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**Implementing Kahoot Games to Reinforce English Vocabulary and Grammar at the Andino  
Bilingüe School in Cúcuta, Norte De Santander: A Case Study**

Cristal Seleste Castro Jaimes

University of Pamplona

Faculty of Education

Foreign Languages Department

Practicum

2020



SC-CER96940

*"Formando líderes para la construcción de un nuevo país en paz"*

Universidad de Pamplona  
Pamplona - Norte de Santander - Colombia  
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## Table of Content

List of Figures .....	6
List of Tables .....	7
List of Appendix.....	8
CHAPTER I: GENERAL PRESENTATION .....	9
Introduction .....	10
Justification .....	11
Objectives.....	13
General Objective.....	13
Specific Objectives:.....	13
CHAPTER II: INSTITUTIONAL OBSERVATION .....	14
Location and Facilities .....	15
Institutional Educational project (PEI).....	16
Mission .....	16
Vision.....	16
Beliefs.....	16
Philosophy .....	16
Manual of Coexistence .....	17
Emblems .....	18
Schedules.....	19
School' Chronogram .....	21
Pedagogical Observation.....	22
Curricular Program .....	22
Material.....	24
Methodology.....	25
Technology .....	26
Population.....	27
Administrative Personnel .....	29
CHAPTER III: PEDAGOGICAL COMPONENT.....	30
Statement of the Problem .....	31



Grand tour question .....	32
Sub-questions.....	32
Justification .....	33
Objectives.....	34
General Objective .....	34
Specific Objectives .....	34
Theoretical Framework .....	35
Vocabulary learning in the Foreign language field .....	35
Grammar in the foreign language field.....	36
Online games as a teaching/learning tool .....	37
Literature Review .....	38
Research Methodology.....	42
Type of research: .....	42
Population.....	42
Data collection instruments: .....	43
Typological analysis method.....	43
Methodology of the Pedagogical Process .....	44
Ethical considerations.....	47
Results.....	48
Students' perceptions on the use of Kahoot games to reinforce their English vocabulary and grammar.....	48
The influence of Kahoot games on the student's motivation and participation on their English course.....	49
Kahoot games as a teaching/learning tool .....	49
Conclusion.....	51
Recommendations .....	52
Chapter IV - RESEARCH COMPONENT .....	53
Justification .....	54
Statement of the problem .....	55
Objectives.....	56
General Objectives .....	56
Specific Objectives .....	56



Theoretical Framework .....	57
Teaching Profession .....	57
Reflection.....	58
Reflective practice .....	59
Pedagogical practice .....	60
Methodology .....	62
Data collection instruments .....	62
Population.....	63
Results .....	66
Conclusion.....	70
<b>CHAPTER V: THE OUTREACH COMPONENT .....</b>	<b>71</b>
Justification .....	72
Objectives.....	73
General Objective .....	73
Specific Objective.....	73
Methodology .....	74
Outreach Component' Chronogram .....	75
Conclusion.....	77
<b>CHAPTER VI: ADMINISTRATIVE COMPONENT .....</b>	<b>78</b>
Objectives.....	79
General Objective .....	79
Specific Objectives .....	79
Methodology .....	80
Objectives.....	84
General Objective .....	84
Specific Objectives .....	84
Conclusion.....	85
References.....	86
Appendix .....	91



### List of Figures

<b>Figure 1.</b> School' Classroom .....	15
<b>Figure 2.</b> School' Restaurant .....	15
<b>Figure 3.</b> School's Crest.....	18
<b>Figure 4.</b> School's Flag .....	19
<b>Figure 5.</b> Supervisor's Schedule .....	19
<b>Figure 6.</b> 6th-grade Schedule. ....	20
<i>Figure 7.</i> 8th-grade Schedule .....	20
<b>Figure 8.</b> 6th-Grade English Course' Third Period Curricular Program.....	22
<b>Figure 9.</b> 6th-Grade English Course' Fourth Period Curricular Program.....	23
<b>Figure 10.</b> 8th-Grade English Course' Third Period Curricular Program.....	23
<b>Figure 11.</b> 8th-Grade English Course' Fourth Period Curricular Program.....	24
<b>Figure 12.</b> Student Practice Book .....	25
<b>Figure 13.</b> English course schedule for each skill.....	26
<b>Figure 14.</b> Lesson plan .....	45
<b>Figure 15.</b> Reflection Steps .....	58
<b>Figure 16.</b> Assignment done in the Intelligent Program .....	74
<b>Figure 17.</b> Flag raising ceremony .....	80
<b>Figure 18.</b> Biblical week .....	81
<b>Figure 19.</b> Eucharist seen on Facebook live .....	82
<b>Figure 20.</b> Talent Show .....	82



### List of Tables

<b>Table 1.</b> School' Chronogram of events .....	21
<b>Table 2.</b> Sixth Grade Student's List .....	27
<b>Table 3.</b> Eighth Grade Student's List .....	28
<b>Table 4.</b> Administrative Personnel .....	29
<b>Table 5.</b> Chronogram for the Data Collection Process.....	44
<b>Table 6.</b> Chronogram of Activities.....	46
<b>Table 7.</b> General Chronogram of the Research Component .....	64
<b>Table 8.</b> Chronogram of the Outreach Component .....	76
<b>Table 9.</b> Administrative Component'Chronogram .....	83



**List of Appendix**

<b>Appendix 1.</b> Letter of consent.....	91
<b>Appendix 2.</b> Kahoot Reports.....	92
<b>Appendix 3.</b> Survey Results.....	92
<b>Appendix 4.</b> Narrations .....	92
<b>Appendix 5.</b> Class recordings .....	93





## CHAPTER I: GENERAL PRESENTATION

The following proposal is divided into four main components: The pedagogical component in which the preservice teacher incorporates inside the classroom a specific methodology, strategy, or teaching tool. In this case, some essential theoretical aspects and information related to the use of online games as a teaching tool can be found.

Similarly, the research component takes into account the formation of the practitioners' reflective spirit. It also illustrates the process of reflection using different instruments to gather as much data as possible to enhance the pre-service teachers' teaching process.

Additionally, the outreach component aims to meet the specific needs of the school community and describes the main extracurricular activities the pre-service teacher carried out within the school's Intelligent Program.

The fourth component is administrative in which the preservice teacher takes on the role of a teacher during school life by helping students and teachers organize the events proposed by the institution as well as being part of its community.

These four components reflect the assistance and work provided by the practitioners in the academic community.



## Introduction

Undoubtedly, English plays a greater role in the fields of education, business, technology, research, and entertainment that it has become inevitable for people around the world to learn it (Nishanthi, 2018). Making the English language a lingua franca with which people around the world can communicate with and therefore learn. In a national context, the Colombian Ministry of Education in 2004 created The National Bilingual Programme using as a reference the Common European Framework of Reference for Languages (CEFR), its main objective is offering every student in the country the possibility of becoming bilingual in English and Spanish as part of a vision of increased productivity in a globalized world. In general, bilingual schools have not undergone major transformations in their academic infrastructure due to the implementation of GNP in Colombia because they were already developing processes in which, in principle already had defined the foreign language to study, as well as the objectives to be achieved and the teaching-learning methodologies to be used. (Ayala, 2012)

Nonetheless, for many learners studying English as a foreign language is oftentimes considered boring since they have to memorize unfamiliar words, grammatical structures, and spelling in a non-didactic way (Nguyen & Khuat, 2003) and are typically asked to complete many exercises. To alleviate this problem, Ashraf, Motlagh & Salami (2014) suggest the usage of games to create a fun environment in which learners and even the teacher can become more interested in the learning and teaching process. Therefore, the following proposal that will be carried out in the Andino Bilingüe School aims to use Kahoot games to reinforce the students' vocabulary and grammar in the target language.



### **Justification**

As a result of the Covid-19 pandemic being face this year, many educational institutions around the world had had to close their doors and start relying on digital platforms to reach their students and continue their educational process using online/e-learning strategies or in some cases assigning reading and written exercises to do at home for those students who do not have an internet connection and with the aim to help parents, teachers, schools and school administrators facilitate student learning and provide social care and interaction during periods of school closure. As pointed out by Laurillard (2002) e-Learning can be a way to create new learning environments with the potential accessing digital versions of materials unavailable within a traditional classroom, generate interactive resources, provide students and teachers with tools for creativity and design, personalize information, and guidance for learning support, facilitate teacher and student's collaboration, facilitate data analysis, modeling or organization tools and applications, among others.

Additionally, the institutional and pedagogical observations carried out in the 6<sup>th</sup> and 8<sup>th</sup>-grade courses at the Andino Bilingüe School showed that students often do not have the necessary vocabulary and grammatical knowledge to express their ideas effectively in the target language when doing speaking exercises or when they are working with their student' practice book due to the unknown vocabulary found within its pages. According to Simon and Taverniers (2011), grammar and vocabulary are fundamental areas in language instruction. In fact, vocabulary knowledge is widely considered the building block of language learning since students' success usually depends on the amount of vocabulary they can use in communication



(Deris and Shukor, 2019). Furthermore, vocabulary is a fundamental aspect in terms of mastering reading, listening, writing, and speaking language skills (Al-Khasawneh, 2019)

Thus Aydan (2000) states that games are amusing and interesting, they are highly motivating and can be used to practice many types of communication and be used to give practice in all language skills. For the reasons above, this proposal centers itself on using Kahoot games to reinforce students' English vocabulary and grammar. As stated by Ashraf, Motlagh & Salami (2014) language acquisition sounds to occur in a relaxed, motivating, and enjoyable environment where learners concentrate on the new word and its contextual usage

In addition, many researchers argue that games have great educational value by offering students a fun-filled and non-stressful learning atmosphere. For example, in Wood's (2001) research about the use of learning games as a learning tool, it was concluded that game-like formats could be more effective at capturing learners' attention than traditional media such as textbooks. Furthermore, Prensky (2001, p. 106) listed 12 elements as to why games engage people. To name a few, games motivate players (to achieve goals), gratify the ego (when winning), are fun (through enjoyment and pleasure), and spark the players' creativity (to solve the game).

The realization of this proposal may benefit teachers, students, parents, the Andino Bilingue School administration as well as the Foreign Language program at the University of Pamplona, and the preservice teachers who are carrying out their practicum.



## Objectives

### General Objective

- To reinforce English vocabulary and grammar through the usage of Kahoot games in 6<sup>th</sup>-grade students at the Andino Bilingüe School in Cúcuta.

### Specific Objectives:

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To participate in the activities and events proposed by the Andino Bilingüe School administrators.
- To improve 6<sup>th</sup> grader's English vocabulary and grammar through the use of Kahoot games
- To assist 6<sup>th</sup> and 8<sup>th</sup>-grade students within the Intelligent program.



## CHAPTER II: INSTITUTIONAL OBSERVATION

The Andino Bilingüe School is a private, confessionally catholic, non-profit-making educational institution that works with dedication, responsibility, and commitment to training students in globalization from the development of their cognitive, affective, psychic, and motor potentialities so that they are the main actors as agents of social transformation through their integration into the community with the appropriation of scientific and technological knowledge and making decisions with the freedom that allows them to live with dignity in a post-industrial world.

The Andino Bilingüe School was born as an initiative of teachers Bertha Daza Carreño and Blanca Daza de Chaustre, starting the process with a kindergarten on November 2nd, 1982. After 10 years of hard work, the Andino Bilingüe School became what it is today with an emphasis on English responding to the needs of an increasingly globalized world. In 1997, the Institutional Educational Proposal (PEI) was reformed under the slogan "Bilingual education, a path to excellence", initiating the Basic Secondary and Secondary Academic in the year 1999.

In 2002, COLCIENCIAS ' support allowed the institution to advance in the competitive research seedbed strategy. In 2007, it acquired its headquarters in a rural environment and began the process of certification under the EFQM model. In 2008, the institution's name was modified to Andino Bilingüe School "The pathway to excellence", incorporating information and communication technologies (TIC's) concepts and strategies and applying the institution's methodological innovation as a pedagogical strategy in the teaching and learning process.

## Location and Facilities

The Andino Bilingüe School is located in Cúcuta, Norte de Santander on the path to Boconó # 3-50 next to the Santa Ana church. The school counts with a lot of open spaces and facilities. such as 14 classrooms, computer lab, bathrooms, theater room, cafeteria garden, restaurant, gym, sports field, teacher meeting room, library, and a parking field. These facilities provide the students with an adequate and open environment to carry out their learning process.

### Figure 1.

*School' Classroom*



### Figure 2.

*School' Restaurant*







### **Institutional Educational project (PEI)**

The Andino Bilingüe School is guided by certain values, beliefs, goals for the future, and actions that are expressed within their PEI.

#### ***Mission***

We are an educational institution that directs the training of students, with learning processes in a healthy and harmonious environment, achieving happy, responsible, successful children and adolescents with globalized thinking, through the development of bilingualism, research, and human values; maintaining leadership, recognition, and positioning as one of the best schools in Norte de Santander.

#### ***Vision***

To be by 2024, the leading regional bilingual educational institution in innovation and academic excellence committed to strengthening the emotional intelligence, critical thinking, and social and environmental responsibility of its students. Promoting high-quality technology and a self-sustaining infrastructure within a pleasant natural environment.

#### ***Beliefs***

The permanent reflection of committed knowledge and creative action strengthens human values. Bilingualism prepares people to face globalization successfully. Research develops creativity, imagination, and the ability to reason by enabling learning through action.

#### ***Philosophy***

The Andino Bilingüe School philosophy in the following pedagogies:





- A personalizing and liberating pedagogy focused on the person as the creator and manager of his formation.
- A Pedagogy for the political formation of the being that integrates it within a civic and social process developing its critical conscience, its democratic spirit, its civic sensitivity and enables it to make responsible decisions.
- A Pedagogy in human-Christian values that directs the students' life projects through the authentic conception of man, the world, and history.
- A pedagogy for the practice of work that promotes the development of skills, the investigative spirit, the interpretative, argumentative, and propositional capacity to form creative people in constant search of personal, intellectual, social, and spiritual excellence.
- A Pedagogy at the service of life, family, and society that opens horizons of interaction without borders.

