BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

The use of the "NG Memorization Activity" to develop primacy and recency effect in students when memorizing irregular verbs in the English language learning process, in order to improve the language.

A thesis submitted to the faculty of languages for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Presented by:

LUIS DAVID GONZÁLEZ FLORES

Thesis director

MTRO. NAVA BADILLO JOSÉ SANTOS

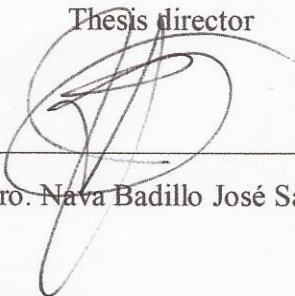Puebla, Puebla.   May, 2022

THE USE OF THE "NG MEMORIZATION ACTIVITY" TO DEVELOP PRIMACY AND RECENCY EFFECT IN STUDENTS WHEN MEMORIZING IRREGULAR VERBS IN THE ENGLISH LANGUAGE LEARNING PROCESS, IN ORDER TO IMPROVE THE LANGUAGE.

This thesis has been read by the members of the thesis committee of

LUIS DAVID GONZÁLEZ FLORES

And is considered worthy of approval in partial fulfilment of the requirements for the degree of
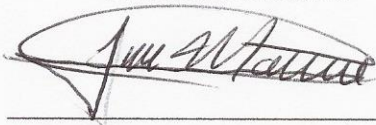
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Thesis director

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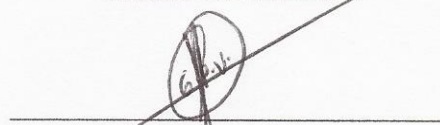Mtro. Nava Badillo José Santos

Committee Member

_____

Mtro. Moreno Carvajal Jesús Lorenzo

Committee Member

_____

Mtro. Guzmán Ortiz Víctor

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DEDICATIONS

To my parents, Ángeles y David. They have given me their love and everything necessary

for being a better human being. They love me and so do I, this is the beginning of something

better. Also, I thank my brother's and sisters´ families, after all this time you never quit.

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I thank all of my teachers and professors that could make it possible for me to achieve a professional career. From elementary school to university. To my friends who have been part of my life. Finally, the most important; I stand and give an ovation to Gran Maestre Santos, you are the academic influence for this research so I have proved it could be done, thank you for your time and dedication as a guide and friend, professionally and personally, thank you now and ever.

CHAPTER I

1.1   Introduction

One of the most important objectives for students of teaching majors is to become an exceptional and competent teacher, they must be able to handle with everyday situations that can happen in schools. This requires an intensive and well-planned instruction to be ready to teach a lesson to a wide range of students at all levels of education in Mexico.

In the field of teaching English, it is important to consider the influence that fall upon the students, which can be a good or bad experience, so that is why some teachers use and apply different strategies and methodologies to make students get involve in the class. These aspects are part of curriculum development in professionals of education and the design of contents. According to Karen Schweitzer (2019); "Curriculum design is a term used to describe the purposeful, deliberate and systematic organization of curriculum (instructional blocks) within a class or course. In other words, it could be a different manner for teachers to plan a class. At the moment that teachers design a curriculum or a specific topic, the initial task is to identify the principal outcome, who will do it and at what moment. In that way, the curriculum is directed to accomplish the goals in an efficient mode. It is in this time when the teacher includes the necessary contents and what not to. So, this is when "primacy and recency effect" starts its magic, because it is considered as a useful strategy to improve and enhance student´s skills at the moment of the learning and teaching process.

In 1976 a group of psychologists that studied the "cognitive area" found that early items in a list have a memory advantage (Crowder, 1976). This amazing discovery is known as primacy effect. This is due first items having less competition from other items for limited memory capacity (Waugh & Norman, 1965). The last few items in the list also receive a memory advantage (the recency effect), because these items may still be available in short-term memory during the memorization.

In relation to my teaching development. The idea came from my experience teaching English in a private school in Puebla city, "Intercanadience Escuela Multinivel", at the B1 level (According to CEFRL). I was at the same time a student and a teacher, I learnt how a class have to be develop, and the processes and context that must be consider before teaching

in a school. So, I designed my own material as part of the subject curriculum, "English as a Foreign language", I had the chance to teach English language classes and so I developed a teaching style which influenced the way I use to see challenges when having a class. this represented one of the most inspirational and influential reasons to work on specific aspects of teaching a foreign language; in that sense I started using a huge range of activities, techniques, strategies, methods, classroom management theories, teaching English related to books, among others useful tools for teaching in the classroom. All of that helped me to understand that I needed to gain more experience and improve the language, as well as to get the necessary confidence to create a dynamic interaction with the students when using the language.

Four subjects were taken into account in this topic research, all of them are part of LEI current major program. They are Desarrollo de Habilidades, Métodos de Enseñanza del Inglés, Evaluación del Aprendizaje and Taller de Materiales, the last one is the focus element in developing and creating teaching aids. These subjects aim to get students involved in the process of teaching a language, they also give the chance to have a better approach when teaching, as well as useful tools for planning.

These subjects and their contents contribute to the development of the future teachers. They provide training to get them ready to work in the field of teaching when the time comes.

The effects on memory that efficiently initiates a class is the principal motivation of this research to appreciate the advances that the students have on discipline, how to develop it for your benefit and how the teacher can use it in the classroom.

The next chapter will address the use of primacy and recency as part of the sensitive and memoristic process of the students to improve the use of the English language resources, as well as the pros and cons about the implementation of this strategies as part of the English language learning process as a foreign language.

1.2 Rationale for the Topic

As stablish in the introduction, developing teaching aids for the English language teaching major is important to student teachers to start getting experience in front of the class. On the other hand, they need to complete the curriculum of the degree and graduate. An interesting

situation that happens in the use of teaching aids is that student teachers expect to absorb and gain knowledge when being in the real teaching context, taking into account that the subjects previously mentioned were specifically designed to get students involved in teaching practice and the use of teaching aids.

At the time I focused this research paper on the development of teaching aids in the English language, specifically in the use of primacy and recency as the basis for designing teaching aids for English language students. This study takes place in a public university of Puebla city, Benemérita Universidad Autónoma de Puebla, in the English language teaching area. The methodologies I use are described in Chapter 3, these are qualitative, quantitative and action research. Questionnaires, interviews and ludic activities are applied as the principal data collection of this thesis.

1.3   Purpose of the Study

The purpose of this study is to explore the use of primacy and recency effect in the learning process of teaching aids for the English language teacher by applying ludic activities in the way of understanding the effects of memory. In addition, the information gathered from this study will help motivate creativity and interaction with the English language students focus on specific activities and techniques that will assist student teachers and professional English language teachers to improve specific skills, which students can use in different contexts, this taking into account the methodologies and theories that are carried out in the study process. Also, it explores how graduates, apply or refuse the previous background and recent knowledge. As well as to analyze and compare the results constructing general ideas of the phenomena studied.

1.4   Research Question

How primacy and recency can help English´s teachers at the BUAP to develop language learning skills in students?

1.5   Research Setting

Currently I am a last-year undergraduate in ELT, the school is the Faculty of Languages at BUAP. The teaching aids is an important element not only to explore innovation in the teaching of English, but also for my professional development called Licenciatura en la

Enseñanza del Inglés (LEI). By combing the subject "Designing teaching aids" and the use of the primacy and recency theory as a requirement for my professional formation.

The origins of the research idea started when I studied "Desarrollo de Habilidades". I used to discuss with my classmates how important it was to get involved in the design of teaching aids and the way students learn the language. Some other influences were the importance of getting involved in the management of a classroom and the differences in these classes. We knew that we were learning how to perform in front of a class, but we did not know what would be happening in a real situation using our own activities, games or techniques, besides the fact of combining those things with our own teaching style. That is why I decided to focus this research on primacy and recency in the process of learning, having teaching aids as an important influence at the moment of teaching, so I could find out how this learning affects and influence novice teachers' perspective.

1.6   Significance of the Topic

The relevant aspect of this investigation is to have a better understanding and application of ludic and dynamic activities in the moment of teaching for student teachers and professionals, this study is focused on the experience of students and the way they use that for teaching English. It explores the way students learn a language before and after they study English. It also studies the influence or impact in the real context and practice. Having said that, either researchers or teachers can analyze the methods and characteristics that are being applied in this study. By doing so, they can perceive and discuss if something should be improved or changed in current and future courses.

1.7   The Context of the Research

This research is mainly directed to the study of English teaching aids for student teachers in Facultad de Lenguas (BUAP) for developing better memorization abilities. Some students have worked in front of a group; thus, they can perceive the effectiveness of primacy and recency in a deeper way. Definitely it is not the same working with microteaching or just practicing certain hours in a different school as a requirement.

To start working as an English teacher, it is necessary to master the design of ludic activities, so I consider real context classrooms the perfect moment to start applying the necessary procedures and tools for learning the language.

Since graduates already took these classes, they can construct a different perception of what and how they learnt. Also, through this study I can explore suggestions from graduates of these classes and make these useful for current and future formation courses focused on English language teachers.

1.8   Chapter Conclusion

The main objective in Chapter I is to introduce the main topic of this project. Through the Chapter, I am able to present the purpose of the research, objectives, participants of the study, the research questions and of course where this study took place. In Chapter II, I will describe the theories and literature that support this work. The Chapter III will introduce a fully explanation about methodologies and the collecting data techniques which answers the research questions. In chapter IV, the describe the NAVAGON activity and the complements that fulfills the objectives of this research. In Chapter V there is a description of the results explaining the phenomena explored.

