitary measures which consisted of a random review of passengers on international flights and cruises but there were no restrictions on access in ports or airports ” (para 2) when Coronavirus (COVID-19) pandemic appeared in our country. In addition, the same news site reported that "people suspected of having been infected were isolated for two weeks, as established by the criteria of the World Health Organization (WHO)" (para 3).

By March 18, according to the Comunicado Técnico Diario Nuevo Coronavirus en el Mundo (Covid-19) of the Subsecretaría de prevención y promoción de la salud. (2020), around the world, there were already "191 thousand 127 accumulated cases". At the same time, “118 confirmed accumulated cases were reported in Mexico, with 314 suspects and 787 negatives” (para. 1, 5). Previously, on March 14, the Chicago Tribune website published that the Secretary of Public Education, Esteban Moctezuma, reported the following: “The

Secretary of Public Education (SEP) suspended classes for 33 million students in Mexico, from March 20 to April 20 due to the coronavirus crisis” (Chicago Tribune, 2020, para 2).

Importantly, on March 21, Unotv.com (2020) reported that there were already "at least 316 confirmed cases and 2 deaths in Mexico, so the Ministry of Health reported what was related to the National Day of Healthy Distance and social isolation as a preventive measure against COVID-19” (para 1). These series of events did not let the face to face material proposal application in DSF at BUAP. In fact, this special journey began on March 23 2020 and with it, “the aim was to ensure that the population remained isolated as a preventive measure in order to avoid the COVID-19 spread” (Unotv.com, March 21, 2020, para 4). Therefore, due to the increase in cases not only in our country but around the world, non-essential commercial activities stopped while schools remained closed.

It is in the public domain that the 2019-2020 school year ended without the students of the different academic levels being not able to return to the classrooms. Due to the previously mentioned, it was impossible for this researcher to carry out the lecture and the application of the material designed for the purpose of this research project. In addition, the exchange students who were in our city and who belonged to the original group, with whom our class would apply, were forced to return to their respective countries of origin. Therefore, the foregoing situation forced this researcher to turn this study into a case study. For this case study, it was decided to apply the material and give our lecture to the participant, through an online class, using the Zoom App and making all the necessary adaptations to it. Since the purpose of this study is to use a Lotería to learn and practice a specific vocabulary, some

boards and the research instrument were previously sent by mail to the city of Louisville, in the state of Kentucky where the participant lives, in order to play the Lotería game. At the same time, PowerPoint presentations were prepared both to teach the class and to project the cards; in this way, it was possible to play the Lotería. Consequently, this material proposal, class and research instrument were applied online (See appendixes A, B and C). Specifically, the participant took the session and worked with the material in the privacy of his house. After the material application, the research instrument was sent and it was answered, and later, scanned and sent to this researcher by email.

### **3.3 Participant**

The participant of this study is a 54 year-old North American man, who was born and lives in the city of Louisville, in the state of Kentucky, United States of America. He works as a physical rehabilitation therapist. At the same time, the participant refers that he has tried a couple of times to study Spanish as a Foreign Language (SFL), but has not been successful. He has even traveled on vacation to the Mexican country three times. It was for this reason that he agreed to participate in the study.

### **3.4 Research Instrument**

This section of the thesis highlights the importance of choosing the appropriate research instrument to obtain optimal results. Thus, we rely on what Hernández-Sampieri et al. (2010) refer about it:

What is sought in a qualitative study is to obtain data (which will become information) of people, living beings, communities, situations or processes in depth. When it comes from human beings, the data of interest are concepts, perceptions, mental images, beliefs, emotions, interactions, thoughts and experiences expressed in the language of the participants themselves, either individually, in a group or collectively. They are collected in order to analyze and understand them, and thus answer the questions of the research and generate knowledge. (p. 408-409)

In order to develop this study, collecting data was a very important step to take. Burns (2010) claims that “two major questions underlying data collection are: To answer my questions: What do I need to see? (observation); and What do I need to know? (non-observation)” (p. 56). The next table illustrates the previously said by the author:

<i>Observation: What do I need to see?</i>	<i>Non-observation: What do I need to know?</i>
<p>Examples:</p> <ul style="list-style-type: none"> <li>• Observation by teacher or colleague on particular aspects of classroom action</li> <li>• Brief notes or recorded comments made by the teacher while the class is in progress</li> <li>• Audio- or video-recordings of classroom interactions</li> <li>• Transcripts of classroom interactions between teacher and students or students and students</li> <li>• Maps, layouts or sociograms of the classroom that trace the interactions between students and teacher</li> <li>• Photographs of the physical context</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Interviews</li> <li>• Class discussions/focus groups</li> <li>• Questionnaires and surveys</li> <li>• Diaries, journals and logs kept by teacher or learners</li> <li>• Classroom documents, such as teacher-made or textbook materials used, samples of student writing, speaking tests, assessment portfolios, or self-evaluations</li> </ul>

Figure 3.1 Methods for research (Taken from Burns, 2010, p. 57.)