### ***Manual of Coexistence***

In the school manual of coexistence, the following slogan can be seen "A Community united in love for its coexistence is a favor and for violence the worst". Keeping this slogan in mind, this manual establishes rules and agreements that are focus on a healthy and loving coexistence within the school' environment. The rules are to read and followed by the students, these rules are separated into the following sections:

- General rules of coexistence
- Rules on personal presentation
- Rules in the dining room and school shop
- Rules when using means of transportation

- Rules on caring for the environment
- Communication and information program for claims and complaints

In addition, the manual includes the student's rights and duties within the institution. They are divided into the following groups:

- Rights and duties on personal development
- Social and community development
- Rights and duties on the school
- Sexual and Reproductive rights and duties

### ***Emblems***

The emblem is an expression of the school's mission statement that represents the core ideology of the institution. In Figures 1 and 2, the school's flag and crest are shown.

### **Figure 3.**

#### *School's Crest*



**Figure 4.**

*School's Flag*



**Schedules**

In the following figures, the schedules determined by the institution for the sixth and eighth grades are shown along with the supervisors' work schedule:

**Figure 5.**

*Supervisor's Schedule*

<b>EMMANUEL</b>	7:00 - 7:40	ING. 8°	ING. 7°		ING. 7°	ING. 9°
	7:40 - 8:20	ING. 8°	ING. 7°		ING. 7°	ING. 9°
	8:20 - 9:00	ING. 6°			ING. 6°	ING. 7°
	9:00 - 9:30	<b>DESCANSO</b>				
	9:30 - 10:10	ING. 6°	ING. 9°	ING. 6	ING. 6°	
	10:10 - 10:50		ING. 8°	ING. 6	ING. 8°	
	10:50 - 11:30		ING. 8°	ING. 9°	ING. 8°	
	11:30 - 12:10	ING. 7°		ING. 9°	ING. 9°	

Figure 6.

6th-grade Schedule.

GRADO 6° - 2020					
HORA	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
6:50 - 7:00	INSTRUCCIÓN MATUTINA				
7:00 - 7:40	Lengua Castellana	Matemáticas	Lengua Castellana	Estadística	Filosofía
7:40 - 8:20	Lengua Casatellana	Matemáticas	Lengua Castellana	Geometría	MyOn
8:20 - 9:00	Inglés	Ciencias Sociales	Física	Inglés	Ciencias Sociales
9:00 - 9:30	DESCANSO				
9:30 - 10:10	Inglés	Ciencias Sociales	Inglés	Inglés	Emprendimiento
10:10 - 10:50	Biología	Ética / Religión	Inglés	Química	Proyecto Inglés
10:50 - 11:30	Biología	Democracia	Artística	Plan Lector	Informática
11:30 - 12:10	PL Informática	Educación Física	Laboratorio	Educación Física	Tutoría
12:10 - 1:30	ALMUERZO				
1:30 - 2:10	PROGRAMA INTELIGENTE				

HORARIO DE QUICES

LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
Biología	Matemáticas	Lengua Castellana	Química	Ciencias Sociales

HORARIO DE PROGRAMA INTELIGENTE

MARTES	MIÉRCOLES	JUEVES
Matemáticas	Inglés Ciencias Naturales	Lengua Castellana

Figure 7.

8th-grade Schedule

GRADO 8° - 2020					
HORA	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
6:50 - 7:00	INSTRUCCIÓN MATUTINA				
7:00 - 7:40	Inglés	Educación Física	Ciencias Sociales	Educación Física	MyOn
7:40 - 8:20	Inglés	Lengua Castellana	Ciencias Sociales	Biología	Artística
8:20 - 9:00	Democracia	Lengua Castellana	Laboratorio	Biología	Plan Lector
9:00-9:30	DESCANSO				
9:30 - 10:10	Algebra	Química	Estadística	Ética / Religión	Física
10:10 - 10:50	Algebra	Inglés	Geometría	Inglés	Informática
10:50 - 11:30	Lengua Castellana	Inglés	Filosofía	Inglés	Emprendimiento
11:30 - 12:10	Lengua Castellana	Tutoría	PL Informática	Ciencias Sociales	Proyecto Inglés
12:10 - 1:30	ALMUERZO				
1:30 - 2:10	PROGRAMA INTELIGENTE				

HORARIO DE QUICES

LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
Matemáticas	Química	Ciencias Sociales	Biología	Lengua Castellana

HORARIO DE PROGRAMA INTELIGENTE

MARTES	MIÉRCOLES	JUEVES
Matemáticas	Ciencias Naturales	Lengua Castellana Inglés

***School' Chronogram***

In the following table the Andino Bilingue School' chronogram for the duration of the practicum can be seen, each event mentioned was carried out virtually on their scheduled date.

**Table 1.**

*School' Chronogram of events*

Dates	Events
21-25 de Septiembre.	Jornada Diagnóstica
21-25 de Septiembre.	Semana Bíblica y por la Paz
23-27 de Septiembre	PAT N° 13. Rescatando los Valores Andinistas: CRECES
28-02 de Septiembre	Socialización del Programa curricular del Cuarto Periodo Académico.
02 de Octubre.	Consejo Directivo
05-09 de Octubre.	Receso estudiantil
13 de Octubre.	Reinicio de clases
13-16 de Octubre.	Prueba de Certificación Internacional de Inglés- Estudiantes Grado Once
13-16 de Octubre	PAT N° 14 Avances alcanzados en la construcción del Proyecto de Vida Personal y Escolar
16 de Octubre	Izada de bandera: Conmemoración del descubrimiento de América y fiesta de la raza
22 de Octubre	Consejo Estudiantil
26-30 de Octubre	Jornada de nivelación estudiantil segundo semestre
12 de Noviembre	Eucaristia y entrega de simbolos
13 de Noviembre	Festival de Talentos

## Pedagogical Observation

### Curricular Program

The curriculum refers to the lessons and academic content taught in a school or a specific course or program it takes into account the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the tests, assessments, and other methods used to evaluate student learning.

### Figure 8.

#### 6th-Grade English Course' Third Period Curricular Program

FOCUS	EVALUATIONS	RESULTS
<b>Unit 6: Talented Kids!</b> -Present continuous for present activities -Can for ability  <b>Unit 7: Celebrations!</b> -Past simple of to be -Comparative form of adjectives -Can for ability	<b>COGNITIVE PERFORMANCE</b> <ul style="list-style-type: none"> <li>Quizzes 30%</li> <li>Period Evaluation 20%</li> </ul> <b>PSYCHOMOTOR PERFORMANCE</b> <ul style="list-style-type: none"> <li>Linguistic and communicative Competence 10%</li> <li>Pragmatic Competence 5%</li> <li>Full English 10%</li> </ul> <b>SOCIO-AFFECTIVE PERFORMANCE</b> <ul style="list-style-type: none"> <li>Positive attitude in the development of classes, personal presentation, punctuality 10%</li> <li>Auto-evaluation 10%</li> <li>Co-evaluation 5%</li> </ul>	<b>-Master Linguistic competences:</b> Read and write vocabulary related to the different activities in this period in order to use them in both oral and written expressions. <b>- Pragmatic:</b> Learn how to use words to form questions, sentences, dialogues and short texts. <b>-Socio-Linguistic:</b> Apply the learned vocabulary and grammatical structures to create short sentences and dialogues and make questions and answers using the vocabulary and grammar structures learned to put them into practice in the English readings. <b>-Scientific:</b> Mention examples putting into practice the use of different grammatical structures learnt. <b>- Citizen:</b> Understand that the use of the different grammatical structures can help them to describe their context from different points of view. <b>- Labor:</b> Participate actively in class, delivering all the activities on time, making use of the corresponding materials to work and doing the practices and workshops in the notebook and textbooks during the classes with good, neat and clear writing. Be punctual and wear the uniform correctly. Pay attention to the teacher's explanations and ask when a topic is not clear. Respect both the teacher and other students.  - This curricula program must be pasted in the English notebook and signed by both student and his/her parents during the first class week because this will be taken as the first quiz grade of the period.



Figure 9.

6th-Grade English Course' Fourth Period Curricular Program





 		
PROGRAM CURRICULUM		
AREA: ENGLISH	GRADE: SIXTH	PERIOD 4: SEPTEMBER 14th -NOVEMBER 27th
PERCENTAGE OF TOTAL GRADE: 30%	TEACHER: EMMANUEL CLOTTEY ATTUQUAYE M.	YEAR: 2020
FOCUS	EVALUATIONS	RESULTS
<b>Unit 8: That's History!</b> Past simple Spelling of irregular past forms Sequencers  <b>Unit 9: Healthy and Happy</b> Going to for future plans Should for advice Imperatives Superlative form of adjectives	<b>COGNITIVE PERFORMANCE</b> <ul style="list-style-type: none"> <li>Quizzes 30%</li> <li>Period Evaluation 20%</li> </ul> <b>PSYCHOMOTOR PERFORMANCE</b> <ul style="list-style-type: none"> <li>Linguistic and communicative Competence 10%</li> <li>Pragmatic Competence 5%</li> <li>Full English 10%</li> </ul> <b>SOCIO-AFFECTIVE PERFORMANCE</b> <ul style="list-style-type: none"> <li>Positive attitude in the development of classes, personal presentation, punctuality 10%</li> <li>Auto-evaluation 10%</li> <li>Co-evaluation 5%</li> </ul>	<b>-Master Linguistic competences:</b> Read and write vocabulary related to the different activities in this period in order to use them in both oral and written expressions. <b>- Pragmatic:</b> Learn how to use words to form questions, sentences, dialogues and short texts. <b>-Socio-Linguistic:</b> Apply the learned vocabulary and grammatical structures to create short sentences and dialogues and make questions and answers using the vocabulary and grammar structures learned to put them into practice in the English readings. <b>-Scientific:</b> Mention examples putting into practice the use of different grammatical structures learnt. <b>- Citizen:</b> Understand that the use of the different grammatical structures can help them to describe their context from different points of view. <b>- Labor:</b> Participate actively in class, delivering all the activities on time, making use of the corresponding materials to work and doing the practices and workshops in the notebook and textbooks during the classes with good, neat and clear writing. Be punctual and wear the uniform correctly. Pay attention to the teacher's explanations and ask when a topic is not clear. Respect both the teacher and other students.  - This curricula program must be pasted in the English notebook and signed by both student and his/her parents during the first class week because this will be taken as the first quiz grade of the period.


Figure 10.

8th-Grade English Course' Third Period Curricular Program.

 		
CURRICULAR PROGRAM ENGLISH		
GRADE: EIGHTH	PERIOD 3 <sup>rd</sup> : JULY 13 <sup>th</sup> – SEPTEMBER 18 <sup>th</sup>	YEAR: 2020
PERCENTAGE OF TOTAL GRADE: 20%	TEACHER: EMMANUEL CLOTTEY ATTUQUAYE M.	
FOCUS	EVALUATIONS	RESULTS
<b>Unit 6: It's in the Stars!</b> -Imperative -Should/ought to/had better -Reflexive pronouns -Have to/don't have to/can't  <b>Unit 7: Wishes and Regrets from India</b> -The second conditional -Speculating with must/might/can't -Wish -Regret and criticism with should have	<b>COGNITIVE PERFORMANCE</b> <ul style="list-style-type: none"> <li>Quizzes 30%</li> <li>Period Evaluation 20%</li> </ul> <b>PSYCHOMOTOR PERFORMANCE</b> <ul style="list-style-type: none"> <li>Linguistic and communicative Competence 10%</li> <li>Pragmatic Competence 5%</li> <li>Full English 10%</li> </ul> <b>SOCIO-AFFECTIVE PERFORMANCE</b> <ul style="list-style-type: none"> <li>Positive attitude in the development of classes, personal presentation, punctuality 10%</li> <li>Auto-evaluation 10%</li> <li>Co-evaluation 5%</li> </ul>	<b>-Master Linguistic competences:</b> Read and write vocabulary related to the different activities in this period in order to use them in both oral and written expressions. <b>- Pragmatic:</b> Learn how to use words to form questions, sentences, dialogues and short texts. <b>-Socio-Linguistic:</b> Apply the learned vocabulary and grammatical structures to create short sentences and dialogues and make questions and answers using the vocabulary and grammar structures learned to put them into practice in the English readings. <b>-Scientific:</b> Mention examples putting into practice the use of different grammatical structures learnt. <b>- Citizen:</b> Understand that the use of the different grammatical structures can help them to describe their context from different points of view. <b>- Labor:</b> Participate actively in class, delivering all the activities on time, making use of the corresponding materials to work and doing the practices and workshops in the notebook and textbooks during the classes with good, neat and clear writing. Be punctual and wear the uniform correctly. Pay attention to the teacher's explanations and ask when a topic is not clear. Respect both the teacher and other students.  - This curricula program must be pasted in the English notebook and signed by both student and his/her parents during the first class week because this will be taken as the first quiz grade of the period.