CHAPTER II: LITERATURE REVIEW

2.1   A revision of Bloom's Taxonomy

Lorin W. Anderson and David Krathwohl were the primary authors and advisors to what became the famous "Bloom's Taxonomy". A mode of ordering the different skills of humans at the moment of learning or processing the knowledge, which we commonly visualized as a pyramid, is also named and known as "cognitive skills of a high order", Krathwohl (2001). In this taxonomy, it can be assumed and inferred that a new type of classification and have permeated teaching and most of the instructional planning basis for the last 50 years, which was revised relatively recently in 2001. The notes and revisions made in that year helped to find that there are educators who have no clue or never heard of Anderson and Krathwohl, but what is a shocking fact is that they did not know anything concerning Bloom's Cognitive Taxonomy. Morgan (2014).

The two authors, Anderson and Krathwohl, initially were in a critical position that makes them penetrate and understand the taxonomy from a very consistent and reliable point of view. They orchestrated a group of work, having psychologists and educators as a primary supportive element to make the revisions. It was very surprising that Lorin Anderson was part of the brilliant students who develop initials advances on Bloom's taxonomy because he was one of his pupils, but that was not the end of it, Krathwohl helped to develop the cognitive domain theory for the classic taxonomy on the first publication of it. Morgan (2014).

Some authors and educators from the last century attempted to classify and examine the huge range of domains of human learning, also called the "cognitive spectrum". An example of it represented the emotions, feelings, or heart. Another spectrum stated the psychomotor domain that contains kinesthetic, tactile, haptic, or hand/body skills. The findings here were a series of sections or taxonomies per area. This new manner of dissecting knowledge was figured out hierarchically, starting with the simplest skills to those that are complex functions. Having said that, it can be established that for the last fifty years Bloom´s taxonomy has been connected to teacher training and professional curriculum. These distinguished gentlemen released an updated version, so I will overview the results in the following paragraphs, as well as the illustrated comparative charts below.

The taxonomies primarily used and developed have defined a path for educators, and a new version of the remarked cognitive domain has been come out, finally named "Bloom´s Taxonomy". Many versions of this piece of art can certainly be found on the Web, but there are validity and risible debates about the making of the hierarchies. Also, some authors have established the relation between affective and psychomotor domains and mislabeled Bloom´s work with extensions of Krathwohl work, Richards J.C. (2001).

The domains mentioned before were not categorized until late 1964, having David Krathwohl as the principal author of this effort, in other words: It must be named "Krathwohl´s Taxonomy", not "Bloom's". Bloom's studies have nothing similar or equal when talking about the psychomotor domain, also this approach was not mentioned until the late 70s. Nowadays, it can be explored three different taxonomies in the teaching area, each one with a respective author and a unique look into the domains of behaviorism. First by Anita J. Harrow in 1972, second by Elizabeth J. Simpson about the cognitive domain, and the one developed by Ravindra H. Dave. These features and characteristics are described in the following paragraphs.

2.2   The importance of Cognitive Domain

This paragraph includes a chart that represents the first two taxonomies of cognition. Starting here, it can be noted that the left chart is based on the primary and original line of Benjamin Bloom, which attempts to develop and redefine the multiple functions of "cognition" and the levels of thoughts. This first close-up to was made sixty years ago. The chart on the right is the recent presentation and adaptation that reorder and visualize a new approach to bloom, it was released in 2001, Armstrong, P. (2010). The professionals in charge of this modern masterpiece worked together for almost 5 years, from 1995 to 2000, and finished the final product in 2001, the year most teachers think it was built it. Assembled primary by Lorin Anderson and David Krathwohl, and including important people from related fields, this new modern adaptation takes into consideration a lot of Bloom´s original work and concerns about the taxonomy.

As stated before, there are not many differences in a linguistic level or any redefinitions from verbs to nouns. Also, the positions might seem the same in the two final categories. One of the most evident differences apply in how useful and easy to read the

additions were made, that means; how the taxonomy converges and takes action to the levels of knowledge, having a good division and comprehensive structure. All of the elements are part of it; factual, factual, conceptual, procedural, and metacognitive. This unification can be easier for teachers in the moment of choosing words for planning, also student teachers and professional teachers can see how both concepts and levels collate, knowledge, and cognitive process. Finally, it is important to remain that the levels built out are from simple to complex, so they can contain different types of challenges at the moment of thinking.

Chart 2.2.1

Taxonomies of the Cognitive Domain

Bloom's Taxonomy 1956	Anderson and Krathwohl's Taxonomy 2001
1. Knowledge: Remembering or retrieving previously learned material. Examples of verbs that relate to this function are: know identify define recall record name relate list memorize repeat recognize acquire	**1. <u>Remembering</u>:** Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.
2. Comprehension: The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are: restate locate report identify discuss illustrate interpret recognize explain describe discuss draw represent express review infer differentiate conclude	**2. <u>Understanding</u>:** Constructing meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.

3. Application: The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are: apply relate organize employ practice calculate develop translate restructure interpret show exhibit use operate demonstrate illustrate dramatize	**3. <u>Applying</u>:** **Carrying out or using a procedure through executing, or implementing. _Applying_ relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.**
4. Analysis: The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are: analyze compare differentiate contrast experiment probe inquire investigate detect scrutinize discover examine contrast survey classify inspect dissect categorize deduce discriminate separate	**4. <u>Analyzing</u>:** **Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are _differentiating, organizing, and attributing,_ as well as _being able to distinguish between_ the components or parts. When one is analyzing, he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.**
5. Synthesis: The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are: compose produce plan invent propose develop design assemble formulate collect arrange construct create prepare set up generalize organize originate predict modify tell document combine derive write relate propose	**5. <u>Evaluating</u>:** **Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, _evaluating_ comes before creating as it is often a necessary part of the precursory behavior before one creates something.**

6. Evaluation: The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are:	6. Creating:
judge assess argue decide validate consider compare evaluate choose rate select appraise value conclude measure estimate criticize infer deduce	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new and different creating a new form or product. This process is the most difficult mental function in the new taxonomy.

1956   **2001**

Evaluation   Create

Synthesis   Evaluate

Analysis   Analyze

Application   Apply

Comprehension   Understand

Knowledge   Remember

Noun → to Verb Form

(Diagram 1.1, Wilson, Leslie O. 2001)

In the revised taxonomy, the authors examined consciously and critically his Bloom´s work. The cognitive taxonomy appeared to have some weaknesses that Boom himself noted previously. This relies upon the order of the elements; another elemental differentiation comes at the knowledge categorization, having other levels on his model that collide with those intellectual skills and abilities that interact with types of knowledge. As meant by Anderson, L. W (2001), The author was aware that these mental and psychomotor variations were different from the principal objective of that taxonomy. So, he categorized the following types of knowledge: Specific facts, Conventions, Trends and sequences, classifications and

categories, Criteria, Methodology, Principles and generalizations, and Theories and structures.

2.3   Knowledge: Different Levels and More.

In the next paragraphs, it is described the first three levels. These were identified from the original version. Only introduced when discussing the different uses of this taxonomy. The concept of "metacognition" was implemented in the following versions. Here the chart (2.2.2) describes how these concepts are understood:

Chart (2.2.2)

> # LEVELS OF KNOWLEDGE
>
> **Factual Knowledge** – The basic elements students must know to be acquainted with a discipline or solve problems.
>
> **Conceptual Knowledge** – The interrelationships among the basic elements within a larger structure that enable them to function together.
>
> **Procedural Knowledge** – How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.
>
> **Metacognitive Knowledge** – Knowledge of cognition in general, as well as awareness and knowledge of one's own cognition. (29)
>
> (Summarized from: Anderson, L. W. & Krathwohl, D.R., et al (2001) *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.)

An important difference that can be seen from the original version from 1956, is the fact that the elements are in a better place so they can be easily used. Another aspect is the processes of the cognitive area which are related to the instructional tasks, thus they can be documented and spotted easily as well.

Regarding levels of knowledge, it can be inferred that most of Bloom´s initial work contained the concepts described before (factual, conceptual, and procedural), but these could not be understood or put into practice by educators because the primary charts were just used to have a list of levels and most common verbs. Having this as a block for planning, the first handbook and its complements were never discussed or rarely put into analysis with an instructional emphasis. Another barrier was the low level of criticism against Bloom´s model because he was a well-known, respected, and influential academic.

Also, the "metacognitive" definition that was changed in the updated version has added a potential range and variation of types of knowledge. Having said that, the new versions make the professional infer that the thinking is a helpful teaching aid itself, so the cognition can be regulated altogether the personal one.

2.3.1 "Knowledge Dimensions; Main Concepts". Chart 2.3.1

Here, it can be seen the elements that constituted the dimensions of knowledge, from the main concepts to basic ones. A brief explanation of how the structure works.

2.3.1 "Knowledge Dimensions; Main Concepts". Chart 2.3.1

Factual Knowledge is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it.

Conceptual Knowledge is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.

Procedural Knowledge refers to information or knowledge that helps students to do something specific to a discipline, subject, or area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.

Metacognitive Knowledge is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.

2.4   Second Language Acquisition Theory: Stephen Krashen

To begin the explanation, this distinguished gentleman, a beloved and well-known character from educational history, is the teacher most the students want to be. In his own words, he mentions that a second language acquisition process, in English or another language, does not require extensive and rigorous use of conscious grammatical rules and structures, also that does not require tedious drill.", Stephen Krashen. (1987). Somehow, this could mean that students do not need a lot of formal, established, and academic processes to learn. Nowadays, acquisition can require a more meaningful interaction contact with the meta language. A more natural communication that speakers could be aware of not just with the form of their utterances but with the ideas they want to transmit and understand. It is certain that Krashen introduced the first movement for a better comprehensible input, which can be

crucial and a necessary ingredient for acquiring a second language, not only English but any other. To end this idea, he always stated that the best methods to learn a language are therefore those that give a comprehensible input in less anxious contexts. Those methods cannot push the primary production in the second language but prepare students so they can be ready to recognize that "to improve" comes from a communicative and comprehensible input, and not from a formal correction production of grammar. Stephen Krashen. (1988).