Therefore, because of the characteristics of this study, this researcher decided to apply a survey as a research instrument. “The survey is a structured instrument for capturing information that is useful to describe something and to test hypotheses or models since it captures information from cases or units of analysis” (Alvira, 2011, p. 14). It can be said that this instrument is a technique or method that allows obtaining or collecting information within different research designs (Alvira, 2011). Thus, it is “a structured questionnaire, which is given to respondents and, it is designed to obtain specific information” (Malhotra, 2004 in Thompson, 2006, para. 7). At the end, the survey is an instrument that collects information from a participant, through the use of specific and structured questions previously prepared by the researcher.

When designing a survey, the type of questions that can be used is very varied. We can find yes and no questions, multiple choice questions, scale questions and even questions with the possibility of answering several options. All of them are in the classification of closed questions, since the respondent can only answer in those parameters that the question indicates as default. We understand open questions as those that give the respondent the possibility of answering using their own words. (encuesta.com, March 25, 2015, para 2)

In other words, we can say that a survey is a way for researchers to discover the opinion of the participants in a certain research. In this sense, we can consider it as a tool, it means a measurement tool to get the information researchers are looking for. The readers can see the research instrument designed by this researcher in Appendix B. It has two main sections. The

first one is about personal information and the second is about items related to the information expected to obtain some material proposal feedback. Particularly, this survey, which has a form of a table, contains four columns.

This research instrument has two different types of items in the first column, closed and open items. On one hand, it contains eight closed questions and three open items. As you might see, series of closed and opened items were written both in Spanish and in English languages to help the ELE participant to understand them clearly. In this way it would be easy and comfortable for the participant to answer the research instrument and the answers could be more precise. The second and third column display the two possible answer words *Yes* or *No* respectively, thus, the participant can check an option for the closed items. Both options were written in two languages, too. On the other hand, in the fourth column, we can see the question word *Why?*. In this section of the survey, the participant can answer the opened items and/or add any comments to the closed ones, if needed. According to Burnthe (2010):

Closed items are probably the ones most frequently used in questionnaires and surveys. These are items for which there is a limited choice of answers. The main types are yes/no (or true/false); rating scales; numerical scales; multiple choice; and ranking scales. (p. 82)

On the contrary, open-ended items look for a free-form response and usually these items complement closed items. They are very useful to get different perspectives the participants may have. Even when the responses can be very short, they provide the researcher with

important information that it is practically impossible to be captured in a closed item. The kind of information that open items provide, is “analyzed by describing the trends, themes or patterns of ideas researchers find in them (Burns, 2010, p. 85). This researcher believes that open items give people the opportunity to express in a personal and deep way, what they really think about their experience as an active participant during the process in the research investigation. That is why both items were used in this research instrument.

### **3.5 Overall Research Design**

From the beginning of this research project, I already had an idea about how I wanted the material to be, that is, the type of images for the cards and Lotería boards. However, the main problem was that I wanted to use original images and not taken from the internet. Since I am not good at drawing, I had to find someone to help me with that task. Fortunately, my daughter, who is a good cartoonist, agreed to help me. So, I told her about my ideas for the vocabulary images in my mind. So, she designed and drew each one of the pictures that illustrate the vocabulary words used in the Lotería for this project. Several sketches were necessary before the final version. Regarding the time it took from the sketches to finish the first illustrations, I can say that it was approximately four weeks since my daughter is not a professional draftsman and she only uses her computer and a simple drawing tablet to make her drawings. In addition, she is still studying at the university and could not dedicate herself full time to a task like this. After the first illustrations were ready, obviously modifications needed to be made. This took more weeks, approximately three or four. Something that I took care of about the design was not just the pictures themselves but the color too. After all this

time, the design cards and boards were shown to the thesis director. Other modifications were needed before the final step, printing material. It is important to mention that the printed version of the proposed material was ready only a few days before non-essential commercial activities were stopped due to the pandemic.

Once the proposal material was ready and printed, this researcher faced the problem of getting participants for the lecture. Due to the quarantine forced by the covid-19, it was necessary to find an option that would allow the lecture to be carried out. This option was to search for participants to carry out an online meeting. It was necessary to look for the required participants among friends and known people. Only one person was willing to help in this endeavor. As already mentioned in previous paragraphs, the participant is a 54-year-old North American man who was really interested in learning Spanish language. After this problem was solved, other issues had to be taken into account. On the one hand, there needed to be adapted and modified both, the material and the lesson plan, in order to carry out the class online. On the other hand and no less complicated, it was really difficult to match the schedule of the participant with the schedule of this researcher. Therefore, the time difference between the city of Puebla and the city of Louisville was taken into account for the application of this study's material proposal and research instrument.