**Figure 11.**

*8th-Grade English Course' Fourth Period Curricular Program*

PROGRAM CURRICULUM		
	AREA: ENGLISH PERCENTAGE OF TOTAL GRADE: <b>20%</b>	GRADE: EIGHTH TEACHER: EMMANUEL CLOTTEY ATTUQUAYE M. PERIOD 4: SEPTEMBER 21ST -NOVEMBER 4TH YEAR: <b>2020</b>
FOCUS	EVALUATIONS	RESULTS
<b>Unit 8: Technology and Communication</b> -Defining relative clauses and pronouns -Passive modals -Non-defining relative clauses and pronouns -Gerunds and infinitives  <b>Unit 9: Jobs and Science</b> -Conjunctions -Causative -So that and in order to -Infinitive of purpose -Verb + object + -ing	<b>COGNITIVE PERFORMANCE</b> <ul style="list-style-type: none"> <li>Quizzes 30%</li> <li>Period Evaluation 20%</li> </ul> <b>PSYCHOMOTOR PERFORMANCE</b> <ul style="list-style-type: none"> <li>Linguistic and communicative Competence 10%</li> <li>Pragmatic Competence 5%</li> <li>Full English 10%</li> </ul> <b>SOCIO-AFFECTIVE PERFORMANCE</b> <ul style="list-style-type: none"> <li>Positive attitude in the development of classes, personal presentation, punctuality 10%</li> <li>Auto-evaluation 10%</li> <li>Co-evaluation 5%</li> </ul>	<b>-Master Linguistic competences:</b> Read and write vocabulary related to the different activities in this period in order to use them in both oral and written expressions. <b>- Pragmatic:</b> Learn how to use words to form questions, sentences, dialogues and short texts. <b>-Socio-Linguistic:</b> Apply the learned vocabulary and grammatical structures to create short sentences and dialogues and make questions and answers using the vocabulary and grammar structures learned to put them into practice in the English readings. <b>-Scientific:</b> Mention examples putting into practice the use of different grammatical structures learned. <b>- Citizen:</b> Understand that the use of the different grammatical structures can help them to describe their context from different points of view. <b>- Labor:</b> Participate actively in class, delivering all the activities on time, making use of the corresponding materials to work and doing the practices and workshops in the notebook and textbooks during the classes with good, neat and clear writing. Be punctual and wear the uniform correctly. Pay attention to the teacher's explanations and ask when a topic is not clear. Respect both the teacher and other students.  - This curricula program must be pasted in the English notebook and signed by both student and his/her parents during the first class week because this will be taken as the first quiz grade of the period.

**Material**

The student practice book is often used in the development of the 6<sup>th</sup> and 8<sup>th</sup>-grade courses. This practice book entitled *Awesome New Edition* is a four-level course in general English for the 21st Century that takes students from an elementary level to an upper-intermediate level. By the end of the course, students will have reached the Vantage (B2 or Cambridge First) level of the Common European Framework for Languages. The lessons take the best from Communicative Language Teaching and feature elements of the Lexical Approach, Task, and Content-Based Learning and Integrated Skills teaching methods. With the use of the *Awesome New Edition* practice books, students can:

- learn grammar, vocabulary, and functions
- develop reading and listening skills through contextualized texts



- communicate in varied situations
- use online resources to create presentations, videos, slideshows, blogs, and web pages
- participate in autonomous learning activities
- develop IT literacy

**Figure 12.**

*Student Practice Book*



### ***Methodology***

As a result of the COVID 19 pandemic, the Andino Bilingue school has opted to continue its educational process through the use of virtual platforms. In the English area, the teacher uses Microsoft teams to continue his classes through online meetings and face-to-face interaction with his students. The time and duration of these meetings are in accordance with what was established at the beginning of the year. Both grades' classes are carried out completely in the target language with very little to no use of the student's maternal language.

As seen in the figure below the 6<sup>th</sup> and 8<sup>th</sup>-grade courses have a specific schedule to work on certain aspects of the English language: speaking, writing, listening, and use of English. Even though both grades work each skill weekly for a determined amount of time, the use of English is what is worked the most in both grades. Moreover, the reading skill is worked independently at

home through the use of a platform called Myon which allows the students to read books freely in accordance with their preferences and English level. As an extension program, the school proposes that those students who need extra assistance or have lower grades are included in the Intelligent Program that takes place in the afternoon hours. In this program, the students obtain the assistance needed from their English teacher once a week.

**Figure 13.**

*English course schedule for each skill*

EMMANUEL	6:50 - 7:00	INSTRUCCIÓN MATUTINA			
	7:00 - 7:40	UOE. 8°			
	7:40 - 8:20	UOE. 8°			
	8:20 - 9:00	UOE. 6°			UOE. 6°
	9:00 - 9:30	DESCANSO			
	9:30 - 10:10	UOE. 6°		LISTENING. 6°	SPEAKING. 6°
	10:10 - 10:50		LISTENING. 8°	WRITING. 6°	UOE. 8°
	10:50 - 11:30		WRITING. 8°		SPEAKING. 8°
	11:30 - 12:10				
	12:10-12:30	ASESORIA CON PADRES			
	12:30 -1:30	ALMUERZO			
	1.30 -2:10			P.INTELIG 6°	P. INTELIG 8°

**Technology**

Thanks to the student’s stable access to the internet and technological devices the Andino Bilingüe School has continued its educational process using Microsoft Teams despite the COVID-19 pandemic.

Microsoft Teams allows students to receive and submit their assignments, share their projects with other students, chat with instructors and fellow students, and most importantly it allows students to have online meetings and face-to-face interaction with their instructor and classmates. The date and duration of these meetings are set up in accordance with each grade’s schedule shown above.

In addition, to improve their reading comprehension students, use a virtual platform called myON®. This platform provides a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each student's interests, grade, and Lexile® reading level.

### ***Population***

In total there are 28 students (18 males and 10 females) within the 6<sup>th</sup>-grade course of ages from 10 to 12 years old. Taking into consideration the observation and the teacher's opinion of this grade, it can be said that this grade has an A1 to an A2 English level in accordance with the CEFRL.

**Table 2.**

*Sixth Grade Student's List*

#	NOMBRES DE ESTUDIANTES
	SEXTO
1	ANAYA TORRES VICTOR DAVID
2	BASTO RUIZ JUANJOSE YEID
3	BECERRA OREJARENA BREYNER J.
4	BLANCO NUÑEZ JUAN SEBASTIAN
5	CACERES MONROY NATALIA L.
6	CARRILLO PARRA JOSE BLADIMIR
7	CASTILLA TORRADO JAIME ANDRES
8	HERNANDEZ GUTIÉRREZ DAVID A.
9	HERNANDEZ IBARRA LAURA N.
10	IBAÑEZ MORENO FRANCO
11	JACOME DURAN ALFREDO JOSE
12	JAIMES CORZO LINDA VALENTINA
13	JIMENEZ GUERRERO ERIK S.



14	LEAL BAYONA JESUS GABRIEL
15	LIZCANO DIAZ VALERY SOPHIE
16	MONROY RIVERA ANGEL MIGUEL
17	PALENCIA ALVAREZ CAMILO JOSUE
18	PEÑARANDA PEREZ GENESIS A.
19	REY HERRERA VALERY DALIANA
20	RODRIGUEZ BONETT MARIANGEL
21	RODRIGUEZ LUNA SAMUEL DAVID
22	ROJAS ECHEVERRI JULIAN ARLEY
23	RONDON DIEZ HANNA MICHELL
24	SIERRA VILLA SARA SOFIA
25	SILVA TRASLAVIÑA SEBASTIAN
26	TORRES PICON CRISTHOFER A.
27	VILLAR PEÑA ISABEL SOPHIA
28	YUNQUE CACERES JUAN PABLO

In total there are 20 students (11 males and 9 females) within the 8th-grade course of ages from 13 to 14 years old. Taking into consideration the observation and the teacher's opinion of this grade, it can be said that this grade has a B1 English level in the CEFRL.

**Table 3.**

*Eighth Grade Student's List*

#	NOMBRES DE ESTUDIANTES OCTAVO
1	BACCA CHARRY SAMARA DEL MAR
2	BUENO NIÑO VALENTINA
3	CAICEDO NIETO GERARDO ALBERTO
4	CAMPOS ALVARADO JULIÁN DAVID
5	CARDENAS YAÑEZ JUAN SEBASTIAN
6	CASTRO GUZMAN WILLIAM ALBERTO
7	CERON BONILLA FAUNER ANDRES
8	GONZALEZ CAMACHO LUNA
9	IBAÑEZ MORENO YAMEL

10	MORALES ROMERO ANDRES FELIPE
11	ORTIZ BERNAL ISAAC MATEO
12	PABON GONZALEZ YORLEY
13	PEÑA ESPINOSA ASHLEY VALERIA
14	PEREZ BOTELLO NICOLLE VERONICA
15	RAMOS ARDILA CRISTIAN DAVID
16	SALLEG MEJIA KAMILA
17	SUAREZ BARRETO SAMUEL FELIPE
18	TOLOSA ORTIZ DANIELA ALEXANDRA
19	TORRES TORRES SHARYK ROSELY
20	VELASQUEZ PEREZ JOSE TOMAS

### *Administrative Personnel*

In the following table, the administrative personnel working within the Andino Bilingue School is shown:

**Table 4.**

### *Administrative Personnel*

<b>GERENTE INDAZA S. A</b>	JAIME ORLANDO DAZA CARREÑO
<b>ASESOR DE CALIDAD</b>	MERY R. DAZA DE CAMACHO
<b>DIRECTORA ACADEMICA</b>	LIC. MARTHA PATRICIA RIVERA GONZALEZ
<b>DIRECTOR ADMINISTRATIVO</b>	MARIO JULIAN DAZA REDONDO
<b>DIRECTOR MARKETING</b>	JAIME ANDRES DAZA CASADIEGO
<b>DIRECTOR BIENESTAR SOCIAL</b>	MARIO NELSON DAZA CARREÑO
<b>DIRECTOR DE BILINGÜISMO</b>	EMMANUEL CLOTTEY ATTUQUAYE MINAC
<b>SECRETARIA GENERAL</b>	MARIA MAGDALENA REDONDO AVENDAÑO
<b>AUXILIAR CONTABLE</b>	LAURA AMPARO RANGEL CASTELLANOS
<b>COORDINADORA ACADEMICA</b>	ANA PATRICIA IBARRA DIAZ
<b>COMUNICADORA SOCIAL</b>	MARIA CAMILA DAZA REDONDO
<b>GESTOR COMERCIAL</b>	JOHANNA NUÑEZ PINTO
<b>PUBLICISTA</b>	JORGE GIOVANNI TORRADO ABREO



### CHAPTER III: PEDAGOGICAL COMPONENT

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents.

Closures of schools and other learning institutions have impacted 94 percent of the world's student population, up to 99 percent in low and lower-middle-income countries.

(UNESCO,2020). On the other hand, this crisis has stimulated innovation within the education sector. We have seen innovative approaches in support of education and training continuity: from eLearning, radio, and television podcasts to take-home packages or self-study guides for students who have little to no access to the internet.

Taking into consideration that in the pedagogical proposal, the preservice teachers must implement a new teaching method, strategy, or tool in their given courses in accordance to the problem or need detected during the institutional observation week and the difficulties caused by the Covid-19 pandemic, this proposal is centered around the use of Kahoot games to reinforce the 6<sup>th</sup>-grade students' English vocabulary and grammar in the Andino Bilingüe School. As stated by Harmon, Wood, & Keser, (2009) learners' vocabulary development is an important aspect of their language acquisition and development. Additionally, Beverly (2000) remarks that people who speak the same language can communicate because they intuitively know the grammar system of that language - that is the rules of making meaning.



### Statement of the Problem

The institutional and pedagogical observations carried out via Microsoft Teams in the 6<sup>th</sup> and 8th-grade courses at the Andino Bilingüe School were necessary for the creation of this proposal. The two-week observations carried out in each grade showed that students did not have the necessary vocabulary and grammatical knowledge in the English language to express their ideas effectively which caused the students to make mistakes in their speech or to keep silent to avoid making mistakes. The observations also showed that the appearance of unknown vocabulary in their practice students' book (Awesome) hindrance or stops their full understanding when working when answering or doing the students' book exercises.

Grammar is fundamental to language. Without grammar, language does not exist. (Nassaji, 2010:01). Grammar is the way language manipulates and combines words (or bits of words) in order to form longer units of meaning (Ur, 1996. According to Nedomová (2007, p. 17), "young learners are not able to concentrate for more than 10-20 minutes and after that, they start to be bored and tired." This state of losing interest and motivation is more noticeable in teaching grammar because it is too dependent on rules and memorization. Likewise, vocabulary knowledge is also considered by many to be a building block in language learning since students' success usually depends on the amount of vocabulary they can use in communication (Deris and Shukor, 2019).

Considering the importance that both grammar and vocabulary have in EFL learning, Jalali and Dousti (2012) mention that the use of digital games is effective in contextualizing grammar and making it easier for students to learn vocabulary. Also, gamification enhances the teaching





and learning process of a language and it empowers students with motivational skills, which is a fundamental aspect of EF learning (Flores 2015)

The following questions based on the proposal above guided the data collection process:

### *Grand tour question*

- How does the use of Kahoot games reinforce 6<sup>th</sup>-grade student's English vocabulary and grammar?

### *Sub-questions*

- How does the use of Kahoot games help increase the student's interest in the English language?
- What is the students' perception of Kahoot games to reinforce their English vocabulary and grammar?





### Justification

In the Foreign language field, Lewis (2000) argued that the single most important task that language learners must face is acquiring a sufficiently large vocabulary. In agreement, Rasouli and Jafari (2016) stated that vocabulary is fundamental to English language teaching because, without an adequate vocabulary, students cannot understand others or express their own thoughts. Furthermore, grammar is an important language component that should be considered when learning English. In agreement, Harmer (2001: 1) states that grammar is, in part, a study of what forms (or structures) are possible in language. Likewise, Beverly (2000) states that grammar is the sound, structure, and meaning of a language system. In English learning, students need to know how to create and combine words well enough to help them negotiate meaning in both spoken and written communication.

Therefore, in order to overcome this difficulty found within the 6th-grade students of the Andino Bilingüe School, this proposal aims to implement Kahoot games within the classroom to reinforce their English vocabulary and grammar in a more didactic manner that may generate their interest and ease the learning process. In the opinion of Sorayaie- Aza, (2012) games are advantageous and effective in learning. They are motivating because they usually involve friendly competition and create a cooperative learning environment, so students have an opportunity to work together. They improve students' communicative skills and they have a chance to use the target language. Supporting the previous statement, Kuzu and Ural (as cited in Donmus, 2010, p.1499) affirmed that "when games and education are combined, it can be educative and education environments can be entertaining. The learners who learned with the use of games, gain positive attitudes, and can be more motivated while learning".



## Objectives

### *General Objective*

- To reinforce 6<sup>th</sup>-grade students from Andino Bilingüe School' English vocabulary and grammar through the use of Kahoot games.