Stephen Krashen graduated from the University of Southern California, he is an expert in linguistics and specializes in language acquisition theories and knowledge development analysis. Many of his research, past and recent, have related to the analysis of English and non-English bilingual language acquisition. Since the early 80s, he has published hundreds of publications (around 400), among books, investigations, and articles that have led him to a bunch of lectures at universities (over 300), most of them in The United States, Canada, and other countries. The theory of Krashen has revolutionized the way all areas of second language acquisition work. The main points of his work and known hypotheses are the famous "Acquisition Learning", "Monitor and the Input", Natural Order, and finally the Affective Filter. Krashen (1981)

The distinction between "Acquisition and learning" is the most relevant of the hypotheses, also the most known of them which has influenced student teachers and linguists all over the world. As well as Krashen remarks, that there are independent systems that perform on the language; the "acquired and the learned" systems. The first one also named the "acquisition system", represents the result of subconscious processes that are almost identical versions of the phases that children have when learning the first language. It is important to say that the target language requires a meaningful interaction so that speakers are aware to send a message and not in correcting the utterances, and this effect is called the "communicative act". On the other hand, the "learned" system is the result of formal language instruction, so it can be comprised of small conscious processes which develop mindful subjective knowledge of the language. An example can be the learning of formal grammar to construct ideas. According to Krashen (1888) the "learning system" is less important than the acquisition one.

The Monitor hypothesis studies the connection between acquisition and learning and relate the latest influence on the learner. This resultant function is a very practical tool for learning grammar. According to Krashen (1987), the "acquisition process" is the phrase initiator, while the "learning" develops the role of the "monitor" or the "editor". Then the "monitor" plan, edits and corrects when these conditions interact, that means the learner has enough time at its transfer, so he/she can center the attention on the form or can thinks about the correction, so he/she knows the necessary rules or grammar to complete the function. It seems that the conscious learning process is somehow limited in the performance of a second language. Krashen (1987) stablished that the role of the monitor has to be less and it has to be used only to make corrections over certain deviations from "common or everyday speech" and to give speech a more refined appearance.

The individual variation having in the language learners compete to the monitor use. Krashen distinguishes the learners that use the "monitor" most of the time. Those learners do not use conscious knowledge. And finally, those that use the monitor properly. Also, it can be found through a psychological profile evaluation of what group each learner belongs to. Extroverts could be defined as under-users, and introverts and perfectionists like over-users. A lack of confidence from these subjects is frequently the responsibility of the overuse monitor.

The input hypothesis can be taken as an efficient attempt of Krashen for explaining how the learners acquire a second language and how this process of acquisition occurs. As mentioned before, it can be inferred in this hypothesis that learner practice and advance at the moment he/she receives the language input. So, at the end of this theory, the "comprehensible input" can be defined as the meta-language that learners will not be able to produce but can understand easily. It is more than words; it is far from mere grammar and involves context for its understanding.

Following the same line of hypothesis, it comes out the famous "Natural Order" which proposes that the acquisition of grammar structures follows a type of natural order that can be predictable. In the mother language (or initial language), some structures are acquired in an early stage of learning while others happen later. This fact seems to happen as an independent effect apart from the learners´ first language background and exposition to it or

even the age. Although the disposition between individual learners was not fully completed, there were significant similitudes that backed and reinforced the existence of an order of language acquisition which can be considered as a natural way to acquire a second language. However, other authors like Krashen highlight that the hypothesis relies on a mistake to relate the natural order to a system given, and that language acquisition must be based on the order found in the previous studies. Krashen rejects "grammar sequencing" as the main objective of his theories. Krashen (1987).

Finally, the last hypothesis, the fifth in the order mentioned before, "the Affective Filter hypothesis", embraces Krashen's vision of playing a facilitative through affective variables but non-factual role in the acquisition of a second language. The variables may include motivation, self-confidence, and even anxiety. Krashen declares that a learner highly motivated with the characteristics mentioned above can be better skilled to acquire and succeed in the second language learning process. On the other side, if the learner is opposite to the described before, he/she can combine to increase the affective filter and firmly create a mental block that might prevent comprehensive input necessary for learning a second language. That implies that when the filter is active or up, more than in normal situations, it stops or blocks language acquisition. In a conclusion, a positive effect is necessary but not a critical element for developing the acquisition itself.

2.4.1   The Role of Grammar: A Krashen's Point of View

To Krashen, the study of language grammar and composition can state generous advantages that teachers, instructors, or educational institutions may want to include in their academic programs and curriculum. Nevertheless, the examination of irregularities must be clear because "to teach and establish complex concepts around the language is not considered "teaching", but an appreciation of linguistics. The only result that can be considered as "teaching grammar" is the genuine interest of students in the target language programs. Frequently, when that occurs both elements, teachers, and students, agree that the study of structure and grammar is essential for the acquisition of the language, as well as a prepared and skillful teacher to explain the target language so that students understand easily and better. In that sense, the speech of the teacher plays an important role because it contains a decisive input and, in some cases, the students 'participation in the classroom turns into a

reliable and suitable environment for acquiring the language. Another important point is that the language regard to the low filter is usually a conscious effort on the objective and not only as a medium standard stage.

2.5   The Primacy and Recency Effect

Starting with the effect itself, the primacy and recency is a process in which an item that stands (isolated) from its context can be easier or better remembered than an item consistent with a context. (Schmidt, 1991). That isolated effect cannot be accounted for by high increased attention, which happens like that because the individual item is better remembered than a regulated list that contains similar and different items. This isolation effect is rarely experimentally or hypothetically related to the primacy and recency effect. That means, the effect of isolation proves the performance on the first few and last few items form a serial position curve. The primacy and recency effect are not easily rehearsal in a short-term memory period because it can occur when the initial rehearsal has finished or is eliminated. This research suggests that these three elements (primacy, recency, and isolation) can be explained thanks to the experienced and dependent synaptic plasticity happening within neural cells. Lewandowsky (1991). Data from neurological and empirical studies show that the "determinator limit" in long-term potentiation (LTP) or long-term depression (LTD) alters as a function of fresh postsynaptic activity the plasticity is limited. At the moment that LTP/LTD happens in an artificial neural matrix, the different aspects of the isolation. And the effects stated before are numbered while any of the phenomena is happening if the limit is continuous. This theory proposes the possible link between the neurological levels and the cognitive domain.

The events happening in the constant context are recapitulated better in non-assisted testing than those which do, they have logical results with the context. That means non-congruent isolated items with the related context are better remembered than non-isolated times. The primacy effect shows that the free-recall process is improved in the first few items.

As established by Murdock (1962) the primacy cannot be limited purely by the initial process in short-term memory. The recency is the discovery that the last few items are better remembered on proximate testing. The isolation primacy and recency share similar properties

that occur at the moment of changing the context or a single change happens, but these processes are rarely theoretically related.

All of the findings described previously are of great relevance to the "isolation effect". An isolated stimulus could be represented by different cells than those which represent a non-isolated stimulus. So, it can be likely to be remembered because the recent activity has been low in the cells which can lead to a better LTD and thanks to its susceptibility to interference from posterior non-isolated items. This mechanism for changing the limit has a dynamical and creative advantage in computational fields, similar to those that deal with mental processes. That means it points out the elemental problem in neurological networks which erects the difficulty of encoding and recovering the correlated patterns. Simon & Lewandowsky (2002). In 1993 Metcalfe put out the example that a list of related items (or words) contextualized correctly can be encoded or be part of the isolation effect. A further explanation seeks to develop the following organization: behavioral data as a first step in the isolation, having a conscious review of the primacy and recency effect; As a second step, the neurophysiologic discovery about synaptic plasticity particularly LTP/LTD and enclosure synaptic plasticity; the third step, a model based on the findings that suggest taking into account the behavioral data; and finally, how model key mechanisms are explained and how the model is introduced to the empirical data, including a general discussion.

2.5.1   Situational Model for Memorizing

To understand what happens during a learning episode, it has to be remembered that what learners recall the best are the items that come first then the items at the end of a series. So, the least remembered are the ones that come just past the middle. The key pattern in memorizing the word list could be a common phenomenon which is named as primacy and recency effect. When the episode of learning starts, the learners normally remember better the words that come first and last, it is not usual to remain the middle ones. But that is not something new for educational researchers. In the early 80s, Ebbinghaus released pioneer studies about these phenomena which help to explain the "why and how" this effect takes place. Posterior studies discover that new information (or words/items) are on the edge of the functional capacity of memory so they command our attention easily and are probably retained within semantic memory. The next information, on the other hand, exceeds the limits

and must probably get lost. When the learning episode ends the words in working memory are put in order which allows the addition process to get the final words held in a short period of memory. an important point here is to check whether the words are practiced in further rehearsed.

In the chart below can be observed how the primacy-recency effect influences retention during a 40-minute period which we can call "a learning episode". The periods taken here are an approximation and averages from regular learners in the context described in chapter 1. It could be seen that it forms a bimodal curve, in each case, it indicates a higher level of retention during that period. In this, the time is not when retention takes place, it refers to when is more difficult to remember or retain information.

