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The Connections between Spanish, Catalan, and English: The Teaching of Greco-Latin Prefixes and Suffixes in EFL through Educational Games

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Abstract:

Vocabulary development is thought to be one of the most essential aspects when learning a language. However, the current Spanish educational system seems to be more focused on the teaching of grammar than on the teaching of vocabulary. This is clearly reflected in the students' language performance, which is proved to be one of the poorest across Europe. A possible measure aimed at helping EFL students increase their vocabulary would be the teaching of Greco-Latin prefixes and suffixes. Taking into account that in the Balearic Islands Spanish and Catalan are spoken, it is imperative to analyse the benefits that teaching this grammar strategy in these two languages would have for EFL learners. This paper reveals the lack of coordination that exists in the three language curricula of the Obligatory Secondary Education, which is mirrored in the lack of coordination among the departments of the IES Son Ferrer, a high school on the island of Mallorca in Spain. Teaching Greco-Latin prefixes and suffixes may draw a lukewarm response from students. For this reason, the best approach to the teaching of this grammar strategy is to introduce educational games in the classroom. The main aim of this paper, therefore, is to present a didactic proposal aimed at teaching Greco-Latin affixes to EFL students through educational games in order to increase their motivation and help them expand their vocabulary in a dynamic way.

Keywords: Greco-Latin prefixes and suffixes, educational games, coordination, language curricula, vocabulary development

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1. Introduction

Vocabulary plays a pivotal role when it comes to learning any language. Such is its importance that it has been asserted that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972, pp. 110-111). Learning the rules of grammar is essential to construct a cohesive and coherent either written or oral text. However, if one does not have an active and extensive vocabulary, effective communication between the interlocutors is unlikely to take place. It is thought that the capacity to identify the components of words such as prefixes and suffixes is probably the most useful vocabulary skill that an English as a foreign language (EFL) learner can have (Kruse, 1979, p. 209). For this reason, secondary school teachers need to teach their students how to recognize these constituents and how to use them correctly in order to enlarge their vocabulary record.

In the Balearic Islands, students take Spanish, Catalan, and a first foreign language, which is in most cases English. With regard to the fourth and final year of Obligatory Secondary Education (*ESO* in Spanish), in the curricula of both Spanish and Catalan, there is a section entitled *Bloc. 3 Coneixement de la Llengua: La paraula*. One of the contents that are stated in this section deals with the use of Greco-Latin prefixes and suffixes and their application to the creation of new words (Govern de les Illes Balears, 2015). In contrast to the curricula of the official languages, in the curriculum of the first foreign language (English), the topic of prefixes and suffixes is not regarded as a specific content to be dealt with in the fourth year of *ESO*. This disparity can be problematic for EFL students because they do not benefit from their previous knowledge of Spanish and Catalan. After thoroughly looking at the three curricula, it can be corroborated that EFL students lack the necessary tools to create new words in order to expand their vocabulary. As a result of this fact, students present a poor and limited vocabulary, which is directly reflected in their speaking and writing tasks.

Teaching Greco-Latin prefixes and suffixes may draw a lukewarm response from teenage students. Thus, the most effective approach to teaching this vocabulary point to them is gamification. This new perspective moves away from the traditional teaching methodology and it has been proved to motivate

students and help them become active learners (Sevy-Biloon, 2017). If students are taught this specific content in an interactive and dynamic environment, which can be facilitated by the use of games such as Scrabble or Password, they may be more likely to acquire better this piece of knowledge and to put it into practice with the aim of enlarging their vocabulary. The main aim of this study, therefore, is to show that the teaching of Greco-Latin prefixes and suffixes through games can expand the vocabulary record of fourth year *ESO* students by a huge extent.

In order to conduct this study, a distinct division of the contents will be made. In part one, the literature review, which is divided into five sections, will be presented. In the first section, the similarities between Spanish and Catalan will be explored. Secondly, an analysis of the Spanish, Catalan, and English curricula of *ESO* of the Balearic Islands with regard to the teaching of Greco-Latin affixes will be carried out. The third section will be devoted to highlighting the importance and the potential benefits of teaching this grammar strategy to EFL students. In the fourth section, a list of possible prefixes and suffixes that should be taught is provided. The final part of the literature review will be devoted to stating some reasons why educational games should be used to teach Greco-Latin prefixes and suffixes to EFL students. In part two, the practical component of this dissertation will be presented. This will consist of four different sections. In the first one, the educational context of Son Ferrer, a high school on the island of Mallorca in Spain, will be provided. This is the high school for which the didactic proposal has been designed. Secondly, one survey regarding the teaching of Greco-Latin affixes in the IES Son Ferrer will be discussed. In this section, the results of the survey will be analysed, and a proposal will be put forward. In the third section, the second survey, which is about the use of educational games in the IES Son Ferrer, and its results will be discussed. Finally, the didactic proposal that would be applied in this high school will be developed.

2. Literature Review

2.1. Similarities between Spanish and Catalan

Learning two or more languages that belong to the same family is thought to aid students to transfer specific knowledge from one language to the other (Council

of Europe, 2001, p.170). This means that students who learn sister languages, which are related languages that derive from the same mother language (Rowe & Levine, 2005, p.342), are generally able to understand words, decode simple sentences, or extract the essential information from more complex texts in both languages (Council of Europe, 2001, p.170). In the Balearic Islands, students need to learn Spanish, Catalan, and English. The first two, which are the official languages of this autonomous community, derive from Latin, whereas English comes from West Germanic (Rowe & Levine, 2005, p.341). It is a salient fact, therefore, that Spanish and Catalan share more similarities with each other than with English. Colón i Domènech, a renowned Spanish linguist specialised in Romance languages, made a comparison between the Spanish and Catalan lexicon by analysing chapter 231 from the Catalan version of *Tirant lo Blanch* (1490) and its Spanish translation (1511). The first two hundred lexemes from this chapter were extracted in both languages and it was revealed that there was a 62% of affinity between Spanish and Catalan and a 38% of dissimilarity (Colón i Domènech, 2004). The basic premise of his study was that similarities between the lexicon of sister languages such as Spanish and Catalan are very frequent (2004), which is a factor that facilitates the learning of both languages.

Students who are proficient in two or more languages seem to take advantage of their multilingual condition when it comes to learning a foreign language (Maluch, Neumann, & Kempert, 2016, p.111). Bilingualism raises metalinguistic awareness, which is defined as "an individual's ability to focus attention on language as an object in and of itself, to reflect upon language, and to evaluate it" (Harris, R.J., 1992, p.531). This metalinguistic ability allows learners to apply "morphological rules to unfamiliar forms" (Maluch, et al., 2016, p.112) without being aware of it. Based on this premise, EFL learners from the Balearic Islands could benefit from their knowledge of Spanish and Catalan in order to improve their command of the English language. The Spanish sentence *Conducir a gran velocidad es ilegal* and its Catalan translation *Conduir a gran velocitat és il·legal* are analogous because all the words in both sentences come

from Latin[1]. This example illustrates the fact that "learning one Romance language makes learning a second one easier" (Blaz, 2013, n.p.). The same sentence in English, *Driving at great speed is illegal*, shows a minimal degree of similarity to Spanish and Catalan because only the word '*illegal*' derives from Latin. A Spanish or Catalan-speaking person whose English level is elementary may not grasp the exact meaning of this sentence, but he or she may understand what '*illegal*' means since it is very similar to its Spanish ('*ilegal*') and Catalan ('*il·legal*') counterparts. EFL learners can take advantage of their knowledge of Spanish and Catalan, but in order for them to transfer this knowledge across the three languages successfully, greater coordination between the three curricula in Obligatory Secondary Education is needed.

2.2. Analysis of the Spanish, Catalan and English curricula of *ESO* of the Balearic Islands

The Common European Framework of Reference for Languages is in charge of providing the guidelines for the development of language syllabi, language curricula, exams, coursebooks, etc. to the countries of the European Union (Council of Europe, 2001, p.1). One of its main aims is to assist teachers in the process of designing a language curriculum (p.3), which is usually designed to be developed through a whole academic year. With regard to the rules by which language curriculum design is governed, the Common European Framework states as one of its fundamental principles the need to "avoid unnecessary repetition and to promote the economies of scale and the transfer of skills which linguistic diversity facilitates" (p.169). Based on this premise, language lessons would be more cost-effective if common grammar and vocabulary aspects could be taught in one language and then transferred to the others. A language course should provide students with strategies that facilitate their learning, so that they

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[1] Spanish 'conducir' and Catalan 'conduir' come from the Latin verb '*conducĕre*'. Spanish and Catalan '*a*' comes from the Latin preposition '*ad*'. Spanish and Catalan '*gran*' derives from the Latin adjective '*grandis*'. Spanish '*velocidad*' and Catalan '*velocitat*' derive from the Latin noun '*velocĭtas, -ātis*'. Spanish '*es*' and Catalan '*és*' come from the Latin verb '*sum*'. Spanish '*ilegal*' and Catalan '*il·legal*' derive from the Latin prefix '*in-*' and the Latin noun '*legālis*' (DIRAE, n.d.).

become fully aware of the mechanisms by which a given language works (Nation & Macalister, 2010, p.42). One of the strategies that could be taught in Spanish, Catalan, and English in a coordinated way is the teaching of morphemes, more particularly Greco-Latin prefixes and suffixes. It is estimated that around 60% of the new words that a learner may read in a text have easily recognizable morphemes (Ismail Jarad, 2015, p.33). This means that if they were taught the meaning of various morphemes such as Greco-Latin prefixes and suffixes, they would be able to infer the meaning of other unfamiliar words that may contain the learned morphemes.

It is thought that the most effective approach to learning new words is by means of studying their etymology (Hashemi & Aziznezhad, 2011, p.103). Providing students with the opportunity to study the etymological origin of words would help them decipher the meaning of other terms in a way that will increase their metalinguistic awareness to a huge extent (Yurtbasi, 2015, p.46). However, for EFL students to gain considerable advantages from learning the origin of words, etymology should be taught in the three languages. The Spanish and Catalan curriculum state the following:

> *Per aconseguir que els alumnes siguin competents en les dues llengües oficials, es fa necessària una coordinació dels criteris didàctics de les dues matèries basada en la coherencia. És a dir, s'ha de tendir a un vertader currículum integrat de llengües, que eviti les repeticions innecessàries de continguts i que, alhora, faci que els alumnes siguin conscients que poden aprofitar el que saben d'una llengua per l'altra.* (Govern de les Illes Balears, 2015, p.9)

Both curricula focus on the need for a greater coordination between Spanish and Catalan, but no mention is made with respect to the need for coordination between these two languages and English. The Spanish and Catalan curricula support the notion that it is not necessary to repeat certain grammar points in the two languages (Govern de les Illes Balears, 2015, p.5). This implies that a given grammar aspect could be taught either in Catalan or Spanish and then put into practice in the two languages simultaneously. It is proved that bilingual learners

have a decisive advantage in learning a foreign language (Maluch, Neumann, & Kempert, 2016, p.111). Based on this assertion, and with greater coordination between the three languages, EFL students from the Balearic Islands could practise certain grammar points directly without having to devote so much time to explaining them. In other words, proper coordination between Spanish, Catalan, and English would economize on linguistic resources, mainly grammar explanations.

Analysing the bound morphemes of a word, chiefly prefixes and suffixes, is thought to facilitate vocabulary learning (Ismail Jarad, 2015, p.33). In the Balearic Islands, the Spanish and Catalan curricula treat the topic of prefixes and suffixes as a morphological content to be taught throughout the four years of Secondary Obligatory Education (*ESO*). Both documents are divided into different sections, the third of which, entitled *Bloc 3: Coneixement de la Llengua*, is devoted to highlighting the contents that students are expected to learn with regard to "*la paraula*", "*les relacions gramaticals*", "*el discurs*", "*les varietats de la llengua*", and, in the case of Catalan, "*llengua i societat*" (Govern de les Illes Balears, 2015). In the first three years of *ESO*, one of the contents stated in the Spanish and Catalan curricula is related to the identification, use, and explanation of word constituents and the procedures involved in the creation of new words, mainly derivation and composition (Govern de les Illes Balears, 2015). The reasoning behind teaching this specific content is to raise students' morphological awareness, which is defined as "children's conscious awareness of the morphemic structure of words and their ability to reflect on and manipulate that structure" (Carlisle, 1995, p.194). The words "*zapatero*", "*zapatería*", and "*zapatilla*" derive from the same word; "*zapato*". These terms are illustrative of the process of word derivation, by which new words are created through the addition of affixes (Bentin and Frost, 1995, p.276). If meticulous attention is paid to the suffixes of these words, it can be observed that they have a specific meaning[2]. It can be proved, therefore, that learning the meaning of various sets

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[2] The suffix "-*ero*" in the word "*zapatero*" means "*oficio, ocupación, profesión o cargo*". The suffix "-*ería*" in the word "*zapatería*" means "*oficio o local donde se ejerce*". The suffix "-*illa*" in the word "*zapatilla*" means "*valor diminutivo o afectivo*" (dle.rae.es, n.d.).

of affixes in Spanish and Catalan can help learners enlarge the number of words that they already know within various semantic fields.