### *Specific Objectives*

- To use Kahoot games as a teaching/learning tool.
- To increase the student's interest in the English language through the use of Kahoot games.
- To analyze the students' perceptions on the use of Kahoot games as a way to reinforce their English vocabulary and grammar.

## Theoretical Framework

The following theoretical framework will be divided into three different categories such as vocabulary learning in the foreign language field, grammar in the foreign language field, and online games as a teaching/learning tool. These categories will each contain theories supported by different authors of the field to help the readers have a better understanding of the proposal suggested within this pedagogical component.

### *Vocabulary learning in the Foreign language field*

Vocabulary plays an important role in the success of foreign language learners (Kasper, 1993). In a more specific manner, vocabulary plays a critical role in communication, Wilkin (1972, pp. 111-112) pointed out that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

As a matter of fact, both first (L1) and second (L2) language educators and researchers agree that mastering vocabulary is of great importance in one’s becoming a mature language user. Although L1 and L2 vocabulary learning does differ in the rate of vocabulary growth that a learner may have due to the amount of regular input seen in the L1 allowing for much of the vocabulary to be learned incidentally. In contrast, the smaller amount of regular input in the L2 context and lack of opportunities to use the language in and outside the classroom means that the opportunities for learning new vocabulary items are limited, with relatively few words being acquired Siyanova-Chanturia and Webb (2016). Moreover, vocabulary learning is considered for many learners as boring when studying English as a foreign language since they have to memorize unfamiliar words and spelling. (Nguyen & Khuat, 2003)



According to Nation (2006), one of the ways of deciding on vocabulary learning goals in an English language-learning program is to look at the native speaker's vocabulary size. It is estimated that a well-educated native speaker of English knows about 20,000-word families, or around 32,000 vocabulary items, excluding proper names (Goulden et al. 1990). Clearly, this figure is a very ambitious and rather unrealistic goal for any L2 learning program. It has been proposed that the vocabulary size of a highly educated non-native speaker of English is around 8000–9000-word families (Nation 2006) – less than a half of that of a native speaker of English. In addition, Zeeland and Schmitt (2013) found that language learners would need to know 2000–3000-word families for adequate listening comprehension, which is a somewhat daunting amount of words for a student to learn in a limited amount of time with a limited amount of exposure to the English language.

### ***Grammar in the foreign language field***

Harmer (1987, p.12) points out “Without some understanding of Grammar, students would not be able to do anything more than utter separate items of language for separate functions. The expression of functional language is only possible through the use of the Grammar of the language”. Therefore, it can be said that grammar is a very important part that cannot be neglected in teaching and studying English. Students are able to speak English more correctly if they are proficient in grammar. Similarly, Dontcheva-Navratilova (2013) emphasizes the importance of meaningful communication within language structure when she describes the study of grammar as “the system of rules and principles underlying the form and meaning of words, phrases, clauses, and sentences”. However, Denham (1992) highlights the fact that teachers instruct most of their lessons through the Grammar Translation Method approach

(GTM) which is known as teacher-centered instead of giving students chances to communicate in English. This suggests that it's high time for teachers to teach grammar in a variety of ways to allow students to accurately and clearly express their ideas in English. (Cam and Thu Tran, 2020)

### ***Online games as a teaching/learning tool***

According to many experienced textbook and methodology manuals writers, games are not just time-filling activities but have a great educational value. (Muhanna, 2012). In accordance, Aydan, (2000) states that since games are amusing and interesting, they are highly motivating. They can be used to practice many types of communication and be used to give practice in all language skills. Richard-Amato expressed a similar opinion; he believes games to be fun but warns against overlooking their pedagogical value, particularly in the foreign language field because there are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato 1988:147) they are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings (Hansen 1994:118). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, " and can be used to introduce new ideas" (Richard-Amato 1988:147) In an easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus 1994:218). S. M. Silvers also claims that many teachers often overlook the fact that in a relaxed mood, real learning takes place, and students use the language they have been exposed to and have practiced earlier (1982:29).



## Literature Review

In the following section, a search and evaluation of the available literature pertaining to the proposal are presented.

In Dolati and Mikaili's (2011) study entitled "The effects of instructional games on facilitating students' vocabulary learning", the role of the games in the level of vocabulary learning among students was shown. The participants of their study were 70 female students at the age of 12- 13 years old, which were selected from one of the Iranian primary schools in Iran. To conduct this study they use pretest and posttest by analyzing the pre-test and post-test they found that applying games have an important role in teaching vocabulary to language learners, they also found that " Game has its potential as an educational tool for literary training; and can motivate and, engage learners especially the quiet and passive ones in the whole learning process" (p.1218).

Moreover, Riahipour and Saba (2012) study entitled "ESP Vocabulary Instruction: Investigating the Effect of Using a Game Oriented Teaching Method for Learners of English for Nursing" mentioned that traditional activities such as memorization of long vocabulary lists, derivations, repetition of words, translation, fill-in-the-blank exercises are boring for students. Their results revealed that students of the game-oriented class had a fairly effective tendency and positive performance toward vocabulary games, greater than those who learned through the traditional teaching methods.

Yip and Kwan (2006) in their study entitled "Online vocabulary games as a tool for teaching and learning English vocabulary" demonstrated that students prefer learning that is supported by digital educational games rather than traditional activity-based lessons. According

to their study, students who were provided with an electronic environment and games became more successful in learning new words compared to those who learned the same vocabulary through activity-based lessons. The findings of this study also confirm that children who were taught using the SHAIEx digital computer game learned the new words of English, words previously unknown or unheard by them, much more successfully.

Additionally, Aghlara, and Hadidi- Tamjid (2011) conducted a study on the effects of using a digital computer game on improving Iranian children's vocabulary learning. The participants of their study were 40 six to seven-year-old girls with no prior knowledge of English which were divided into two groups of experimental and control; in the experimental group, they used the SHAIEx digital game, whereas, in the control group, English vocabulary was taught through traditional methods. At the end of the teaching period, they compared the participants' performances. The result of their research indicated that the mean score of the children in the experimental group was higher than that of the control group. This indicated the positive effect of using digital games in teaching English vocabulary to children; therefore, they suggested that "Using games in young learner's class smooths their learning because the games capture their attention and motivate them" (p.555).

In Ashrafa Motlagh & Salamic' (2014) study entitled "The Impact of Online Games on Learning English Vocabulary by Iranian (Low-intermediate) EFL Learners," the researchers reported the usefulness of online games in vocabulary learning of Iranian EFL students. The participants, (24) low-intermediate EFL learners, were randomly assigned to experimental and control groups. The experimental group learned some new words via online computer games in 15 weeks. A vocabulary-based test, acting as pre-test and post-test, was conducted in the first and





15th weeks. The findings of the analyzed data indicated that the experimental group outperformed the control group statistically significant in the post-test, which indicates that online games can be effective in vocabulary acquisition.

In regards to grammar, Jalali, and Dousti (2012) study entitled “Vocabulary and grammar gain through computer educational games” show that the mean difference between the experimental group (that used game application )and the control group (that did not use any games )was not significant and that computers can motivate involvement of the learners as the result of their application; hence, the use of technology can assist teachers in creating a more positive and motivating environment for students to learn and excel in the process of learning a foreign language. As it is apparent, educational goals can be used to enhance learners’ learning and improving their attitude, motivation, and overall achievement. Though in this case, learners’ achievement did not significantly differ, their involvement in the process of doing the activities was noticeable. Games must be treated as an effective way to help students enjoy and entertain with the language they learn. Certainly, as learners become more familiar with computers as instructional tools, they may reveal more effective results.

More recently, Hashim, Rafiq, & Yunus (2019) studied the effectiveness of using online language games for enhancing ESL Malaysian learners' grammar. Thirty secondary school students participated in this study. The researchers used a quasi-experimental design and administered pre and post-tests. The intervention included the use of several online language games such as Socrative, PowerPoint Challenge Game, and Kahoot. Findings revealed that gamified learning was effective in terms of grammar achievement. Students got better results





when they learned grammar through the use of online language games. Some of the factors involved in positive academic achievement included motivation and fun.

Similarly, Prawira and Mukhaiyar' (2020) study entitled the use of “Kahoot” (online quiz application) in teaching grammar for second-year students at SMA Pembangunan Laboratorium UNP IMS determine the effectiveness of the use of Kahoot on the teaching of Grammar students in the second year of the SMA Pembangunan Laboratorium UNP. This research used a quantitative with quasi-experimental methods “pre-test and post-test control group design”. Based on the results of the t-test, it was concluded that learning using Kahoot was effective in the teaching of Grammar in the second-year students of SMA Pembangunan Laboratorium UNP.

In the same manner, Castillo' (2020) analyzed the use of digital games to enhance English as a Foreign Language (EFL) grammar and vocabulary in the English Major of Universidad Técnica Particular de Loja, in southern Ecuador. 68 students from the B1 level, according to the Common European Framework of Reference for Languages (CEFR), participated in this study. All the participants were enrolled in two different classes of a Communicative Grammar course. A mixed-method approach was used to collect and analyze data in this study. Pre and post questionnaires, as well as writing rubrics, were applied as instruments. Digital games were implemented throughout an academic term of 5 months in which students received permanent feedback. The results show that digital games were useful to improve learners' grammar in aspects concerning the use of modals, gerunds, and infinitives; also, students showed an improvement in their vocabulary knowledge, especially in topics related to jobs and education.



## **Research Methodology**

### ***Type of research:***

Keeping in mind that the main objective of this proposal is to reinforce 6th grade students from the Andino Bilingue School' English vocabulary and grammar through the use of Kahoot games, it was deemed necessary to carry out qualitative research which aims to address questions concerned with developing an understanding of the meaning and experience dimensions of humans' lives and social worlds ( Fossey, Harvey, Mcdermott & Davidson,2002).

In this case, the research design chosen is action research which according to Kemmis and McTaggart (1982), action research can be defined as a process of inquiry that is conducted to improve conditions and practices by incorporating change and social action. In the education field, Gibbs (1995) states that carrying out an action research project contributes much to a lecturer's understanding of her students' and their achievement as a result of changing his/her conceptions of teaching and he states that this change is "a change essential for sustained pedagogical development (p.18). Therefore, this type of research can lead teachers to focus on the real issues presented in the classroom and its causes, something that is required in the development of this integral practicum.

### ***Population***

This study was carried at the Andino Bilingue School (Cucuta, Norte de Santander, Colombia). The participants of this research were chosen randomly from a 6th grade English course with students ranging from ages 10 to 11 years., the sample was made up of 8 students (5 boys and 3 girls). With regards to the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés" (MEN, 2006) the 6<sup>th</sup>-grade English course is situated in an A1 English level.

### ***Data collection instruments:***

To gather useful information and the data required to carry out this study, it is important to apply the necessary instruments to give responses to the objectives proposed on this pedagogical component. The data-gathering instruments that were used are:

**Observations.** Observing allows the researcher to identify issues that will be presented. In this study, the researcher became a participant-observer since the research required an interaction between the students and the researcher/preservice teacher.

**Journal.** According to Harmer (2002), journals are powerful reflective devices that allow us to use introspection to make sense of what is going on around us. In this sense, the teacher's perceptions, thoughts, and ideas must be written down to reflect later on their and their students' performance within the classroom the possible reasons behind these performances.

**Survey.** Herbert Mc. Closky (1969) defined the survey “as any procedure in which data are systematically collected from a population or a sample thereof through some form or direct solicitation, such as face to face interviews, telephone interviews or mail questionnaires”. Implementing surveys as an instrument will help in gathering data from a selective population of participants, the survey can give direct information from these individuals that may be essential for the study.

### ***Typological analysis method***

With the research questions in mind and the data collected at hand, it was deemed necessary to implement the typological analysis method which is described as by LeCompte & Preissle (1993) (as cited by Hatch 2002) “dividing everything observed into groups or categories on the

basis of some canon for disaggregating the whole phenomenon under study”. As explained by Hatch (2002), the primary strength of the typological analysis is its efficiency since it starts with predetermined typologies taking less time than “discovering” categories inductively.

**Table 5.**

*Chronogram for the Data Collection Process*

<b>Weeks/ Instruments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Participant Observation</b>	X	X	X	X	X	X	X	X	X	X
<b>Survey</b>					X					
<b>Journal</b>	X	X	X	X	X	X	X	X	X	X
<b>Kahoot Reports</b>				X	X	X	X			

### **Methodology of the Pedagogical Process**

This proposal aims to reinforce 6th students’ English vocabulary and grammar through the use of Kahoot games. Therefore, this study was carried out using the Kahoot platform, Kahoot! is a game-based learning platform, its learning games, "Kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot app. Kahoot! to review students' knowledge, for formative assessment, or as a break from traditional classroom activities. The implementation of these games was added to the 6<sup>th</sup> grader's weekly lesson plans in the wrap section.

Figure 14.