Retention During a Learning Episode

Implications for Teaching
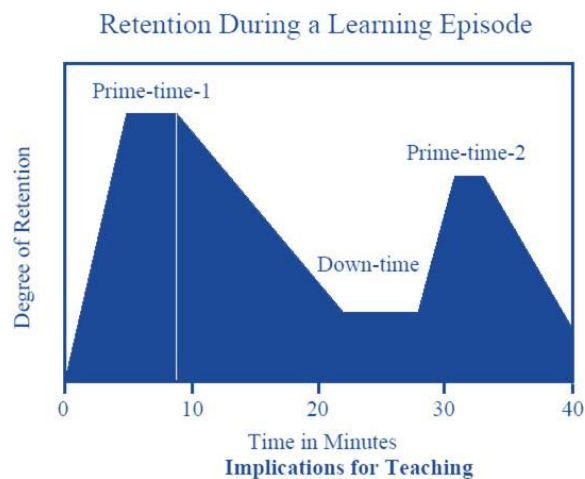
2.5.2   Developing Teaching Aids

At the time of analyzing the premise of this research, it could be found that exist important implications from the primacy and recency effect when teaching a lesson. The learning process starts when the learner focuses his/her attention on the teacher with the final objective to learn but, new skills have to be taught. During the initial time, when he/she is most likely to remember the words. Also, it must be stated that technologies and advances have been made in education, the students are more capable to remember almost any piece of information that comes from a class session nowadays. So, for planning correctly, only actual, fresh and dynamic information should be presented. From a personal perspective, I recall that in a very personal context at F*acultad de Lenguas BUAP*; **for example,** the

teachers used to start the sessions by "Today, we are going to learn new vocabulary. Does anybody know the word "throw"? what is that?". And after several intends the teachers ended up explaining the word, just like that. That is not a bad instruction, but the new series of words must have a powerful retention presentation which implies that new material has to be followed by a pretentious and rigorous practice during the downtime because at a certain point the information presented could be no longer new, so the continues practice and memorization helps the learner to organize the learned words/vocabulary for further processing periods. Having that as a reliable starting, the closure stage must take place in the final part of a session. This second powerful learning position gives an opportunity to the learner to determine the possible context, sense, and meaning of the words. The following chart illustrates how it can take advantage of retention to design a better and more effective lesson.
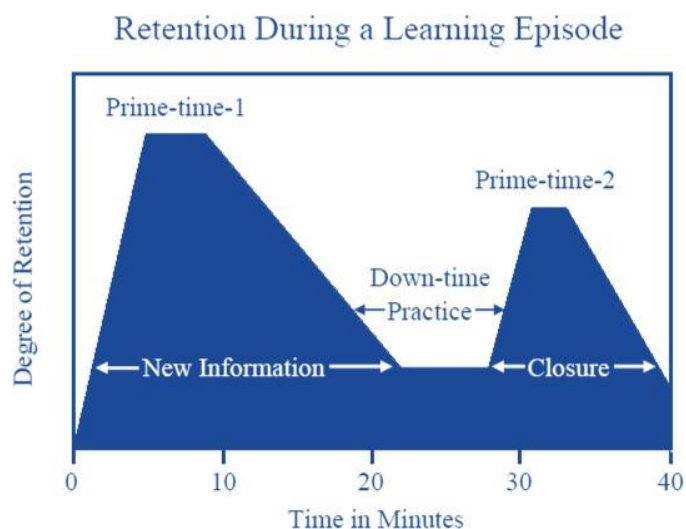

2.5.3 The Impact on Block Scheduling: is "Short" Better?

Most of the teachers and instructors of a second language (English in this case) can do a lot of things through the implementation of little knowledge of primacy and recency effect. An example of this could be explained in the following: After teachers tell the day's lesson objective and students get involved in the session, the teachers can take attendance, hands the revised homework from previous days, collects new ones, check any other important point from the class or announce workshops meeting for extracurricular formation, anything.

From that, while the session establishes the new learning products, it is at this time that students are already at the "downtime". At the end of the session, the teacher tells the students that they had good behavior, so they can do anything in the five final minutes but quietly and not bother their classmates. This scenario has been observed previously and it can be said that the following day the students would remember the absent guys and the reasons why what extracurricular activities they can take after school and what they did during the final part of the lesson. However, the new information or contents would be more difficult to remember because they were introduced at a time of "least retention".

2.5.4 Capacity of Retention When Learning Something or Through a "Learning Episode".

Another important characteristic, which amazed the observation, is the primacy and recency effect, it is an "up and down curve" of initial time and down-time which changes according to the length of the mentioned teaching episode. In the chart below, it can be identified that along with the 40-minute lesson, both initial times total almost 30-minutes of the teaching time. (Or 75% in percentage). The downtime is no longer than 10 minutes (or 25% in percentage). See below:
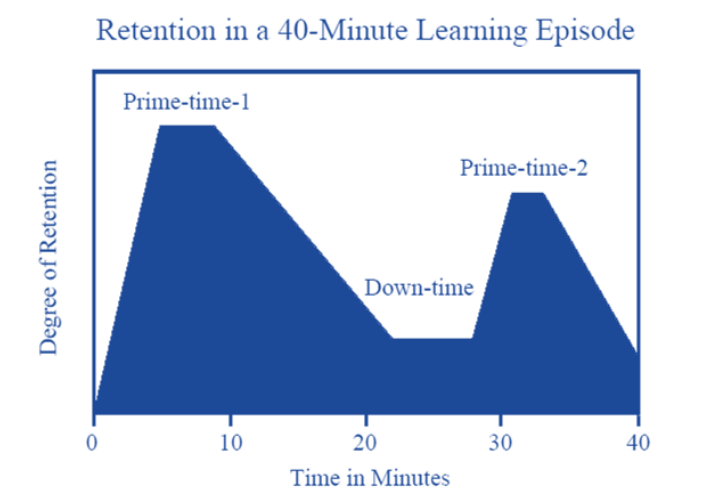
If for some reason, the time is double, that means 80 minutes (chart below), the downtime could be increased to 30 minutes which is equal to 38% of the total time. If the lesson time gets longer, the percentage of the downtime could be increased in a faster way than the prime time. The information that comes to the "working memory" enters faster than the one that can be measured or analyzed and, in the end, accumulates and stacks. The

following chart shows what happens when the learning time/period is reduced to 20 minutes. The downtime can approach 2 minutes or 10 percent of the total class time.

**Retention in an 80-Minute Learning Episode**
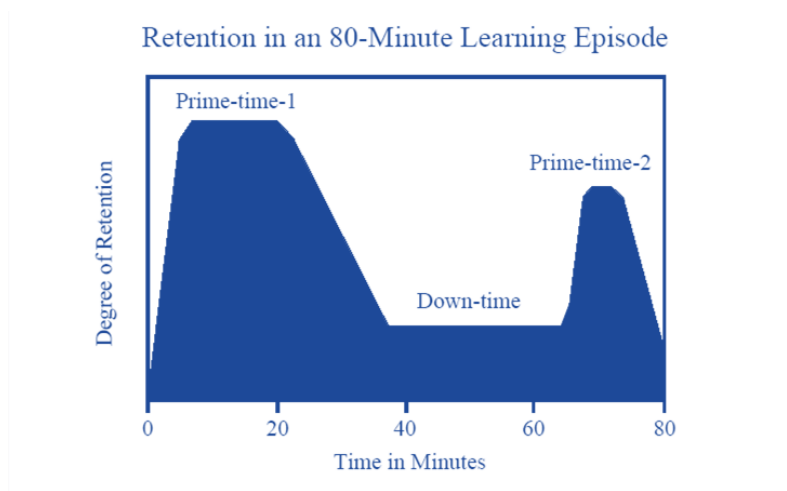
The last could be seen as an indicator that there is a higher probability that effective learning acts, exists, and takes place in the learning process, just if the learning episodes can be kept short and meaningful, that is "subjective". Therefore, when teachers prepare two different 20 minutes lessons/sessions, that can provide a 20% more prime time (about 36 minutes) than an individual 40-minute plan (about 30 minutes). However, a shorter period of fewer than 20 minutes cannot give the learners´ brains the necessary time to identify or understand the pattern of the new learning, thus no goals can be achieved. The following chart can be summarized the estimated number of minutes in the prime and downtimes in the learning cycles (in minutes) from the three different periods of time analyzed before.

AVERAGE PRIME AND DOWN-TIMES IN LEARNING EPISODES

	Prime-Times		Down-Time	
Episode Time	Total Number of Minutes	Percent of Total Time	Number of Minutes	Percent of Total Time
20 min.	18	90	2	10
40 min.	30	75	10	25
80 min.	50	62	30	38

2.5.3   Less Time Is Better; Chapter Conclusion.

Nowadays, students from all higher levels, or university students, they are used to change very quickly their surrounding environment or context because many find it difficult for concentration during long period of time. They find the learning process overwhelming, they drift or even got distraction away from the class topic. This singular and special process is true if the teacher only focusses on presenting the topics or stablishing a heavy lecture to students. The primacy and recency effect has an important task at the moment of scheduling the session, in which an 80 minutes lesson can drives into a disaster or worse than that, just boring because of the bad planning and that lies on the teaching time and how it is used. The following charts address that a block that contains four 20 minutes segments or parts often is much more practical and productive than a full continuing lesson. Beyond that dissertation, one or maximum two of those section must be directed by the teacher, so the retention during these periods can succeed. The quantity of information retained relies upon many other factors, about what is presented during the learning process, the type of teaching aids or class objectives, every detail to connect the learning at a certain time, and that will be remember better than other knowledge. In here, the appreciation of the theories altogether unifies to allow teachers and future instructors how to improve and develop different teaching aids and make better learning processes for learner. The following chapter will be described precisely when, why and how the teaching aids plan to get better results through ludic materials and activities.