The Spanish and Catalan curricula deal with the topic of prefixes and suffixes throughout the four years of *ESO*, but only in the fourth year are students explicitly taught the relevance of Greco-Latin prefixes and suffixes when it comes to creating new words (Govern de les Illes Balears, 2015, p.36). It is estimated that about 56% of Spanish words come from Latin (Alvar Ezquerra, 1993, p.10), which is regarded as the backbone of the Spanish language (Rodríguez Estrada, 1999, p.13). Someone who has learnt Latin is thought to learn other languages such as French, Italian, or even English with remarkable ease (p.13). It seems eminently reasonable, therefore, to teach Latin roots and affixes not only in Spanish, but also in Catalan, which, as aforementioned, shows a high degree of similarity to Spanish (Colón i Domènech, 2004). Although the vast majority of Spanish words have a Latin origin, Greek also plays a fundamental role in the Spanish lexicon. Around 5% of the borrowings that can be found in the Spanish vocabulary come from Greek (Álvarez Ezquerra, 1993, p.10). Various branches of mathematics such as algebra and trigonometry use certain Greek letters (α, π, Ω, etc.) as essential constituents of the calculations that maths students do (Rodríguez Estrada, 1999, p.12). This illustrates the considerable significance of Greek in scientific disciplines. In addition to this, Greek is also of paramount importance at a philological level since a great number of technical terms (e.g. "*helicóptero*", "*aeronáutica*", "*fotografía*", "*teléfono*", etc.) come from Greek (p.12). Teaching students about the influence of Greek and Latin on Spanish and Catalan along the four years of *ESO* would increase their knowledge regarding the lexicon of these languages and the mechanisms by which new forms are created.

After carefully examining the first foreign language (English) curriculum, it can be concluded that no mention of teaching Greco-Latin prefixes and suffixes along the four years of *ESO* is made. Research by Short and Echevarría (2004) suggests that "those whose native language is Latin-based can recognize English words with the same Latin derivations" (p.10). A survey carried out in the Balearic Islands in 2004 disclosed that 37.9% of the survey correspondents declared

Catalan to be their first language, as opposed to 48.6% of the ones polled, who declared Spanish to be their mother tongue (Govern de les Illes Balears & Generalitat de Catalunya, 2018, p.61). This indicates that the first language of 86.5% of the survey correspondents is Latin-based, which, as stated above, is thought to help them learn a language such as English. Although in the curriculum for first foreign language of *ESO*, the topic of Greco-Latin roots and affixes is not treated as a specific content to be taught, Italian and French include this topic in their list of syntactic contents. In the case of Italian, the "*prefisso ri-V; di nuovo*" (Govern de les Illes Balears, 2015, p.25) is taught to students as a linguistic strategy that they can use in order to form iterative verbs. Morphology, which is the "study of forms of words" (Matthews, 1991, p.1), is crucial when learning any language. However, only French makes an explicit reference to the study of this discipline (p.41). One of the syntactic contents of this language is the teaching of the suffixes "-*ette*" and "-*elle*", and the prefixes "*anti-*" and "*híper-*" (p.41), which are also found in Spanish words such as "*antidepresivos*" or "*hipertensión*". It is undeniable, therefore, that there is a discrepancy regarding the teaching of Greco-Latin prefixes and suffixes between those languages that have a Latin origin and those that do not, which is, for instance, the case of English and German.

The curriculum of first foreign language (English) of the Balearic Islands underlines the utmost importance of students having a proficient level of English due to the touristic nature of the archipelago (Govern de les Illes Balears, 2015, p.1). However, the actual level of students from the Balearic Islands and from Spain in general is not the one to which the Spanish educational system should aspire. The EF EPI report published in 2018 ranked 88 countries around the world according to the English proficiency of their inhabitants and it revealed that Spain came 32nd (p.6). This result may not be considered cause for concern, but if one bears in mind that in 2017 the Spanish tourist industry produced 11.7% of the Gross Domestic Product (INE, 2018, p.1), more scrupulous attention should be paid to Spain's position in this ranking. Based on the premise that the Spanish economy is mostly based on tourism, it is inevitable that students have to learn English. Scott Thornbury, who is a renowned linguist in the field of English

Language Teaching (ELT), claimed that excessive importance is given to the teaching of grammar in EFL (Sánchez, 2019). With regard to the approach followed in Spain when it comes to teaching English as a foreign language, Thornbury mentions the following:

> *La noción de la gramática está arraigada en la conciencia de la gente. Y en países como España, donde se enseña castellano a alumnos que hablan español, precisamente se empieza por enseñar la gramática. Pero cuando los niños aprenden la gramática del castellano, ellos ya pueden hablar en ese idioma. Deberíamos seguir el mismo proceso cuando se aprende una segunda lengua. Hay que comenzar intentando hablar en ese idioma; después viene la gramática para ordenarlo todo. […] Enseñamos más gramática de la que hace falta. […] Ese es otro error que cometen las autoridades educativas al elaborar el currículo: intentan incluirlo todo y no todo es realmente importante.* (Sánchez, 2019)

If the ultimate goal of the Spanish educational system is to improve the English level of its students, more emphasis should be placed on the strategies that can help learners build up their vocabulary. One of these strategies is the teaching of Greco-Latin roots and affixes, which, as it has been observed in the curriculum, is not treated as a specific content to be taught in English along the four years of *ESO*. Teaching Greco-Latin prefixes and suffixes should not be regarded as a grammar point per se, but rather as a grammar strategy aimed at enlarging the students' vocabulary record.

2.3. Importance and benefits of teaching Greco-Latin prefixes and suffixes to EFL students from the Balearic Islands

Latin is regarded as a dead language, but its presence is still alive in several languages, among which English is included (Algeo, 1993, p.52). Such is its impact that over 60% of English words have Latin and Greek roots (Green, 2008, p.xi). This figure reveals the overriding importance that should be given to the teaching of Greco-Latin prefixes and suffixes in EFL. Although English comes from West Germanic (Algeo, 1993, p.62), the influence of Latin on the English

language cannot be denied and, therefore, should be taught with the aim of helping students enlarge their vocabulary and improve both their oral and written production. A study has proved that providing students with a set of 82 Greco-Latin roots and affixes (27 roots, 32 prefixes and 23 suffixes) and explaining to students how to use them to create new words is sure to help them decipher the meaning of 100,000 words (Yurtbasi, 2015, p.50). This piece of research shows that teaching a moderate number of roots and affixes can lead students to a gradual and massive vocabulary build-up in English. Teaching morphemic analysis to students does not imply providing them with long lists of prefixes and suffixes to be learnt by heart. It is rather a strategy aimed at "help[ing] advanced learners in learning unfamiliar words by relating them to known words or known prefixes and suffixes" (Ismail Jarad, 2015, p.33). Teaching Greco-Latin roots and affixes in EFL should have a practical approach and it should emphasise the previous knowledge of students, which has already been acquired in Spanish and Catalan, in order to apply it to the creation of new words in English.

A single Greek or Latin prefix or suffix can be spotted in about 20 English words (Rasinsky et al., 2011, p.134). This means that only by learning a limited number of Greco-Latin roots and affixes, one can unlock the meaning of hundreds of English words. Teaching this grammar strategy to *ESO* students may appear time-consuming for both teachers and learners, and particularly tiresome for the latter. For this reason, it is advisable to provide them with appealing sources and materials that attract their attention. Harry Potter is one of the most acclaimed sagas of all time, but it is also well-known for its Latin-based words, particularly spells (Nilsen & Nilsen, 2006, p.128). The linguistic power of the Harry Potter books is such that they have been used as the source for vocabulary lessons in EFL. Two of the most famous spells that are found in the books are '*Lumos*' and '*Expecto Patronum*'. The first one is used by wizards to generate light (Nilsen & Nilsen, 2006, p.128), whereas the second spell is cast to call for a protector (p.133). An EFL student whose mother tongue is Latin-based, which is the case of Catalan and Spanish-speaking learners, would be able to decipher the meaning behind these charms because they are in Latin. In addition to this, learners would also be able to create new words based on the roots '*lum-*' (e.g.

'luminiscence'), 'expect-' (e.g. 'expectation'), and 'patron-' (e.g. 'patronymic'). Implementing authentic texts such as Harry Potter fragments in the EFL classroom is believed to facilitate students' learning because they are provided with "words and expressions used in real-life contexts" (Ciornei & Dina, 2015, p.177). When students are presented with the topic of Greco-Latin roots and affixes, they may lack motivation, which is likely to prevent them from learning this grammar strategy. Students should not be given long lists of Greco-Latin prefixes and suffixes, but meaningful texts and materials in which they find these. Therefore, the best approach to teaching Greco-Latin roots and affixes in EFL is to provide students with prefixes and suffixes by means of engaging materials and meaningful texts.

2.4. The Greco-Latin prefixes and suffixes that should be taught

According to a compilation published by the Center for Development and Learning (n.d.), the 20 most common prefixes in academic texts are the following:

> {un-} (no; opposite) uncover, unlock; {re-} (again; back) rewrite, reread; {in-}, {im-}, {ir-}, {i-} (not) incorrect, immoral, irregular, illegal; {dis-} (not; away; apart; negative) disagree, discomfort; {en-} (cause to) enjoy, enlighten; {non-} (not) nonsense, nonspecific; {in-}{im-} (in, into) invade, implant; {over-} (too much) overload, overdose; {mis-} (wrongly) misinterpret, misjudge; {sub} (under) submarine, subtext; {pre-} (before) preview, pretest; {inter-} (between; among) international, interface; {fore-} (before) foresight, foreseeable; {de-}, {dis-} (opposite of; not) dehydrated, disengage; {trans-} (across; move between) transatlantic, transact; {super-} (above) superstar, supernatural; {semi-} (half) semicircle, semifinal; {anti-} (against) antifreeze, antisocial; {mid-} (middle) midterm, midnight: {under-} (too little; not enough) underage, underestimate. (p.1)

Out of these 20 prefixes, 12 have a Latin origin and 2 derive from Greek[3] (etymonline, n.d.). This indicates that 70% of the most frequent prefixes to be found in academic texts have a Greco-Latin etymology. It is undeniable,

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[3] The Latin prefixes are: {re} (again; back); {im}, {ir}, {i} (not); {dis} (not; away; apart; negative); {non} (not); {in}{im} (in, into); {sub} (under); {pre} (before); {inter} (between; among); {de}, {dis} (opposite of; not); {trans} (across; move between); {super} (above); {semi} (half)
The Greek prefixes are: {en} (cause to); {anti} (against) (etymonline, n.d.)

therefore, that the presence of Greek and mainly Latin in English prefixes is particularly prominent. Due to the overwhelming influence of these ancient languages on Romance languages such as Spanish and Catalan (Rodríguez Estrada, 1999, p.22), it is also expected to find Spanish and Catalan words containing the same Greco-Latin prefixes listed above. Some examples would be the terms '*reconstruir*', '*irregular*', '*supermercado*, '*transexual*' or '*antídoto*'. The English equivalents 'rebuild', 'irregular', 'supermarket', 'transsexual', and 'antidote' resemble strongly their Spanish counterparts, which is partially due to the fact that the prefixes remain unchanged in both languages. Ensuring the connection between the Greco-Latin influence on Spanish and its influence on English would result in an acceleration in EFL students' vocabulary development (Rasinski et al., 2011, p.134). Taking into account this linguistic link and based on the foregoing list of prefixes, EFL students from the Balearic Islands should be taught those prefixes that have a Greco-Latin origin, which would help them activate their previous knowledge of the topic.