Lesson plan

SUBJECT: ENGLISH		GRADE: SIX		TERM: Fourth		TEACHER: CRISTAL CASTRO	
DATE: 21ST SEPTEMBER TO 14TH NOVEMBER 2020							
DRIVING QUESTION/STATEMENT:				CROSS CURRICULAR PROJECT WHICH IT IS RELATED:			
UNIT 8 MAIN TOPIC: That's History				SUBTOPICS: Grammar: Past simple; Spelling of irregular past forms; Sequencers Vocabulary: household items, years, space, travel, dates and ordinal numbers.			
LESSON PREPARATION							
INTEGRATED PERFORMANCE:							
LOW: Has difficulty recognizing language and vocabulary related to household items, years, space travel, dates and ordinal numbers							
BASIC: Recognizes language and vocabulary related to household items, years, space travel, dates and ordinal numbers .							
HIGH: Can converse about topics related to household items, years, space travel, dates and ordinal numbers .							
SUPERIOR: Can participate actively in extension activities related to household items, years, space travel, dates and ordinal numbers							
SUPPLEMENTARY MATERIALS:							
DATE	BUILDING BACKGROUND		COMPREHENSION INPUT		ASSESSMENT		
	WARM UP	KEY LANGUAGE	LEARNING STRATEGIES (LOTS)	INTERACTION / APPLICATION (HOTS)	WRAP UP		
September 21st-25th	Week 1:	Week 1: Diagnostic Activities	Week 1: Diagnostic Activities	Week 1: Diagnostic Activities	Week 1: Students are going to have various individual works assess their knowledge on the previous units learned during the third period	Week 1: Students are going to be assessed through verbal participation in conversation clubs and responses given through classroom questions; activities solved in both practice books and students books.	
Sept 28th- October 2nd	Week 2: Students will be asked about different well known historical figures.	Week 2: Students are going to be presented with the topics via presentation and the use of ebooks. The teacher is going to use students prior knowledge on household items to present new vocabulary and grammar	Week 2: Past Simple Regular verbs Students are going to learn the use of the past simple tense( with regular verbs) and the correct pronunciation of the ed endings with the help of the teacher's explanation and activities from SB pages 92-93	Week 2: Dates and past events ( SB Page 93) By participating in a short roleplay and answering questions, students are going to learn and use vocabulary related to dates and years. The teacher is going to clear students doubts and guide them to use the topics mentioned correctly.	Week 2: Students will be quizzed through a kahoot game to review the learned vocabulary and grammar learned.	Week 2: Students are going to be assessed through verbal participation in conversation clubs and responses given through classroom questions; activities solved in both practice books (Pages 74 & 75), students books (Pages 90 to 93) and the Richmond Spiral Platform.	
October 5th - 9th	Week 3:	Week 3:	Week 3:	Week 3:	Week 3:	Week 3:	
October 12th- 16th	Week 4: Students will be asked about what they did on their one week break.	Week 4: Students are going to be presented with the topics via presentation and the use of ebooks. The teacher is going to use students prior knowledge on space travel to present new vocabulary and grammar	Week 4: Past Simple Irregular verbs Students are going to learn the use of the past simple tense( with irregular verbs) with the help of the teacher's explanation and activities from SB pages 94-95	Week 4: Trips ( SB Page 95) By participating in a short roleplay and answering questions, students are going to learn and use vocabulary related to trips. The teacher is going to clear students doubts and guide them to use the topics mentioned correctly	Week 4: Students will be quizzed through a kahoot game to review the learned vocabulary and grammar learned.	Week 4: Students are going to be assessed through verbal participation in conversation clubs and responses given through classroom questions; activities solved in both practice books (Pages 76), students books (Pages 94 and 95)	
October 19th-23rd	Week 5: Students will be asked to look at certain important historical dates and guess what happened.	Week 5: Students are going to be presented with the topics via presentation and the use of ebooks. The teacher is going to use students prior knowledge on space travel to present new vocabulary and grammar	Week 5: Sequence words Students are going to learn the use of sequence words with the help of the teacher's explanation and activities from SB pages 95	Week 5: Dates ( SB Page 94) By participating in a short roleplay and answering questions, students are going to learn and use vocabulary related to dates. The teacher is going to clear students doubts and guide them to use the topics mentioned correctly	Week 5: Students will be quizzed through a kahoot game to review the learned vocabulary and grammar learned.	Week 5: Students are going to be assessed through verbal participation in conversation clubs and responses given through classroom questions; activities solved in both practice books (Pages 77 and 81-83), students books (Pages 96 and 97)	

In accordance with the topic being studied or review, the students once a week were asked to participate in the realization of these games with the preservice teacher where they had the opportunity to review the vocabulary and grammar seen within the week's lesson. These games did not last longer than 30 minutes. It is important to mention that after answering each question seen within the Kahoots immediate feedback was given by the teacher in some occasions the preservice teacher asked the students to explain why they thought that a certain

answer was correct in the target language in order to increase the students' engagement and participation.

**Table 6.**

*Chronogram of Activities*

<b>Week</b>	<b>Date</b>	<b>Activity</b>
1	September 21th – 25th	Diagnostic tests
2	September 28th – October 2nd	Explanation of the project. Letter of consent
3	October 5th – 9th	School Break
4	October 12th – 16th	First Kahoot! Game
5	October 19th -23rd	Second Kahoot! Game
6	October 26th – 30th	Third Kahoot! Game
7	November 2nd-6th	Fourth Kahoot! Game
8	November 9th – 13th	Final evaluations
9	November 16th - 20th	Remedial workshops
10	November 23rd – 27th	Final school week



### ***Ethical considerations***

In the ethical considerations section, certain aspects were taken into account to protect the participants' privacy. Taking into consideration that the voluntary participation of respondents in any research is important with the right to withdraw from the study at any stage if they wish to do so, at the beginning of the research not only the institution was asked for permission to carry out the research within the school but the participants were also asked for their consent through a letter specifying: who the researcher(s) are, what the intent of the research is, what data was going to be collected from participants, how the data was going to be collected, how this data was going to be used and reported, and that they were not going to receive any kind of economical reward or grade from their participation in the project. Another aspect that was taken into account was the anonymity of each individual by using pseudonyms to protect their identity and integrity.



## Results

Keeping in mind the research questions formulated in this component and the data gathered, it was deemed necessary to categorize the results in the following sections to fully answered each question posed at the beginning of the present study: students' perception on the use of Kahoot games to reinforce their English vocabulary and grammar, the influence of Kahoot games on the student's motivation and participation on their English course and Kahoot games as a teaching/learning tool

### ***Students' perceptions on the use of Kahoot games to reinforce their English vocabulary and grammar.***

In terms of satisfaction with Kahoot! 100 % of the sample indicated they found the game enjoyable since it allowed them to learn new things, review the lessons learned, and have fun at the same time. ; 62% of them indicated that they had no inconvenient with playing the game in the classroom while the other 26% found an inconvenient with their internet connection and 12% had an inconvenient with answering the questions correctly but getting lower points for not answering fast enough; also, 100 % of the sample indicated that playing Kahoot! Games can influence their learning process by allowing them to review and learn while having fun. (Appendix 3). These results in this study are similar to a study done by Kaur & Naderajan, (2019) where the majority of the participants reported that they were able to engage actively in their language lessons when using the Kahoot! platform in their language lessons. Almost all participants reported positive experiences and reactions when they used Kahoot! in the language classrooms.



***The influence of Kahoot games on the student's motivation and participation on their English course.***

In the survey carried out, 87 % of the participants considered that using Kahoot! Games inside the classroom improved their participation and motivation. Even though the students who participated within the Kahoots lower after the first game was played (going from 27 players to 18). Although it is important to take into account that some students reported having trouble entering the game or finishing the game due to internet connection problems. On the other hand, motivation was an important factor in the implementation of this research, the participants on many occasions would ask the preservice teacher when the Kahoot game would be implemented and after finishing playing the game, they would ask to play another Kahoot which due to time constraints was not possible. This result agrees with Barrio, Muñoz-Organero & Soriano (2016) and Wang & Lieberoth's (2016) findings that state that gamification enhances students' attention, motivation, engagement, and enjoyment beyond traditional methods.

***Kahoot games as a teaching/learning tool***

According to the survey, 100% of the sample agree that through the Kahoot platform they were able to learn and review in a fun way the new vocabulary and grammatical structures. The preservice teacher also observed that the immediate feedback and explanation also help the students understand why a certain question was incorrect. According to the four Kahoot! reports (Appendix 2) of the games played in class, the participants' scores were varied. In the table below it can be seen that Frank, Julian, Sam, and David answered at least 50% of the questions correctly in each game played while Vale, Bladi, Mari, and Sarita did not have as many correct answers. Although it is important to take into account that Bladi Vali and Mari did report having

internet connection problems while playing. Moreover, it was also apparent within the Kahoot reports that the participants were having more difficulties answering the grammar questions than ones centered on vocabulary.

	1 <sup>st</sup> Kahoot	2 <sup>nd</sup> . Kahoot	3 <sup>rd</sup> . Kahoot	4 <sup>th</sup> Kahoot
	Correct answers	Correct answers	Correct answers	Correct answers
Frank	11/15	8/10	10/10	7/10
Julian	7/15	6/10	9/10	6/10
Sarita	12/15	4/10	7/10	1/10
Sam	8/15	6/10	7/10	8/10
Vale	3/15	0/10	0/10	4/10
David	8/15	5/10	7/10	8/10
Bladi	0/15	1/10	3/10	8/10
Mari	10/15	0/10	0/10	10/10



## Conclusion

Students involved in this study expressed positive experiences in their English classes when they engaged in activities via Kahoot! in an organized manner. The students involved in this study expressed that Kahoot games which are based on real-time activities and competing with peers, allows them to learn and have fun at the same time. In addition, Kahoot! allows teachers to be creative by presenting educational content in the target language in a more didactic manner that enhances students' learning experiences. As the results of this study show, almost all the students found Kahoot! to be an effective tool to review their English vocabulary and grammar through the immediate feedback given by the preservice teacher. These e-learning tools provide a positive environment in the classroom, increase energy, and add fun to learning (Drigas & Charami, 2014). Moreover, motivation is one extra element that has to be considered, because students demonstrate friendly competition and cooperative learning (Malamed, 2012).

Without a doubt, Kahoot is a fun and dynamic platform that offers teachers useful tools to reinforce and review new vocabulary and grammar seen in class. Such eLearning tools also add positive energy and fun to the classroom, which seems to help in the same way increased the students' motivation and interest in the English language. Although certain limitations like bad internet connection on some student's part may cause setbacks that can interrupt the students learning process another limitation found with the practicum is the lack of time or spaces to implement this kind of games since there are other activities that the institution requires the teachers to prioritize or do first.



### Recommendations

As seen within the results section of the study, Kahoot games in English language classrooms can help cultivate positive attitudes, increase motivation and stimulate better perceptions towards English classrooms, healthy competition, fun, and enjoyable learning environment.

Recommendations for future practice include the need for teachers to have access to technology and good internet connection within their classrooms and feel comfortable utilizing that technology within their instruction. Kilickaya and Krajka (2010) found that although technology appears to make instruction meaningful to students, teachers are unsure how to incorporate technology into their instruction. Therefore, teachers should receive professional development to incorporate game-based learning platforms into their daily instruction to help students remain engaged, motivated, and learning in a more fun manner that does not include repetitive book exercises.



## Chapter IV - RESEARCH COMPONENT

In the PLEX training context, the teachers' pedagogical practices are a focus of interest and continuous renovation to study and document for the improvement of the teaching-learning process and its educational qualification.

Although there is a clear interest in the obvious need to understand and transform the pedagogical practice, it is also true that much of the local studies focus especially on the problem of learning rather than teaching.

It was considered appropriate to formulate a project that would establish a reflective approach within the practicum as a way of objectifying the knowledge, the behavior, and the attitudes that guide the teaching process; also as an internalization exercise, of immersion and conscious exploration of one's own teaching subjectivity, through the formulation of questions and the search of information to solve problems and have self-recognition.



### **Justification**

The formulation of this project in the Language Students' Integral Practice context, is part of the professional conception of the practice as a spearhead to improve educational processes within the application centers where the PRADO is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, self-actions and to be interested in the models and approaches to attend a problematic situation and to establish an analytical look of the situation.

In accordance with the teaching philosopher John Dewey, a forerunner in the field of reflective thought applied to teaching, we justify the need for this project to provide students with analysis and self-observation tools that allow them to distinguish between routine and reflexive action. It is believed that a reflective approach protects the agents of the traditional context of inertia, and authority that permeates the school.

### Statement of the problem

At school, core aspects of the constitution of subjects are assumed, of the institutional life without question, they are seen as imprints, stable and invariable features that are part of the identity and school culture. When the events are carried out without major alteration, the teacher, runs the risk of settling in a logic of action that does not allow the pedagogical evolution and the renewal of the school's culture. A practicum lacking in reflection does not lead to the emergence of problematic situations; these realities are ignored, made invisible. In this way, pedagogical practice is assumed from reproductive codes that install teachers in a traditional place of cultural reproduction becoming a barrier to the emerging practices that focus on generating transformations of thought and knowledge, to meet social needs. In view of this situation, which affects teachers to a greater or lesser extent, the teaching training process must encourage within the teacher in training, in the future teacher, a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these, in turn, are essential elements that impact and transform their work and their future professional performance.

In the case of the Foreign Languages program at the University of Pamplona, reflection is conceived as a fundamental exercise for the students that carry out their practicum, self-evaluate themselves, install a critical and constructive look at their work in the teaching role. To start this study, the following guiding questions are asked:

- How does the implementation of reflection contribute to the transformation of the pedagogical processes proper to the development of the integral practice?
- How does the reflection exercise influences the pre-service teachers' critical spirit development in the analysis of their pedagogical work?



## Objectives

### *General Objectives*

- To implement reflection as a transforming tool of the practicum' pedagogical process.
- To promote within the pre-service teacher the development of a critical spirit that allows them to analyze their pedagogical work.

### *Specific Objectives*

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives to solve the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to carry out the pedagogical practicum, and be effectively inserted in the institution.
- To Identify and analyze the strategies the student uses in their pedagogical practice.
- To implement workshops of reflection and development of teaching units that guide the reflection of Students-Practitioners.
- To analyze one's own beliefs about teaching and students.





## Theoretical Framework

The theories about the teaching profession, reflection, the reflective and pedagogical practice constitute the theoretical framework of this current study. To clarify those concepts, we attempt to describe each of them.

### *Teaching Profession*

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within his responsibilities the integral formation of its students. The teaching profession requires a series of competencies, which currently constitute a conceptualization and mode of operation in the planning and management of human resources aimed at facilitating a link between management, work, and education. This is how we find that every teacher must comply with competencies in the discipline that allow him to have mastery of a set of knowledge and skills of a specific area since the first intellectual requirement of a professional is the level at which he develops his activity. In the same way, every teacher must have some competencies in the organization of the contents, that is to say, the pedagogical practice not only requires to order its components to be learned by the students, but to foresee its teaching conditions in the educational context or outside it. A teacher's most immediate function is to design or foresee the practice of teaching.