Fortunately, the long awaited day arrived. It was a Sunday afternoon when the participant contacted me to say that he was coming home after a hard day's work. He claimed to have the best intention of taking the class after taking a bath; meanwhile, here in the city of Puebla, I was preparing the class material. After an hour, I logged into the Zoom App, and after the necessary formalities, I started the class. Regarding the application of the material,

I must say that there were no major technical complications. In my opinion, this was because, due to the pandemic, this researcher and EFL teacher was designing and adapting the materials for the online classes through the Zoom App. Therefore, when the application day arrived, I literally felt "like a fish in the water." The class was originally designed to take one hour long. However, it practically took an hour and fifteen minutes. But I must say that time flew by. It is worth mentioning that this experience was very pleasant. Although it was the first time that I worked in this modality with an adult person and this did make me feel very nervous. I feel that the participant was very willing to learn, although in my opinion he had no idea what the dynamics of the class would be like. In addition, the fact that on some occasions he had already taken Spanish classes and could not learn it, made his expectation and my nervousness greater. As I already mentioned, I was nervous about the fact that the participant was an adult, besides the background of his failed SFL classes. But I considered that both, the design of the material and the class itself, were appropriate and pleasant. Another point to mention is that actually, designing the class was not really difficult. It just took time because of its online modality and because all materials needed to be not just attractive but useful. Generally, they should be able to be used in an online mode class.

Regarding the research instrument design, it would seem like a simple task, however, it took time to write the questions, review, simplify and make them understandable and easy for the participant to answer. It is important to mention that the main purpose of a research instrument is to obtain accurate and useful information for the purposes of the research study, I mean to answer the research questions. This research instrument consists of 8 questions and it only took a day for the participant to answer it back to the researcher; nevertheless, the

process to elaborate the research instrument, cannot be defined so accurately because since the beginning of this research study, closed and open items were spinning in the mind of this researcher. At the end, this researcher believes that, regardless of the results of a study, every researcher within the area of education should look for tools and ideas to improve the learning process in the students.

### **3.6 Conclusion**

This chapter told us about the methodology used in this research study. In addition, the reader will know how the Covid-19 pandemic and the quarantine affected the course of this research work; therefore, this transformed it into a case study and the difficulties that this researcher faced to achieve it were shared as well. The reader understood about the process through which the material proposal went through, from the sketches to printing, its adaptation and the transformation from face-to-face class to an online mode. In the following chapter, the results obtained after applying the proposal material, the responses of the participant, and the interpretation of them are stated.

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## **Chapter IV**

### **Results**

#### **4.0 Introduction**

In this part of the thesis, results will be shown after analyzing data obtained from the research instrument. The research instrument used in this research study was a survey whose objective was to obtain information from the participant in order to answer the research questions in this study. Later, the responses to this survey were obtained after conducting a class in which the proposal material designed for this research study was used. This proposal material is a Lotería game that contains vocabulary related to the hospital, symptoms and medications. Particularly in this chapter, the obtained results are shown and supported with literature review. Besides, the answers to the research questions, the proposal material and lesson plan are presented in this chapter as well.

#### **4.1 Obtained Results**

In this section of this chapter, there is explained how the answers given by the participant demonstrate the results of this study. The following Chart 4.1 shows the answers given by the participant to the closed items of the survey. As can be seen, the eight closed questions were answered in an affirmative way.

Closed items	Participant's answers	
	Yes	No
Did you know the Mexican Lotería Game?	*	
Have you played it before?	*	
Did you like playing the Mexican Lottery Game?	*	
Did you like the design of the Lottery game? I mean, did you like the drawings, the front size-style and colors?	*	
Was it easy for you to understand the dynamics of the game?	*	
Does playing this game make it easier for you to learn hospitalrelated, symptoms and medication vocabulary?	*	
Do you think that using this game, motivates you to learn this kind of vocabulary?	*	
Did you learn the vocabulary of the hospital, symptoms, and medication?	*	

Chart 4.1. Responses of the participant to the close items.

On the other hand, the Chart 4.2 below shows us what the participants' responses to the open items were and how he deepened them in the survey.

Opened Items	Participant's Answers
Did you know the Mexican Lotería game?	We play something similar called Bingo.
Did you like the Mexican Lotería Game?	Yes, it is a very fun game.
Was it easy for you to understand the dynamics of the game?	Very easy to understand.

Does playing this game make it easier for you to learn hospital-related symptoms and medication vocabulary?	Easier and it makes it fun.
Did you learn the vocabulary of the hospital, symptoms and medications? Which ones can you remember?	Yes. I remember most of them. I only had trouble with a few.
Is there any recommendation you want to make to improve it?	No improvement needed.

Chart 4.2 Responses of the participant to the open items.