Learning suffixes at an early stage can also be beneficial for students in that it improves their oral and written production due to the vocabulary growth that they experience (Yurtbasi, 2015, p.49). According to the compilation aforementioned, which was published by the Center for Development and Learning (n.d.), the 20 most common suffixes are the following:

> {-s}, {-es} (plural: more than one) hotels, suffixes; {-ed} (past tense: in the past) walked, helped; {-ing} (present tense: in the present) walking, helping; {-ate} (verb: to become) complicate, eradicate; {-en} (to become or make) enlighten, frighten; {-ify}, {-fy} (to make or become) verify, classify; {-ize}, {-ise} (to make or become) hypnotize, criticize; {-ly} (adverb: how something is) quickly, happily; {-acy} (noun: state or quality) democracy, literacy; {-ance}, {-ence} (noun: state or quality) dominance, coincidence; {-dom} (noun: place or state of being) freedom, kingdom; {-er}, {-or}, {-ist}, {-ian}, {-eer} (noun: one who; what/that/which) teacher, survivor, dentist, magician, engineer; {-ism} (noun: doctrine or belief) communism, capitalism; {-ist} (one who) chemist, biologist; {-ity}, {-ty} (noun: quality of) honesty, clarity; {-ment} (noun: condition of) judgment, resentment; {-ness} (noun: state of being) happiness, openness; {-ion}, {-sion}, {-tion} (noun: state of being; quality; act) action

conclusion; {-logy} (study of) biology, philology; {-age} (result of an action) marriage, pilgrimage. (p.4)

Out of the suffixes shown in this sample, 12 have a Latin origin and only 1 derives from Greek[4] (etymonline, n.d.). This reveals that 65% of the 20 most frequent suffixes in the English language, according to this compilation, have a Greco-Latin etymology. By comparing the number of Latin prefixes and suffixes with the number of Greek ones, one can observe that Greek affixes are a minority. The reasons why there are more English words of Latin origin than of Greek are two-fold. In the first place, a substantial number of French words were introduced into the English language after the Norman conquest in 1066 (Algeo, 1993, p.41). French derives directly from Latin (Rowe & Levine, 2005, p.341), so it is expected to find several Latin-based words in English from this period onwards. Secondly, Latin was regarded as the language of science and education through the Renaissance and the eighteenth century (Yurtbasi, 2015, p.46). Its supremacy over the centuries was the trigger for the implementation of Latin roots and affixes into the English language. With regard to Greek prefixes and suffixes, they are mainly used within the field of biology and medicine (p.47). Their usage is more restricted than the use of Latin affixes, which is the reason why the number of Latin prefixes and suffixes outweigh the number of Greek ones. Bearing this in mind, students should be primarily taught Latin suffixes and the Greek suffixes related to the topics of biology or chemistry, which would help them understand better those concepts that are Greek-based.

2.5. Reasons to use educational games to teach Greco-Latin prefixes and suffixes to EFL students

Teaching Greco-Latin prefixes and suffixes may draw a lukewarm response from teenage students, which is likely to hamper their learning and vocabulary growth.

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[4] The Latin suffixes are: {-ate} (verb: to become); {-ify}, {-fy} (to make or become); {-ize}, {-ise} (to make or become); {-acy} (noun: state or quality); {-ance}, {-ence} (noun: state or quality; {-er}, {-or}, {-ist}, {-ian}, {-eer} (noun: one who; what/that/which); {-ism} (noun: doctrine or belief); {-ist} (one who); {-ity}, {-ty} (noun: quality of); {-ment} (noun: condition of); {-ion}, {-sion}, {-tion} (noun: state of being; quality; act); {-age} (result of an action)
The Greek suffix is: {-logy} (study of) (etymonline, n.d.).

According to Krashen's 'Affective Filter Hypothesis' (1985), students are more prone to convert linguistic input into practical knowledge when they are motivated and self-confident (p.3). Therefore, the most appealing approach to teaching this grammar strategy is gamification, which is defined as "the use of games in non-game contexts" (Deterding, Dixon, Khaled, & Nacke, 2011, p.9). Objectors to this methodology may think that introducing educational games in the EFL classroom is a waste of time, but games are proved to motivate students and reduce their stress levels (Mubaslat, 2012, p.5). Although it may appear contradictory, stress is complementary to motivation and the combination of both factors can enhance the learning process (Lucero-Ulrich, 2104, p.2). A moderate amount of stress can actually help students be more focused on the task that they are performing and be deeply engaged in their language learning (p.2). Nevertheless, stress can turn out to be problematic for learners since high levels of stress have damaging effects for their memory (Lindau, Almkvist, & Mohammed, 2016, p.154). Providing students with extensive lists of Greco-Latin prefixes and suffixes is sure to be tedious and challenging for them. Due to the difficulty of this grammar strategy, it is probable that English learners feel overwhelmed by the huge number of affixes that they are expected to learn. As a result of this anxiety, they can end up forgetting in the short run most of the prefixes and suffixes that they have learnt. It is believed that the ideas and concepts that people remember best are usually associated with a particular emotion (Morgan, 2005, p.v). If students were taught this grammar strategy by means of appealing games that motivate them and reduce their stress levels, their knowledge about this topic would be stored in their long-term memory.

When it comes to students' motivation in learning a foreign language, it is crucial to bear in mind that three main types can be distinguished: amotivation, intrinsic motivation, and extrinsic motivation (Dincer & Yesilyurt, 2017, p.4). The first concept, amotivation, is defined as "non-self-determination in actions and [...] the state of lacking the intention to act" (p.4). EFL students are likely to be prevented from learning word-formation through Greco-Latin affixes because, at first sight, the topic looks monotonous. Additionally, they could also feel that learning this grammar strategy is pointless or that it is extremely difficult for them,

which is sure to undermine their motivation and hamper their learning. In order to prevent this, the ultimate goal of EFL secondary school teachers should be to strengthen both the intrinsic and extrinsic motivation of their students. Intrinsic motivation refers to the inherent willingness of students to "extend and exercise one's capacity, to explore, and to learn" (Dincer & Yesilyurt, 2017, p.5). This is expected to come from the individual, but with a grammar point such as the one presented in this paper, it may not occur. One of the strategies to increase students' intrinsic motivation is the implementation of games in the classroom. Teenagers play games outside the school context, which means that they have and inner motivation to play games (Ninaus, Moeller, McMullen, & Kiili, 2017, p.17). Therefore, teachers should use games to teach this grammar strategy with the aim of encouraging students to learn and have fun at the same time, which would strengthen their intrinsic motivation. Extrinsic motivation, however, is "controlled by external factors and regulated by the factors apart from the activity itself" (Dincer & Yesilyurt, 2017, p.5). This could be improved by providing students with a reward, which would capture their attention and interest (Bear, Slaughter, Mantz, & Farley-Ripple, 2017, p.11). Games can increase student's intrinsic and extrinsic motivation, both of which are crucial for them because they need to find their own motivation and also to be motivated by the teacher and the task.

Providing learners with a reward or prize can also lead to appropriate behaviour and facilitate the creation of a relaxed atmosphere in the classroom (Bear et al., 2017, p.10). Teaching a seemingly difficult grammar strategy such as Greco-Latin prefixes and suffixes can make students get distracted and disturb their classmates. Nevertheless, if they knew that they have to perform a task with the aim of winning a given award, they would be so focused on their objective that they would behave themselves more than usually. When playing games, teenagers intend to beat their opponents and get an award (Mubaslat, 2012, p.5). This is the main aim of any game, regardless of whether they are played in or outside the classroom. Gamification has also been used in other fields, such as the business industry, to attract the attention of the audience and to increase their productivity or consumption (Schoech, 2013, p.198). For instance, regular

customers can benefit from discounts, gift vouchers, or special offers just for buying items repeatedly in a shop. This is a marketing strategy developed by small and large businesses aimed at rewarding their customers for purchasing their products on a regular basis (Caminal, 2012, p.339). This technique is not only restricted to this sector and it could also be applied to the teaching of Greco-Latin prefixes and suffixes to EFL students. Some rewards that students could get are extra marks in the exam, which is sure to motivate them since all of them will intend to pass the subject. Introducing awards in the EFL classroom makes learners realise that they can use the new grammar strategy by means of fun, rewarding, and challenging activities (Sevy-Biloon, 2017, p.86). Rewards would not only motivate students to learn Greco-Latin affixes, but also to control their own behaviour, which would improve the learning environment.

Educational games can also be used to create an authentic learning environment in the EFL classroom (Sevy-Biloon, 2017, p.85). This type of environment should be based on experimentation and action, which can be ensured by the provision of authentic materials such as visual aids, electronic devices, or games (Lombardi, 2007, p.2). Games that are played in real-life situations can help students establish connections with the real world and get aware of the fact that learning through games can be fun and useful for their linguistic competence (Sevy-Biloon, 2017, p.86). Due to the powerful influence of TV on teenagers, it would be a creative idea to reproduce TV programmes such as *Pasapalabra* in the EFL classroom to practise Greco-Latin affixes. In this TV show, contestants have to guess various words based on the meanings that they are given by the presenter. This is good practice for expanding one's vocabulary, which is one of the main objectives when learning a foreign language (Council of Europe, 2001, p.136). Students who happen to be acquainted with this type of TV programmes know that they are real and that anyone could participate. Although it is inconceivable that teachers provide students with such an amount of money as the one in *Pasapalabra*, for instance, the format of this quiz show could be adapted, and another kind of reward could be provided. Using games or adapting TV programmes for educational purposes is likely to be motivating for students because they can feel a real connection to what they are learning

(Sevy-Biloon, 2017, p.86). This is of paramount importance for students because only if the learning context simulates a real-life situation and the contents are presented though authentic and engaging materials, will they be encouraged to learn.

As aforementioned in this paper, vocabulary is the "soul" of any language (Ismail Jarad, 2015, p.31). Without a proper vocabulary record, students would not only struggle with the receptive skills (reading and listening), but also with the productive ones (speaking and writing). This implies that owing to a lack of proficient vocabulary, learners' performance in all the skills is likely to be poor. It can be observed, therefore, that vocabulary is not only important on its own, but also for the other skills. For English students to learn this language in a successful way, reading, listening, writing, and speaking need to be integrated effectively (Manaj, 2015, p.29). One methodology to achieve this goal is gamification, which is a "useful strategy to promote students' language proficiency (Mubaslat, 2012, p.4). When playing games, students will have to read or listen to the instructions provided by the teacher, discuss with their classmates and answer orally, and even write the answer for a given question. Thus, it is undeniable that all the skills can be integrated and practised in a single game. Some EFL teachers may be reluctant to use games to integrate the four skills and to teach grammar and vocabulary due to the lack of resources, the students' apathy, the suitability for the subject, and the classroom dynamics (Sánchez-Mena & Martí-Parreño, 2017, p.438). However, they should not forget about the engaging and motivating component of games. With regard to the connection between learning and having fun, Scott Thornbury, a renowned linguist in the field of English Language Teaching (ELT), states that "*La diversión puede ser un motor positivo si contribuye a involucrar a los estudiantes, a que mantengan su atención y su interés en el idioma y en aprender*" (Sánchez, 2019). It would be beneficial for both EFL teachers and students to use games in the classroom because the latter would practise the various English skills in a dynamic and engaging way that, ideally, would keep them motivated during the lesson.

3. Putting the theory into practice

As it has been discussed in section 2.5., teaching Greco-Latin prefixes and suffixes to EFL students has been proved to be extremely beneficial for them. In the case of the Balearic Islands, this benefit is two-fold because learners can expand their English vocabulary and take advantage of their previous knowledge of Spanish and Catalan to do so. Although introducing this grammar strategy in the EFL classroom is sure to be useful for both teachers and students, teaching Greco-Latin prefixes and suffixes may draw a lukewarm response from learners. This is the reason why it is essential to use educational games in EFL lessons. Not only would students be more motivated to learn, but also more focused on the task that they are performing. This third section of the paper will first present the results of two different surveys that have been distributed to the Spanish, Catalan, and English teachers of the IES Son Ferrer. These surveys are aimed at providing a detailed insight into their viewpoints on the teaching of Greco-Latin prefixes and suffixes and the use of educational games in the classroom. Secondly, a proposal for the creation of a coordinated section regarding the teaching of Greco-Latin affixes in the three language curricula will be put forward. Finally, a didactic proposal that consists in the use of educational games will be presented.

3.1. Educational context

The surveys regarding the teaching of Greco-Latin affixes and the use of educational games have been answered by teachers of the Spanish, Catalan, and English departments of the IES Son Ferrer. This is also the high school in which the didactic proposal regarding the use of games would be applied. The main reasons why this high school has been selected as one of the most appropriate sources to retrieve information are two-fold. In the first place, Son Ferrer belongs to the municipality of Calviá, which in 2018 had a population of 49.333 inhabitants, with 69.4% (34,257) of them being Spanish and 30.5% (15,076) of the inhabitants having a foreign nationality (IBESTAT, 2018). Although the Spanish population outnumbers the foreign one, it is undeniable that the presence of people from different countries in Calviá is particularly strong.

This has a tremendous impact on the economy of this municipality, which is based mainly on tourism. Such is its influence that this sector represents the 80% of the Gross Domestic Product (PEC IES Son Ferrer, n.d., p.5). In the second place, the massive influx of tourists into the municipality and the strong presence of foreign residents affect the language use among the population. According to a survey carried out by the high school in 2006, 4.31% of the parents said that Catalan was their first language, 81.55% of them chose Spanish, and 11.16% of the ones polled declared that their mother tongue was neither Spanish nor Catalan (PEC IES Son Ferrer, n.d., p.8). It can be observed that in this high school, the usage of other languages is more powerful than the usage of Catalan, which reveals the importance of foreign languages and the coexistence of these among the students.