## Reflection

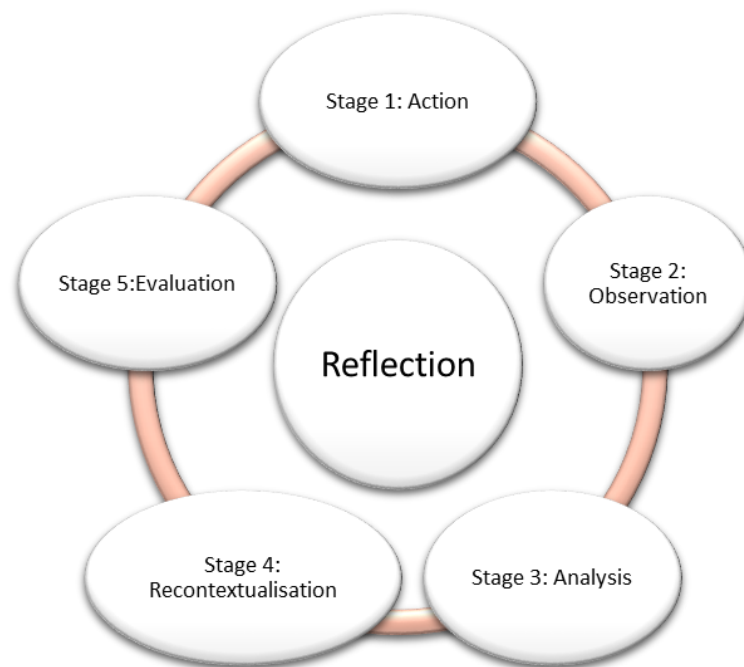
Talking about reflection implies addressing different conceptions about this notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

**Reflection as a Process.** Reflection is made from a series of stages that cyclically give as a result a process. According to Schön (1983) cited by Correa Molina et al (2010) reflecting over an experience implies "a kind of reflective dialogue with the situation, where language would favor access to the individual' experiences, which would allow a new structuring of the situation". 2

The stages of the reflection process as a process are evident in the following figure:

**Figure 15.**

### Reflection Steps





**Reflection as a Theme.** The concept of reflection is based on a theme that is related to that concept. For this purpose, and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives: reflection as a mediational instrument of action, reflection as deliberation, and reflection as a reconstruction of experience. The first two perspectives being the external aspects, the source of knowledge that allows reflecting; and the contextual aspects allows doing the exercise of reflection in the third perspective. At the same time, these perspectives have mediators to carry out this process; in the first instance, there is the action, the context, the colleagues, and the same person who reflects.

### ***Reflective practice***

Updating and qualifying academic proposals at the University and orienting students towards new ways of relating to the world, it is necessary for teachers to question themselves about their own practice and the impact it has generated; to be capable of objectifying their behaviors, and assuming different roles in the pedagogical relationship.

The teacher plays a central role in the current educational world; it acts in a complex space subject to constant change determined by the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge concerning the changing circumstances" (Ebutt and Elliot: 1986). In this context, the problems of the practice, of the classroom demand a particular treatment oriented to the understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work is evident in the existence of numerous attempts to try to explain school phenomena and in the search for ways to address these phenomena, to make schoolwork effective.



This study will help the participating teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical way of intervention. (Sacristan 1999).

According to Van Manen (1997), there are different levels of reflection, in the first level in the classroom the effective application of skills and technical knowledge is done; the reflection is applied to the appropriate selection and use of the didactic strategies that the teacher will use.

On a second level, the reflection carries on the implicit budgets in the specific practices of the classroom. The consequences of adopted strategies, curricula, and practices are then analyzed. It is then necessary to apply the educational criteria to the teaching practice to make pedagogical decisions adapted to the institution's reality and contexts...

At a third level, Van Manen establishes an exercise of critical reflection; at this level, the most elaborate reflection is presented, a questioning of ethical, normative, and moral criteria directly or indirectly related to the classroom.

### ***Pedagogical practice***

For the analysis and reflection of the practice, it is considered appropriate to methodologically resort to a classification of the practice; for this purpose, Zeichner' proposal that has established several Modalities of practice will be presented as follows:

**Academic Practice.** It aims to prepare teachers capable of reflecting on the courses they offer so that they can be transformed into structures that students can understand.

**Social Efficiency Practice.** The aim is to achieve effective teaching by applying teaching techniques that are derived from general principles arrived at by pedagogical research. In this

case, the reflection consists of a strategic decision: «to select from the range of available techniques the one that is considered most effective».

This is how the way the technical rationality proceeds.

**Development.** Teaching is based on the interests and development of the pupils, and at the same time considers the development of the teacher as a teacher and as a person.

**Social Reconstruction.** The object of the reflection is the social, economic, and political context so that truly democratic, equal, and just relations are fostered in the classroom within its social sphere.

**General Programs.** It refers to reflection in a general way, but without specifying the aims of the programs or the content on which to reflect or the strategies to promote reflective learning.

**Reflection Triggers.** According to Schulman (1987), these triggers are the teacher's cognitive foundation for classroom life; they are essential because they constitute the element of reflective thinking that contributes to the process of self-knowledge that a good teacher needs to make decisions in the classroom.

**Critical Elements of Reflective Thinking.** This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as Sparks-Langer and Colton 1991:39 put it. Interest in matters pertaining to social justice and ethics in education.

These authors classified knowledge into the following categories:

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and professional configuration



5. Students' knowledge and characteristics
6. Knowledge of the educational contexts
7. Knowledge of the basics: philosophical, historical, axiological

### Methodology

The proposed methodological strategy has as its central axis the continuous reflection that additionally, contemplates holding meetings to strengthen the collective practice as an initial space for addressing the problem' found in education and its labor. The principles of organization are autonomy, planning, and self-observation. To review the impact of the proposed reflection on the practicum, a process of socialization and systematization will be carried out.

This study is part of the qualitative research approach, from the perspective of reflection as a professional space that will contribute greatly to the description, identification, and analysis of the pedagogical practice itself.

#### *Data collection instruments*

**Reflection Workshops.** The main purpose of the reflection workshops is to guide the students' reflection process, but at the same time, it allows them to socialize and share experiences of their work to enrich their process and insert new tools to transform their pedagogical practices.

**Self- observation format.** The main objective of the self-observation form is to guide the student-practitioner towards a proper view of his or her practice as a teacher and of his or her role in the classroom and in the educational community's environment of which he or she is a part.

**Narrative.** The reflection exercises will allow the student to express himself on his work from the narrative of his experience as a way to give meaning to the daily life of the teacher.

**Class's Recordings.** Having evidence of student-practitioner performances in the classroom, will allow for reflection on different aspects of the process of teaching/learning foreign languages that may or may not have been taken into account by the teacher in training in their reflection exercise. These records will allow for an external and constructive look at their pedagogical practices.

### ***Population***

This study will be focused on 50 students of the tenth semester, Pre-service teachers of the foreign languages program English and French of the University of Pamplona

#### **Direct beneficiary population**

- Pre-service teacher
- Supervising teacher
- Student community where the practicums are developed

#### **Indirect beneficiary population**

It is composed of the program of foreign languages teachers; the results will provide the view of the agents of the program about their collective practices of the practicum

#### **Institutional agencies joined to the project**

- Foreign languages program
- Communication and languages department
- Education faculty



**External institutions involved with the project**

- Colegio José Antonio Galán
- Colegio Brighton
- Colegio La Presentación
- Normal Superior de Pamplona
- Colegio Provincial San José
- Colegio José Rafael Faria Bermúdez
- Institución Educativa Cristo Rey 61

**Proposed Locations and Scenarios for The Implementation of the Project**

Official educational institutions in Pamplona city where the proposals of Integral Practice are implemented.

**General Chronogram of the Project**

**Table 7.**

*General Chronogram of the Research Component*

	STAGES AND ACTIVITIES	AUGUST				SEPTEMBER				OCTOBER			
		MONTH 1 WEEK				MONTH 2 WEEK				MONTH 3 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Project formulation												
2	Socialization												
3	implementation												

	Implementation of instruments												
		NOVEMBER				DECEMBER							
	ACTIVITY	MONTH 4 WEEK				MONTH 5 WEEK				MONTH 6 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Implementation												
2	Implementation of instruments												
3	Data analysis												
4	Socialization of results												

**Expected Results**

The expected results are derived from the objectives proposed for this experience as follows:

- The formation of the reflective spirit in PLEX practitioners as a training tool to qualify the pedagogical practice.
- Analyze the environment. The realities and social representations of the teachers training, the notions, and the concepts about the school world

## Results

In this research component, reflection played a key role in the practitioner's teaching process by allowing the development of a critical spirit. By keeping in mind, the component' research questions and the data gather during the practicum through the implementation of narratives (Appendix 4), workshops, self-observation, and class recordings (Appendix 5), these component's results were obtained and divided into the following categories: preservice teacher's methodology, class plan, interaction and evaluation

- Preservice Teacher's Methodology

Taking into consideration the virtual methodology implemented by the school as a response to the Covid-19 pandemic and to not disrupt the students learning process, the preservice teacher opted to employ a similar methodology to the one previously implemented by the supervisor who relied on the use of the *Awesome* textbooks to present the lesson's content and new topics.

Although some minor changes were set in the lesson plans designed by the preservice teacher. In each lesson plan, the preservice teacher implemented warm-up activities based on each lesson's topic, these activities were mainly focused on allowing the students to access their background knowledge through familiar images, and on other occasions, the students were invited to guess what the images were about. These warm-up activities not only help the students to access their background knowledge of a certain topic but also allowed the class to begin in a dynamic matter in which the students were eager to participate and express themselves. Moreover, the implementation of Kahoot games was also a change in the methodology being previously carried out within the classroom this change was well accepted by the students, especially by the sixth-grade course who were always very eager to play and do something different.



- Class Plan

To create the sixth graders fourth-period' lesson plan a lot of things have to be taken into account like the fact that the Andino Bilingue School' lesson plans were carried out weekly and not in a daily manner as the preservice teacher was used to seeing, therefore, it was necessary to adapt and learned how this planning was to be done. In the making of each class plan, the preservice teacher also came to face with new concepts that had to be included like: learning strategies LOTS (lower-order thinking skills) in which the teacher has to propose activities and make students remember basic facts, then make them understand how things are related to each other and finally make them use the facts and information in different contexts; the interaction or the application of HOTS (higher-order thinking skills) in which the activities proposed must allow the students to perform and be active, creating concepts or opinions where they use what they have learned to produce something, share and propose ideas.

Once the preservice teacher became more familiar with the concepts above and after planning the first two weeks' lessons with the supervisor's guidance, the planning process became much easier to do and less time-consuming. This planning process also allowed the preservice teacher to understand the importance of being organized and on track without losing time trying to figure out what to do next when teaching students. And in a way planning also helped the preservice teachers have more confidence by knowing what needs to be done and doing it without hesitation.

- Interaction



As a result of the Covid-19 pandemic, many educational institutions around the world had had to close their doors and start relying on digital platforms to reach their students and continue their educational process. Moreover, the pandemic also influenced the interaction between the preservice teachers and the schools' community (staff, teachers, students, and parents). In the Andino Bilingue School, the preservice teacher was only able to interact effectively and in a continuous manner with the students and supervisor assigned for the practicum. The interaction between the preservice teacher and students was more or less limited to the classroom and occasional messages through the Microsoft team's chat whenever the students wish to inform about technical problems. And even though the preservice teacher can share or interact with the students through meetings on The Microsoft team's platform, the face to face contact is still necessary to fully know the students and understand their needs since it is not enough to just hear one-third of the students speak and interact while the others stay silent in the background with their cameras turned off. On the other side, the interaction between preservice teacher and supervisor is also limited to whenever the supervisor has the time and disponibility and the usage of WhatsApp messages and Microsoft meetings to discuss lesson planning or occurrences happening within the institution that must be taken into account in the chronogram and the lesson planning process.

- Evaluation

In terms of evaluation, the preservice teacher did not create any type of evaluation per se but had the chance to assign and grade activities that were done in class. The supervisor evaluated



the students himself through diagnostic tests (graded by the preservice teacher), listening quizzes, and the students' participation in the conversation clubs organized by him. According to Walvoord and Anderson (1998) grading not only provides students with feedback on their own learning, clarifying for them what they understand, what they do not understand, and where they can improve but it also provides teachers with feedback on their students' learning, information that can inform future teaching decisions. Since grades are used as evaluations of student work, it is important that every grade is given accurately and fairly to reflect the quality of each student's work. Even though this process can take a lot of time and effort on the teacher's part.



## Conclusion

The main objective of this research component was the implementation of reflection as a transforming tool of the practicum' pedagogical process and to promote within the pre-service teacher the development of a critical spirit that allows them to analyze their pedagogical work. Through the use of the data gathering instruments such as narrations, self-observation, workshops, and class recordings the preservice teacher was able to reflect upon the methodology, the class planning and evaluation process that needed to be carried out within the practicum despite the setbacks that the pandemic caused and virtual classes caused. The narrations and self-observation done throughout this process allowed the preservice teacher to reflect in a critical manner about what is needed to be done in the classroom; how it should be done and how well the students respond in order to improve the teaching process. The workshop socialization also allowed the practitioners to share their beliefs and individual experiences which helped each other improve and solve problems presented in their pedagogical practice or be aware of possible situations that may arrive later on in the teaching field.





## CHAPTER V: THE OUTREACH COMPONENT

In order to promote English learning in Colombia and make more competitive Colombian citizens, the Ministry of National Education launched in 2004 its policy of bilingualism whose main objective is “Having citizens able to communicate in English with internationally comparable standards, which insert the country into the universal communication processes, in the global economy, and in the cultural opening” (p.03). Thus, the Ministry has been implementing a wide variety of strategies at different levels of education intending to achieve this goal, a clear example of this is the creation of quality standards of English for primary and secondary education, the definition of a solid and coherent system, description, assessment and development of training plans.

Taking into account the issues raised by the Ministry of National Education and the fact bilingual schools of the country (like the Andino Bilingue School where the proposal of this component will take place ) have not undergone major transformations in their academic infrastructure due to the implementation of GNP in Colombia because they were already developing processes in which, in principle already had defined the foreign language to study, as well as the objectives to be achieved and the teaching-learning methodologies to be used.

Therefore, the activities in which this component was developed include the following situation: Within this institution, there is an Intelligent Program, in which students from every grade who needs extra assistance or has low grades assist after their morning classes via Microsoft Teams. For this reason, the pre-service teacher aims to help the teacher in charge of the 6th and 8th grade English course assist the students in the Intelligent Program offered by the school.



### Justification

Nowadays language educators face challenges in dealing with students who fail to learn a foreign language at the same. Today, most comprehensive schools around the world provide a foreign language as a compulsory subject in the syllabus, aiming at teaching students to communicate in a foreign language both orally and in written form. Learning a foreign language has some obvious benefits, however, it is challenging (Shmavonyan 2017). This phenomenon is natural because: a foreign language has a different system of grammar; it uses a completely different alphabet and different sound system rate as their peers. Making the language extra difficult for some students to learn. Therefore, this proposal aims to assist 6th and 8th graders within the Andino Bilingue School's Intelligent program to those who require help in their English course.

The realization of this project favors to a high degree and in a mutual way both the institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice. The results obtained in this component may benefit the 6th and 8<sup>th</sup>-grade student's grades in their English class and, in turn, help the preservice teachers understand the realities and educational needs of the environment and how they can help by assisting in a process that may improve these situations.



## Objectives

### *General Objective*

- To assist 6th and 8th-grade students within the Intelligent program in the English course.

### *Specific Objective*

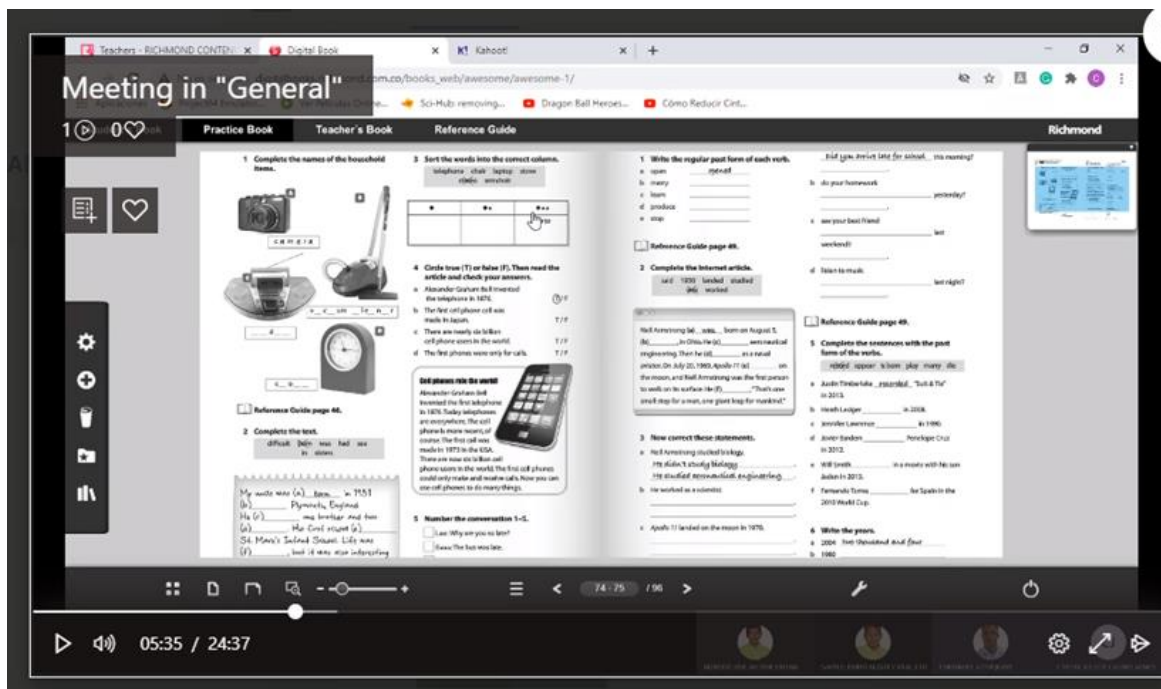
- To help students in their learning needs to catch up in their learning English process.
- To create a space in which students feel motivated to learn and improve within their English course.

## Methodology

This outreach component was developed during the afternoons on Wednesdays with the 6th-grade students and Thursdays with the 8th-grade students via Microsoft Teams. In this component, students who had low grades in the English course (for not turning in the activities assigned in the classroom on time) were summoned by the supervisor to attend the intelligent program. In this program, students had the opportunity to do the assignments that were not turned in with the preservice teacher' assistance

**Figure 16.**

*Assignment done in the Intelligent Program*





Although, every student summoned to assist the program did not always do so, even when the supervisor called the students himself during the programmed hours. In some instances, no students show up or assisted the program forcing the supervisor and preservice teacher to end the meeting earlier and save the meeting's recording as evidence of the students' lack of assistance.

It was required that at the end of each meeting, the students turned in their assignments since there were no other opportunities to raise their grades or turn in their work. Therefore, these sessions with the students did not require a lesson plan or the usage of extra teaching material since most of the time the student already knew what needed to be done and only occasionally if ever asked for help. Although, it is important that the preservice teacher knew which assignments had yet to be turned in by the student summoned to assist the intelligent program and what the assignment was about in case there were any questions made by the student. . In this case, knowing what the activities to be done were about was not a real issue since the preservice teacher was the one to assign the activities in class.

### ***Outreach Component' Chronogram***

The following chronogram presented had some changes done from its original version due to some events that were not taken into account in the making of this component. For example, the first week of the practicum also marked the beginning of the school's fourth period and following the school regulations, the first week of each period should only be spent in conducting diagnostic tests, therefore, the intelligent program was not held this week; in the third week of

the practicum the preservice teacher faced another setback, the school had a one-week break in which classes and the intelligent program was canceled.

**Table 8.**

*Chronogram of the Outreach Component*

Week	Date	Activity
1	September 23th and 25th	Diagnostic week
2	September 30th and October 1st	6th and 8th-grade Intelligent Program
3	October 7th and 8th	School break
4	October 14th and 15th	6th and 8th-grade Intelligent Program
5	October 21st and 22nd	6th and 8th-grade Intelligent Program
6	October 28th and 29th	6th and 8th-grade Intelligent Program
7	November 4th and 5th	Intelligent Program canceled
8	November 11th and 12th	Exam week



### Conclusion

This third component was mainly focused on assisting the 6th and 8th-grade students within the Intelligent program in the English course. This objective was indeed achieved even though the students summoned by the supervisor did not always attend the virtual meetings held within the program. The students who did attend the program were given the necessary assistance and completed the activities previously assigned, which help them improve their grades within the English course. The Intelligent Program carried out by the Andino Bilingue School is a very good way to help students who are falling behind or having difficulties but it is recommended that the school and parents motivated the students to participate and assist this extra classes in order to take advantage of this rare opportunity that not many institutions offer.



## CHAPTER VI: ADMINISTRATIVE COMPONENT

The Andino Bilingue School School carries out different types of activities and events during each school year; all these activities allow the integration of the school's community to create closer bonds and a peaceful atmosphere that the teachers, students, and parents can enjoy. In addition, these events allow the preservice teachers to have an idea of how these important events are carried out by the institution, in other words, this administrative component integrates the pre-service teacher within the school's community.

Furthermore, being part of the institution can provide preservice teachers with the necessary experience of working in a real teaching context by assuming the complete role of a teacher. For this reason, the preservice teacher's contribution inside the institution must demonstrate to its student that he/she is interested in taking part in any event that benefits the institution to which they belong and are now a part of.





## Objectives

### *General Objective*

- To participate actively in the activities proposed by the Andino Bilingue School

### *Specific Objectives*

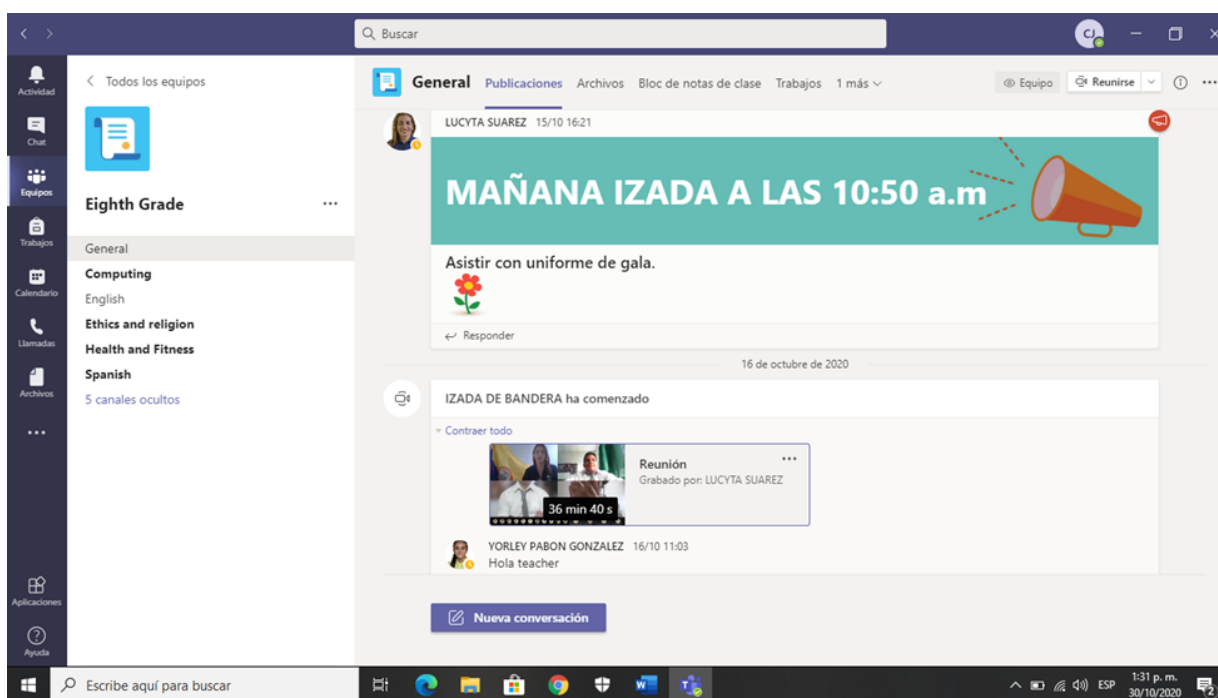
- To offer the necessary services to create a suitable atmosphere and succeed in the events proposed by the institution.
- To help and motivate the students in the development of the events proposed by the institution.

## Methodology

Taking into account the school' chronogram (table 9 ), it is important to mention that some of the events were carried out through virtual meetings using the Microsoft Teams platform such as the Flag raising ceremony (Figure) in which the students commemorated the landing of Christopher Columbus in the Americas in 1492 through poetry, dynamic activities, and a brief history review. Since each grade tutor carried out these types of events during homeroom hours with their students, the preservice teacher was not able to assist or participate in these meetings.

**Figure 17.**

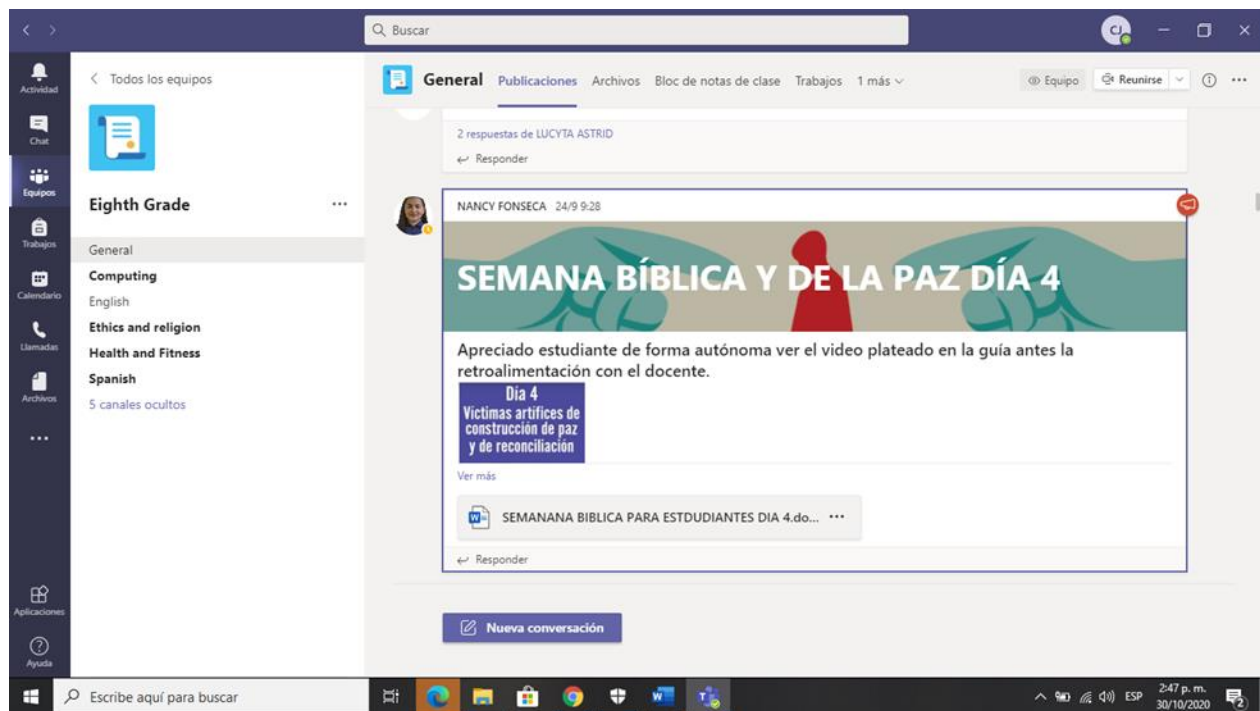
*Flag raising ceremony*



In addition, institutional events like the tutorial action plan (PAT) and biblical week were carried out through workshops posted on the Microsoft Teams platforms where students were given a timestamp to upload the activities completed. In these events, the preservice teacher was also not able to participate and was merely allowed to observe the students uploaded activities.