Within the results from this study, it can be stated that the participant knew the Lotería game and had previously played something similar called Bingo before experienced learning through this material proposal. According to his answers, he liked playing the Mexican Lotería game. Particularly, at evaluating this material proposal, he claimed that he liked the design, the drawings and the colors. At the same time, it was easy for him to understand the dynamics of the game. On the other hand, playing the Mexican Lotería game made it easier for him to learn the vocabulary related to the hospital, symptoms and medications and he considered that this game motivated him to learn this type of vocabulary since he learned the vocabulary of the hospital, symptoms and medications and only had some trouble with some of the words of it. All this data points out two aspects, the participant evaluation of the material proposal based on the design and the content.

Regarding the participant evaluation based on the design, it is important to mention that the participant said that he knew something about the Mexican Lotería game. Besides, he stated that he had already played a similar game named *Bingo* which is played there, in

the United States. Then, and not less important, he expressed that he liked the design, the colors, and the font size-style. In this way, we have that one of the main concerns of teachers when teaching foreign languages, in general, is to find the most appropriate teaching method, thus students learn the language and its use (Martín, 2009). According to Tomlinson (2011), teaching materials support students in their learning process not only because of their content. Also Rodríguez (2012) mentions that SFL teachers need to design material to teach vocabulary by considering different requirements such as the Common European Framework (CEFR) and the curriculum of the Cervantes Institute (PCIC). In this way, “a determining factor in the success of acquisition of the lexicon is the use of various learning activities and strategies that facilitate their development” (Rodríguez, 2012, p 20) by considering the fact that the design is important to motivate students to learn. This way, students are not exposed to it only to practice just the words, but their meanings, pronunciation, and spelling, too.

On the other hand, regarding the content of the material, the researcher of this study can say that the dynamics of the game made it easy to understand and learn the vocabulary of the hospital, symptoms and medication. In fact, Rodríguez (2012) mentioned that learning or teaching a word implies knowing not only its meaning but also its form and its use as a concept. In fact, the same author suggests that repetition is necessary in the learning process and, in certain ways, playing this Loteria Mexicana proposal several times helps to this process. In other words, playing a Lotería game is an excellent way for having this exposure to the vocabulary as many times as necessary. Additionally, the participants of this study pointed out that this game proposal motivated him to learn the involved vocabulary and made it easier for him to learn it; in fact, “the learning of foreign languages, like all human learning,

is based on some stimuli and responses, in addition to a series of complex variables that every professional must take into account” (Sánchez, 2010, p. 60).

#### **4.2 Research Questions’ Answers**

As it was already established, this researcher developed and implemented a Mexican Lotería game to learn and practice vocabulary related to the hospital, some symptoms, and medications in Spanish as a Foreign Language (SFL), level A1. The participant’s perception of using a board game (Lotería), in order to practice useful vocabulary related to the hospital, some symptoms, and medication in SFL, were collected in a survey designed by the researcher as well. Now in this section of the thesis, the following research questions were set in order to evidence if the use of the Lotería game with vocabulary related to the hospital, some symptoms, and medication in SFL encourages or facilitates the learning process of a Spanish as a Foreign Language (SFL) in foreigners, particularly in this case study’s participant:

- To what extent does the participant of this study believe that this material proposal is useful to learn or practice useful vocabulary related to the hospital, some symptoms, and medication in Spanish as a Foreign Language?
- To what extent does this board game proposal encourage and facilitate the learning process of SFL students in A1 level?

Regarding the information presented in Chart 4.1 and Chart 4.2 at the obtained results section, it can be considered that to answer the research question *“To what extent does the participant of this study believe that this material proposal is useful to learn or practice useful*

*vocabulary related to the hospital, some symptoms, and medication in Spanish as a Foreign Language?”* The provided information established that in fact, the participant has the perception that this material proposal is useful to learn and practice useful vocabulary related to the hospital, symptoms and medication in Spanish as foreign language. This information can be supported by the next literature review in which is established that when using teaching materials, the “perception of relevance and utility can also be achieved by relating teaching points to interesting and challenging classroom tasks, and by presenting them in ways which could facilitate the achievement of the task outcomes desired by the learners” (Tomlinson, 2011, p. 11). This is to say that materials can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken and written texts they include. “Most people associate the term ‘language-learning materials’ with course-books because that has been their main experience of using materials.” (Tomlinson, 2011, p 2). However, according to the author of this research, within the teaching of a Foreign Language field, it can be said that any didactic material or technique that supports or fulfills the Foreign Language class’ purpose could be considered as teaching material to teach any Foreign Language. “In other words, they can be anything which is deliberately used to increase the learners’ knowledge and/or experience of the language.” (Tomlinson, 2011, p2).

Regarding the second research question: “*To what extent does this board game proposal encourage and facilitate the learning process of SFL students in A1 level?*”, this researcher found in these answers that playing the Lotería game made it easy for the participant to learn hospital vocabulary, symptoms, and medications. The participant commented that this game also made it not just easy but fun to learn the proposed vocabulary.