3.2. Survey one

After thoroughly looking at the Spanish, Catalan and first foreign language (English) curricula, it can be corroborated that there is a lack of coordination regarding the teaching of Greco-Latin prefixes and suffixes. With the aim of providing a deeper insight into the views that the teachers of each department have with respect to the teaching of this grammar strategy, a survey containing different type of questions has been distributed. The survey, which is made up of seven questions (See Annex 1[5]), has been designed with the help of Google Forms, which is a tool that allows creators to pose questions following different formats (multiple choice, rating scales, short answers, etc.) and respondents to answer them online. Two of the questions needed to be answered by means of a rating scale in which teachers were asked to rank a given set of items according to the importance that they give to each of them. With these types of questions, teachers reflect on the relevance that different aspects of the language have for them. In the case of two other questions, teachers were asked to write short answers, which provided them with the opportunity to express their point of view openly. The last three questions can only be answered with 'Yes' or 'No', which

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[5] See Annexes 2, 3, and 4, which correspond to the answers of the Spanish, Catalan, and English department, respectively

restricts the range of answers to a huge extent. The main aim of these questions is to present a concise and very specific perspective concerning the teaching of Greco-Latin affixes in the Spanish, Catalan, and English classrooms. As it can be noticed, the questions that made up this survey are diverse in format, which has been intentionally done with the aim of making teachers reflect on different aspects and issues. With regard to the respondents and due to the enormous workload that they have, not all the teachers have been able to answer the survey. As for the Catalan and Spanish departments, four and three teachers have answered respectively. After discussing about the topic of Greco-Latin affixes, the members of the English department reached a consensus and only the head of the department answered the survey. Even though the answers are not numerous, they are still representative of the approach that each department follows when it comes to teaching Greco-Latin prefixes and suffixes.

3.2.1 Results and discussion

In the first question of the survey, teachers were asked to rank five items (vocabulary development, reading comprehension strategies, pronunciation, use of complex grammar structures, and spelling) according to the importance that they give to each of them in their lessons, being 1 the least significant and 5 the most important one. The members of the three departments that answered the survey agree that vocabulary development is one of the most important aspects to bear in mind when teaching a language. As it has already been mentioned in this paper, vocabulary influences all the skills to a huge extent (reading, writing, listening, and speaking). Without mastering the complex structures of a language, one can still understand the main idea of a conversation or a text if he or she understands the content words. However, if one does not have an appropriate vocabulary record, his or her performance in the various skills is likely to be hampered. One of the strategies that could improve students' reading comprehension is the teaching of Greco-Latin prefixes and suffixes. By teaching this grammar strategy, not only would students learn a technique that helps them unlock the meaning of unfamiliar words, but also a way of increasing their vocabulary. Whereas regarding the importance of vocabulary development

teachers reached a general consensus, concerning the use of reading comprehension strategies, the teachers of the Spanish department show different opinions. Out of the three teachers that answered the survey, one gave three points to this aspect, one gave four, and only one considered this aspect to be of paramount importance. This fact reveals that even within the same department, discrepancies arise. This can be detrimental to students because the disagreements among teachers belonging to the same department may affect negatively their teaching. For instance, there may be some learners that are taught by teachers who give considerable importance to reading comprehension strategies and to the teaching of Greco-Latin affixes. On the contrary, some other students may be taught by teachers who do not consider these aspects important. As a result, the learning process of the latter is likely to be hampered in comparison to their classmates'.

In the Balearic Islands, the official languages are Spanish and Catalan. It is reasonable to assume, therefore, that the students' pronunciation in these two languages is already correct and that it is an aspect that does not need to be taught and practised in the classroom. Contrary to belief, the teachers of the three departments give four points to pronunciation issues. Regarding this aspect, the Spanish department shows discrepancies in the same way that it did concerning the reading comprehension strategies. Out of the three teachers that answered, one of them considers that pronunciation is not important at all, which is an idea that may be based on the fact that Spanish is the first language of the majority of the students. Although this is true, teachers should not take it for granted that students whose mother tongue is Spanish pronounce all the words they know correctly. Despite the disagreements that can be found within the Spanish department, it is remarkable that the Catalan and English department give four points to pronunciation issues. In the case of English, it seems reasonable to teach pronunciation due to the low degree of phonological correspondence between English and Spanish or English and Catalan (Calvo Benzies, 2013, p.41). After analysing how the English lessons are taught in the IES Son Ferrer, it can be stated that, despite the importance that teachers seem to give to it, pronunciation is not dealt with as a major issue to be considered when learning

a language. Another aspect that is in some way connected to pronunciation is spelling. In the case of English, there is an "irregular correspondence between spelling and pronunciation" (p.41). This means that words are not pronounced in the same way as they are written. The English and Catalan departments give five points, which is the maximum score, to spelling issues and agree that it is one of the most significant aspects when learning a language. Due to the lack of correspondence between spelling and pronunciation in the English language, one may think that it is necessary to teach spelling to students. However, one may believe that teaching spelling in Catalan and Spanish is not necessary at all. The Spanish department shows again discrepancies regarding this issue, which reveals a significant degree of disagreement among its members. Although there is a higher degree of correspondence between pronunciation and spelling in Catalan and Spanish, it would be beneficial to teach spelling in the two languages since important differences can be spotted.

Regarding the usage of complex grammar structures, the three departments show considerable disparities. The members of the English department agree that it is essential to teach various grammar structures to students, so that they can increase their language proficiency. By providing learners with more complex sentences and grammar points, they would be able to improve the quality of their speech. For example, students who are only acquainted with the present or the past simple have a limited linguistic competence and can solely construct sentences based on these grammar structures. This is sure to hamper their communication, which would result in a dramatic decrease of motivation and self-confidence. Nevertheless, if a learner is taught complex grammar structures such as the conditionals or the modal verbs, he or she is more likely to be able to express a wider range of feelings or opinions, such as regrets, wishes, doubts, guesses, etc. The teachers of the Catalan department that answered the survey do not seem to have a clearly defined position with respect to the importance that should be given to the use of complex grammar structures. Two of them give four points to this aspect, but one gives three points and the other, five. This reveals the reality that this high school and several others have to face, which is the fact that many discrepancies can

arise within members of the same department. The case of the Spanish department is particularly remarkable because out of the three respondents, there is one teacher that considers the teaching of complex grammar structures of lesser importance. The criteria of each teacher when it comes to organising the contents are clearly reflected in this first question of the survey and one can easily observe that what is extremely important for a teacher is not for another.

The three departments share the common view about the importance of working on the students' vocabulary development. However, they differ as to the weight that other aspects such as reading comprehension strategies, pronunciation, spelling, or use of complex grammar structures should have in the classroom. Based on the observation of Spanish, Catalan, and English lessons of the IES Son Ferrer, it can be concluded that the time devoted to grammar issues exceeds the time devoted to vocabulary. Teachers may think that by providing students with a wide range of grammar structures, they will be able to master the language, but this can be counterproductive. Learners may have a proper set of grammatical constructions, but if they do not acquire a proper vocabulary record, they will not be able to convey the message effectively. It is crucial to bear in mind that vocabulary development is not only an effective strategy per se, but also a useful technique for improving the reading, writing, listening and speaking skills. In the second question of the survey, teachers were asked to highlight some activities that they frequently use when teaching vocabulary. According to the members of the Catalan department, the most common exercises that students do are:

> *Emplenar i escriure frases amb el nou vocabulari, jocs de memòria, activitats d'indentificació de vocabulari desconegut, activitats de deducció de significat a partir dels coneixements previs dels alumnes, associació d'idees, lectura i jocs amb imatges per cercar el significat.* (Catalan department of IES Son Ferrer, 2019)

These activities focus on the students' processes of deduction, by which they figure out the possible meanings of unfamiliar words based on their previous knowledge. This type of activities emphasises the learners' ability to work with the input that they receive, but scant attention is paid to the students' ability to

produce output. As for the Spanish department, the teachers that answered the survey declared that they use "*expresión escrita, sinónimos contextualizados, antónimos, campos semánticos y familias léxicas*" (Spanish department of IES Son Ferrer, 2019) to teach vocabulary to their students. In this case, more attention is paid to the relation between words. Teaching students how to use synonyms, antonyms, and word families can help them expand their vocabulary record. The English department, on the contrary, opts for other activities such as "fill in the gaps, sentence completion, matching exercises, and multiple-choice questions" (English department of IES Son Ferrer, 2019). These activities may be useful to raise the students' grammatical awareness, but they may not be the most appropriate option to help learners build up their vocabulary. After analysing the answers provided by each department, it can be observed that teachers do not mention word formation as a strategy to help students develop their vocabulary.

Teachers of the Spanish, Catalan, and English departments do not highlight word formation as one of the main activities to be used when teaching vocabulary. However, 75% of all the teachers that answered this survey affirm that they teach Greco-Latin prefixes and suffixes as a strategy to help students increase their vocabulary record. The question that these teachers should ask themselves is whether they teach Greco-Latin affixes as a grammar point per se or whether they teach them as a way to help learners expand their vocabulary and improve their language proficiency. There seems to be a contradiction between what teachers state and what they actually do in their lessons. Teaching Greco-Latin affixes does not mean providing students with lists of prefixes and suffixes just to achieve the objectives of the curriculum. Nevertheless, it seems that this is the approach that many teachers follow when they deal with the topic of affixes. The lack of coordination between teachers of the same subject is again evident in the Catalan department. One of the teachers does not introduce the topic of Greco-Latin prefixes and suffixes in her lessons, which reveals the different approaches that are followed by teachers belonging to the same department. The only question in which the three departments have reached a general consensus is the one that asks teachers if they think that it would be

appropriate and beneficial to teach Greco-Latin prefixes and suffixes to EFL students in Secondary Education. Whereas in other questions, teachers showed some discrepancies, they seem to agree with regard to the potential benefits that the teaching of Greco-Latin affixes could have for EFL students. The Catalan and Spanish departments state the following reasons for teaching this grammar strategy in the English classroom:

1. *Els pot ajudar amb les altres llengües*
2. *Augmenta el seu vocabulari*
3. *Els ajuda a entendre el signficat del lèxic*
4. *Conèixer certs prefixoes i sufixo els permet saber de manera més fácil el significat de paraules que en un principi no coneixien*
5. *Augmenta la seva capacitat de comprensió* (Spanish and Catalan departments of IES Son Ferrer, 2019)

Based on these answers, it can be concluded that the Spanish and Catalan teachers are fully aware of the potential benefits of teaching Greco-Latin prefixes and suffixes to EFL learners. For this reason, it is imperative that they also teach this grammar strategy to their students. In this way, these would be able to take advantage of their previous knowledge of Spanish and Catalan to use it in English. According to the English department, the main reasons for teaching Greco-Latin affixes are two-fold:

1. They are part of the language and can help students identify words (nouns, adjectives...)
2. As they are Greco-Latin, they might be able to recognize their meaning from their knowledge of Spanish (English department of IES Son Ferrer, 2019)

It is undeniable, therefore, that teaching Greco-Latin prefixes and suffixes would help students increase their vocabulary in the three languages that they learn at the high school.