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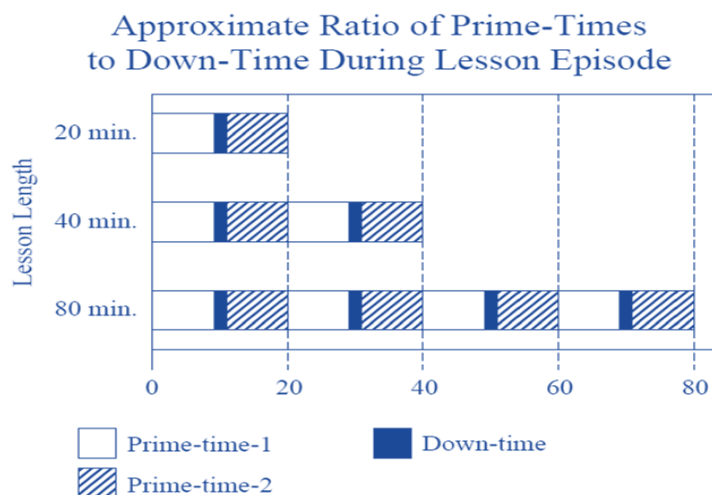
Approximate Ratio of Prime-Times to Down-Time During Lesson Episode
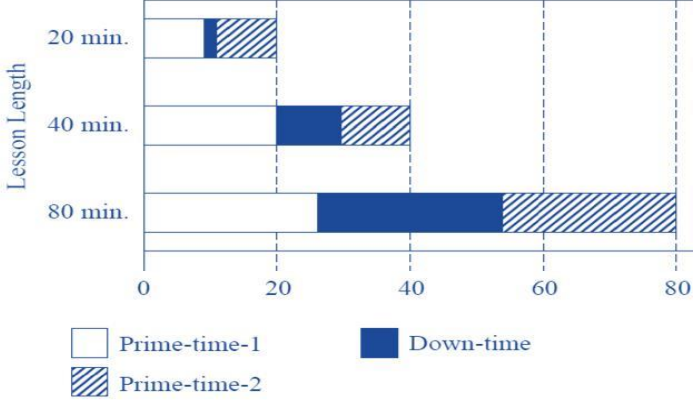
CHAPTER III: METHODOLOGY

3.1 Research Setting.

The study takes place at the Faculty of Modern Languages at BUAP, having 10 students from Target language 5 as the principal/focus elements of observation. Ages between 19 to 25 years old, advanced English language speakers. The main characteristics are the high level of English, the reasonable matureness in their cognitive processes, and the efficiency in their use of the language. One important part of the research is located in the school characteristics, because of the curriculum in the student´s profile. That is; the quality standard and development of processes in the curriculum design. Therefore, the school provides the optimal conditions for learning and teaching, thus complaining the necessary atmosphere for applying the instruments and collecting data.

3.2 Participants

The present paper was applied and thought to current students from target language 5, at the Benemerita Universidad Autónoma de Puebla, Facultad de Lenguas. One of the main goals according to the focus is the response that students could have when practicing memorizing exercises. According to Krashen (2001), the students must acquire relevant input to generate an output, but what happens if the students are not able to get a natural environment where to get context? the answer is simpler than it appears. The students are involved in a safe environment, as well as free error pronunciation context, so the students can improve correct pronunciation without having problems when pronouncing the language. So, the study is carried out by a series of exercises to get better memorizing skills and improve the language correctly, and for having a wider range of words vocabulary in a higher level of English.

3.3 Qualitative, Quantitative & Action Research Approach

This paragraph will explain relevant information about the methods used in this research. One of them relies upon the evidence that can be seen and the other is remarkable with the numbers or tangible items. The topics included here in this chapter are explained information about the research methods and how the data was collected. Also, it described specific information about participants where the research was carried out.

This research is carried out by using a mixed-method approach. The mixed method consists of a series of activities in which the stages of the process are integrated, rather qualitative or quantitative.

According to Morse (2009) this mixed-method type tries to make that the researcher (or "researchers") mixes elements of qualitative and quantitative approaches. Some examples of collecting aids are the use of qualitative and quantitative viewpoints, data gathering, analysis, inferential techniques, and depth of understanding or corroboration.

The following work is descriptive research, according to Shields (2013), the descriptive approach is used to describe, literally, characteristics of a small population or phenomenon in progress. It does not answer specifically all of the wh-questions words "how/when/why, etc."; but it addresses the "what" question, which means it goes deeper in the analysis of the characteristics of the population or situation to be studied.

In this sense, Baskerville (1996) wrote that action research acts as a third element that completes the analysis of information. in the early 90s, this type of approach stated the necessity of acting against the holes of the educational matrix, not only in the instructional area but in other spectrums. Here, "action" means to be part of it and find a solution to a problem, as easy as it is.

Qualitative research is a type of scientific research, it measures the truth with the evidence. As a general concept, scientific research consists of investigating that: tries to find answers to determine questions, uses a predefined set of procedures to answer the main question, collects pieces of evidence, produces findings that were taken into account as regular evidence, and finally, it produces results that are applicable far from the immediate boundaries of the study. Now, Qualitative research shares certain and similar characteristics to action research. Additionally, it tries to answer a given research problem or topic from the point of view of the local population involved. Qualitative research is effective in the moment of obtaining information related to cultural aspects of subjects about the values, thinking levels, behaviors, and social contexts or backgrounds of particular groups of people.

One of the most common methods for doing this type of research is participant observation, in-depth interviews, and focus groups. But in this case, it will seek to find other vias to develop NAVAGON activity efficiently. Each method is particularly suited for

obtaining a specific type of data, that´s why it is applied a questionnaire that emphasizes the employment of the activity and gives answers on how to get better results or even different opinions on how to perform it. Active participant observation is an appropriate manner for collecting but this research seeks to take action on the problem and understand the problem from a very unique perspective. Having the past into account, the instruments and other important data collecting information are developed in the following paragraphs.

3.4 Data Collection Method.

Nowadays, In the field of English language teacher education, any resourced and trending ideas commonly called "innovations" have to be practical and easy to apply. The professionals have to meet the needs and wants of students, as well as their own abilities in order to aim better. But most important these professionals must develop skills and knowledge that improve the quality of the learners in a specific context and the outcomes. Innovation can result in a revolutionary intention for getting betters skills as a teacher, but more often it became part of an evolution of professionalism. Breen, M. & Candlin, C.N. (1980).

Though I have worked in schools as an English Language Teacher, I can say now that most teachers are prepared and able to do certain activities and handle regular basic situations when using grammar or communicative skills, but not all the professionals have the necessary dynamic for developing courses efficiently. So, this NAVAGON Activity is focused on two main stages.

The first links a specific curriculum that points to the validity of bilingual programs, having, as a result, an increasing rate of vocabulary. In that sense, a framework in level targets and working experience. The product on this relies on the development and proximal use of a technical innovative language in technical aspects and practicality. So, memorizing is carried out by composing and reinforcing skills together.

The second aspect is probably the hardest, because of the reality and probable variables when using components of the program. The principal line in this system is the experience background and strong branches along with linguistics studies

The instruments and necessary activities were applied during spring 2018 to 10 participants, the participant's group was chosen randomly without following a strict filter,

just to show the validity and truth of this work. I asked the teacher in charge to let me pilot NGA (NAVAGON ACTIVITY) as well as to apply 4 different ludic activities to reinforce the NGA. I describe the full procedure in the next paragraphs.

3.5   Diagnostic Quiz

First, as part of the diagnostic, I applied a quiz in which students had to write the Spanish meaning and the three forms of the 70 most common irregular verbs, the chart was uncompleted so they had to fill the missing forms of the verbs by following the clues /missing words). As an important note, I did not consider a specific order, form/tense, or Spanish translation. Then, as part of memory consolidation, I introduce flashcards in "tabloid size" (27 x 43 cm approx.) so they can relate to and identify the verbs and their tense forms, I corrected English pronunciation and meaning/translation in Spanish. The data gathered in this part was registered in a chart that I show below as well as the diagnostic quiz.

Número aproximado de verbos que los alumnos ya conocían en la actividad diagnóstica
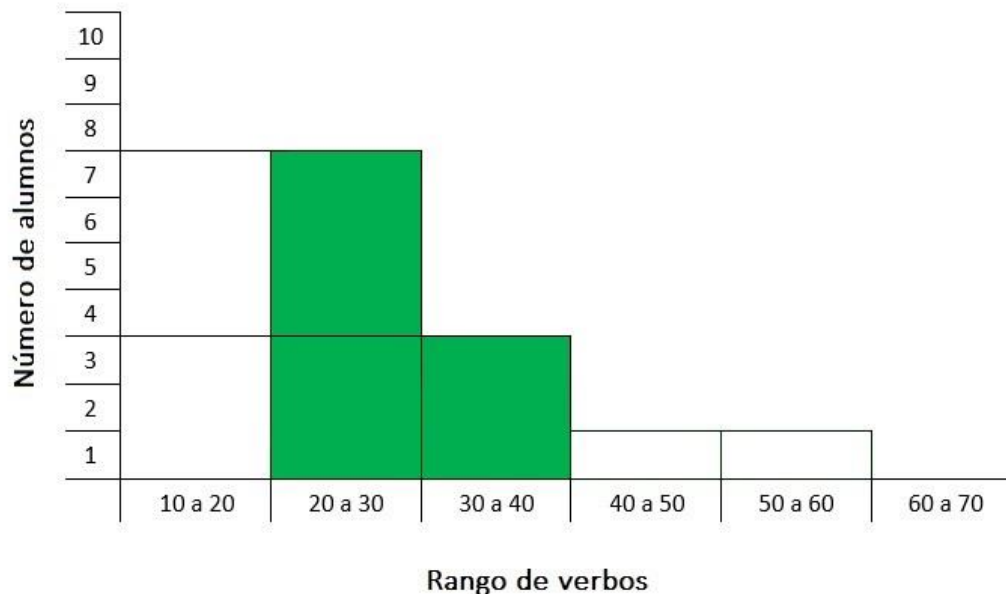
70 MOST COMMON IRREGULAR VERBS IN ENGLISH

SPANISH	PRESENT SIMPLE	PAST SIMPLE	PAST PARTICIPLE	SPANISH	PRESENT SIMPLE	PAST SIMPLE	PAST PARTICIPLE
			been			kept	
	become				know		
			begun			left	
	blow				lose		
			broken			made	
	bring				meet		
			built			paid	
Traer					put		
	catch					red	
			chosen		ride		
	come		come			ran	
			cost		say		
			cut			saw	
	Do		done		sell		
Dibujar						sent	
			dreamt			shut	
	drink				show		
			driven			sang	
			eaten		sit		
	fall					slept	
			felt		speak		
	fight					spent	
	find				stand		
			flown			stole	
	forget				swim		
Perdonar						took	
	get					taught	
			given		tell		
			gone			thought	
	grow				throw		
			had			understood	
	hear				wake		
			hidden			wore	
	hit				win		
			held			wrote	

Original Design by *Luis David Gonzalez Flores*

After preliminary quiz, I applied the NGA (which I described in the following paragraph as "main procedure").

3.6 Instrument: Procedure for NAVAGON ACTIVITY: Memorizing Irregular Verbs.

NAVAGON Activity (NGA), also can be described as NAVAGON Activity Flash Card Pattern Level 1 for memorizing irregular verbs, it had a duration of 1 month divided into 10 sessions of 20 to 25 minutes. **I used the first session for diagnostic, 4 sessions for applying merely NGA, 4 sessions for applying NGA accompany by a ludic activity, and one final session to apply the final quiz and questionnaire, I also thanked participants for that same day.**

Taking into account that learners are part of target language V, the Minerva plan demanded to attend three times a week classes, so I Adapted the NGA to B1-B2 (CEFR) to their needs and wants as well as the time of applying the instruments. I worked with them Monday, Wednesday, and Friday from 9 am to 9:20/25 am approx. and I divided the verbs into 20s and 30s packs so they can memorize them better, (I explained the "why" for this movement in Chapter II). After 4 sessions students had understood correctly how verbs were given so in session 5, after NGA application I applied a ludic activity in the next four sessions so the learners could assume and improve better their knowledge and vocabulary.

Procedure:

The first action is to show numbered cards to students, so they identify them and know the words, the students recognize and relate for the first time one word and one picture. Also, the Teacher explains to students "Grammar, Time/Tense, Phonetics & Phonology or Spanish Meaning/Translation" if necessary, having the three forms of the verb (present simple, past simple and past participle) as the main focus. Then, the teacher proceeds to use the next pattern of repetition and designation of content:

Vocabulary reference/nomenclature:

**BFCs** = big flash cards / _**Teacher**_ = myself (thesis student) / _**Students**_ = learners

(Please, Go Next Page)

1 = 20 BFCs repetition in order, from 1 to 20 showing cards, teacher and students do choral drill. (Twice the first time), the teacher leaves the cards on the benching or walls, according to the space available.

2 = Same 20 BFCs repetition in order from 1 to 20, showing BFCs but the teacher does not repeat (choral drill), note: teacher points out the BFCs.

3 = One/Two-minute memorizing individual working (Students stand up and check/watch BFCs)

4 = 20 BFCs repetition in order from 20 to 1 showing BFCs, teacher and students do choral drill.

5 = 20 BFCs repetition in order from 20 to 1, showing BFCs but teacher does not repeat (choral drill)

The verbs change each session, that means; 20 verbs in session one, 20 verbs in session 2, 30 verbs in session 3, and go back to 20 verbs in session 4, and so on. This happens to cover the 70 most common irregular verbs mentioned before.

I repeated the system once a session (8 sessions total) following the next order

FRIDAY 4TH, 2019 Diagnostic Quiz

7M	1	2	3	4	5	1st Session		16 W	5	1	2	3	4	5th Session
9 W	2	3	4	5	1	2nd Session		18 F	4	5	1	2	3	6th Session
11F	3	4	5	1	2	3rd Session		21M	3	4	5	1	2	7th Session
14M	4	5	1	2	3	4th Session		23 W	2	3	4	5	1	8th Session

FRIDAY 25TH, 2019 Final Quiz

In session 4, the teacher used 70 verbs, also in session 8.

In the final session (Friday 25th, 2019) I applied the final quiz and the questionnaire. The results are described in chapter IV.

3.7 Ludic Activities to reinforce vocabulary.

According to Cheng and Dornyei (2007), motivation plays a specific role in the manner learners see the knowledge. the generation of learning can establish a relation to the language and didactic manner of comprehending the mean ideas of games. also, motivation must be part of the growing system, because an effective input can have a satisfied learner, not all the input can work in critical situations when learning but if the learner has a good register the knowledge can be de-complex and put into perspective for learning. Another definition comes from the oxford dictionary, it says that the interaction is socialized and based on games and the action of playing. In that sense, ludic activities and physical interaction share two elements: "uncertain outcomes and sanctioned displays". Having uncertain outcomes to provide suspense and excitement; the sanctioned displays, on the other hand, give participants socially acceptable opportunities to exhibit physical prowess. Finally, here I described the ludic activities applied in this research paper.

3.7.1 Hangman (Game)

This interesting game was purposed to develop mind connection with input students have about a word. The use is simple, it seeks for completing a word. Having the teacher as a clue giver so the learner must guess the hidden word according to the number of letters. According to the Merriam-Webster dictionary (Accessed January 2019), it is defined as a game in which the object is for one player to guess the letters of an unknown word before the player who knows the word creates a stick figure of a hanged man by drawing one line for each incorrect guess. In other words, it deals with word formation and completion. In this case, the purpose is to create a linguistic bridge to enhance the learner's memorization pattern abilities. I applied this in session 5 along with a 20 verbs pack. Here can be visualized an illustrative sample of what I used:

(Please, Go Next Page)

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
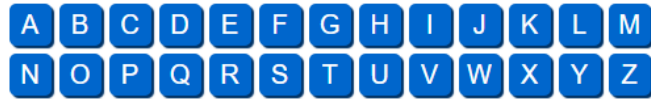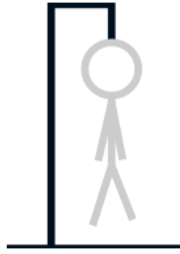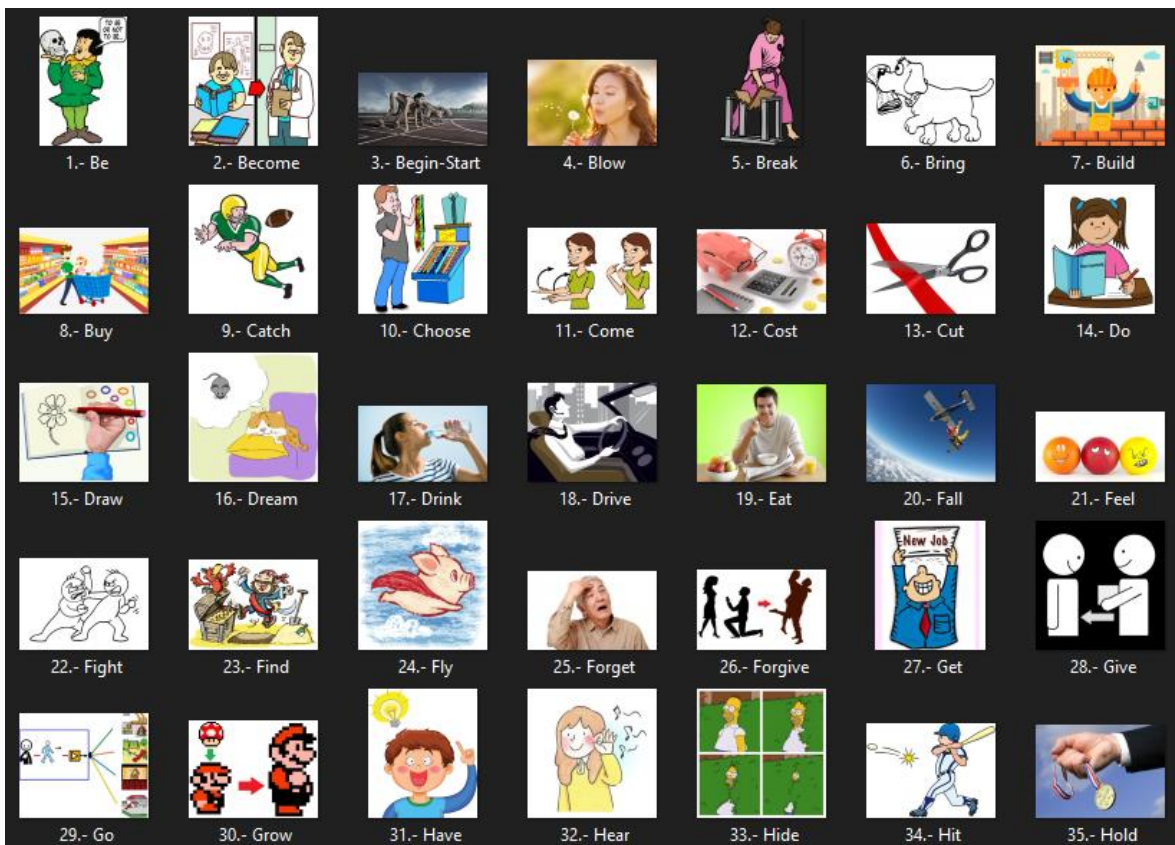
BECOME

3.7.2 Crosswords

The second activity I applied is called "Crossword". This simple but interactive game was mainly designed for newspapers in the past. As mentioned in Oxford Dictionary, it was invented by the journalist Arthur Wynne, whose game ("word-cross") appeared in a Sunday newspaper of the time, the "New York World" (London), on 21 December 1913. The process is simple, as Oxford Dictionary defined it; "Crossword is a game in which you have to fit words across and downwards into spaces with numbers in a square diagram. You find the words by solving clues". I applied this in session 6 along with a 20 verbs pack. Here can be visualized an illustrative example of what I used:

Across

4. RELATONSHIP
6. LOOSE
7. THE BEDS
8. PLANE
9. MARIO BROSS

Down

1. PEOPLE
2. THE BREATH
3. AND SEEK
5. BOOK
6. EMOTION
8. THE KEYS

KEY

MEET PEOPLE

FLY PLANE

HOLD THE BREATH

FEEL EMOTION

FIND LOOSE

GROW MARIO BROSS

HIDE AND SEEK

READ BOOK

FORGIVE RELATONSHIP

MAKE THE BEDS

FORGET THE KEYS

3.7.3 Memory Game

The memory games can be considered a concentration process or methods to memorize consecutive items, or in this case "words". This is a popular game played commonly by children and teenagers to get better memorization abilities. I used a Mexican version of this which is called "Memorama". It has the same features; 20 double-faced cards, with pictures of wanted/needed verbs on face 1 and a simple blank on the other one. And 20 double-faced cards, having no pictures but written verbs that relate to pictures from the picture cards. The purpose is to flip up the card and see the drawing, then the learner tries to find the corresponding verb to that drawing or image. I applied this in session 7 along with a 20 verbs pack. Here can be visualized an illustrative example of what I used:

Side A with a picture and side B in blank.

Side A with written verb and side B in blank

Be	become	begin	blow	break	bring
build	Buy	catch	choose	come	cost
Cut	Do	draw	dream	drink	drive
Eat	fall	forget	feel	fight	find

3.7.4 Word Search

Finally, I applied the most common "word search" which might be an easy or difficult activity according to the teacher's purpose and learners' needs. I simply designed a "Sopa de Letras" (Mexican version) that contains 14 verbs pack but it considers the 30 verbs practiced in NGA. I applied it in session 8. Here can be visualized an illustrative example of what I used:

(PLEASE, GO NEXT PAGE)

WORD SEARCH NGA

Y	W	Z	I	H	W	J	X	O	K	X	D	O	S
N	K	H	R	X	P	C	S	P	Q	N	H	L	H
I	S	Y	R	T	U	Z	E	H	A	I	S	N	O
W	I	J	F	I	T	D	L	G	R	Y	M	T	W
R	N	J	N	X	D	F	L	O	L	K	W	E	Y
K	G	A	M	E	F	E	T	D	Y	I	R	A	G
P	U	N	D	E	R	S	T	A	N	D	I	C	F
P	X	B	R	U	N	E	R	M	L	N	T	H	J
A	V	Z	K	S	E	S	H	U	T	Z	E	R	W
X	Y	P	M	A	P	A	U	P	Y	D	Z	O	E
Y	C	O	J	Y	A	N	H	V	S	E	N	D	A
C	V	D	S	E	E	R	E	A	D	A	Q	F	R
S	K	S	B	J	O	F	N	L	V	Y	G	X	E
E	T	W	I	H	U	E	O	Y	N	I	K	L	C

3.8 Final Quiz

In the final part of the NGA, I the same quiz from the beginning but it changed verbs to have one more time randomly position, so students can complete the forms of the verbs. Here is the sample and the chart that shows the progress:

Número aproximado de verbos que los alumnos acertaron en la actividad final.
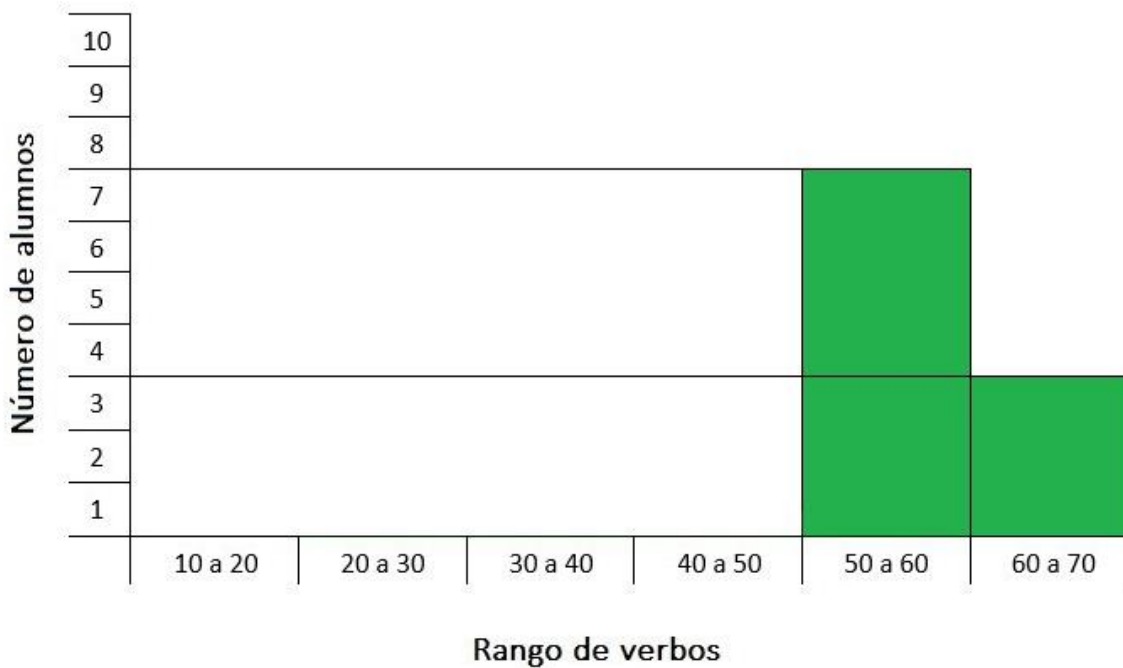
Rango de verbos

70 MOST COMMON IRREGULAR VERBS IN ENGLISH

SPANISH	PRESENT SIMPLE	PAST SIMPLE	PAST PARTICIPLE	SPANISH	PRESENT SIMPLE	PAST SIMPLE	PAST PARTICIPLE
			been				kept
	become					knew	
		began					left
			blown				lost
			broken				made
		brought					met
	build						paid
	buy		bought		put		
			caught		read		
			chosen		ride	rode	ridden
		came					run
			cost		say		
Cortar							seen
Hacer						sold	
			drown				sent
			dreamt				shut
			drunk		show		
			driven				sung
Comer							sat
			fallen		sleep		
			felt				spoken
Pelear			fought		spend		
			found				stood
			flown		steal		
			forgotten				swum
	Forgive				take		
			gotten				taught
	Give				tell	told	told
			gone	Pensar			
	Grow			Arrojar			
			had	Entender			
			heard			woke	
			hidden				worn
			hit				won
Sostener							written

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3.9 Questionnaire

In the final part, I asked students to answer the following questionnaire, which consists of a series of questions that make learners construct effective feedback on the NGA and persuade the future student teachers to use the activity in their own teaching time. The results are analyzed in the following chapter.

El presente cuestionario forma parte de una investigación de tesis para estudiar los aspectos positivos y ventajas que tiene *"The Primacy And Recency Effect"* mediante el uso de la actividad de memorización "NAVAGON" en los alumnos de lengua meta 5. Uno de los objetivos es aplicar dicha estrategia para reforzar el aprendizaje del idioma inglés. La información que usted proporcione será utilizada única y exclusivamente para los fines de esta investigación y será estrictamente confidencial.

Muchas gracias por su atención y su valioso tiempo.

Cuestionario para alumnos.

Por favor, escriba la información que se le solicite debajo y marque con una "x" la opción que indique su preferencia.

Edad: _____   Genero: Masculino (_) Femenino (_) Prefiero no contestar (_)

1.- ¿Cuál es su ultimo nivel/curso/asignatura de inglés? _____

2.- ¿Cuenta con alguna certificación del idioma inglés? Si (_) No (_)

3.- Nombre de la certificación (si aplica) _____

4.- Nivel de la certificación de acuerdo al MCER (si aplica) _____

5.- Cuantas horas ha estudiado inglés dentro de LEI? Número aproximado: _____

6.- ¿Alguna vez había escuchado de la actividad de memorización NAVAGON? Si (_) NO (_)

Explica tu respuesta en caso de ser necesario:
_____
_____

7.- ¿Las instrucciones durante el empleo de la actividad fueron claras? Si (_) No (_)

Explica tu respuesta en caso de ser necesario:
_____
_____

8.- ¿Practicaste en casa o fuera del aula? Si (_) No (_)

9.- ¿Notó algún progreso? Si (_) No (_)

10.- De acuerdo a las siguientes preguntas escriba del 1 al 5 el número que represente su preferencia, donde 1 es igual a "No mejoró", 2 es igual a "Mejoró poco", 3 es igual a "Regular", 4 es igual a "Buen avance" y 5 es igual a "Avance significativo".

Pregunta:	Numero:
¿Mejoró su vocabulario?	

¿Mejoró en el idioma?	
¿Mejoró su audición?	
¿Mejoró en su ortografía?	
¿Mejoró en su redacción?	
¿Mejoró en su lectura?	
¿Mejoró su traducción?	

11.- Al realizar la evaluación diagnostica de la primera sesión, ¿cuántos aciertos obtuvo? _____

12.- Al realizar la evaluación final de la última sesión, ¿cuántos aciertos obtuvo? _____

13.- La actividad te resultó:

Dinámica (_)

Divertida (_)

Útil (_)

14.- Recomendarías/aplicarías esta actividad a sus compañeros o amigos que se encuentren estudiando el idioma inglés: Si (_) No (_)

15.- ¿Por qué?

_____
_____

16.- Usarías esta estrategia en tus futuras clases? Si (_) No (_)

17.- ¿Cuál es tu opinión respecto al uso de este tipo de estrategias?

_____
_____
_____
_____

¡Gracias por su ayuda!

CHAPTER IV. RESULTS

In this chapter, I describe the results obtained during this research paper. Most of the time I tried to carry out a simple format because I consider that many formalisms are not necessary for presenting an idea. If the process, the idea, and the methods work I think I don't have to overexplain certain concepts. For example; I did not include a full explanation of CFRL, only a general table that overviews the topic but just for contextual references, because I consider that you as a revisor do not need to re-read something that you already know, also you as a teacher and reader of this paper were chosen because of your rationalism and skills for understanding teaching aids and innovation in this specific educating field. So, thank you for reading.

4.1 Preliminary Diagnostic

After applying the first diagnostic I could checked and analyzed that must of the students were not ready for a one-time evaluation and obviously neither to a "sudden testing" of their knowledge. It is curious how they react, that might not be the purpose of this research, but it came into my mind all of the times I was evaluated during my career and I can say not all of the teachers in charge of **Target Language V** apply activities or dynamics or if they so, these seems not to be the necessary strong or recency to develop structural learning. I cannot confirm that this statement is true or false, because this study is pointed to prove if certain activity can work or not in a specific context, and it is not guided to prove if teachers from Facultad de Lenguas have or not the necessary profile or curriculum to teach.

Having said that, another particularly observation was the way the students digest the diagnostic quiz. By "digest" I mean how they realize they are going to be evaluated and then they accept the challenge and not give up the task. That reflects that although they are not ready for this, they are part of a school which prepares future English language teachers so they "take the bull by the horns".

Now, about the results I could prove the students did not have the necessary vocabulary for filing in the chart. As I showed in Chapter 3.5, 7 students got 20 to 30 verbs right and 3 students 30 to 40 verbs. But since the quiz demanded Spanish meaning and 3 time/tense of the verbs, they have not uncanny results. So, I can conclude that they have the

knowledge but this might be fossilized and, in this case, I was necessary to apply a different and innovated activity, dynamic or strategy to memorize verbs.

4.2 NAVAGON activity as Ludic Activity to Teach English Irregular Verbs.

The primary effect I observed in students was that after first session they felt confused about what the teacher was doing, because they understand that the activity tried to teach verbs and it requires that students memorized verbs. For them that was something that had happened before in their classes but not with this specific approach in which students are guided and directed into a focalized target.

Hence the name "ludic" brings the synonym "fun", and that as exactly what they had. Although they felt nervous about what the teacher presented, they considered this as a challenge and they even spent the teacher professional and intellectual resources for understanding better the vocabulary. For example, after completing the fourth session (October 14th) a student asked about the correct pronunciation of the verb "throw" and he compared it to "crawl". That might seem out of context, but also, I could link those verbs are connected and summarized on our minds with accuracy orders, I mean; maybe the verb the student asked was not connected to the session or any other similar verb, but I realized the activity enhance the memorization of other similar verbs, so that can help at the time of memorizing.

Along the sessions, the students felt more and more involved in the class and that made the teaching time efficiently, because, apart from the first session, all of the other last 21 to 23 minutes. So, that is a win.

As a final observation, research has proved not just that NGA activity worked, but it could help to develop other part of the learning process. For example; phonetics and phonology relation, same structured verbs memorization, context and pragmatics, etc. This brings me to an undoubtable curiosity of parallel teaching areas and contextualized the study to another subject.

4.3 Questionnaire Analysis: Successful motivator for students

In this part, students get involved very seriously. In the appendix I attached samples of students 'answers. The participants were male mainly and just two females, because of that

this questionnaire was anonymously answered I could not check specifically the answers of both genders, but I can say there is no difference if they are male or female, the results apply to single minds, thus this is not relevant to this study. Only 2 students had a certification in level A2 and B1, which proves that this NGA activity is not target to develop a certain level of knowledge but it seeks to better improve the language through acquisition of vocabulary, old and new one.

The students did not have the necessity to study out of the classroom because for them the activity represents enough practice. The dynamic resulted useful for future ludic interaction and they are able to apply the activity because they find it helpful.

At the end I can conclude that the activity worked and that students really felt comfortable with the manner the teacher applied it. Which brings me to an important question; Do motivated teachers are an influential factor in the development of this activity? I think yes, but it could rely in the necessity of new ways of memorizing verbs, as I stated before the activity seems similar to previous activities, but in this case the manner in which is applied and the method can modify the way learning is absorbed by students. So, the real conclusion I can present is that the method really worked because the method was efficient and proved that mind tries to remember better under certain circumstances. In this sense, the students learn better, improv the language and get better results, but they do not have to follow a rigorous, formal and boring process.

4.4 Own experience a student teacher when using NAVAGON Activity.

Since the first moment I stood on the classroom I knew it was going to be a challenge but I overcame this and I could the activity as I needed and wanted at the time of planning. The students acted and behave good. The contents of the cards, the materials and the steps and methodology worked. The students memorized as many verbs as they could and they felt really fine at the end of 10th session. I have some small problems when making them standing to visualize the verbs, but nothing that well instructions could not fix. I think the NGA could be applicable to different context under various conditions but contextualizing correctly. In mi point of view, each stage in the activity and the verbs taught were relevant and important for students that is why they decided and write on questionnaire that they would use the NGA

in their own classes. I think I felt comfortable and confident so much that in the future I will make my own material because I have the skills and the creative tools for doing it.

4.5 Advantages of using NAVAGON Activity.

"Successful model for memorizing vocabulary", that is how I would describe it. But that might sound a bit egocentric or pedantic. That is why I only going to call it "a proper model for memorizing".

Some of the advantages I found after developing this NGA are that students do not feel comfortable almost any time when they are evaluated. So, this activity can establish confidence and, if the instructor applies the assertive motivation, the students can react better than expected and make participate to everyone. Another advantage is the less cost of resources and practical design of them. I made the material, printed cards and other resources by myself. So, it is not an obstacle that can limit the application of this NGA. Then I can remark the easy involvement of students because for this new way to see memorization of verbs. Finally, but not least, all of the verbs are part of professional and academic formation through language learning life, so this can become subjective knowledge.

Maybe, a possible disadvantage can be applied if the teacher is not a prepared professionally, it means that if the instructor does not have the knowledge and proper practice, the manner in which he/she develop the activity can result in just a bad experience for the students. So, I can say that intellectual and academical aptitudes have to be domain before applying NGA.

CHAPTER V: CONCLUSIONS

5.1 Introduction

This chapter presents the conclusions I obtained from the research as well as the answer to the research question I wrote in Chapter I. Also, I will write personal thoughts about how this research changed the way I see teaching and got me into developing better skills in designing material.

5.2 Findings and Research Questions

First of all, I can establish that there is an expanding connection to the mind and that it could be guided to get better memorization skills. To improve the language is not just to repeat words and memorizing vocabulary, it is to motivate the brain in manners it can identify and choose knowledge so the mind can categorize the words and learn subjectively. When seeking the answer to my question I realized that teaching can be as important as other professions. Physicians cure the body but teachers help mind to develop properly and, in some cases, they can cure the mind to make people open to the knowledge.

Now, in a minor lovely aspect, the subjects that teachers have for becoming professionals must have a relevant and specific direction, because the teacher can define how another person learns or they can direct the way individuals form concepts and develop creativity.

At the end, having the question so open in first sight, I think I write exactly what I wanted to express initially; How primacy and recency can help English´s teachers at the BUAP to develop language learning skills in students?

The answers are easy to respond; for me primacy and recency effect is something that happens always when we memorize words, it can lead the persons through life and we did not even notice. This singular acting of the effect can help future teacher to understand that language is not only a via for learning and communicating but an important ability to comprehend and develop mental processes. Because if we know exactly what buttons we have to press, the machine can work more efficiently. And in other words, if the mind responds assertive and with good results by applying the exact methods, we might be in front of a new way of living the life, so we can understand the mind better.

But the important point is not that, I think all of the results are related to the way teachers can follow instructions and develop processes for teaching concepts. And that is the preliminary objective with this research, to find something that can helps or support a weakness in the teaching methodology.

5.3 Recommendations for Further Research

At the time I applied this NGA to the target language students, I noticed they were reliable and open-mind to find and do other activities, so as a recommendation for further research and investigations I think the last approach can follow the same structural line, but applicable to different aspects of the grammar; for example, the use of NGA to memorization of synonyms for improving vocabulary, the implementation of different patterns of memorization to develop writing abilities or to explore the memory patterns that stimulates phonetic relation to memory linking words in high order thinking processes . Another important line can the application of the study in another context, which implies adding different school, universities, faculties, nationalities, cultures, and languages. Also, the relevance and expansion that the study can have, could help teachers from other fields to discover and explore modern phenomena in actual society.

5.4 Limitations of the study

As this is the first time I did research, the process and some other parts of it can be complex for some readers, especially because I wrote NGA under specific instructions and details so it can be confusing at the time of understanding the steps for applying it. But as a good reward I got from this I can say the theories used and explored in this research are exceptional the necessary for understanding the background of why I decided to develop a simple activity to help a specific area of teaching.

Another limitation can be the lack of people interested in this type of activities, I mean; designing teaching aids and piloting them is not a reason for having fun for some teachers. But for me it is a critical stage in which teachers shows the master of the knowledge because he/she knows perfectly the time and place to teach the contents, so that can be personal according to the person who reads.

5.5 Personal Reflection

For me this represented the conclusion of a cycle, in which I was reluctant to develop my own teaching aids, I think that student teachers and professional of education must create their own resources but not just by following standard methods that do not apply to the proper contexts. The science and technology were discovered and used to make the human being better in any context so at the moment of applying the NGA I could realize how important is to innovate the education, not because I think I am changing something but finally I can understand that learning process is not lineal but structural. By that I mean that it is not a law in education to follow a specific methodology or approach for teaching, it is necessary to comprehend the context, to live the education, to prove ourself as teacher once we develop certain concepts and most important, I must love teaching because apart from the natural cause of professional development, this job will give me the necessary resources for living a long and beautiful life.

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APPENDIX

Table 1. *Common Reference Levels: global scale*

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.