In fact, the participant claimed that by using this material proposal encouraged him to learn this specific vocabulary. Supporting this outcome, Tomlinson (2011) believes that teaching materials can also stimulate exposure to authentic input through the activities they suggest. According to him the use of various materials, whether authentic or not, provide an excellent opportunity for learning and practicing a language, since it is not only learned from such material itself. An example of this may be the instructions used before an activity, a game or a specific exercise. Tomlinson (2011) argues that:

Material developers should take into account what researchers have told us about language acquisition...and that they should pay more attention to what teachers and learners believe about the best ways to learn a language and to what they want from the materials they use. (p. 23)

Therefore, according to Tomlinson (2011), teaching materials support students in their learning process not only because of their design but their content. Therefore, materials help SFL students during the learning process to make it easier and more relaxed. Moreover, any foreign language teacher who has been in front of a class, either for years or little time, can conclude that it is very helpful and important to make students aware about the relevance and usefulness of language learning. To exemplify, teaching materials used in the process of teaching and learning a language have the main purpose of increasing students' knowledge and experience by using them. Additionally, they might be an attractive way to learn a language.

### 4.3 Material Proposal

The lottery game designed and prepared as a proposal material for the purpose of this study, consists of twenty-seven different cards and 5 boards. Each one of the 27 cards contains a different image with its respective word related to the hospital, symptoms and medicines in Spanish language. Such words shown in Appendix A and they are: *el hospital* (the hospital), *la sala de urgencias* (the emergency room), *la ambulancia* (the ambulance), *la sala de espera* (the waiting room), *el consultorio* (doctor's office), *el doctor* (the doctor), *la enfermera* (the nurse), *la receta* (the prescription), *la jeringa* (syringe), *el termómetro* (thermometer), *el curita* (band-aid), *el antiácido* (antacid), *la pomada* (ointment), *las pastillas* (pills), *las cápsulas* (capsules) *el jarabe*, (syrup), *la hinchazón* (swelling), *los escalofríos* (chills), *el dolor* (pain), *la fractura* (fracture), *la infección* (infection), *el vómito* (vomiting), *el sudor* (sweat), *el dolor de cabeza* (headache), *el mareo* (dizziness), *el dolor de estómago* (stomach pain) and *la fiebre* (fever). Regarding the boards of the game, six were printed. At the same time, each board contains twelve different images and words related to the vocabulary in this research study, they were set in the same board randomly as the Loteria Mexicana does (See Appendix A). Later, the researcher of this study sent by mail the actual material proposal and the research instrument together to the city of Louisville, in the State of Kentucky, United States of America.

Additionally, in order to apply the material proposal, this researcher designed a lesson plan where two homemade videos were used. In Video 1, (Mexican Lotería) the traditional Mexican Loteria set of cards and boards with all its traditional characters were introduced to

the participant. Besides, it was mentioned that it can be played using chips, lids, beans, little rocks or even little paper balls. In Video 2 (How to play Mexican Lotería), it was shown a family of three people playing the traditional game of the Mexican Lotería. Some family of friends helped this researcher to exemplify the use of the Mexican Loteria. During the video, we can see the son saying the cards aloud like the character called “el gritón” would do it. Meanwhile, his parents listened to him carefully and were ready to put the chips (beans) on the correct pictures of the Lotería board. The video finished when one of them shouted *¡Lotería!*.

#### **4.4 Lesson Plan Proposal**

Talking about the Lesson Plan proposal, I should mention that originally, the class was planned to last sixty minutes. However, it lasted seventy-five minutes. As the readers can see in Appendix C, there were four main activities in this virtual lesson. As a warm up activity, it was used as a *Guessing Game*. It was designed by using a PowerPoint presentation (PP1). The activity consisted in displaying different slides showing shadows of different objects taken from the vocabulary included in the Lotería game; such as a prescription, a thermometer, a Band-Aid, and a syringe. The participant had to guess the word, regardless of whether he did it in English or Spanish. If he could not guess the word or in case he only knew the word in English, it was mentioned that he should not worry, since learning the vocabulary was the purpose of the class. The presentation activity was designed in order for the participant to know the involved vocabulary using another PowerPoint presentation (PP2). The following steps describe the process of this activity application.

1. At first, each slide showed an image with a picture related to one vocabulary word. The corresponding word label was placed below each image.
2. Teacher told the student some facts about the Mexican Lotería, and that it is a traditional game people use to play in our country.
3. Teacher explained to the participant that in order to practice the vocabulary, we were going to play a Mexican Lotería. For this purpose a homemade video (Video 1, Mexican Lotería) about a traditional Mexican Lotería would be displayed on the screen. So, the participant could know the elements in a real Mexican Lotería.
4. Teacher presented another video (Video 2, How to play Mexican Lotería). In this video, the participant had the opportunity to watch a family playing a real Mexican Lotería game.
5. Teacher answered any question the participant could have had. After that, asked him to take out the Lotería boards previously sent for the purpose of the class.

The practice activity started with a third PowerPoint presentation (PP3) containing the vocabulary words and images prepared to be presented on the screen, as if they were the real cards to use during the game. One by one the pictures appeared while the teacher named them aloud as if the teacher would be the famous character “el gritón”. Teacher encouraged the participant during the game to find the corresponding images, place the chips on them and at the end, the participant shouted *Lotería!*. At the end of the class and as a wrap activity, the teacher displayed the PP3, while the participant tried to name all the pictures shown on it.

## **4.5 Conclusion**

As we could see, in this part of the study, results were shown after analyzing data obtained from the research instrument. Besides, it was explained how the answers given by the participant helped to point out the results of this study. In the following chapter, the conclusions of the study will be stated.

## **Chapter V**

### **Conclusion**

#### **5.0 Introduction**

In this chapter, the reader will know about the contribution of this research study to the sector of teachers of Spanish as a Foreign Language. In addition, the limitations that were found during the process will be mentioned as well as the possible suggestions that arise from this work. Finally, this researcher will share with the reader the resulting reflections at the end of the entire process.

#### **5.1 Research Contribution**

In order to mention the contribution of this study, it is necessary to mention its results and the implications of using this material proposal in the teaching-practice within the classroom of Spanish as a Foreign Language (SFL). First, this study is useful for SFL teachers because the obtained results demonstrated that the material proposal is useful not only to learn and practice vocabulary related to the hospital, symptoms and medication in SFL in A1, but also, this type of material encourages and facilitates the process of learning SFL joyfully. On the other hand, the information obtained from both, the research itself and its results, contribute to revalue the usefulness of didactic games of the type of board games, such as the Lotería board game, as a useful tool in the process of teaching and learning vocabulary in the classroom of SFL and other foreign languages.

## **5.2 Limitation of the Study**

This study was limited by the fact that it was originally designed to consider a greater number of students participating in it. Unfortunately, due to the COVID-19 pandemic, it had to be modified and became a case study. At the same time, looking for the participant was a little bit difficult. Once the participant of this study accepted, it was necessary to mail a pair of Lotería boards and the printed research instrument, as well. On the other hand, matching the schedules with the participant to carry out the class was also complicated due to the work obligations of both, the researcher and the participant himself. Another limitation due to the pandemic was the way in which the class was carried out and the application of the material proposal. The researcher of this study needed to develop a virtual application instead of a face-to-face class. In this way, the lesson plan, the material for the class such as the cards to play the Loteria game and the way to present them were modified and adapted for such modality application of the class. In the end, adapting the material to be able to play the Lotería game during the online class represented more than a limitation, a challenge. This challenge consisted of making the material easy to use, attractive and at the same time facilitating learning. In fact, even with the best material, if there are not some of these elements that construct the class itself, the student will not achieve what you as teacher expect to have in class (Rodriguez, 2012).

## **5.3 Suggestions for Further Research**

This section is dedicated to mention some recommendations that have emerged from the results of this research work. First of all, it should be mentioned that this researcher believes

that sometimes teachers of foreign languages do not see the usefulness of a Lotería game. This study demonstrated that it is useful to learn and practice vocabulary related to the hospital, symptoms and medications in SFL-A1 since she designed an adaptation of it. Therefore, the researcher of this study suggests that there can be some more adaptations of this Mexican board game to teach more vocabulary.

Another important aspect to mention is the fact that, during the course of this study, this researcher found that there is very little material designed for teaching SFL around the world. Also, most of this material is designed in Spanish from Spain. This information should motivate us as teachers to design materials adapted to the context of our country.

We must not forget the fact that our mission as teachers within the process of learning a language, is as facilitators through the same process. This situation leads us to look for materials that motivate the student and facilitate the process itself. In this way, this researcher suggests to design or adapt new materials. Test those adaptations in the classroom of SFL or any other foreign language will make the teaching-learning process fun, easy, enjoyable. Therefore, it would encourage the student to learn the language, even if it is not the Spanish but any language such as English.

#### **5.4 Reflection**

For this researcher, carrying out this research represented a deep reflection when I realized during the literature review that, sadly, there is very little existing material for teaching vocabulary in Spanish language. In addition, most of it is produced in Spain. The above motivates me to seek new ideas, to design and even adapt games in order to implement new

alternatives for teaching, not only vocabulary in Spanish but also the language or any language in general.

## **5.5 Conclusion**

This research implemented an adaptation of the Lotería game to learn and practice vocabulary related to the hospital, symptoms and medications in SFL-A1. Some of the outcomes showed that it facilitated, encouraged, made it fun, and motivated the participant's learning of this specific vocabulary. The contribution, limitation and further suggestions were explained in this chapter in order to provide the reader with the final claims of this study's researcher.

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## Appendix A

Material Proposal: Lotería cards and boards.