The last two questions of the survey are aimed at highlighting the lack of coordination among the departments and at providing an insight into the importance that the language teachers give to the teaching of Greco-Latin

prefixes and suffixes. The teachers of each department were asked if they know whether the other language departments deal with the topic of Greco-Latin affixes or not. It is revealed that there is a general and notable lack of coordination and awareness among the three departments, with special attention to the Catalan department, in which the lack of coordination seems to be greater among the teachers. Out of the four Catalan teachers that answered the survey, one claims to be aware of what the other language departments do with regard to the teaching of Greco-Latin prefixes and suffixes. It can be observed that the members of each department do not share information with their counterparts in the most appropriate way. As a result, there are teachers within the same department that have complete different views on the methodologies that are followed or the contents that are to be taught in the lessons. This is sure to affect negatively the students' learning process because not all students are taught following the same approach or even the same contents and grammar strategies. It is fundamental to bear in mind that greater coordination is needed, not only to facilitate the teaching practice but also to ensure that all students, regardless of their group, are provided with the same tools that can help them improve their language proficiency. The lack of coordination among the three language departments is also reflected in the importance that each teacher gives to the topic of Greco-Latin affixes. This survey has been answered by eight teachers: three from the Spanish department, four from the Catalan one, and the head of the English department on behalf of all the members that constitute it. Out of 10 points, the English department considers that teaching Greco-Latin prefixes and suffixes is worth 8 points. All the teachers within this department seem to agree with this decision, but the teachers of the Spanish (Figure 1, See Annex 2 for more information) and Catalan (Figure 2, See Annex 3 for more information) departments show some discrepancies. Again, this divergence of opinion reveals the lack of coordination that exists in the language departments, which is an obstacle that needs to be overcome.
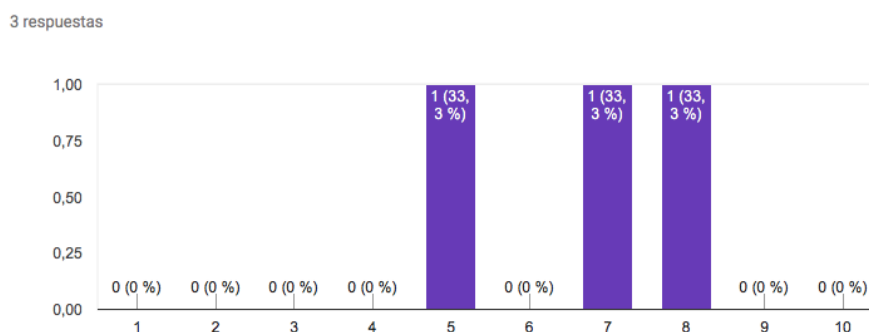
Figure 1. Importance given to the teaching of Greco-Latin affixes in the Spanish subject
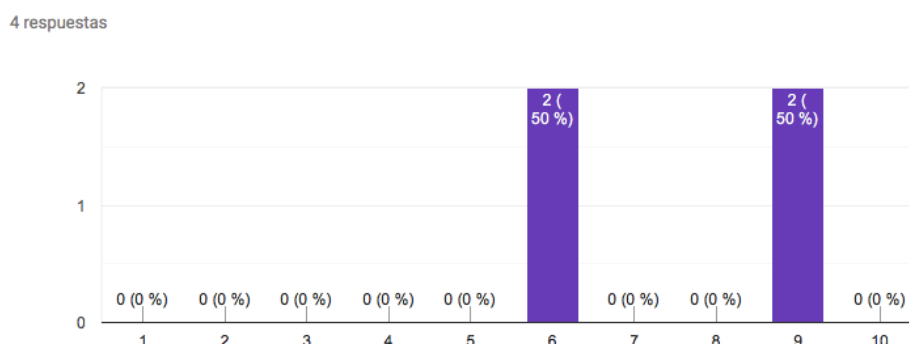

Figure 2. Importance given to the teaching of Greco-Latin affixes in the Catalan subject

3.2.2 Proposal for the creation of a coordinated section regarding the teaching of Greco-Latin affixes in the three language curricula

This disagreement regarding the criteria that have to be followed when teaching Greco-Latin affixes and the importance that this issue should be given makes the need for greater coordination among the three departments imperative. Based on the results of this survey, one can reach the conclusion that this can be achieved in the first place by the creation of coordinated language curricula. The following proposal is aimed at providing some general guidelines as to how to coordinate the Spanish, Catalan, and first foreign language (English) curricula with respect to the teaching of Greco-Latin prefixes and suffixes. By having a careful look at the three documents, one can observe that there are other aspects that could be integrated and taught simultaneously in the three languages. However, this proposal only focuses on the teaching of Greco-Latin affixes. The

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design of completely coordinated language curricula in Secondary Education would require more time and the strong collaboration of the teachers of each department and the Conselleria d'Educació i Universitat. The main objectives of this proposal are three-fold. In the first place, it intends to economise on linguistic resources and grammar explanations. For instance, if students learn Greco-Latin prefixes and suffixes in the Spanish and Catalan lessons, they will not need to learn them again in the English subject. As a result, EFL students would be able to transfer their previous knowledge from Spanish and Catalan to English and practise this grammar strategy directly. This would allow teachers and students more time to practise instead of devoting so much time and effort to theoretical explanations. In the second place, greater coordination is aimed at facilitating the teaching practice. Teachers would be aware of what their counterparts do in their subjects, which would help them adapt the contents that they intend to teach to the needs of their students in the other languages. Additionally, they would have the opportunity to share materials with teachers of other departments, which would promote cooperation between teachers. The third and final objective is to provide teachers with common and shared guidelines regarding the teaching of Greco-Latin prefixes and suffixes. It is crucial to bear in mind that teachers need to work as a team and in a coordinated way. The results of the survey that haven discussed above reveal that there is an alarming lack of coordination and awareness with regard to what the other language departments do. One can deduce from this fact that the language teachers of the IES Son Ferrer do not follow concise and specific guidelines when it comes to teaching affixes. It seems that they teach Greco-Latin prefixes and suffixes when it fits into their units, without paying attention to the students' needs or to the convenience of teaching this grammar strategy at a given point in the course.

In order to reach a greater degree of coordination between the three departments, some changes need to be made to each curriculum. As it has been analysed in this paper, the Spanish and Catalan curricula deal with the topic of affixes, but the topic of Greco-Latin prefixes and suffixes is only explicitly mentioned in the contents corresponding to the fourth year of *ESO*. First of all, it would be beneficial for students if they were taught Greco-Latin affixes

throughout the four years of *ESO*. The sooner they start to get acquainted with this grammar strategy, the more Greco-Latin prefixes and suffixes they will have learnt by the end of the Obligatory Secondary Education. It seems pointless to delay the introduction of Greco-Latin affixes in the Spanish and Catalan subjects because, as it has been previously discussed, students would be able to transfer this knowledge to other languages such as English. Teaching this grammar strategy solely in the last year of *ESO* is sure to be detrimental to students because their chances of increasing their vocabulary are restricted to a few months. The first measure that could be implemented to deal with this issue would be to apply the teaching of Greco-Latin prefixes and suffixes to the four years of *ESO*. The Spanish and Catalan curricula are already provided with a section entitled *Bloc 3: Coneixement de la Llengua*, in which the contents regarding the word as a unit and word relations are stated. Within this block of contents, it would be advisable to include a section of morphology that, in a more thorough way, provided a more exhaustive list of the contents that students are expected to learn with regard to word formation. In the same way that the first foreign language (English) curriculum lists a set of grammatical contents, the Spanish and Catalan curricula should provide a similar list, with special mention to the mechanisms used in word-formation such as prefixes and suffixes. One of the possible criteria to choose the prefixes and suffixes that need to be taught would be to select those that are most common in Spanish, which are the following:

> *{a-} (que no es) amoral; {des-} (negación, inversión) desventaja; {il-} (que no es) ilegal; {in-} (que no es) inmediato; {ir-} (que no es) irreal; {re-} (volver a hacer, repetir) reinventar; {sub-} (inferior o por debajo de) subterráneo; {-able} (capacidad o posibilidad) potable; {-ción} (efecto de dicha acción) elección: {-dad} (cualidad de) artificiosidad; {-ía, ia} (cualidad y condición de) valentía; {-ismo} (doctrina, sistema, modo o partido) fascismo; {-m(i)ento} (acción proceso resultado) aparcamiento.* (Zollo, 2011, n.p.)

Out of these seven prefixes, six have a Latin origin and one has a Greek etymology. As for the six suffixes that are believed to be the most frequent ones in Spanish, four come from Latin and two derive from Greek

(dle.rae.es). It can be observed that the vast majority of prefixes and suffixes are Latin-based, which emphasises the fact that Latin has an overwhelming influence on Spanish. Although these are thought to be the most frequent affixes in Spanish, they could also be introduced in the Catalan subject due to its high degree of similarity to Spanish.

As far as the assessment criteria are concerned, two aspects need to be highlighted. In the first place, the Spanish and Catalan curricula state these as two of the main criteria to be taken into account when assessing the students' word-formation skills in the first three years of *ESO*:

2.1. *Reconeix i explica els elements constitutius de la paraula: arrel i afixos, aplica aquest coneixement a la millora de la comprensió de textos escrits i a l'enriquiment del seu vocabulari actiu.*

2.2. *Explica els diferents procediments de formació de paraules, distingeix les compostes, les derivades, les sigles i els acrònims.* (Govern de les Illes Balears, 2015, p.25)

It is noticeable that these criteria focus excessively on the students' ability to work with input. Students are asked to recognise the affixes, to identify the word constituents and explain their meaning, and to use this knowledge as a reading comprehension strategy. However, they are not required to form new words by means of prefixes and suffixes. It can be stated, therefore, that excessive importance is given to the input and little attention is paid to the output. In the fourth year of *ESO*, as it has been previously mentioned, reference to the teaching of Greco-Latin prefixes and suffixes is made, but there is no mention regarding the practice of this grammar strategy in the classroom. Again, the only criterion that teachers adopt to assess the students' performance in activities related to the topic of Greco-Latin affixes is the following:

3. *Reconèixer i explicar el significat dels principals prefixos i sufixos i les seves possibilitats de combinació per crear noves paraules, i identifica aquells que procedeixen del llatí i grec.* (Govern de les Illes Balears, 2015, p.36)

It is inconceivable that students do not learn how to create new words based on Greco-Latin prefixes and suffixes and that they are only focused on the identification of these morphemes. Teachers should move from the traditional approach by which students learn the rules of word-formation to a more dynamic approach that engages them in practical activities. It has already been discussed in this paper that the English curriculum does not deal with the topic of Greco-Latin affixes. This reveals that there is the urgent need to design a similar section to the one that the Spanish and Catalan have, which is entitled '*Bloc 3: Coneixement de la Llengua*'. After analysing the flaws of each curriculum concerning the teaching of Greco-Latin prefixes and suffixes, and once some proposals have been put forward, a proposed outline for the creation of a common section for the three curricula will be presented below. This section would be entitled '*Bloc Comú de Morfologia per a les Tres Llengües*' and it would contain a subsection devoted to the contents and the assessment criteria that would be used when dealing with the topic of the word as a unit. It would be based on the already existing '*Bloc 3*' of the Spanish and Catalan curricula, but it would have some significant modifications, which are the following:

Table 1. Proposal for the creation of a common block of contents about Greco-Latin affixes

BLOC COMÚ DE MORFOLOGIA PER A LES TRES LLENGÜES
Continguts
La paraula - *Reconeixement, explicació i aplicació pràctica en contextos orals i escrits de les diferents categories gramaticals: substantiu, adjectiu, determinant, pronom, verb, adverbi, preposició, conjunció i interjecció* - *Reconeixement i explicació dels elements constitutius de la paraula, prestant especial atenció als morfemes d'origen grecollatí* - *Aplicació dels diversos procediments disponibles per a formar paraules: composició, derivació, parasíntesis, acronímia, etc.* - *Aplicació dels prefixos i sufixos grecollatins més comuns de la llengua en qüestió amb l'objectiu d'expandir el vocabulari*
Criteris d'avaluació
- *Identificar les paraules que estan formades per prefixos i aquelles que no (per exemple, {pre-} en 'present' no és un prefix, però en 'preveure' sí que ho és)* - *Identificar els prefixos i sufixos que procedeixen del llatí i grec* - *Explicar el significat dels prefixos i sufixos grecollatins que apareixen a textos orals i escrits* - *Utilitzar prefixos i sufixos grecollatins per formar noves paraules, tant en contextos orals com escrits*

A section such as the one presented above places more emphasis on the practical side of teaching Greco-Latin prefixes and suffixes. Dealing with morphology with *ESO* students should not only entail learners identifying word constituents and explaining their meaning, but also putting what they learn into practice. The Spanish, Catalan, and first foreign language (English) curricula fail to provide teachers with practical and detailed guidelines as to how to teach this grammar strategy, which is reflected in an evident lack of coordination among the three departments. It seems that teachers do not know what to teach regarding Greco-Latin affixes and how to assess the students' performance in activities related to this topic. For this reason, it is reasonable to create a specific section of morphology that provides teachers of the three languages with some common guidelines. Ideally, such a section should be designed and created under the

strong collaboration of the teachers of all the departments. It is vital to bear in mind that what it is of paramount of importance for the English department may not be for the other two. This is the main reason why all the teachers need to share their views on the topic of Greco-Latin affixes, their suggestions for improvement, their materials, etc. Only if teachers express their viewpoints, will they be able to reach a general consensus and create a common block of contents of morphology, with special attention to the topic of the word as a unit. After analysing the three language curricula and thinking about possible suggestions for improvement regarding the teaching of Greco-Latin affixes, one can lead to the conclusion that creating similar sections for other language aspects would be beneficial for both teachers and students. The three language curricula of *ESO* of the Balearic Islands appear to present the contents and the assessment criteria in a very theoretical and superficial way. The design of specific and detailed block of contents such as the one presented in this paper would allow teachers to specify the contents that they need to teach, which is an aspect that should be prioritised by curricula designers.

3.3. Survey two:

As previously discussed in section 2.5., teaching Greco-Latin prefixes and suffixes to EFL students of *ESO* is likely to draw a lukewarm response from the learners. At first sight, this topic may not appear appealing, hence the need for an engaging and dynamic methodology. One possible approach to be followed when teaching this grammar strategy would be to introduce educational games and gamification elements such as rewards in the classroom. With the aim of providing a remarkable insight into the importance that the English department of the IES Son Ferrer gives to the use of educational games, an online survey has been sent to the head of the department. In the same way that they did when answering the survey about the teaching of Greco-Latin prefixes and suffixes, the members of the English department have reached a general consensus and only the head of the department has answered on behalf of her counterparts. This survey has also been designed with the tool of Google Forms and it is made up of five questions (See Annex 5). Three of them are open questions, which allowed

the respondent to express her viewpoints freely. The other two, however, needed to be answered by means of a rating scale. In this way, the respondent could answer in a more accurate and precise way. The main objectives of this survey are two-fold. First of all, it intends to reveal the actual use that the members of the English department make of educational games. Secondly, it aims to highlight the possible weaknesses regarding the introduction of educational games in the EFL classroom, which will form the basis for the design of four educational games to be played in two groups of 4th of *ESO* of the IES Son Ferrer.