**Figure 18.**

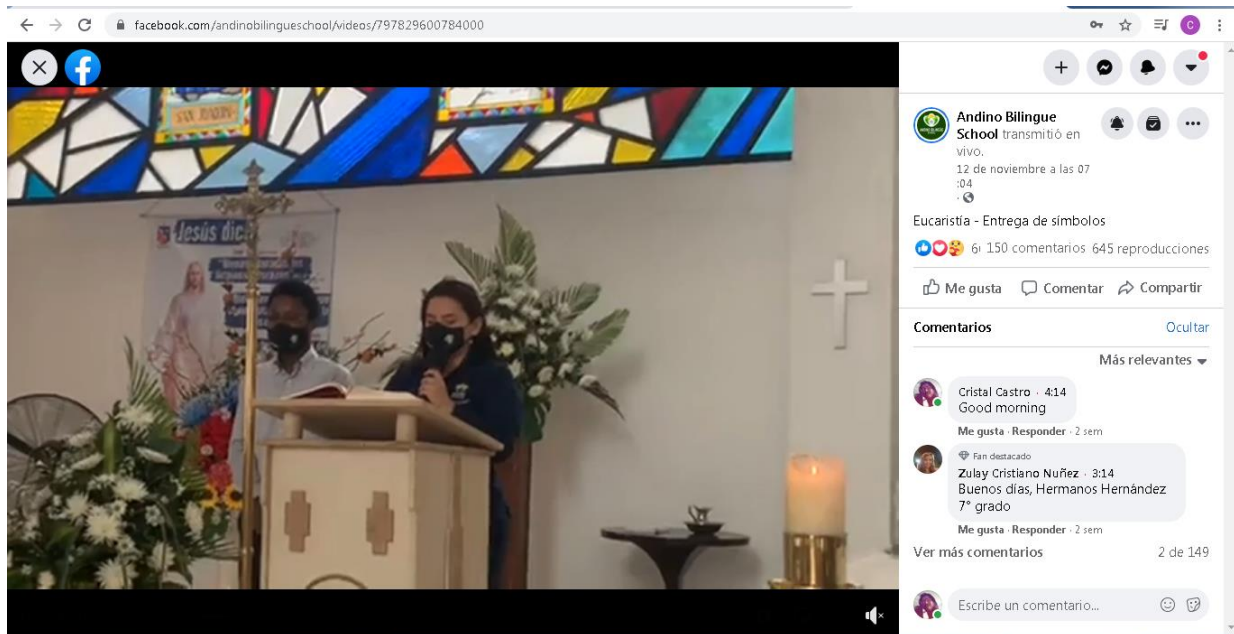
*Biblical week*



In other activities like the Eucharist held to celebrate the 11<sup>th</sup>-grade students' graduation (figure) and the talent show (figure) were shown through Facebook live where the preservice teacher was able to observe and in a small way interact with the rest of the Andino Bilingue School' community (teachers, parents, and students) through the platforms' comment section.

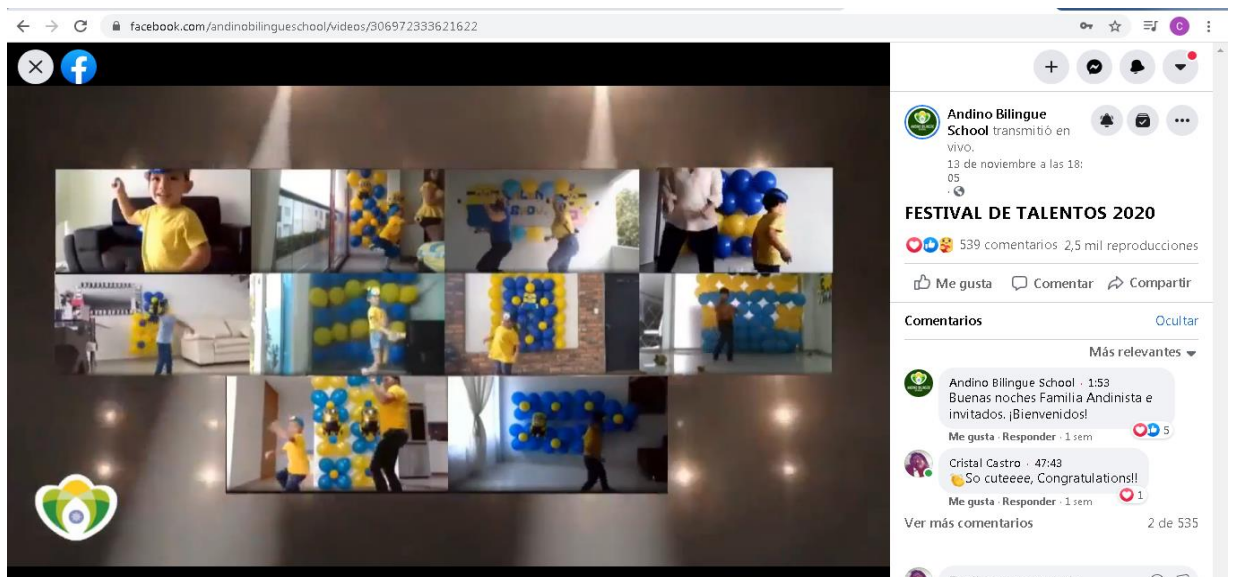
**Figure 19.**

*Eucharist seen on Facebook live*



**Figure 20.**

*Talent Show*



**Table 9.**

*Administrative Component'Chronogram*

Dates	Events
21-25 de Septiembre.	Jornada Diagnóstica
21-25 de Septiembre.	Semana Bíblica y por la Paz
23-27 de Septiembre	PAT N° 13. Rescatando los Valores Andinistas: CRECES
28-02 de Septiembre	Socialización del Programa curricular del Cuarto Periodo Académico.
02 de Octubre.	Consejo Directivo
05-09 de Octubre.	Receso estudiantil
13 de Octubre.	Reinicio de clases
13-16 de Octubre.	Prueba de Certificación Internacional de Inglés- Estudiantes Grado Once
13-16 de Octubre	PAT N° 14 Avances alcanzados en la construcción del Proyecto de Vida Personal y Escolar
16 de Octubre	Izada de bandera: Conmemoración del descubrimiento de América y fiesta de la raza
22 de Octubre	Consejo Estudiantil
26-30 de Octubre	Jornada de nivelación estudiantil segundo semestre
12 de Noviembre	Eucaristia y entrega de simbolos
13 de Noviembre	Festival de Talentos



## Objectives

### *General Objective*

- To participate actively in the activities proposed by the Andino Bilingue School

### *Specific Objectives*

- To offer the necessary services to create a suitable atmosphere and succeed in the events proposed by the institution.
- To help and motivate the students in the development of the events proposed by the institution.



### Conclusion

As a result of the Covid-19 pandemic in the practicum process, there were not many opportunities for the preservice teacher to participate actively in the activities or events proposed by the Andino Bilingue School's chronogram as was the general objective of this component indicated. This was largely due to the virtual methodology implemented to carry out most of the events that offered very little chances for the preservice teacher to interact effectively with students, parents, and other teachers outside the English course classroom. And even though, the preservice teacher was only given the chance to observe the events through the Microsoft teams or the Facebook live platforms, this component allowed the preservice teacher to gain insightful knowledge about the institutions' inner workings and how these types of events can unite and create a peaceful environment within the school.



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## Appendix

### Appendix 1.

#### Letter of consent



#### CONSENTIMIENTO INFORMADO Y AUTORIZACIÓN

Un menor de edad a su cargo ha sido invitado(a) a participar en la investigación intitulada: Implementing Online Games to Reinforce English Vocabulary at The Andino Bilingüe School in Cúcuta, Norte De Santander: A Case Study. Su objetivo es reforzar el vocabulario inglés aprendido en clase mediante el uso de los juegos en línea.

La investigadora responsable de este estudio es la practicante Cristal Castro, de la Facultad de Educación de la Universidad de Pamplona.

Para decidir participar en esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar cualquier asunto que no le quede claro:

**Participación:** Su participación y/ o la del menor de edad a su cargo consistirá en ser observado, grabado, fotografiado y encuestado de manera virtual mientras se desarrolla las clases de inglés como evidencia del proceso investigativo que se llevará a cabo por un periodo de 10 semanas.

**Beneficios:** Usted y/o el menor de edad a su cargo no recibirá ningún beneficio directo, ni recompensa alguna, por participar en este estudio.

**Voluntariedad:** Su participación y/o la autorización para que participe un menor de edad a su cargo son absolutamente voluntarias. Usted y/o el menor de edad a su cargo tendrán la libertad de contestar las preguntas que desee, como también de detener su participación en cualquier momento que lo desee.

**Confidencialidad:** Todas sus opiniones serán confidenciales, y mantenidas en estricta reserva. En las presentaciones y publicaciones de esta investigación, su nombre y/o el del menor de edad a su cargo no aparecerán asociados a ninguna opinión particular.

**Datos de contacto:** Si requiere mayor información, o comunicarse por cualquier motivo relacionado con esta investigación, puede contactar a la Investigadora Responsable de este estudio:

Nombre Investigadora: Cristal Castro

Correo Electrónico: [cristal.castro@unipamplona.edu.co](mailto:cristal.castro@unipamplona.edu.co)



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**Appendix 2.**

*Kahoot Reports*

<b>Kahoot Reports</b>	<b>Links</b>
First Kahoot report	<a href="https://drive.google.com/file/d/1oTJdbGVnVNYGG7QSgXp_dcWMdsjTGmFq/view?usp=sharing">https://drive.google.com/file/d/1oTJdbGVnVNYGG7QSgXp_dcWMdsjTGmFq/view?usp=sharing</a>
Second Kahoot report	<a href="https://drive.google.com/file/d/1AXbw7wVKr1A_GdBpcvqzPyDZoIGgL8M/view?usp=sharing">https://drive.google.com/file/d/1AXbw7wVKr1A_GdBpcvqzPyDZoIGgL8M/view?usp=sharing</a>
Third Kahoot report	<a href="https://drive.google.com/file/d/1AeUvATVwPATkU5tCKieZrgPLr7od5Jah/view?usp=sharing">https://drive.google.com/file/d/1AeUvATVwPATkU5tCKieZrgPLr7od5Jah/view?usp=sharing</a>
Fourth Kahoot report	<a href="https://drive.google.com/file/d/1_CM3J_36TiKW2tVjPIfdnoTQb1bdKUeS/view?usp=sharing">https://drive.google.com/file/d/1_CM3J_36TiKW2tVjPIfdnoTQb1bdKUeS/view?usp=sharing</a>

**Appendix 3.**

*Survey Results*

<b>Survey Results</b>
<a href="https://drive.google.com/file/d/1nNcYv0ZbyoK253SQEgyLve7ioINxW_qb/view?usp=sharing">https://drive.google.com/file/d/1nNcYv0ZbyoK253SQEgyLve7ioINxW_qb/view?usp=sharing</a>

**Appendix 4.**

*Narrations*

<b>Narration</b>	<b>Links</b>
First week	<a href="https://drive.google.com/file/d/14q-83dkVKMULZdYjpMWBbnrlt_a05DeA/view?usp=sharing">https://drive.google.com/file/d/14q-83dkVKMULZdYjpMWBbnrlt_a05DeA/view?usp=sharing</a>
Second week	<a href="https://drive.google.com/file/d/1d4mTsGKU4L7LdgYLYMR85t8SATHhD9Ke/view?usp=sharing">https://drive.google.com/file/d/1d4mTsGKU4L7LdgYLYMR85t8SATHhD9Ke/view?usp=sharing</a>



Third and Fourth k	<a href="https://drive.google.com/file/d/1dqkFQrcFhMRfbdHqBMWYjnicvkhsDamM/view?usp=sharing">https://drive.google.com/file/d/1dqkFQrcFhMRfbdHqBMWYjnicvkhsDamM/view?usp=sharing</a>
Fifth and Sixth week	<a href="https://drive.google.com/file/d/1umtgmNRtTgG3dIBnmUooXfFzUzOZmwlh/view?usp=sharing">https://drive.google.com/file/d/1umtgmNRtTgG3dIBnmUooXfFzUzOZmwlh/view?usp=sharing</a>
Seventh week	<a href="https://drive.google.com/file/d/1wkOwmHwjB_uyreT5_Lg2N1tg-Vjt5pzF/view?usp=sharing">https://drive.google.com/file/d/1wkOwmHwjB_uyreT5_Lg2N1tg-Vjt5pzF/view?usp=sharing</a>
Eight week	<a href="https://drive.google.com/file/d/1fRepTHfjhDnOXnpyPWtYmOzvfsKX9zW3/view?usp=sharing">https://drive.google.com/file/d/1fRepTHfjhDnOXnpyPWtYmOzvfsKX9zW3/view?usp=sharing</a>

### Appendix 5.

#### *Class recordings*

<b>Class recording</b>	<b>Links</b>
Unit 8 Lesson 3	<a href="https://drive.google.com/file/d/1wFeotgMhvDWppOio13q0R1fq359HtTn0/view?usp=sharing">https://drive.google.com/file/d/1wFeotgMhvDWppOio13q0R1fq359HtTn0/view?usp=sharing</a>
Unit 8 Lesson 2	<a href="https://drive.google.com/file/d/1wBSYJmO_JaPxdO_S3p4qY4ZGLU1kkhG9/view?usp=sharing">https://drive.google.com/file/d/1wBSYJmO_JaPxdO_S3p4qY4ZGLU1kkhG9/view?usp=sharing</a>
Unit 9 Lesson 3	<a href="https://drive.google.com/file/d/1wE7WI7GAkerQyS8xA42wKzsXM1A60iPJ/view?usp=sharing">https://drive.google.com/file/d/1wE7WI7GAkerQyS8xA42wKzsXM1A60iPJ/view?usp=sharing</a>