El consultorio



El doctor



La enfermera



La receta



La jeringa



El termómetro





El curita

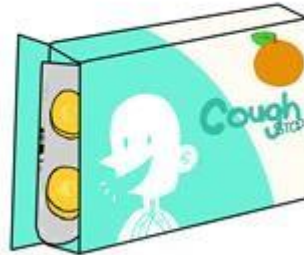


El antiácido



La pomada

Las pastillas



Las cápsulas



El jarabe

La hinchazón



Los escalofríos



El dolor



La fractura



La infección



El vómito



El sudor



El dolor de cabeza



El mareo



El dolor de estómago



La fiebre





La sala de urgencias



Los escalofríos



La enfermera



La receta



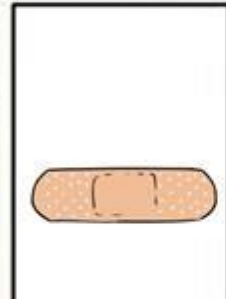
La ambulancia



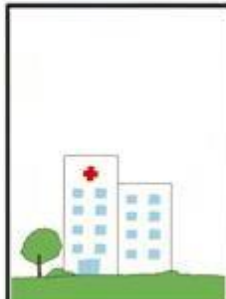
El antiácido



El mareo



El curita



El hospital



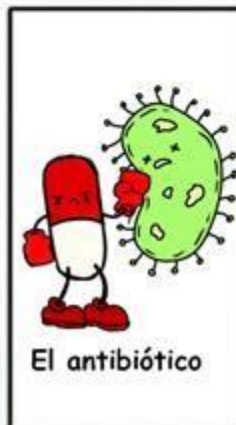
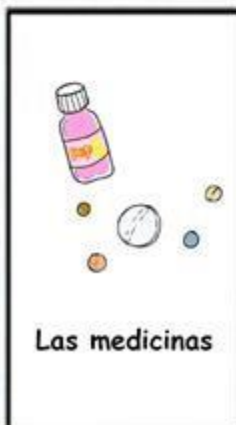
El consultorio

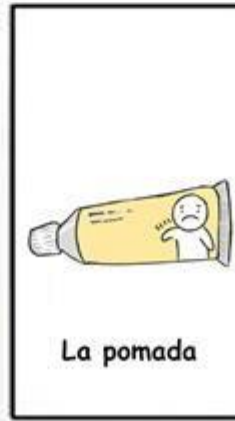


Las medicinas



La infección







El doctor



Las pastillas



La enfermera



Los escalofríos



El dolor de estómago



El consultorio



La pomada



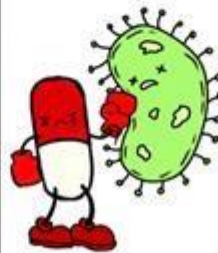
La infección



La ambulancia



El antiácido



El antibiótico



El termómetro

## Appendix B

### Research Instrument: Survey

**Instructions:** Please, answer the following questions according to your opinion about the material you used in this practice.

Age: \_\_\_\_\_ Nationality: \_\_\_\_\_ Which  
languages do you know/speak?

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**Have you learnt Spanish as a Foreign Language previously? If so, for how long?**

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Pregunta/Question	Si/Yes	No	¿Por qué? /Why?
1. ¿Conocías el juego de la Lotería Mexicana? ¿Lo has jugado antes? Si es así, ¿cuál fue tu experiencia? / Did you know the Mexican Lotería Game? Have you played it before? If so, what was your experience?			
2. ¿Te gustó jugar la Lotería Mexicana? Did you like playing the Mexican Lotería Game?			

<p>3. ¿Te gustó el diseño de la Lotería? Es decir, ¿te gustaron los dibujos, letras y colores? / Did you like the design of the Lotería game? I mean, did you like the drawings, the front size-style and colors?</p>			
<p>4. ¿Fue fácil comprender la dinámica del juego? / Was it easy for you to understand the dynamics of the game?</p>			
<p>5. ¿Jugar a este juego te facilita aprender el vocabulario relacionado al hospital, síntomas y medicamentos? / Does playing this game makes it easier for you to learn hospital-related, symptoms and medication vocabulary?</p>			
<p>6. ¿Consideras que el uso de este juego te motiva a aprender este tipo de vocabulario? / Do you think that using this game, motivates you to learn this kind of vocabulary?</p>			

<p>7. ¿Aprendiste el vocabulario del hospital, síntomas y medicamentos? ¿Cuáles recuerdas?/ Did you learn the vocabulary of the hospital, symptoms, and medication? ¿Which ones can you remember?</p>			
<p>8. En general ¿Qué se puede mejorar en cuanto a este material y su aplicación? ¿Hay alguna recomendación que quieras hacer para mejorarlo? / In general, what can be improved regarding this material and its application? Is there any recommendation you want to make to improve it?</p>			

## Appendix C

### Lesson Plan proposal

**Subject:** Spanish as a Foreign Language, | A1

**Date:** August, 2020

**Practice duration:** 60 minutes

**Teacher's Name:** Aida Ortega Rivera

**Amount of Students:** 1

**CEFR:** Level A1

**Topic/Vocabulary/Grammar Point:** Vocabulary related to the hospital, some symptoms, and medications in Spanish. / El hospital, la sala de urgencias, la ambulancia, la sala de espera, el consultorio, el doctor, la enfermera, la receta, la jeringa, el termómetro, el curita, el antiácido, la pomada, las pastillas, las cápsulas, el jarabe, la hinchazón, los escalofríos, el dolor, la fractura, la infección, el vómito, el sudor, el dolor de cabeza, el mareo, el dolor de estómago, la fiebre / No grammar point.

<b>Learning Outcome:</b>			
At the end of the lesson, student will know and use vocabulary related to the hospital, some symptoms, and medications in Spanish, level A1.			
<b>Activity</b>	<b>Description</b>	<b>Resources/Material</b>	<b>Time</b>
<i>Warm-up</i>	<ol style="list-style-type: none"> <li>1. Greet the participant.</li> <li>2. Tell him/her that, in order to know the topic of today's class, we are playing a guessing game.</li> <li>3. Guess the object game: What is it?</li> </ol> Have teacher project a Power Point presentation (PP 1) with some picture cards that show some shadows of different objects (such as a thermometer, a band-aid, a prescription, and a syringe) on it, while saying a description of the related object. Student will try to guess and name it in Spanish. If he/she cannot do it, teacher will show another picture card with the real object. Encourage student to name them in Spanish. If he or she cannot do it, then tell her/him that this is not a problem because today we are learning that kind of vocabulary.	A Power Point Presentation (PP 1) that includes the picture cards that show the objects he/she has to guess (guessing game).	<i>5 min</i>

<u>Presentation</u>	<ol style="list-style-type: none"> <li>1. Display the Power Point presentation (PP 2) to introduce the vocabulary we are using during the class. At the same time, teacher will find out the previous knowledge of the student about the topic.</li> <li>2. Have teacher tell student about the Mexican Lottery and explains that it is a traditional game people play with family and friends, in our country. Show him / her the real cards and explain in detail the rules of the game.</li> </ol>	<ol style="list-style-type: none"> <li>A. Power Point presentation (PP 2) that contains the target vocabulary.</li> <li>B. Video 1 Mexican Lottery.</li> <li>C. Video 2 How to play the Mexican Lottery.</li> <li>D. Lottery cards, boards and chips.</li> </ol>	<u>25 min</u>
<u>Wrap up</u>	At the end of the class, the teacher will ask the student about the target vocabulary using the Power Point presentation for this purpose. Have student name the pictures on it.	A Power Point presentation (PP 1).	<u>10 min</u>

**Appendix D**  
**Answered survey**

Survey

Instructions: Please, answer the following questions according to your opinion about the material you used in this practice.

Age: 54 Nationality: American

Which languages do you know/speak? English

Have you learnt Spanish as a Foreign Language previously? If so, for how long? Just a little.

Pregunta/Question	Si/Yes	No	¿Por qué? /Why?
1. ¿Conocías el juego de la Lotería Mexicana? ¿Lo has jugado antes? Si es así, ¿cuál fue tu experiencia? / Did you know the Mexican Lottery Game? Have you played it before? If so, what was your experience?	Yes		Yes we play something similar called Bingo.
2. ¿Te gustó jugar la Lotería Mexicana? Did you like playing the Mexican Lottery Game?	Yes		Yes, its a very fun game..
3. ¿Te gustó el diseño de la Lotería? Es decir, ¿te gustaron los dibujos, letras y colores? / Did you like the design of the Lottery game? I mean, did you like the drawings, the front size-style and colors?	Yes		
4. ¿Fue fácil comprender la dinámica del juego? / Was it easy for you to understand the dynamics of the game?	Yes		Very easy to understand.

<p>5. ¿Jugar éste juego te facilita aprender el vocabulario relacionado al hospital, síntomas y medicamentos? / Does playing this game makes it easier for you to learn hospital-related, symptoms and medication vocabulary?</p>	<p>yes</p>	<p>Yes easier and it makes it fun.</p>
<p>6. ¿Consideras que el uso de este juego te motiva a aprender éste tipo de vocabulario? / Do you think that using this game, motivates you to learn this kind of vocabulary?</p>	<p>yes</p>	
<p>7. ¿Aprendiste el vocabulario del hospital, síntomas y medicamentos? ¿Cuáles recuerdas? / Did you learn the vocabulary of the hospital, symptoms, and medication? ¿Which ones can you remember?</p>	<p>yes</p>	<p>I remember most of them. I only have trouble with a few.</p>
<p>8. En general ¿Qué se puede mejorar en cuanto a este material y su aplicación? ¿Hay alguna recomendación que quieras hacer para mejorarlo? / In general, what can be improved regarding this material and its application? Is</p>	<p>No improvement needed.</p>	

there any recommendation you want to make to improve it?	<i>No improvement needed.</i>
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