3.3.1. Results and discussion

The first two questions of the survey are aimed at obtaining information regarding the viewpoints of the English department on the use of educational games in the classroom. It is revealed that English teachers of the IES Son Ferrer introduce educational games in their lessons because they think that they are useful and motivating for both teachers and students. When asked if they would use them to teach vocabulary, all the members state that they would do so based on the belief that using games would catch their students' attention. Teachers are proud to assert that they use educational games in the classroom because it gives the impression that their lessons and fun and dynamic. However, one should ask oneself if the English teachers of this high school actually use of educational games to teach grammar, vocabulary, and the various skills (reading, writing, listening, and speaking). In the third question of the survey, the English teachers were asked how often they used educational games in their lessons. On behalf of her counterparts, the head of the department declared that, from a scale from 1 to 5, the use that they make of games would be in the middle of the scale with 3 points. This seems reasonable, but it is not clearly defined whether they introduce games in the lesson to motivate students and reduce their stress levels or whether they do so as an effective tool to teach grammar and vocabulary. The answer to the fourth question has been particularly revealing because it provides examples of games that the English teachers have used with their students. Some of these are "Kahoot, Find someone who, Guessing games, Pictionary, Taboo, Trivial, and Pub quiz" (English department of IES Son Ferrer, 2019).

These games are believed to be extremely useful to practice vocabulary and they could also be adapted to the students' needs and interests with the aim of making them practice Greco-Latin prefixes and suffixes. The final question of the survey is aimed at analysing how beneficial the members of the English department think educational games could be for the teaching of Greco-Latin prefixes and suffixes. Out of 10 points, the head of the department gave 9 to this aspect (English department of the IES Son Ferrer, 2019), which reflects that the English department is aware of the potential benefits that using educational games to teach Greco-Latin affixes could have for their students. Based on the results of this survey, one can reach the conclusion that teaching Greco-Latin prefixes and suffixes by means of educational games and gamification elements is likely to produce a positive effect on EFL students of the IES Son Ferrer.

3.4. Didactic Proposal: Adaptation of the TV quiz show *Pasapalabra* through the use of educational games

The IES Son Ferrer is well-known for organising events and contests in different subjects. For instance, the members of the History, Ethics and Philosophy department organised a Trivial of Feminism to be played with the students of 4th of ESO. Due to the type of activities that are usually carried out at the high school, it seems convenient to suggest the creation of a linguistic contest aimed at helping students enlarge their vocabulary. The following didactic proposal could be considered a cross-curricular activity that will be helpful for coordinating the three language curricula.

3.4.1. Teaching context

In order to provide some examples of games that could be used to teach Greco-Latin prefixes in Secondary Education, two groups of 4th of *ESO*, A and B, have been selected. The main reasons for choosing the students of 4th of *ESO* as the potential beneficiaries of the following didactic proposal are two-fold. In the first place, this is the last year of Obligatory Secondary Education, which allows teachers to use educational games of a higher difficulty. Some students of this group are expected to do *Bachiller*, so they need to be prepared to deal with more

complex grammar structures and more demanding activities such as word-formation. In the second place, the results of 4th of *ESO* students' performance are likely to be particularly significant because they reflect the knowledge that has previously been acquired along the three years of *ESO*. Apart from choosing this level to play the designed games, special attention has been paid to two different groups, 4th of *ESO* A and 4th of *ESO* B. This decision is based on the fact that the two groups are heterogeneous and present different degrees of motivation, learning styles, levels, difficulties, etc. With more time to carry out the games, it would be revealed that the same activities can work differently with two groups. The group of 4th of *ESO* A is made up of fourteen students; nine girls and five boys. On average, they present a lower-intermediate level of English, which is accompanied by a high degree of motivation and willingness to learn. The group of 4th of *ESO* B is made up of thirteen students; seven girls and six boys. As opposed to 4th of *ESO* A, this group presents a lower level of English and lacks motivation. Some games such as Jeopardy, The Pyramid or Grammar bet point have been played with them and the degree of satisfaction among all the students has been pretty high. With the aim of providing an insight into the students' opinion about the use of games when learning vocabulary, students were asked to answer the following two questions: "How do you best learn vocabulary?" and "Do you like playing games in the EFL classroom?". With regard to the first question, the majority of students of both groups that answered it state that they learn best vocabulary by memorizing (See Figure 3). As opposed to these, there is a small minority that declares that their best way of learning vocabulary is by means of translating the English words into their mother tongue (Figure 3).
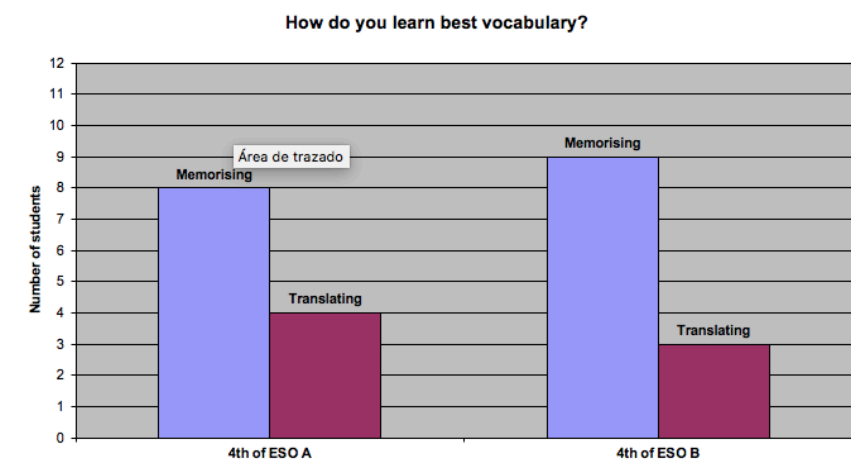
Figure 3. 4th of ESO students' strategies to learn vocabulary

As for the second question, there is complete unanimity among the students of both groups. All the learners without exception state that they like playing games in the EFL classroom and highlight various reasons (See Annex 6) to justify their answer. It can be observed that there is a contradiction regarding the students' answers for the two questions that have been asked to them. Memorising and translating are techniques that may appear extremely theoretical and even boring. However, according to the students, they are the most useful vocabulary development strategies. On the other hand, learners state that they enjoy playing games in the English subject. The suggested games that will be presented below are aimed at providing students with other more dynamic strategies that combine the teaching of Greco-Latin prefixes and suffixes and the use of educational games.

3.4.2 Password Game

Pasapalabra is a well-known Spanish TV programme in which contestants have to face four different tests in order to get to the final quiz. This quiz show should be given paramount importance by language teachers because the foundation on which it is based is word-guessing and word-formation. The game could be adapted to the students' needs and interests and it could address the topic of Greco-Latin prefixes and suffixes in a dynamic and fun way. The Password Game has been designed to be played by the students of 4th of *ESO* A and B in the

Spanish, Catalan, and English subjects. The main aim to do so is to provide both teachers and students with a linguistic contest that involves all the language departments and that promotes competitiveness and team work among the students. Additionally, the contest also intends to help students increase their vocabulary record by learning Greco-Latin affixes. Similar to the actual Spanish TV programme, 4th of *ESO* students of the IES Son Ferrer will have to face three tests before getting to the final quiz, which will resemble the *'rosco'* of *Pasapalabra*. These tests will be based on three different educational games: Jeopardy, Scrabble and The Wheel of affixes. Each game will be played in a term and the final *'rosco'* will be played at the end of the school year.

- **Jeopardy**
- **General description:**

The first game that students will have to play is called 'Jeopardy', in which students will be shown a chart projected on the digital board. This chart contains five categories, each one of them containing different set of points. Each category is given the name of a random colour, so that students do not know the type of questions that they will be asked. The sample that has been designed is in English, but the questions can be adapted to the other languages and they should be translated into Spanish and Catalan, so that all students can play the game in the different subjects. The 25 questions that students will encounter are the following:

1. What is a prefix?
2. Suffixes are not useful for the creation of new words. True or False?
3. The prefixes {mis-} and {pre-} mean the same. True or False?
4. Greco-Latin prefixes and suffixes are useful to learn in Spanish and Catalan because they are Latin-based languages and have a Greek influence. True or False?
5. What is a suffix?
6. What is the meaning of the suffix {-logy}?
7. Is {pre-} in the word 'present' a prefix?
8. The prefix {semi-} means 'half'. True or False?
9. What is the opposite of 'understand'?

10. The suffix {-ize} is used to form verbs. True or False?

11. Suffixes are written before the stem of a word. True or False?

12. When we add {ir-} to the word 'regular', we get 'iregular'. True or False?

13. The prefix {re-} can also be found in Spanish and Catalan. True or False?

14. Say 3 words that contain the suffix {-ness}

15. Say 5 words that contain the prefix {-un}

16. {Inter-} in 'interface' is a suffix. True or False?

17. The common suffix in the English language is the plural {-s}/{-es}. True or False?

18. Which type of prefixes and suffixes are we studying in the three languages?

19. Prefixes are useful to create new words. True or False?

20. The suffix {-acy} means 'to make or become'. True or False?

21. Provide three examples that contain the prefix {re-}

22. Identify the suffix in the words 'communism' and 'capitalism'

23. Say 5 words that contain the suffix {-dom}

24. Learning Greco-Latin prefixes and suffixes can help us unlock the meaning of unfamiliar words. True or False?

25. Identify the prefix in the words 'midterm' and 'midnight'

These questions are aimed at making students aware of the importance of the teaching of Greco-Latin prefixes and suffixes and at raising their metalinguistic awareness concerning processes such as word-formation. As stated above, students will play this game in the three language subjects and for every question that they answer correctly, they will be awarded seconds, which will be of great help for them in their final quiz. In order for this game to be played successfully, groups will be made within 4th A and 4th B. Ideally, 4th A will be made up of four groups (two groups of four and two group of three) and 4th B will also be made up of four groups (two groups of four, one of three and a couple). 4th A and 4th B will compete against each other in the three languages to show which class has the best command of the topic of Greco-Latin prefixes and suffixes in Spanish, Catalan, or English.

- **Objectives:**

The main objective to play the Jeopardy game with students is to make them aware of the importance that Greco-Latin prefixes and suffixes have when

learning vocabulary. As stated above, one of the ultimate goals is to raise the students' metalinguistic awareness regarding word-formation processes. Students should not only focus on what they are learning, but also on the purpose of it. This contest has been designed to be carried out in the three language departments with the aim of promoting a greater degree of coordination among the teachers and effective teamwork among the students. In addition to this, this activity will allow teachers to gather information about the main problems that students face when dealing with the topic of Greco-Latin prefixes and suffixes. In this way, they will be able to adapt this grammar strategy to their students' needs and weaknesses, so that the latter can benefit from their knowledge in one language and transfer it to the other two. The last but not least important objective of this game is to increase the students' motivation. This is likely to be ensured by the introduction of gamification elements such as points or seconds to be used in the final quiz. As discussed in section 3.4.1., students from 4th of *ESO* A present a higher degree of motivation than those students in group B. The Jeopardy game will reveal if using educational games such as this one with this group can increase their motivation to a significant extent.

- **Resources and Timing:**

In order to play this game, Internet access and a digital whiteboard are needed. Teachers should visit the page JeopardyLabs.com and should create a template with the questions regarding Greco-Latin affixes that they would like to ask their students. The Jeopardy game could be played in the classroom of each group or in the computer room. The four groups of 4th A and the for groups of 4th B will play Jeopardy simultaneously in the three languages and they will do so in the first term of the academic year. In this way, the topic of Greco-Latin prefixes and suffixes will be dealt with throughout all the year and it will not be restricted to a single unit. The game can be played simultaneously with all the groups belonging to one class, which is sure to help teachers to save more time.

- **Expected outcomes:**

Ideally, this game will reveal that two groups of 4th of *ESO* can perform very differently in the same activity. The considerable disparity between the motivation of one group and the other may lead teachers to believe that group A will perform

better than group B. However, the Jeopardy game intends to demonstrate that using educational games in the classroom can increase the motivation of those students that were unmotivated at the beginning. The main aim game of this game, which should be reflected in the outcomes, is to show that by using educational games, learners who are already motivated will keep their motivation, and those who are not will be more motivated. In addition to this, the results of this game will reveal in which language students perform better with regard to the teaching of Greco-Latin prefixes and suffixes. The results of the students' performance in this game will help teachers to spot the strengths and weakness of their learners, which will form the basis for improvements regarding the future games to be played.

- **Assessment:**

The students' performance in this game will be assessed in two ways. First of all, and similar to exams, the students' aptitude for dealing with Greco-Latin prefixes and suffixes in the three languages will be measured according to the right answers that they get. Students will answer the questions in group, which will hinder the individual assessment to some extent. What will be assessed in this activity is the students' capacity to work in group and to reach an agreement. For each correct answer that students get, they will be awarded seconds that will be helpful for them in the final '*rosco*'. The second aspect in which students will be assessed is motivation. As it has been previously mentioned, the topic of Greco-Latin affixes may draw a lukewarm response from students. Therefore, it is fundamental to assess the students' degree of motivation when playing this game. Only in this way will students know if teaching Greco-Latin prefixes and suffixes by means of educational games is actually a successful method. A way to assess this aspect is to ask students about their viewpoints on the game that they have played.

- **Scrabble**

- **General description:**

This is the second game that students will have to play, which consists in "a board game in which players try to make words from letters printed on small plastic blocks and connect them to words that have already been placed on the board"

(Oxford Learner's Dictionaries, n.d.). As it can be deduced, this game is particularly useful because it is based on word-formation. In this game, participants can add any type of affix, be it a prefix or a suffix, to the word that has been previously created on the board. In the case of 4th of *ESO* students of the IES Son Ferrer, they will have to play Scrabble by trying to add Greco-Latin prefixes and suffixes to the words created. First of all, it is crucial to bear in mind that in 4th A there are four groups (two groups of three and two of four) and that in 4th B there are also four groups (two of four, one of three, and a couple). Once this division is clear, the mechanism by which Scrabble will be played can be explained. Students of both groups, A and B, will play the game four times respectively, one time each group. This means that Scrabble will be played four times in the Spanish lesson, four in the Catalan one and four in the English subject. This amounts to twelve times (one time each group in every subject). In other words, each group of each class (4th A and 4th B) will play the game three times; one time in each language. With this game, students will compete again against each other to show which class has the best command of the topic of Greco-Latin prefixes and suffixes in Spanish, Catalan, or English. In each language, it is expected to have a winning group, which will be awarded seconds to be used in the final '*rosco*'.

- **Objectives:**

The main objective to play this game with 4th of *ESO* students is to make them aware of the importance of affixes, and more particularly Greco-Latin prefixes and suffixes when creating new words. Scrabble is a game that can be played outside the educational context of the classroom, which implies that students may already be acquainted with it. The fact that learners can play Scrabble with their relatives or friends is likely to be highly motivating and significant for them. For this reason, teachers should take advantage of this fact and should use this game with the aim of strengthening their students' motivation and with the goal of providing them with a stimulating learning environment that facilitates their learning. Similar to the previous game, one of the primary objectives of teaching Greco-Latin affixes through Scrabble is to gather information about the main problems that students face when dealing with this topic. Based on the results of

the Jeopardy game, teachers will have been able to modify some aspects regarding the teaching of this grammar strategy before playing Scrabble. After playing this game, teachers will have more information with respect to the strengths and weaknesses of their students when performing word-formation tasks. It could be stated that playing these games will not only help students to be more motivated to learn this grammar strategy, but also teachers to adapt the tasks to their students' needs and improvement. When playing Scrabble, creativity is imperative. Students have to use their imagination to create new words based on the ones that they will find on the board. In this case, the objective is to encourage the student's creativity and to make them aware of the fact that they can use it as a linguistic strategy to expand their vocabulary.

- **Resources and Timing:**

In order to carry out this activity, the game Scrabble is needed. It is not necessary to buy three games for each department since one board can be shared among the three language teachers and all the students that participate. Scrabble is intended to be played for one month, which will be one corresponding to the second term of the school year. The outline for the development of this game will look this way:

Table 2. Schedule for the Scrabble game

Month X: SPANISH, CATALAN, AND ENGLISH
Week 1 → Group 1 of 4th A / Group 1 of 4th B
Week 2 → Group 2 of 4th A / Group 2 of 4th B
Week 3 → Group 3 of 4th A / Group 3 of 4th B
Week 4 → Group 4 of 4th A / Group 4 of 4th B

This game can be played in the classroom of each group, so it is not necessary to use other facilities. The arrangement of the lessons for this game in a way such as the one presented above will allow teachers and students to deal with the topic of Greco-Latin affixes throughout a whole month, which is likely to be beneficial for the latter.

- **Expected outcomes:**

This game will also reveal that two groups of 4th of *ESO* can perform very differently in the same activity. Ideally, the results of this game will show the degree of creativity of each group. As it has been previously discussed, the levels of motivation among the students are very different. This is thought to hamper their creativity, which is likely to be reflected in a poor performance in activities regarding word-formation through Greco-Latin prefixes and suffixes. The results of this game will show that using games that are played outside the educational context can motivate students to a huge extent. Playing Scrabble will provide teachers with information concerning their students' ability to create new words by adding affixes and their students' capacity to work in groups.

- **Assessment:**

The students' performance in this game will also be assessed in two ways. First of all, the student's ability to form new words through Greco-Latin affixes in the three languages will be assessed according to the number of words that they are able to create. That is to say, the more words that learners create, the more seconds that they will be awarded to use in the final '*rosco*'. The second aspect in which students will be assessed is motivation. To do so, teachers will ask students how they have felt while playing the game. Based on the results of motivation for the first game, teachers will be able to know if the changes made have worked successfully and what needs to be improved for the two games that students still have to play.

- **Wheel of affixes**

- **General description:**

This is the second game that students will have to play. They will be provided with two interactive wheels that will be projected on the whiteboard. These wheels contain the Greco-Latin prefixes and suffixes that, as it can be seen in section 2.4., are thought to be some of the most frequent affixes in academic texts in English. Although they are believed to the most common ones in English, they can also be taught and practiced in the other two languages. What students have to do is to spin two wheels. The first wheel contains the prefixes, and depending on the one that they get, they will have to list as many words containing this affix

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as possible. The second wheel contains the suffixes, and they will have to repeat the procedure. The group that lists more words in the two wheels will win the game and will be awarded the seconds to be used in the final '*rosco*'. With regard to how this game is going to be played, the same mechanism as in Scrabble will be followed. Students of both groups, A and B, will play the game four times respectively, one time each group. This means that the Wheel of affixes will be played four times in the Spanish lesson, four in the Catalan one and four in the English subject. This amounts to twelve times (one time each group in each language lesson). In other words, each group of each class (4th A and 4th B) will play the game three times; one in each language. With this game, students will activate their previous knowledge in the three languages and will compete against each other in the three languages to show which class has the best command of the topic of Greco-Latin prefixes and suffixes in Spanish, Catalan, and English.

- **Objectives:**

Similar to the previous games, the main objective to play this game with 4th of *ESO* students is to make them aware of the importance of affixes, and more particularly Greco-Latin prefixes and suffixes when it comes to creating new words. One of the primary goals is to make students practise this grammar strategy in an active and dynamic way. As a general rule, students are used to doing word-formation activities by means of handouts, fill in the gap exercises, multiple-choice questions, etc. The aim to play this game with learners is to provide them with a more dynamic and competitive task. When playing competitive games, students are more motivated and encouraged to learn, which is likely to facilitate their learning process. In addition to this, teachers will be able to gather information concerning the prefixes and suffixes with which students have more difficulties in the three languages. Based on the results of the previous games and on the results of this one, teachers will be able to make any necessary change for the final '*rosco*'. Another important objective of this game is to help students react quickly and spontaneously when they have to deal with a given task. It is common to hear students complaining about the fact that they do not

have enough time to finish the activities that they are asked to do. With this game, they will work on their capacity to answer questions quickly.

- **Resources and Timing:**

In order to play this game, two online wheels are needed: one for the prefixes (See Annex 7) and another one for the suffixes (See Annex 7). These wheels can be created online with the help of the webpage wheeldecide.com. Teachers just have to display the two wheels on the whiteboard when they carry out the activity, which can be done either in the classroom of each group or in the computer room. This game is intended to be played in one month of the third term and it will follow the same outline as the one of Scrabble:

Table 3. Schedule for the Wheel of affixes game

Month X: SPANISH, CATALAN, AND ENGLISH
Week 1 → Group 1 of 4th A / Group 1 of 4th B
Week 2 → Group 2 of 4th A / Group 2 of 4th B
Week 3 → Group 3 of 4th A / Group 3 of 4th B
Week 4 → Group 4 of 4th A / Group 4 of 4th B

Similar to the other two games, the arrangement of the lessons in such a way will allow teachers and students to deal with the topic of Greco-Latin prefixes and suffixes throughout a whole month, which is sure to be beneficial for the latter.

- **Expected outcomes:**

Again, this game will reveal that two groups of 4th of *ESO*, and in three different languages can perform very differently in the same task. In the case of the Wheel of affixes, results will show which affixes students have more difficulties with, and in which language. It will also be revealed to what extent students are able to answer spontaneously and quickly. Depending on the results, teachers will need to create more activities of this type in order to stimulate the students' immediate response. This game will also show that when using educational games to teach and practise Greco-Latin prefixes and suffixes, students are more motivated and willing to learn this grammar strategy.

- **Assessment:**

The students' performance in this game will be assessed in three ways. First of all, the leaner's aptitude for dealing with Greco-Latin affixes will be measured according to the number of words that they can form with the prefix or suffix that has been given to them. Secondly, their motivation will be assessed by asking them how they have felt when playing the game. The third aspect in which students will be assessed is speed, which will be measured by means of a stopwatch.

- **Final '*rosco*'**

- **General description:**

This is the final task that students will have to complete. It is called the Final '*rosco*' and it resembles the actual '*rosco*' of the TV quiz show *Pasapalabra*. In this game, the group that has performed best in each language, which will be the one that has got more seconds in all the previous games, will complete this final task. This means that the final 'rosco' will be played three times; one in the Spanish subject, another time in the Catalan one, and another one in the English subject. Students will have the time (seconds or minutes) that they have won to answer the questions, and the group that gets more answers correctly will be the overall winner of this whole-year contest. The questions that students will encounter will be the same for both languages. Here the English questions will be listed. For the Spanish and Catalan subjects, a translation would be necessary.

A. It starts with 'A'. Prefix meaning 'opposed to ({anti-})
B. It starts with 'B'. The prefix {trans-} means to move... (between)
C. It starts with 'C'. The lexeme in 'incorrect' is... (-correct)
D. It starts with 'D'. The prefix in 'disagree' is... ({dis-})
E. It starts with 'E'. Learning vocabulary can .... our vocabulary (expand)
F. It starts with 'F'. Suffix meaning 'to make or become' ({-fy})
G. It starts with 'G'. The affixes that we have studied are Latin and... (Greek)
H. It starts with 'H'. Prefix meaning 'more than normal' ({hyper-})
I. It starts with 'I'. Another realization of the suffix {-fy} is... ({-ify})

J. It starts with 'J'. First game that has been played in this contest (Jeopardy)

L. It starts with 'L'. Suffix meaning 'study of' ({-logy})

M. It starts with 'M'. Suffix meaning 'condition of' ({-ment})

N. It starts with 'N'. Suffix meaning 'state of being' ({-ness})

O. It starts with 'O. Prefix in the word 'overload' ({-over})

P. It starts with 'P'. Affix added before the stem of a word (prefix)

R. It starts with 'R'. Prefix meaning 'again' ({re-})

S. It starts with 'S'. Affix added after the stem of a word (suffix)

T. It starts with 'T'. Prefix meaning 'across; move between' ({trans-})

U. It starts with 'U'. Prefix meaning 'too little; not enough' ({under-})

V. It starts with 'V'. What teachers and students should give to the teaching of Greco-Latin prefixes and suffixes (value)

- **Objectives:**

The main objectives of this final task are not different from the ones stated for the previous games since all the aforementioned goals need to be applied in the final '*rosco*'. The ultimate goals of this final game are three-fold. In the first place, it intends to review the topic of Greco-Latin prefixes and suffixes in a fun and dynamic way that motivates students to a significant extent. Secondly, it aims to help students answer questions within a very limited timeframe. The last but not least important objective of this final task is to provide learners with a real learning environment that resembles an actual Spanish TV programme. Teachers should bear in mind that several students may feel overwhelmed and upset when going to class. For this reason, it is essential to provide them with such activities and contests, which are sure to cheer up their learning process. This should be the overriding objective for any teacher.

- **Resources and Timing:**

In order to carry out this final activity, an online '*rosco*' resembling the one of *Pasapalabra* is needed. Apart from these, no more materials are required. As for the development of this task, the game will be played right at the end of the school year. In the case of this game, the winning students of the previous games in the Spanish, Catalan, and English subjects will play simultaneously in the same room, which could be the library. One whole session should be devoted to the

playing of this game and all the participants would be allowed to be present in this event.

- **Expected outcomes:**

Ideally, the expected results of this game will be concordant with those of the previous games. In other words, it would be revealed that the students' performance in activities related to the topic of Greco-Latin prefixes and suffixes is enhanced to a huge extent thanks to the use of games.

- **Assessment:**

This final task could be considered an assessment tool by itself. The performance of the members of the groups that have won in each language will be measured here. Similar to the previous games, the motivation of all the students involved will be assessed by asking them about their opinion and feelings. The final and most important assessment tool will be the success of this contest. If this contest and all the games that constitute it work effectively and students learn Greco-Latin prefixes and suffixes and expand their vocabulary, the teaching purpose will have been successfully achieved.

3.4.2.1. Final remarks and limitations

All things considered, this game can be extremely useful for students to practise the topic of Greco-Latin prefixes and suffixes. However, there are some limitations that may prevent this contest from working successfully. In the first place, this didactic proposal is aimed to be carried out in the three languages: Spanish, Catalan, and English. As it has been observed in section 3.2.1., there is a lack of coordination among the members of the three departments of the IES Son Ferrer. This can turn be problematic because teachers of each language may play the various games in very different ways. For this reason, it is fundamental to establish common and shared guidelines, contents, and assessment criteria. Another limitation is related to the fact that this contest is aimed at assessing the students' capacity to work in groups. In this contest, individual assessment is restricted. However, this should not be considered a drawback because teachers can assess students individually by means of written compositions, oral presentations, exams, etc. This contest provides teachers with

the opportunity to assess their class as a group, which would give them with a general overview regarding what changes need to be made in order to improve both the teaching and the learning practice. Taking all the aspects into account, it could be stated that the adaptation of the *Pasapabra* game through the use of various educational games is an adequate way of teaching a grammar strategy such as the one discussed in this dissertation.

4. Conclusion

Vocabulary development is thought to be one of the most important aspects to be taken into account when learning a language. The Spanish educational system, however, seems to place more emphasis on the teaching of grammar than on the teaching of vocabulary. Vocabulary learning should not entail teachers providing their students with long lists of new terms to be learnt by heart. What should entail is teachers creating engaging materials and providing their students with dynamic and adequate tools that help them work on their vocabulary and expand it. One possible way of doing so is to teach Greco-Latin prefixes and suffixes along the four years of *ESO*.

In the Balearic Islands, three languages are spoken: Spanish, Catalan, and English. At first sight, one may think that this fact can be detrimental to students, but it can actually help EFL learners of the archipelago to improve their command of the English language. English learners of the Balearic Islands could benefit from their knowledge of Spanish and Catalan and transfer it to English. If Greco-Latin affixes were taught in the three languages simultaneously, students would be able to use the knowledge from language in another and vice versa. In order for this linguistic transference to take place successfully, more coordination among the three language curricula of *ESO* and the language departments of the high schools is needed.

Teaching Greco-Latin prefixes and suffixes is likely to draw a lukewarm response from *ESO* students. For this reason, it would be advisable to introduce educational games in the Spanish, Catalan, and English classrooms. When playing games, students are more motivated and more encouraged to learn grammar strategies that, at first sight, may appear boring and pointless. With a

didactic proposal such as the one presented, students can feel part on an actual TV quiz show, which is sure to strengthen their motivation to a significant extent. Although playing educational games in the classroom looks appealing for both teachers and students, the former should be aware of the possible limitations. In order for games to be played successfully, great coordination among the teachers of the three language departments is required. In addition to this, teachers should have a good command of the new technologies since several games need to be played online. The most important aspect that will lead to a successful integration of the teaching of Greco-Latin affixes in the three languages through the use of educational games is teachers' motivation and dedication. Only if teachers are motivated to use creative and engaging materials to teach such a demanding grammar strategy as the one discussed in this dissertation will students learn significantly.

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7. Annexes

Annex 1:

Teaching Greco-Latin prefixes and suffixes to EFL students in Secondary Education

Descripción del formulario

1. Rank these items according to the importance that you give to them in your lessons, being 1 the least important and 5 the most important one *

	1	2	3	4	5
Vocabulary devel...	○	○	○	○	○
Reading compre...	○	○	○	○	○
Pronunciation	○	○	○	○	○
Use of complex g...	○	○	○	○	○
Spelling	○	○	○	○	○

2. When teaching vocabulary, which type of activities do you use? *

Texto de respuesta larga

3. Do you teach Greco-Latin prefixes and suffixes as a strategy to help students increase their vocabulary? *

○ Yes

○ No

4. Do you think that it would be a good idea to teach Greco-Latin prefixes and suffixes to EFL students in Secondary Education? *

○ Yes

○ No

5. Why do you think so?   ≡ Párrafo ▾

Texto de respuesta larga

⎘   🗑 | Obligatorio ⚪   ⋮

6. Do you know if the Spanish and Catalan departments deal with the topic of Greco-Latin affixes? *

○ Yes

○ No

7. From 1 to 10, how important is it to you the teaching of prefixes and suffixes? *

	1	2	3	4	5	6	7	8	9	10	
Not important	○	○	○	○	○	○	○	○	○	○	Extremely important

Annex 2:

1. Clasifica estos ítems según la importancia que les das en tu clase, siendo el 1 el menos importante y el 5 el que más

2. Cuando enseñas vocabulario, ¿qué tipo de actividades llevas a cabo con los alumnos?
3 respuestas

Expresión escrita
sinónimos, antónimos, campos semánticos, familia léxica...
Sinónimos contextualizados, antónimos, familias léxicas, campos semánticos

3. ¿Enseñas prefijos y sufijos grecolatinos como una estrategia para ayudar a los alumnos a aumentar su vocabulario?
3 respuestas

4. ¿Crees que sería una buena idea enseñar prefijos y sufijos grecolatinos a los alumnos de inglés a nivel de secundaria?
3 respuestas

5. Si crees que sí, ¿por qué?
3 respuestas

Ampliar vocabulario
aumentaría su capacidad de comprensión, su vocabulario...
Puede ayudar a ampliar vocabulario

6. ¿Sabes si los departamentos de inglés y catalán tratan el tema de los prefijos y sufijos grecolatinos?
3 respuestas

7. Del 1 al 10, ¿qué importancia le das a la enseñanza de prefijos y sufijos grecolatinos?
3 respuestas

Annex 3:

1. Classifica aquests ítems d'acord amb la importància que els dones a la teva classe, éssent 1 el menys important i 5 el que més

- 2
- 3
- 4
- 5

sió del vocabulari | Pronunciació | Ús d'estructures gramaticals complexes | Ortografia

2. Quan ensenyes vocabulari, quin tipus d'activitats fas servir amb els alumnes?
4 respuestas

Emplenar. Escriure frases amb el nou vocabulari.

Jocs de memòria, activitats d'identificació de vocabulari desconegut i activitats de deducció de significat a partir dels coneixements previs dels alumnes.

Associació d'idees

Lectura, jocs amb imatges, cercar el significat

3. Ensenyes prefixes i sufixes grecollatins com una estratègia per ajudar els alumnes a augmentar el seu vocabulari?
4 respuestas

- Sí
- No

25%
75%

4. Creus que seria una bona idea ensenyar prefixes i sufixes grecollatins a alumnes d'anglès a nivell de secundària?
4 respuestas

- Sí
- No

100%

5. Per què ho creus?
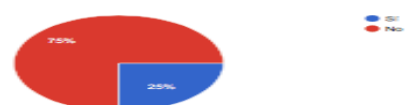4 respuestas

Perquè els pot ajudar amb les altres llengües

Tot el que impliqui augmentar el seu vocabulari serà correcte.

Perquè ajuda a entre ell significat del lèxic.

Perquè conèixer certs prefixos i sufixos els permetrà saber de manera més fàcil el significat de paraules que en un principi no coneixen.
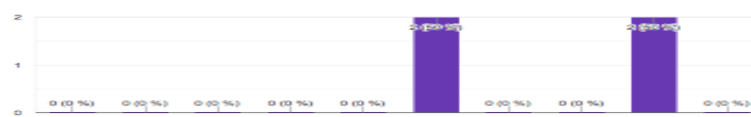
6. Saps si els departaments de castellà i anglès tracten el tema de prefixes i sufixes grecollatins?
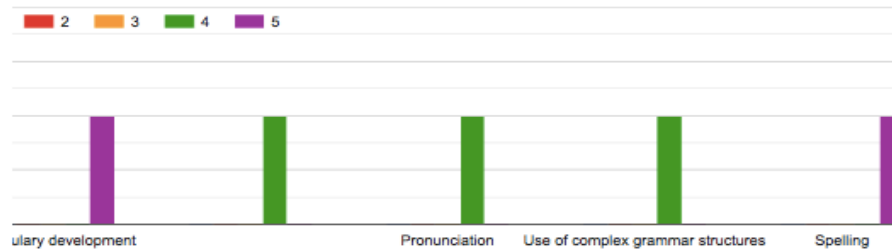4 respuestas

- Sí
- No

75%
25%

7. De l'1 al 10, quin grau d'importància dones a l'ensenyament de prefixes i sufixes grecollatins?
4 respuestas

60

Annex 4:

1. Rank these items according to the importance that you give to them in your lessons, being 1 the least important and 5 the most important one

2. When teaching vocabulary, which type of activities do you use?
1 respuesta

Fill in the gap. Sentence completion. Matching. Multiple choice. Rephrasings.

3. Do you teach Greco-Latin prefixes and suffixes as a strategy to help students increase their vocabulary?
1 respuesta

4. Do you think that it would be a good idea to teach Greco-Latin prefixes and suffixes to EFL students in Secondary Education?
1 respuesta

5. Why do you think so?
1 respuesta

They are part of the language and can help them with identifying words (noun, adjective...).
As they are Greco-Latin, they might be able to recognize their meaning form their knoledge of Spanish and Catalan.

6. Do you know if the Spanish and Catalan departments deal with the topic of Greco-Latin affixes?
1 respuesta

7. From 1 to 10, how important is it to you the teaching of prefixes and suffixes?
1 respuesta

61

1. What's your opinion about the use of educational games in the EFL classroom?

1 respuesta

Useful and motivating for students and teachers

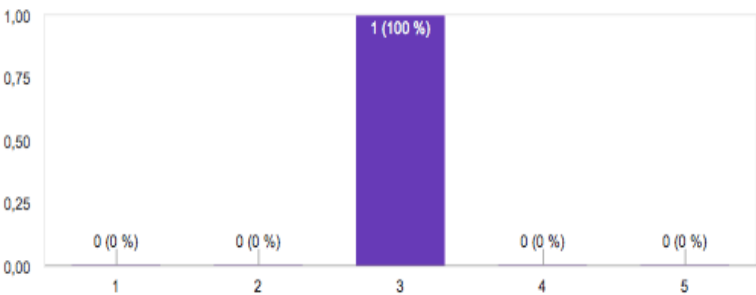## 2. Would you use them to teach vocabulary? Why, why not?

1 respuesta

Yes. Because it is a different approach and could catch student'attention

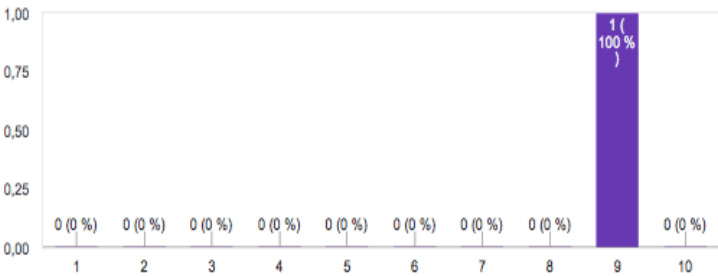## 3. How often do you use educational games in your lessons?

1 respuesta

4. Name some games that you have used with your students

1 respuesta

Kahoot. Find someone who. Guessing games. Pictionary. Taboo. Trivial. Pub quiz.

5. From 1 to 10, how beneficial do you think educational games could be for the teaching of Greco-Latin prefixes and suffixes?

1 respuesta

Annex 6:

② El juego que hicimos en clase de los puntos, estuvo bien, me pareció divertido, entretenido y una buena forma de aprender.

4°A

2. Me gusta jugar juegos para aprender porque motiva y alegra el aprendizaje, es mucho más divertido.

2) Ayudan porque al ser competitivo intento ganar al resto.

2. I think they are very useful, because we have fun and learn at the same time.

2. I think it's good, because it is fun and makes student focus more on what they learn.

2) Yes, it's a good way to study and learn a lot for students. Playing games can help us to memorize a more rather than being a bookworm.

2.

Me parece un buen método para aprender, es dinámico y te da ganas de saber mas, creo que antes de cada examen se tendría que hacer uno para repasar y resolver dudas, en vez de lo típico que el profesor pregunta y nadie contesta.

Annex 7: