Implementing vocabulary games with 8th Graders as a motivation strategy to improve

their writing skills at Provincial San Jose High School: An Action Research

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Integral Practice

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Implementing games to teach vocabulary to 8th Graders as a motivation strategy to learn

English at Provincial San Jose High School: An Action Research

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**Content**

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**Presentation**

This project is broken down into four chapters: pedagogical, research, outreach and administrative component. The first component is about some theoretical aspects, concepts and strategies related to the use of vocabulary games as a tool to improve writing skills in eight grade students from Provincial San José High school.

The second component presents aspects concerning the reflection process a teacher has to go through during the practicum process to improve learning and teaching in order to help to qualify the education. Moreover, the third one, outreach component concerns the way pre-service teacher helps students to overcome the drawbacks presented, being a guide to support them during the learning process. That's why, it is essential to implement some tutorial classes for those students who are interested on scope the problems arrived.

Finally, the fourth component handles with the pre-service teacher role as an active member of Provincial San José high school, taking part of all activities proposed by the institution in order to understand how the whole institution performs.

## Introduction

Today due to the advances that have been generated over time related to teaching methods, it allowed to distinguish that there is a lack of motivation and programs that can facilitate learning English because for some students it is a bit difficult to learn the language since the appropriate method is not found to make learning more meaningful. Thus, the National Ministry of Education (MEN) has experimented with the creation of several programs that can help to develop the communicative competence, which is the main objective of the National Program of Bilingualism (PNB) launched in 2004 with the aim of helping Colombia to become a bilingual state by 2019, to do it, MEN created the basic standards of English as a foreign language (EFL) following the Common European Framework for Language (CEFL) as a source of reference.

Furthermore, it takes into account the Basic English Learning Rights (BELRs) which are essential tools for ensuring equity and quality in the education of all children and young people in Colombia. These rights describe the skills and knowledge that students must acquire in English class in grades 6 to 11 of the Colombian educational system.

In this way, it is necessary to implement a technique for the learning, mainly the vocabulary, since some authors point out that this is more useful than grammar at the time of an immediate communication situation (Scrivener, 2011), and that vocabulary errors are more deceptive than grammar errors (Hedge, 2000), this is why it would be worthwhile to see how games would help improve vocabulary acquisition in order to be able to convey a message without complications when effecting a communicative situation. However, games seem to be used more frequently as time fillers rather than as educational tools (Wright, Betteridge and Buckby, 1992).

According to the above, on this opportunity, it was the vocabulary games implementation as a strategy to motivate students towards learning English as a foreign language, principally, to improve students writing skills, as this project was carried out with eight grade students who are in a stage where they started a learning process that is a little more complex and different from the one they were facing during their primary school process. Consequently, highly motivated learners have been found to have higher achievement in learning English as a second language than those with lower motivation (Bernaus & Gardner, 2008; Bernaus, Wilson, & Gardner, 2008; Fan & Feng, 2012; Kitjaroonchai, 2012)

Moreover, it is imperative to know that participating in several activities in an institution where the teacher is, it is not only to be a single teacher but also to be part of some administrative objectives. Therefore, some of these activities help the institution to know how it is working and if it is necessary to change some way of teaching process.

Thus, the idea of being a good teacher can work through the application of some tutorial classes given to the students that want to learn English but for them it is a little difficult since they don't learn at the same time. So, at the time tutorials are applied the students felt more comfortable when speaking again with their classmates or even with the teacher,

## Justification

The English language is considered one of the most important in Colombia, so the government is trying to establish new strategies to improve the teaching and learning of it. In this way, a new curriculum has been created through the program called basic learning rights in which is specified the knowledge and skills that students of grades 6 to 11 should develop during this the process of learning. Despite this creation of the Ministry of Education, in most public institutions, it has not been implemented on a regular basis, due to the lack of human talent or technological or administrative resources that contribute to this development. Taking into account that this program was proposed in order to improve the English language proficiency previously established by English proficiency standards, it is important to note that, according to a study conducted by EF Education First in 2018, the country went from 51 in 2017 to 60 in 2018, testifying that the level of English in Colombia has been decreasing over the years.

In accordance with the above, in the provincial San José High School has been managing a curriculum based on basic learning rights some of them include games, not to teach vocabulary but to teach whatever topic. This way, it is essential to teach a lot of vocabulary that helped to overcome the drawbacks the students face every day since they do not have a broad vocabulary basis to better perform when communicating, by using games to make classes more interesting and enjoyable.

Furthermore, there are some other activities in which the teacher can also be engaged to belong, since in an institution, teachers not only teach but also they have to look for the best ways to help students to acquire a good knowledge. So, there were created the meetings that are done within all the teachers to talk about what is missing to be applied with the students. Then, to continue with this process, the preservice teacher has to reflect about what she is doing in her

practice, since with these reflections she can overthink the good and bad things to become better in the teaching profession.

Thus, the need of the application of some tutorials where students were able to overcome the drawbacks presented during the scholar year.

# Objectives

**General objective**

- To enhance 8<sup>th</sup> graders vocabulary through the use of games as motivation strategy to learn English easily.

**Specific objectives**

- To implement reflection as a transforming tool of the proper pedagogical processes of the integral practicum.

- To help students to overcome drawbacks presented during their learning process through the tutoring implementation.

- To participate actively in all the activities organized by the Provincial San José High School.

**Conclusions**

Being a teacher is not only going to a classroom and teach what is stated for the day. To be a good teacher a process has to be followed, for example, as the evolution of everything what concerns technology, education, etc., the teachers have to look for new strategies or techniques that can encourage the students to learn in this case English, since it is one of the most important languages to be learnt all over the world.

# Institutional observation

The Provincial San José High School was founded in 1916 by the bishop Rafael Lasso de la Vega, firstly it was "a study house" with the goal of being a seminar open to the region. Then, in 1923, the General Francisco de Paula Santander approved officially this institution to start the public education in Pamplona. This year this institution has 203 years functioning and offering its service to Pamplona. So, today is known all over the city because of its philosophy of making integral student with high values as human beings and under the name "Provincial San José High School".

## Topographical location

The institution is located on the Santander Avenue 11-188 in Pamplona, Norte de Santander. Additionally, it is composed by four headquarters: Gabriela Mistral, la Salle, Santa Cruz school and Rafael Faria High School and it follows an A calendar.



*Figure 1 photo of Provincial San José Highschool*

**Educative authorities**

The administrative area of the institutions is composed as follows:

Principal: Mg. Hernando Ibarra Campos

Academic and discipline coordinator: Spec. Martín Omero Cuy Esteban

Supervisor: María de los Ángeles Eugenio.

**Institutional Educational Project (PEI)**

This project takes into account the horizon of the institution composed by Mission, Vision, the institutional philosophy and institutional objectives as well as some relevant aspects regarding at the pedagogical model.

**Mission**

The Provincial San José High School of Pamplona with an official character, guarantees the service of education at the preschool, basic and middle levels, with the aim of forming integral beings, in a constantly changing pluralistic and globalized society, respectful of human rights, individual freedoms and the values of human dignity, based on the principles Santanderinos and lasallistas: Honor, Science and Virtue.

**Vision**

The San José de Pamplona Provincial College Educational Institution, by 2020 will continue to be recognized for offering a quality educational service, based on humanistic, pluralistic principles, in healthy coexistence and in constant updating of its pedagogical and

research practices, in response to the challenges of the current era, the demands of the environment and the commitment to building peace.

**Institution philosophy**

The Provincial College San José de Pamplona, is an official institution with clear principles of Christian orientation, which bases its pedagogical action on the virtues and values of San José and the idea of our founder Francisco de Paula Santander. The provincial college San José de Pamplona aims to train people who are integral, competent and entrepreneurial through equity, commitment and quality, seeking to develop in them skills such as the proper handling of a second language, the proper handling of communication and information technologies and values such as civility, Intellectuality and competence through a participatory, self-managed and contextualized education that facilitates the continuity of your personal, work and professional development in order to achieve an ideal state of satisfaction and happiness that contributed to the progress of its social, regional and national environment.

**Institutional objectives**

*General objective*

- To train people to be integral, competent, entrepreneur, with a research spirit and peace builders through equity, commitment and quality.

*Specific objectives*

- To form integrally, facilitating human, scientific and technological development.
- To guide academic training this allows the student to enter higher education and its effective incorporation into society as an agent of change.

- To promote respect and values, stimulating the development of socio-affective processes.

- To develop communication skills, the appropriate use of new technologies and research practices.

- To instill respect, proper use and conservation of the environment as a common heritage.

- To promote research practice in different fields of knowledge as a pedagogical strategy that contributes to the construction of knowledge.

**Pedagogical model**

The pedagogical model of this institution is stated in the PEI as "La Institución Educativa Colegio Provincial San José, adopta como Modelo Pedagógico el Activo" it is so, this model allows the student to be an active driver of their own knowledge and to reality, as the starting point and learning objective. The main characteristics of this model are based on: The interests of the students and what they can learn, individual work, the student learns from manipulation, experimentation, invention and discovery. Thus, teachers' role is to be a facilitator, auxiliary or cheerleader responsible of preparing complete materials in order to give them to the students to be developed by operation experience.

**Community handbook**

"The community handbook can be understood as a tool in which the agreements of the educational community are consigned to facilitate and guarantee harmony in the daily life of educational establishments. In this sense, expectations are defined on how the people who make up the educational community should act, the resources and procedures to resolve conflicts, as well as the consequences of breaking the agreements (Chaux, Vargas Ibarra MIniski 2013)". Guide No. 49 of the Ministry of Education.

Thus, the educational community of Provincial San José of Pamplona composed by students, parents, teachers, administrative people and ex-students, represented in the Board of Directors and the Academic Council, and guided by its Institutional Educational Project (PEI) and the Institutional Improvement Plan, it is governed by the "community handbook", understood as an instrument that provides pedagogical strategies and tools basic training for the adequate cognitive, affective and psychomotor development of children and adolescents. It also states some rules that all the members of the institution have to follow and accomplish as being part of the Provincial San José High School.

**Physical distribution**

The Provincial San Jose High School comprises a lot of buildings, which covers students' necessities and all the school requirements, in fact it is composed by three upper floors, on the first one, we find in the principal office, the coordinator office, the secretary and eight classrooms from sixth to seventh grades. Moreover, on the second floor, there are other classrooms from eighth to ninth grades and a psychology office; whereas on the third floor, tenth and eleventh grades classrooms are located as well as the teachers' room.

On the other hand, this institution consists of other buildings where we find: a school restaurant, a library, a chapel, laboratories, a cafeteria, three huge sport fields, a computer laboratory and an English classroom composed by new tablets.

**Organigram**
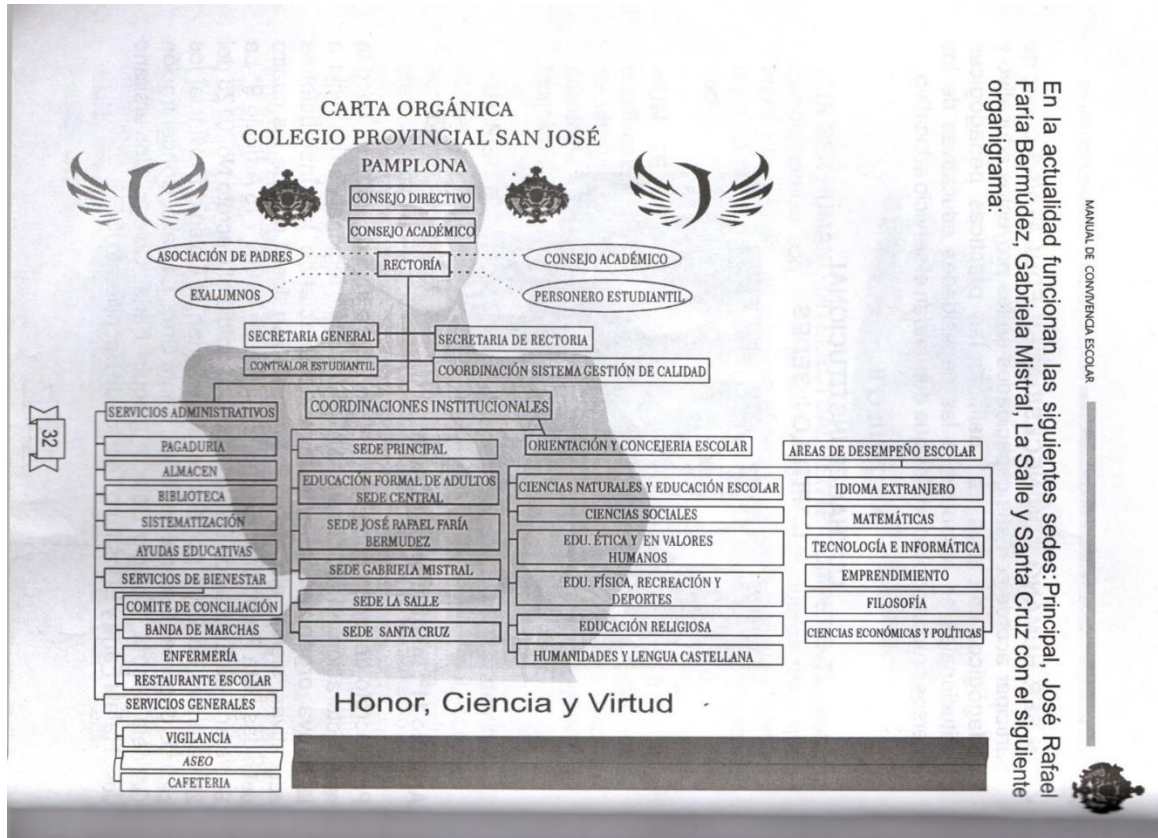


*Figure 2 Organization Chart of the Institution*

**Scholar calendar**

## COLEGIO PROVINCIAL SAN JOSÉ
### CRONOGRAMA DE ACTIVIDADES
# Septiembre 2019

| DOMINGO | LUNES | MARTES | MIERCOLES | JUEVES | VIERNES | SABADO |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 ENTREGA DE BOLETINES DE BASICA SECUNDARIA. | 4 ENTREGA DE BOLETINES DE BASICA PRIMARIA | 5 | 6 ACTO MARIANO, LA NIÑA MARÍA, ORGANIZA SEDE MSITRAL, ASISTE TODA PRIMARIA | 7 |
| 8 | 9 | 10 | 11 REUNIÓN DEL COMITÉ DE CONVIVENCI A ESCOLAR, REUNIÓN | 12 REUNIÓN DE COMITÉ DE CONVIVENCIA ESCOLAR PAE. | 13 IZADA DE BANDERA ORGANIZA 8°.. IZADA DE BANDERA | 14 |
| 15 EUCARISTIA SEDE MISTRAL GRADO 3° | 16 | 17 | 18 | 19 | 20 CONVIVENCIA DE TODOS LOS DIRECTIVOS, DOCENTES Y ADMINISTRATIV | 21 |
| 22 | 23 | 24 | 25 | 26 REUNIÓN DE COMITÉ DE CALIDAD. | 27 ENTREGA DE LIBROS REGLAMENTAR IOS A COORDINACIÓN | 28 |
| 29 | 30 | | | | | |

## COLEGIO PROVINCIAL SAN JOSÉ
### CRONOGRAMA DE ACTIVIDADES
# Octubre 2019

| DOMINGO | LUNES | MARTES | MIERCOLES | JUEVES | VIERNES | SABADO |
|---|---|---|---|---|---|---|
| | | 1 | 2 ATENCIÓN A PADRES DE FAMILIA | 3 REUNIÓN DEL COMITÉ DE CALIDAD. | 4 EUCARISTÍA SEDE CENTRAL ORGANIZA 10°, 11°. | 5 |
| 6 | 7 RECESO ESTUDIANTIL | 8 RECESO ESTUDIANTIL | 9 RECESO ESTUDIANTIL | 10 RECESO ESTUDIANTIL | 11 RECESO ESTUDIANTIL | 12 |
| 13 | 14 | 15 | 16 REUNIÓN DE COMITÉ DE CONVIENCIA ESCOLAR | 17 | 18 | 19 PRIMERAS COMUNIONES |
| 20 | 21 | 22 IZADA DE BANDERA, ORGANIZA 9° | 23 | 24 | 25 | 26 |
| 27 EUCARISTÍA SEDE LA SALLE Y SANTA CRUZ, ORGANIZA GRADO 3°. | 28 | 29 REUNIÓN CONSEJO DIRECTIVO | 30 ESCUELA DE PADRES- RESTAURANTE ESCOLAR PAE. | 31 ENTREGA DE LIBROS REGLAMENTARIOS A COORDINACIÓN. | | |

## COLEGIO PROVINCIAL SAN JOSÉ
### CRONOGRAMA DE ACTIVIDADES

## Noviembre 2019

| DOMINGO | LUNES | MARTES | MIERCOLES | JUEVES | VIERNES | SABADO |
|---|---|---|---|---|---|---|
|  |  |  |  |  | 1 EUCARISTÍA SEDE FAFIA ORGANIZA 10ª Y 11ª. | 2 |
| 3 | 4 | 5 REUNIÓN CONSEJO DIRECTIVO Y CONSEJO DE PADRES DE FAMILIA. PRUEBA | 6 | 7 IZADA DE BANDERA PRIMARIA ORGANIZA 5ª SEDE LA SALLE | 8 IZADA DE BANDERA PRIMARIA ORGANIZA 5ª SEDE LA SALLE, DIA DEL ESTUDIANTE. | 9 |
| 10 | 11 | 12 REUNIÓN CONSEJO ESTUDIANTÍL. | 13 JUNTAS EVALUADORAS. | 14 CONSEJO ACADÉMICO | 15 ENTREGA DE SÍMBOLOS GRADOS 10ª Y 11ª. | 16 |
| 17 | 18 SEMANA DE NIVELACIONES (PRIMERA ESTAPA) CONSEJO | 19 SEMANA DE NIVELACIONES (PRIMERA ETAPA) | 20 SEMANA DE NIVELACIONES (PRIMERA ETAPA) | 21 SEMANA DE NIVELACIONES (PRIMERA ETAPA). REUNIÓN PAE. | 22 SEMANA DE NIVELACIONES (PRIMERA ETAPA) | 23 |
| 24 | 25 NIVELACIONES | 26 NIVELACIONES | 27 NIVELACIONES | 28 NIVELACIONES | 29 NIVELACIONES. FINALIZA TERCER TRIMESTRE. ACTO DE GRADUACIÓN SAN MIGUEL | 30 GRADOS |

## COLEGIO PROVINCIAL SAN JOSÉ
### CRONOGRAMA DE ACTIVIDADES

## DICIEMBRE 2019

| DOMINGO | LUNES | MARTES | MIERCOLES | JUEVES | VIERNES | SABADO |
|---|---|---|---|---|---|---|
| 1 | 2 SEMANA DE DESARROLLO INSTITUCIONAL - AUTOEVALUACIÓN | 3 SEMANA DE DESARROLLO INSTITUCIONAL - AUTOEVALUACIÓN. CLAUSURAS SEDES | 4 SEMANA DE DESARROLLO INSTITUCIONAL - AUTOEVALUACIÓN. CONSEJO | 5 SEMANA DE DESARROLLO INSTITUCIONAL - AUTOEVALUACIÓN. CLAUSURA SEDES | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |  |  |  |  |

*Figure 3 Schoolar calendar of the Institution*

*Table 1 **Supervisor** and **pre-service teacher** time table.*

| HORA/DIA | MARIA DE LOS ANGELES EUGENIO | | | | |
| --- | --- | --- | --- | --- | --- |
| | LUNES | MARTES | MIERCOLES | JUEVES | VIERNES |
| 1) 7: -7:55 | ***** | 10-03 | 8-02 | 8-02 | 10-01 |
| 2) 7:55 - 8:50 | ***** | 10-02 | ***** | 10-03 | 8-01 |
| 3) 8:50 -9:45 | 7-03 | 8-01 | 10-02 | 10-01 | 10-03 |
| 9:45-10:15 | B | R | E | A | K |
| 4) 10:15-11:10 | 8-01 | ***** | 8-01 | ***** | 8-02 |
| 5) 11:10-12:05 | 10-03 | 8-02 | ***** | 7-03 | 10-02 |
| 6)12:05-13:00 | 10-01 | 7-03 | 10-01 | 10-02 | 7-03 |

**Pedagogical aspects**

During the observations in each English course it was noted that the seven and eight grades followed a textbook called "Way to Go 7 and 8" as the main tool to teach. It is imperative to highlight that this textbook was chosen by the scholar authorities and asked by the MEN to be

used being the ones that respect the Basic Learning Rights people in all public institutions have to take into account regarding teaching English. Also, with this textbook in hands we found it was divided into units and lessons which are developed throughout the whole year as there is a unit for each period. Moreover, the use of the board was necessary to explain grammar structures if students ask to.

<div align="center">**Chapter I**</div>

**Pedagogical component**

<div align="center">**Implementing vocabulary games to 8ᵗʰ graders to improve their writing skills at Provincial San Jose high school: an action research**</div>

**Introduction**

Teaching a foreign language in all the public institutions has been recently a topic to be developed as a goal to achieve, following the objectives stated by all the programs the government has established, for example in the Bilingualism National Program that aims at making all the country bilingual by 2020. That's why, teachers nowadays have to find a lot of strategies to keep motivated and engaged the students when learning a new topic. In this case, the strategies to teach vocabulary which is the most important tool in order to have a better understanding of English as a foreign language when learning so.

As it follows, the importance of learning vocabulary in the best interests of the students, has to be the main objective when learning a foreign language. Taking into account the following words:

> *"Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed." – David A. Wilkins (1972)*

In this sense, vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items—words with specific

meaning(s)—but it also includes lexical phrases or chunks (O'G, Y. M. D. E., & Akramovna, T. N. (2019).

With this in mind, the way to teach vocabulary has to be motivating in order to keep engaged students, this means that most of the games has to be catching for them since it encouraged students to continue learning EFL. That's why, this action research aims to teach vocabulary through the use of games as a motivation strategy to continue learning English with 8th grade students at Provincial San José High School, in Pamplona, with the opportunity of taking classes avoiding the implementation of the traditional approach which exclude the 21st century skills that have to be taken into account when teaching English nowadays.

This way, "vocabulary is considered highly important since a word is an instrument for thinking about the meanings which it expresses" (John Dewey, 1910). Then, "interest in vocabulary has been high and intense, and at other times low and neglected, alternating back and forth over time" (Berne & Blachowicz, 2008). So, teaching vocabulary is important at the moment of starting to learn a new language and together with games engaged more the students to keep continuing their learning process in order to allow them to better develop their communicative competence.

**Statement of the problem**

During a week it was necessary to observe the grades where I took part in at "Provincial San José High school" being the most important tool to identify the necessities of the students regarding the Learning Basic Rights established by the MEN to be followed in all public institution to help students to become more engaged when learning a foreign language. It was found that the teacher, heading the English courses, is guided by a textbook "way to go 7 and 8" proposed by the program "Colombia Aprende Colombia Bilingue" written by Aguirre Patricia and Giraldo Marco, mostly focused on the communicative competence. This books concern a lot of vocabulary to take into account when giving opinions, also it includes some collocations and expressions to help enlarge students' vocabulary.

This sense, the need of implementing games as a strategy to motivate students to learn vocabulary is the most important aspect found inside the classrooms, as students are used to learn vocabulary by repeating the unknown words to get along with them. On top of that, this action research was guided by three research questions:

- How the use of games to teach vocabulary will engage students to keep improving their written production in English?

- How the use of games will motivate the students to learn vocabulary?

**Justification**

Nowadays, teachers have the requirement of looking for new strategies to teach English which allowed both, students and teachers to improve the teaching and learning process; this way students felt more engaged and motivated, so teachers recognized that implementing new strategies to teach English works.

Therefore, this research proposal focuses on the implementation of games to teach vocabulary as a motivation strategy to keep students engaged to keep learning English as a foreign language, it was carried out with 8th grade students at Provincial San José High school. This study allowed students to improve their writing skills by learning vocabulary, which is the most important tool to keep in mind when teaching and learning a foreign language, this is corroborated by Wilkins (1972) that stated "…while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112).

Moreover, if games are going to be used teachers have to look for the most suitable games that allowed them to better teach vocabulary and motivate students to take part in all of them. Taking into account that, (Derakhshan A, Davoodi Khatir E, 2015) stated that "whenever a game is to be used, the proficiency level and cultural background of the students should be taken into account, and also it should be useful for students with lower language ability and should be easily applied in the class". Moreover, the implementation of games had transversal effects such as developing class, individual, pair and group work allowing them to practice their writing skills without having stress or anxiety (Andrew Wright, David Betteridge and Michael Buckby (1992).

In addition, this research proposal supported the curricular standards already proposed by the Provincial San José High school for eight grade students which let's know the necessity of

supporting the learning of vocabulary, by implementing games to motivate and keep engaged students in order to help them to better develop their communicative skills.

Finally, this project helped students improve their writing skills by playing vocabulary games in class as a way to implement something different from what is done daily at a normal class. Moreover, it helped the pre-service teacher to teach more actively English vocabulary in order to help students to get engaged with learning English and to know if teaching vocabulary is important or not.

**Objectives**

**General objective**

- To enhance 8$^{th}$ graders vocabulary through the use of games as motivation strategy to develop written production.

**Specific objectives**

- To motivate students to keep learning English through the use of games.

- To help students to improve their communicative competence by using games as a motivation strategy.

- To help students to improve their writing skills through vocabulary games.

**Theoretical framework**

In order to better understand this research proposal, it is necessary to learn about the main topics of it regarding the concepts of the following: vocabulary games, communicative competence, motivation strategies, which are going to be the most important aspects that guide the same.

**Vocabulary**

*Definition*

When learning a foreign language is important to keep in mind that the acquisition of the four skills is necessary to be able to communicate in any real situation, but the most important tool to do so is to learn the words people are going to use when doing it, that means vocabulary that has to be mastered before mastering English skills (Lestari, 2015). In this perspective Hatch and Brown (1995: 1) point out that "vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use". Therefore, (Lestari,2015) stated "we can see that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other".

*Importance*

Vocabulary is considered as the main aspect that teachers have to teach to students that are learning a new language. According to (Lestari,2015) by mastering vocabulary, students are able to better communicate both orally and written. Moreover, by learning a lot of words, the learners are expected to master four skills in English such as reading, speaking, writing, and listening. It is clear that vocabulary is central to learn and teach, in this case, English since without enough

known words students are not able to understand others nor speak or express their own thoughts. It is proved by the following statement "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972 pp. 111–112). It can be concluding that vocabulary is the most important tool to be developed and that is the first element in English. It must be mastered well by young learners to support the English mastery (Lestari,2015).

### Aspects of vocabulary

#### Form
According to Nation (2001), the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix) also that there are a lot of types of words like nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

#### Meaning

Nation (2001) stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. When teaching a word, the teacher has to explain that, for example a word has different meaning and when it has to be used, context.

#### Use
Nation (2001) noted that use involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so on. Furthermore, word use is how a word, phrase, or concept is used in a language. The utilization of words may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012: 11).

**Games**

*Definition*

Games are highly used in teaching vocabulary, so, it is important to be defined to continue with this research as they are the starting point to be implemented inside an English class. For this, a lot of definitions were contrasted but only the following ones were considered the clearest and most important: the first is given by Gibbs (1978, cited in Rixon, 1996) whose definition aims games to be an activity in which students cooperate or compete to achieve the objectives following the imposed rules. The second one deals with Hadfield (1998: p. 4) who defines it as "an activity with rules, a goal and an element of fun." The last one concerns a definition from Andrew Wright, et al (1992) mention that there are three adjectives that define a "game". They define it as entertaining, engaging and challenging activities where play and interaction takes place among the learners.

*Importance of games in learning and teaching*

It is important to highlight that most of the games are highly implemented in language teaching and learning in primary schools letting know that games are too boring to young students, As Gaudart (1999: p. 283) explains, "[teachers] apparently believe that once a learner reaches puberty, the learner loses all desire to play games." Wright et al (1992) stated that learning a language is challenging as learners must perform well to undertake different tasks, from understanding to using the new language at the moment of speaking and writing. They believed this effort can't be sporadic, i.e. students' work and interest must be sustained throughout the learning process which can be achieved by using games in the classroom.

Therefore, Wright et al (1992) noted that "games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or had written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to experience language rather than merely study it." So the importance of games as a strategy to help improve students' motivation to keep learning English and specially learning vocabulary that allowed them to better perform in an oral interaction within a real context.

### *Type of games*

According to Andrew Wright, David Betteridge and Michael Buckby (1992) there are eight types of games. In every case there is a verb referring to the mental engagement on the part of the learners. The use of language arises out of the way the learner is engaged.

*Care and share*

"Caring and sharing' games include all those games in which the learner feels comfortable while sharing personal information with other learners. These games relate more to invitation than to challenge. The striving implied by challenge is incompatible with the notion of 'caring and sharing"

*Do: move, mime, draw, obey*

The learner is expected to do something non-verbally in response to a read or a heard text.

*Identify: discriminate, guess, speculate*

The learner is challenged to identify something which is difficult to identify or to hypothesize about something which is then compared with the facts.

*Describe*

The learner is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something, for example, draw a picture. The learner may describe something objectively or subjectively, communicating his or her own feelings and associations.

*Connect: compare, match, group*

The learner is challenged to connect, compare, match or group various items of information, perhaps pictures or texts, objectively or subjectively. He or she uses language to describe or comment on the pairs or groups of information.

*Order*

The learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or to put texts, pictures, objects, into a developmental sequence, also subjectively or objectively.

*Remember*

The learner tries to remember something and then communicate what he or she has remembered.

*Create*

The learner is challenged or invited to make a story, write a poem or produce some other kind of material using their imagination. Here the distinction between 'challenged' and 'invited' is worth making. 'Challenged' might include those story-making starters in which you stipulate certain features: for example, you stipulate that a certain tense form must occur very often, or that the story must be exactly words long. 'Invited', because sometimes the best way to stir the creative forces is to 'invite', 'encourage', 'show interest', and so on.

## Motivation

### *Definition*

According to Robert Dubin (1970), "Motivation is the complex set of forces starting and keeping a person at work in an organization. Motivation is something that moves the person to action, and continues him in the course of action already initiated." In this sense, Dalton E. McFarland (1974) stated that: "Motivation refers to the way in which urges, drives, desires, aspirations, and strivings or needs direct, control or explain the behavior of human beings."

Furthermore, C.B Mamoria (1995) stated:

> Motivation is a willingness to expend energy to achieve a goal or reward. It is a force that activates dormant energies and sets in motion the action of the people. It is the function that kindles a burning passion for action among the human beings of an organization.

Therefore, according to Kreitner (1995), motivation has been defined as: "The psychological process that gives behavior purpose and direction." Finally, Buford, Bedeian,

and Lindner (1995) stated that: "Motivation is a predisposition to behave in a purposive manner to achieve specific, unmet needs."

### *Students motivation*

It is an important aspect to be aware of when teaching English since we are teachers have to keep motivated and engaged students in order to help them to follow this learning process without drawbacks, taking into account that without motivation a learner is not able to adopt the new language and it becomes worrying because they do not feel comfortable when expressing their own ideas due to the lack of English language.

In fact, Gardner (1985) seems to support this idea and point out that "motivation in language learning is of particular importance. The author pointed out that the motivation of foreign language learning contains four aspects: a goal, effortful behavior, a desire to attain the goal and attitude. Students who have strong learning motivation take a correct and positive attitude towards study and make great efforts to master English with clear goal and desire and consequently gain better grade. It is true that motivation is such a basic factor in language learning that no teacher could avoid being concerned with students' motivation"

### *Types of motivation*

According to Gardner and Lambert (1972), there are two types of motivation: *integrative and instrumental.* The integrative motivation means learning the language with the intention of participating in the culture of its people. And instrumental one suggests and implies that a learner learns the language in support of a purpose relating to occupation in this case educational issues.

Furthermore, Lisa Legault in a study done in 2015, pointed out that there are two more types*: intrinsic motivation (IM) and extrinsic motivation (EM)*. The IM refers to engagement in

behavior that is inherently satisfying or enjoyable. IM is non instrumental in nature, that is, intrinsically motivated action is not conditional upon any outcome separable from the behavior itself. Then, the EM refers to performance of behavior that is fundamentally subject upon the attainment of an effect that is separable from the action itself. In other words, EM is instrumental in nature. It is performed in order to attain some other outcome. So, we as teacher have to identify and prove what type of motivation the students need in order to implement the proper strategies to an effective teaching to young people as they lost their interest by means of getting older.

**Strategies**

*Definition*

In this research it is relevant to define as it was an important tool to be implemented to motivate students to learn English. This way, strategy is defined by Fred Nickols (2012) as perspective, position, plan and pattern. It is also considered as the bridge between policy or high-order goals, in one side and on the other tactics and concrete actions. To sum up, the definition of strategy deals with the complex web of thoughts, ideas, insights, experiences, goals, expertise, memories and expectations in order to guide specific actions to pursuit particular ends.

*Teaching strategies*

Nowadays, teachers are in charge of looking for some strategies to teach a new language to their students being these strategies the structures, system, methods, techniques and procedures that are used inside a classroom. In this sense, they are defined by Lawton (2017) as a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy.

*Writing skill*

The definitions of writing are variously stated by some experts. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind.

**Literature review**

To conduct a research, it is imperative to have a huge view by knowing the background of the main topic, in this case the implementation of games to teach vocabulary as a motivation strategy to engage students to learn English. To do so, five recent studies were chosen, those which contain some relationship regarding the main topic.

Games are highly implemented in classroom when teaching EFL, that's why it is studied all the time to learn about its efficacy and its motivational purposes in students. With this in mind, Laura Andreu Pirrie (2017) conducted a case study that aims at seeking more information about the potential of vocabulary games and vocabulary translation to improve high school student's vocabulary learning and retention. This research was conducted in a private school in Mallorca were only twenty-six students aged from twelve to thirteen participated. Regarding at her game implementation method she stated:

> " I preferred to carry out the classes of both the experimental and control group myself. The swop over system used in the English classes in this school enabled me to play vocabulary games with the first group which remained with me and then carry out vocabulary translation with the second group. Due to time constraints, this research lasted five sessions (half an hour each). It was not possible to devote more time to vocabulary games and vocabulary translation while teaching the unit"

In this way, it is to say that thanks to the elements found in the institution was easier to implement the games prepared beforehand to one of the groups selected and the other one had to follow the vocabulary translation method, this way it enables the researcher to make the proper contrast among the two theories.

As results after analyzing all the data gathered through tests, classroom observation and interviews the researcher concluded that "… games help to enhance students' receptive word knowledge. However, some words were forgotten in their delayed test which suggests that perhaps more revision should have taken place" This means that the game in this case was not enough to teach vocabulary as some learners forgot the words taught but games were liked more than translation when learning new words. As conclusion, it was proved that games are effective to learn and retain vocabulary and it is necessary that they should be included in every curriculum of schools.

Furthermore, Esra Akdogan (2017) carried a study in which the main objective was to find out how to develop game materials and hopefully come out with results providing insight to the question "How can we easily memorize vocabulary items? and how can we promote effective ways to learn English vocabulary in a relaxed manner? To developed this research, it was necessary to implement the following games: matching game, guess game, crossword puzzle, word pyramid game, ball toss game, getting to know you game and memory game.

The analysis of the implementation of games was by using the experimental method and by studying the relative effectiveness of the use of a fun game, games activities, game materials on developing new vocabulary acquisition, and the other abilities for primary school students or English Course learners in Bangladesh and Turkey. So, it was proved that students and teachers agree that the use of games is an important tool when developing English vocabulary in primary schools or English Courses of Bangladesh and Turkey. Moreover, the researcher found that when implementing games anxiety and stress are not present on the classroom and that vocabulary games are helpful and effective to learn vocabulary.

On top of that, Ali Derakhshan and Elham Davoodi Khatir (2015) argued about some effects of using games on English Vocabulary learning. Here, they mention that teacher has to look for some methods which engage their student in a creative language use so, by using vocabulary games learners must use the language more efficiently.

As conclusion the authors stated that:

> A new strand of research is to implement more games into language classes so that learning is facilitated. The effect of learning concrete and abstract words through different games can be considered as another line for research. Mobile assisted language learning applications can help learners to improve their domain of vocabulary, so it is a good area of research to find out the effect of different mobile applications on vocabulary learning (Ali Derakhshan and Elham Davoodi Khatir (2015)).

In fact, they highlight the significance of the use of games to motivate students and its effects on learners letting know that not only interactive games but also application games are helpful and motivating to students when learning new lexicon.

Alternatively, a study based on the implementation of scrambling games, conducted by Salfa Umasugi, Riki Bugis, Hanapi, Nanik Handayani (2018), is essential to be mentioned since the main purposes of it are to find out if the use of scramble games help to lead students to experiment different significant improvement of students' vocabulary and also to find out the motivation between the pretest and posttest of the students' vocabulary after they have been treatment. Thus, this research was under a pre-experimental design named *The One-group pre-posttest design* where the researcher worked with an experiment using random sampling technique. After the data collection by using writing tests it was proved that the use of

scrambling games improves students' vocabulary and the students get motivated to learning vocabulary by using those games. This let us know that games have to be continually implemented in teaching processes.

Finally, Matt Lucas, Myles Grogan, and Osamu Takeuchi (2018) discussed about research-based vocabulary instruction strategies with the purpose of knowing that learners often feel that words are important, yet teachers may feel the way that words are easy to learn and may neglect them. In this study, we can find that there are some kind of instructions teachers employ such as implicit or explicit forms of vocabulary ones. The firs one aims at promoting incidental learning whereas explicit instruction relies on deliberating teaching and learning. This way, vocabulary learning strategies are classified into a cognitive, metacognitive or socio-affective base according to Gu & Johnson, 1996; Schmitt, 1997. Being the first two classifications where it is included memory's role. As conclusion, the researchers found that: "The main goal of a teacher should be to use their knowledge of a given learner group to ensure input at the right level, to encourage independent vocabulary acquisition through promoting appropriate strategies, and to provide ample opportunities for output" (Nation, 2013). So, teachers should seek the most adequate strategy based instruction keeping in mind the tree learning strategies aforementioned in order to foster an approach encompassing a general emphasis in which educators have to provide students with different tools for more effective vocabulary acquisition.

**Methodology**

       **Pedagogical methodology**

With the purpose of well developing this proposal, the pre-service teacher implemented some games for teaching vocabulary in classes. To do it, it was implemented the kind of games and the procedures proposed by Andrew Wright, David Betteridge and Michael Buckby (1992) in the third edition of their book "Games for Language Learning". Then, as the project progress it let know if the games are working or if it is necessary to change the strategy. However, other sort of games is going to be implemented also, such as matching game, guess game, crossword puzzle, word pyramid game, ball toss game, getting to know you game and memory game having similar procedures to the ones explained later on.

In the next paragraphs, it was explained the type of game and the proper procedure of all the games that was implemented throughout the development of this research proposal:

The first type of game was **"caring and sharing"**, they must be used as icebreaker since these games let the student to be comfortable in the class. Moreover, there are a lot of games of these types, but there were only two types of games of each category which took part during the final term of the institution selected.

The first one of this category is: *learning games* which allowed students to introduce themselves and learn teacher's names as it was the first time meeting her. Also it was the chance of knowing their likes, dislikes, personal information by creating also a friendly atmosphere playing some music they wish. Thus, the procedure is the following: 1) Ask the learners to mill about, nodding and smiling, in a space in the classroom. It is an advantage if you can have some cheerful music playing and stop it when you want them to stop. 2) Ask them to stop in front of

another student and introduce themselves. 3) Let the students walk again around the space they are until you stop them and ask them to introduce themselves again and 4) Teacher can add to the challenge by asking them to point at and name the other people they have already met. They can help each other to do this, if necessary. Mainly using simple present of verb to be: I am, he/she is.

The second one is ***find someone who*** *…* this time the students asked and answered questions to get information about their classmates. The procedure concerns 1) the teacher has to write three or four instructions on the board. For example, *find someone who… live in the same neighborhood as you.* To develop these games, it is necessary to ask students in a previous class to answer questions like: where do you live? Where are you from? Or the teacher can also allow students to choose the topic the wish. 2) Ask the learners to walk about the room talking to each other and finding out the information you have specified.

The next category is about ***identifying: discriminate, guess and speculate***. The sort of games of this type to implement are *slowly reveal a picture,* here the students must speculate and guess what is the picture about, for this the students should use some expressions of uncertainty such as *I think it is a…* and certainty *It is a…* This can be used when teaching new vocabulary or language points but it depends on the topic they are learning recently or to introduce a new one. In this game, it is essential to have a picture with a big size enough that the whole class can see it well. The procedure is 1) put the picture, for example, a magazine picture, in an envelope or hide it inside a notebook. 2) show just the top of the picture and ask the students to try to identify what it is about. 3) Pull out a little more of the picture and ask the learners what they think the figure is now. Ask them to tell their neighbor what they think it is. This makes everyone

participate by using the language and expressing their opinions and finally show the entire picture and let students know whether they were right or not.

The third type to use in the pedagogical intervention is *connecting: compare, match and group.* The game is: *What's the difference.* This time, students must describe and compare picture or other types of visual input. Moreover, using different language items, depending on the pictures chosen such as nouns, colors, comparisons, tenses, adjectives and so on. The procedure to follow is 1) divide the class into pairs 2) provide each player with one picture and warn everyone not to look at their partner's picture. 3) Tell learners that both players should describe their own picture and/or ask questions about their partner's picture, with the aim of finding the differences between the two pictures 4) Finally, let the learners look at each other's pictures and compare and discuss further.

Other game is: *bingo* where students listened for chosen words or phrases within a given topic, and reacting as they are heard. Preparation step: Decide on a group of words that you wish to practice, totaling not more than about 25, and write them on the board. Teacher may choose to practice numbers, for instance: either sequences (e.g.1 –25) or a selection of numbers which present listening problems (e.g.13 and 30, 19 and 90). Or, instead of numbers, you may wish to use minimal pairs (e.g. pin/pen, box/books, etc.). Alternatively, brainstorm with students on to the board a number of words related to an area of vocabulary you would like to revise. Thus, the procedure comprises 1) Show the learners how to make a Bingo grid – a rectangle about 10 cm x 15 cm divided into four parts. 2) Tell the learners to write down any four of the items (words or numbers) from the board on to their Bingo grid. 3) Read out the words on the board in any order, making a note of them as you do so. If the learners hear a word that they have written in their

Bingo grid they should cross it out. The first learner to cross out all four items on their list calls out Bingo! and reads out the list to prove the claim. This person is the winner.

Other type of game is *What can you remember?* Where the students have to describe things one recalls seeing. Procedure: 1) Tell the class not to turn around. 2) Ask them what they think is behind them. They might refer to other people in the class, furniture, pictures on the walls, windows, etc. Ask for descriptions of the things they mention. Alternatively, you might ask what the learners can remember of the view through the window. This allowed student to learn the part that compose a classroom. Other game is: *What can you do with it?* In here students brainstormed possible uses of objects using can (positive) and could tentative. For this, the teacher needed a collection of objects. Steps of development: 1) Reveal a small collection of objects to the learners or write a list of objects on the board, for example, a paper bag, a hammer, a pram, an empty tin can, a mirror, a table. 2) Ask the students to imagine different things which could be done with the objects.

As mentioned before, the games that was implemented are the ones presented on the book ***games for language learning*** written by Andrew Wright et al in 1992. Each type of game has its objective, preparation and procedure steps to be followed and if it is necessary, other games were looked for to continue the process. Thus, after implementing a game it was evaluated to know the expected results when motivating students to learn English, especially teaching vocabulary.

### *Lesson planning principles*

To carry out a class it is necessary to create a lesson planning which helped the teacher to have the organization and the steps to follow in each class. This one has to be guided under the topics established in the textbook the course is following during the year, in this case "way to go

7 and 8 grades". These books contain some games that was adapted in order to be included in the research proposal and not to leaving them aside, due to the fact that they cannot be erased from the standards already fixed.

What concerns the structure, the Provincial San José High School is using a lesson planning proposed by the British Council as the teacher in charge of the groups are taking part of a study which aims to inspire teachers to better teach students and ask to base her classes on that planning. It is composed by learning objectives and materials needed. Then, it is divided in three main parts, the stages such as warm up or ice breaker, introducing language (pre), controlled practice (while), freer practice (post) and wrap-up or assessment or feedback; the procedure and the time interaction which include the type of work: pair, group or individual.

**Activities**

| Group: 8ᵗʰ | |
| --- | --- |
| **Topic** | |
| My ecological footprint in my recent trip. | |
| **Objectives** | |
| Linguistic | • Students can identify expression to give recommendations, verbs in past simple,, |
| Communicative | • Students can give recommendations when going to an ecological trip. |
| Sociocultural | • Students know about other countries they can travel to. |
| **Steps for writing** | |
| **Planning** | ***Step 1: introduction of an example of postcard.*** <br> Students are given on a poster an example of a postcard and they identify the parts of it ***(see appendix 1).*** <br> In strips of paper are written the names of the parts: |

- Recipient's address: full name, address, state and country.
- Stamp
- Date: city/place.
- Greeting
- Message
- The image that best represents the trip.
- Goodbye farewells.
- Author

Some students have to go and stick the corresponding part on the poster. If it is wrong, a classmate is enable to correct it.

Then, teacher gives some students on strips of paper other examples about: Greetings, type of messages to be written and goodbye farewells.

*Step 2: global comprehension of the postcard.*

Teacher asks students to read quietly the example and answer the questions below:

- What is the topic?
- What is the situation?

Then, students as a whole class mention the topic and the situation.

*Step 3: specific comprehension*

Students read again the text to answer the questions below:

What is the address?

Who is the recipient?

Who is the writer?

What is date?

What is the place?

*Step 4: vocabulary activity*

- **Means of transport:** car, airplane, train, motorbike, van, bus. Bicycle, helicopter.
- **Weather:** it's sunny, rainy, windy, foggy, snowing, hot, cold, it is lightning,
- **Seasons:** winter, spring, autumn, summer.
- **Different places to be visited (other countries):** Anglophone countries chosen by the students.
- **Verbs and useful words (environment):** to take care, to pick up, to throw, garbage, pollution, water and to save.
- **Types of food to take to an eco-trip:** fruits, vegetables and canned food.

On a power point presentation, first, teacher shows the vocabulary cards to review the topic aforementioned. After that, there were three big crosswords stuck on the wall, where they have to look for each word. To do this activity, the class was divided into 3 groups. Each group has the same words, so they have to do a row in order to take part on the activity.

# BICYCLE



# VAN

1970

# MOTORBIKE

# TRAIN
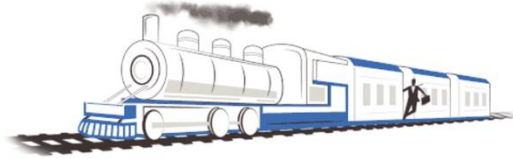


# AIRPLANE



# ...SUNNY

**WINTER**

**DECEMBER**
**JANUARY**
**FEBRUARY**

**TO PICK UP**

Tomatoes   Cucumbers   Lettuce   Radish   Onion   Garlic   Lemons   Cabbage   Corn

Pumpkin   Potato   Hot peppers   Carrots   Eggplant   Cauliflower   Broccoli   Beans   Mushroom
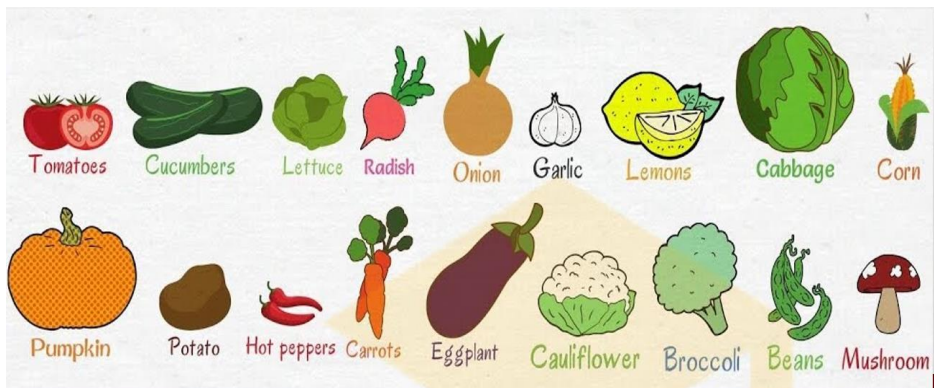
Then, on a strip of paper there are two words, a right and a wrong answer to the word as below:

| | |
|---|---|
|  | |
| To throw | To pick up |

So, they have to underline the right word and go looking for it on the big crossword. The first group which find all words wins and gets a red face that mean good group work.

*Step 5:* **Organization of another example of postcard:**

The class is divided into five groups.

Students are given the sentences they have to organize on a poster stuck on the wall, in order to form another example of a postcard:

**Sentences:**

1. I travelled to London.
2. The trip lasted 5 days from Monday to Friday.
3. It was a sunny day.
4. I ate a lot of fruits.
5. I went with my classmates of my college.
6. We visited a lot of natural parks.
7. We met people that take care of the environment.
8. I learnt how big is my eco-footprint.
9. It's important not to throw waste to rivers.
10. It's a good idea to pick up all the garbage you find.
11. Dear friend.
12. Miss Isabella
13. See you soon.

| | |
|---|---|
| | 14. 22 new street. |
| | 15. October 2, 2019 |
| | 16. Love, Lucy. |
| | 17. London, England. |
| | |
| | The first group that finishes has to organize the whole postcard by sticking on the wall all the sentences given. And the rest of students says if it is right or wrong the organization of it. |
| | |
| | *Step 6:* teacher asks students to think about what they want to write on their postcard: date, place, how many people will travel, how many days will last the trip, the image that represent that place, the mean of transport, the weather, who is written the postcard to. |
| **Drafting** | Students start creating a draft of their postcards in order to be corrected by the teacher. So, they have to write all the information asked. If it is necessary, teacher explains some words students want to write to see if they are correct. Then, they have to create a stamp as they want that best represents the country where they are sending the postcard. Teacher is always waiting for students' questions. |
| |  |
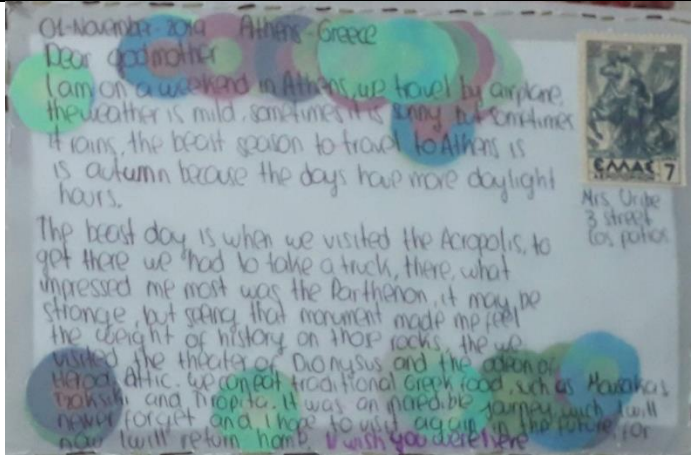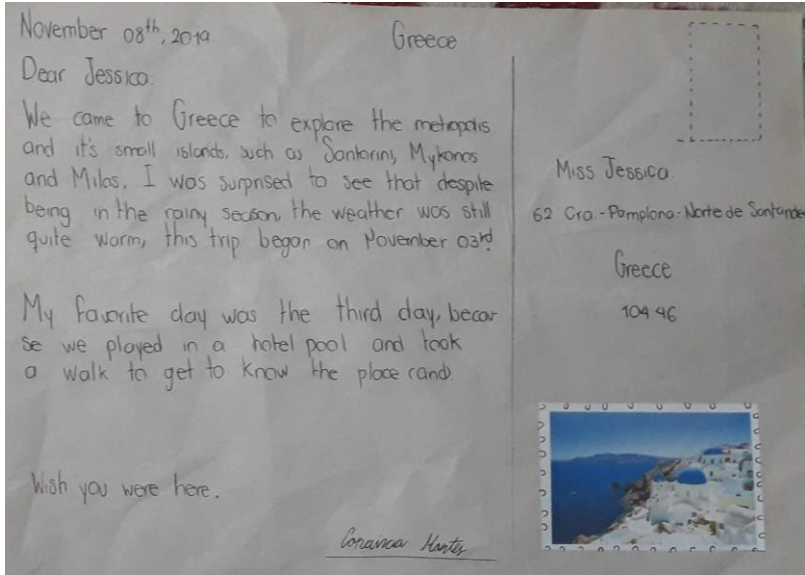
01-November-2019    Athens-Greece
Dear godmother
I am on a weekend in Athens up travel by airplane,
the weather is mild, sometimes it is sunny but sometimes
it rains, the best season to travel to Athens is
is autumn because the days have more daylight
hours.
The best day is when we visited the Acropolis, to
get there we had to take a truck, there, what
impressed me most was the Parthenon, it may be
strange, but seeing that monument made me feel
the weight of history on those rocks, then we
visited the theater of Dionysus and the odeon of
Herod Attic. We can eat traditional Greek food, such as Moussaka,
tzatziki and tiropita. It was an incredible journey which I will
never forget and I hope to visit again in the future, for
now I will return home. I wish you were here.

Nrs Uribe
3 street
Los pinos
ΕΛΛΑΣ 7



November 08th, 2019                    Greece
Dear Jessica.
We came to Greece to explore the metropolis
and it's small islands, such as Santorini, Mykonos
and Milos. I was surprised to see that despite
being in the rainy season, the weather was still
quite warm, this trip began on November 03rd.

My favorite day was the third day, becau-
se we played in a hotel pool and took
a walk to get to know the place (and)

Wish you were here.

                    Conaroca Hartz

Miss Jessica.
62 Cra - Pamplona- Norte de Santander
Greece
104 46

| Editing | Students read the draft the times it is necessary before giving them to the teacher to correct mistakes they could make. Then, the draft is picked up by the teacher in order to be corrected. This draft has to have all the information asked and the image of the place too. So, teacher gives the drafts to be edited one last time in order to allow students to work better and have less mistakes. |
|---|---|
| Final version | Finally, teacher delivers students' drafts in order to have them to correct drafts to the final version. This time, the final version has to be very creative as students have all the enough elements to work. |

**Research methodology**

This research proposal was guided by the action research design and a qualitative research, as action research addresses a specific, practical issues and seeks to obtain solutions to a problem. Thus, action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning (Mills, 2011).

Thus, qualitative research is the process of collecting, analyzing, interpreting, and writing the results of a study, while qualitative research is the approach to data collection, analysis, and report writing differing from the traditional, quantitative approaches Creswell (2002).

Additionally, action research design comprises a cycle:
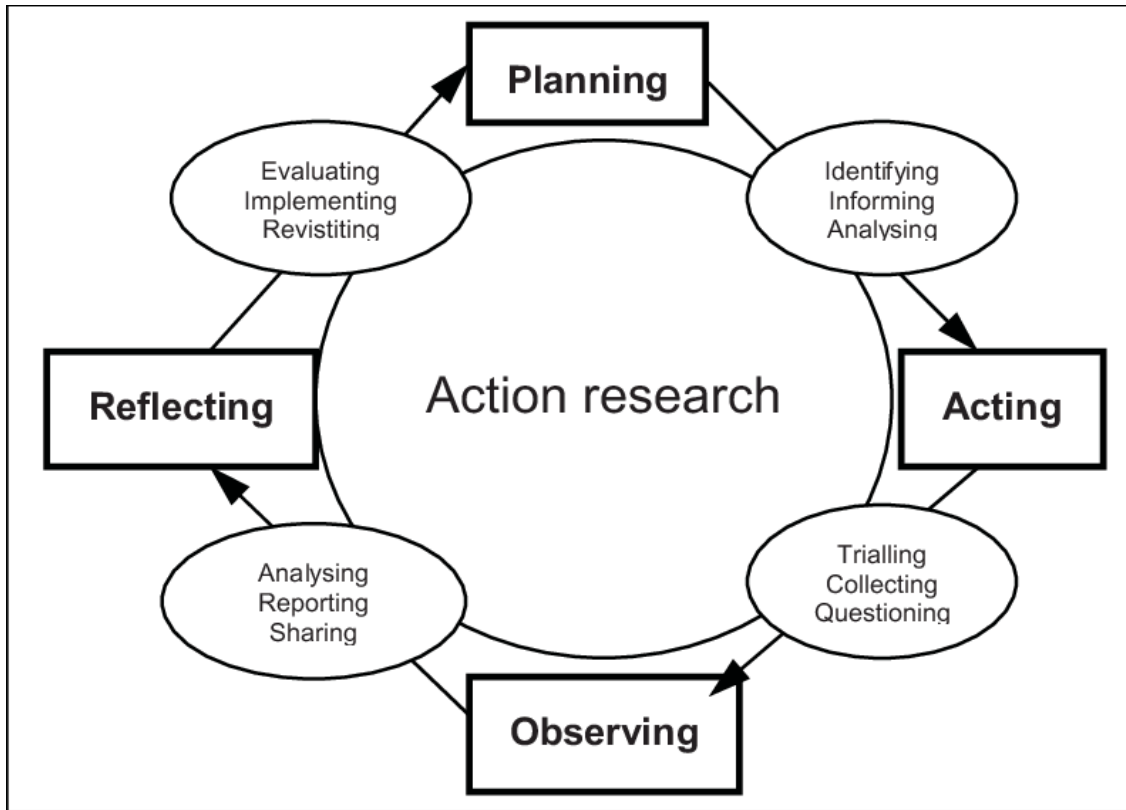
*Figure 4 Action research cycle.*

This cycle includes at the beginning a classroom observation, then, it is necessary to reflect about the problem found and develop an action plan, after that the implementation of this plan has to occur in order to be analyzed and realize the emergent problems and conclude if it is necessary to continue like that or look for other strategies to solve the drawbacks. So, the new solutions have to be applied, it is so we achieve the objective of conducting the cycle and the planning which are generated by action and reflection.

**Population**

The pre-service teacher developed practicum at Provincial San José High School located in Pamplona with 7th and 8th graders, the amount of students is around 80, aged between 12-15 years old with an A1 level of English proficiency.

**Sample**

To well develop this proposal, it is essential to analyze thoroughly the data, so for this reason the participants were 6 students of 8th 01 grade.

**Instruments for gathering data**

In order to gather the right information to answer the research questions guiding this proposal the following instruments were applied: interview, participant observation, reflective journal and non-participant observations.

*Semi-structured interview*

Burgess, (1984) points out that a semi-structure interview is "a conversation with a Purpose". Describing it as a moment when the interviewer and respondents engage in a formal interview; the interviewer develops and uses an interview guide. This is a list of open ended questions and topics that need to be covered during the conversation, usually in a particular order. The open ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail. It often includes prompts to help the interviewee to answer. The interviewer follows the guide, but is able to follow relevant lines of enquiry in the conversation that may stray from the guide when they feel this is appropriate.

So, it is considered important the application of this kind of interviews since they allowed the pre-service teacher (researcher) to prepare the question beforehand and also semi-structured interviews allow interviewees the freedom to express their views in their own terms, giving more accurate data to better understand the phenomenon of the research. In this case, one interview was applied to six students of 8th grade in order to gather the information. The first one took place at the middle of the practicum and the other at the end of this process. In this case, due to the time given to develop the pedagogical project it was only applied one interview.

### *Participant Observation*

To conduct this proposal, it is necessary to implement observations methods that allowed the researcher to realize nonverbal expression feelings, interaction between classmates and how they are able to communicate each other, and to be aware of the time spending in each activity performed by the teacher (Schmuck, 1997).

Thus, in this research was taken into account *participant observation* that helped the researcher to know and observe the situations the participants talked previously in the interviews, in order to identify and guide the relationships between participants and the researcher to help the researcher become known to the cultural members, thereby easing facilitation of the research process; and to provide the researcher with a source of questions to be addressed with participants (Schensul, Schensul, and Lecompte, 1999).

In this sense, observation is necessary since the researcher played the role of the teacher, analyzing students' development, looking for the more suitable games for being implemented to teach vocabulary and to motivate students to learn English.

*Journal*

With this instrument the student participant has the opportunity to write about his/her own learning process; more over it was used by the teacher to describe how the implementation of games to teach vocabulary is working and what has to be improved. Then, a reflection is made after the implementation of the proposed games to analyze it.

Writing in a personal reflective journal may be valuable to student teachers for developing metacognitive abilities and for promoting their self-orientation and responsibility for the processes of their personal and collaborative learning.

Thus, journals written by participants or researchers in practical settings set up a source of narrative research (Connelly & Clandinin, 1990). Reflective journals include an important part of recording the practice of different professions, such as nursing, and in fields such as musical education, business administration, psychology, and education. The benefits of using reflective journals in teacher education include strengthening the relationship between the instructor and the trainee, and improving the learning of student teachers and instructors as well as improving the learning processes (Moon, 2006; O'Connell & Dyment, 2011).

*Non-participant observations*

Nonparticipant observation is a data collection method used extensively in case study research in which the researcher enters a social system to observe events, activities, and interactions with the aim of gaining a direct understanding of a phenomenon in its natural state (Albert J. Mills, Gabrielle Durepos & Elden Wiebe).

**Proposal chronogram and data collection**

*Table 2 Chronogram of the research proposal and data collection*

| Weeks / Instruments | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th |
|---|---|---|---|---|---|---|---|---|---|
| Proposal implementation | | X | X | X | X | X | X | X | X |
| Participants' selection | | X | | | | | | | |
| Participant observation | X | X | X | X | X | X | X | X | X |
| Semi-structured interviews | | | | X | | | | | X |
| Reflective journals | | X | | X | | X | | X | |
| Document analysis | | | | | | | | | |
| | | | | | | | | | |

**Findings**

To well develop this pedagogical project, it was necessary to implement some instruments that help to analyze and recognize what were the difficulties presented on students written productions when learning a foreign language in this case English. For this, the population was composed by five students from eight grade of the Provincial San José High School, a public institution in Pamplona.

The analysis was divided into three categories: accurate vocabulary, coherence and cohesion and importance of vocabulary games. Thus, vocabulary in students at a level A1, they are able to write complete texts since the Coherence refers to the general sense that a text makes sense through the organization of its content. Thus, Hyland (2006) defined coherence as: "The ways a text makes sense to readers through the relevance and accessibility of its configuration of concepts, ideas and theories" (p. 311). In writing, it is provided by a clear and understood structuring of paragraphs and sentences in writing. Then, *Cohesion* relates to the *micro* level of the text, in other words and sentences and how they cohere. So, cohesion has been defined as "joining a text together with reference words (e.g. he, theirs, the former) and conjunctions (e.g. but, then) so that the whole text is clear and readable" (Bailey, 2011, p. 115).

*Coherence*, in contrast, relates to *macro* level features of a text which help it to stick together, such as topic sentences, thesis statement, the summary in the concluding paragraph (dealt with in the essay structure section), and other 'bigger' features including headings such as those used in reports.

So, the importance of learning vocabulary to write accurate texts it is showed by the words of participant 2:

"Yes, it is important because it helps in the development and learning process of students. Because it leads to improve vocabulary, learning new words that permits to be familiarized yourself with it" (participant 2, interview 1)

Thus, it is showed that students relate vocabulary learning process with the coherence and cohesion of a text which allow them to know if it is the words needed at the moment of writing are correct and if it has a sense to be well understood. According to (Lestari,2015) by mastering vocabulary, students are able to better communicate both orally and written. Moreover, by learning a lot of words, the learners are expected to master four skills in English such as reading, speaking, writing, and listening.

That's why the importance of learning the appropriate vocabulary to be more accurate at the moment of writing a text with the intention of communicating or transmitting a message. So, the participants pointed out that vocabulary is important since if they don't know enough lexicon they was not able to produce a well-structured text. It is proved by the words of participant 1:

"yes, because English is based on the vocabulary because you can say a sentence without knowing the meaning that words have and you use, with the acquisition of the vocabulary, we can construct, sentences, dialogues, with coherence and pronunciation" (Participant 1, interview 1)

Then, it is proved by the following statement "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112), (Wilkins, 1972). It can be concluding that vocabulary is the most important tool to be developed and that is the first element in English.  It must be mastered well by young learners to support the English mastery (Lestari,2015).

Moreover, during the document analysis it was showed that students improve their written productions through the implementation of vocabulary games, since these helped students to keep motivated when learning a foreign language (English) and they tried to do a better written production after the application of that kind of games. Then, the importance of vocabulary games which allow students to find such interest in English learning. It is pointed out by the words of the participant 3:

"to be catching and different we realized about the value it has and the effort from the teachers to carry them to classes, apart from that is a good way of integrating ourselves even more as a group. Thus, it encourages us to play. Moreover, only being games where everybody can participate, we feel comfortable and in a familiar space to develop them with tranquility and enthusiasm" (participant 3, interview 1)

It is so, that teaching vocabulary through games can motivate students to be more active at the moment of taking part in an activity proposed by the teacher and it helps the teacher to change the way of teaching taking onto account that the written production was better after applying the games since they learnt in a different way the words the needed to create a better text.

## Conclusions

Games encourage students to keep learning English as a foreign language since there are different strategies that the teacher carries to class in order to change the traditional classes from staying sat down on a chair to being in a hall trying to find some hints to organize a sentence or a word. These kinds of games are more likely to be used by the teacher, since they are the most liked by students when learning a new language. So, the students feel motivated by these games since it is a little different only to write structures: e.g. the verb to be in present: subject + verb to be in present (am, is or are). Through games students can find a way to better learn vocabulary since it helps them to know more lexicon to be able to write more accurate text, with the goal that the reader can understand easily what the author is talking about.

Thus, it was proved that students improve their writing skills after the application of vocabulary games as they feel more engaged in learning it. Some of the games that students liked the most were the relation of phrases with the corresponding image in order to keep them thinking about the accurate answer. Several sorts of games were applied and they were liked by the students, for instance, scrambling games, picture and phrase and a variation of hang man where everybody could participate.

It was seen when writing a postcard where they had to create an imaginary trip they had already done to an Anglophone country. In this trip students had to take care of the environment. When students delivered the written production it was clear that they had learnt well what was taught since they used all the elements given beforehand, with the explanation of all the topic.

Finally, the written productions analyzed showed that the students had a high level in English but they are not motivated to learn vocabulary, so the importance of teaching vocabulary

through games to engage students to master better English, specially learning vocabulary in order to be able to better express or communicate a message.

## Recommendations

This pedagogical project can be applied in all the context but it has to be adequate since some of the games included in here, are only applicable with technology equipment. Moreover, you can also find the kind of games that a teacher can implement depending on the topic that is going to be developed. Moreover, I recommend to use the vocabulary games to motivate students since without motivation student didn't work inside a classroom. When they are engaged about learning English they participate in each activity as simple it is.

# Chapter II

**Research component**

## THE FORMATION OF THE REFLECTIVE SPIRIT IN THE PRACTITIONERS OF PLEX, A TRAINING TOOL TO QUALIFY THE PEDAGOGICAL PRACTICE

**Introduction**

In PLEX training context, the pedagogical practices of teachers in training are emerging as one of the focal points of interest and updating to study and document for the improvement of teaching-learning process in order to better qualify the education.

Even though there is a clear interest in regards at the evident necessity of understanding and transforming the pedagogical practicum, it is also that a good part of local studies focused especially on the problem of learning rather than that of teaching.

It has been considered relevant to create a project that set up a reflective approach to practicum as a way to objectify knowledge, behaviors and attitudes that guide teaching labor; as well as an assimilation, immersion and conscious exploration exercise of the teachers' own subjectivity, by means of the questions' formulation and information search in order to solve problems and to the self-recognition.

**Justification**

The design of this project in the foreign language integral practicum student's context, is a part of the professional conception of practicum as a leader to improve the educative processes in the application centers where the PRADO is executed. It is considered that giving importance to the reflection role throughout the teaching process is the first step to understand professional drawbacks, own performances and to be interested on the models and approaches knowledge to address a problematic situation and establish an analytical look about the fact.

In accordance with what was stated by the education philosopher John Dewey, forerunner in the field of reflective thinking applied to teaching, it is to justify the necessity of this project with the objective of giving the students some tools related to the analysis and the self-observation that allow them to distinguish between routine action and reflective action. It is considered that a reflective approach protects agents from the traditional context of inertia and authority that permeate the school.

**Statement of the problem**

At school, core aspects of the constitution of subjects are assumed, of institutional life without questioning, they are seen as imprints, stable and unchanging features that are part of the identity and school culture. When the events unfold without a big alteration, the teacher takes the risk of settling into a logic of action that does not allow pedagogical evolution and the renewal of school culture. A practicum without reflection does not foster the emergence of problematic situations; those realities are ignored and become invisible. In this way, pedagogical practicum is assumed from reproductive codes that install teachers in a traditional way of cultural reproduction becoming an obstacle to the appearance of emerging practices tending to generate thought and knowledge transformation, to meet the social needs.

As a result of this situation affecting the professorship to a greater or less extent, it is required that teachers training process, encourages the teacher in training, in the future teacher, a critical and reflexive 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 Degree of the University of Pamplona, the reflection is conceived as a fundamental exercise for the students who carry out their integral practice, to evaluate themselves and to install a critical and constructive look at their work in the teaching role. To start this study, the following questions were stated:

*In what way does the implementation of the reflection contribute to the transformation of pedagogical processes proper of the integral practicum development*?

*How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?*

**Objectives**

**General objectives**

- To implement reflection as a transformative tool of the pedagogical processes of integral practice.

- To promote in the Students-Practitioners 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 alternative solutions to the present problems in their pedagogical practice.

- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively into the institution.

- To identify and analyze the strategies that the student uses in his pedagogical practice.

- To implement workshops for reflection and development of teaching units that guide the reflection of Student-Practitioners.

- To analyze their own beliefs about teaching work and about students.

**Theoretical framework**

The theory about the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of the present study. In order to have a greater degree of clarity on the concepts covered, in close connection to this research project, we present an approach to each of them.

**The teaching profession**

One of the fundamental members of any educational institution is the teacher, who has the function of sharing knowledge framed in a certain science or art, but who also has within their responsibilities the integral formation of the learners.

The teaching profession requires a range of skills, which are now a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating the articulation of management, work and education. This is how we find that every teacher must fulfill competences in the discipline that allow him to have mastery of a set of knowledge and skills of the specific area, as the first intellectual requirement of a professional is the level in which is developed the activity. Similarly, every teacher must have competences in the contents organization, that is pedagogical practice not only requires ordering its components to be learned by the students, but to foresee the conditions of teaching in the educational context or outside it. The most immediate function for teachers is to design or plan the practice of teaching.
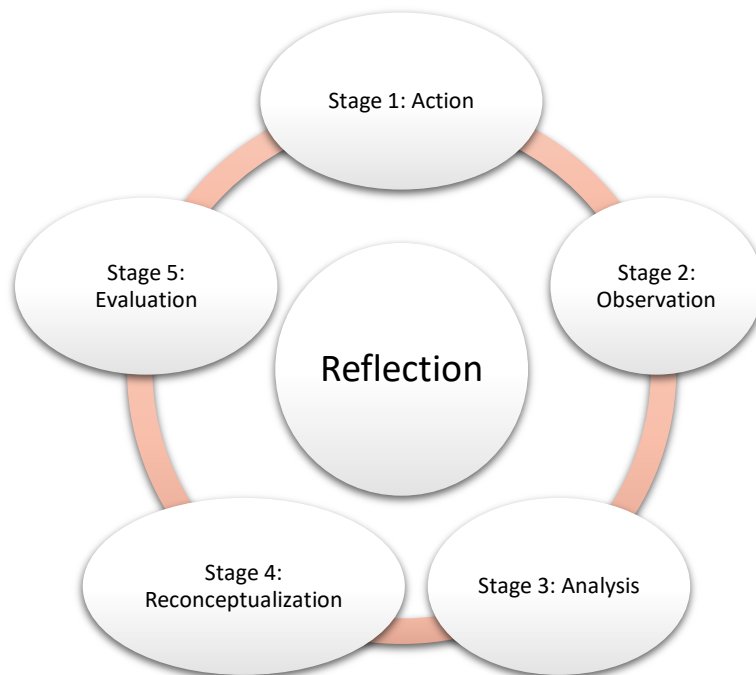
**The Reflection**

To talk about reflection involves addressing different conceptions of this notion. For this reason, in order to deepen its definition, two aspects were taken into account: reflection as a process, and reflection as a topic. (Correa Molina et al 2010)

### *Reflection as a process*

The reflection is carried out from a series of stages that in cyclical way giving as result a process. According to Schön (1983) quoted by Correa Molina et al (2010) reflect on the experience implies "a kind of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow a new structure to be drawn from the situation."

The stages of the reflection process as a process are shown in the following scheme:



*Figure 5 Reflection process*

### *Reflection as a topic*

The conception of reflection is based on a theme related to this concept. To this end, and with reference to Grimmet et al (1999) quoted by Correa Molina et al (2010), the reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a

deliberation and reflection as a reconstruction of experience. Being for the first two perspectives, the external aspects, the source of knowledge that allows to reflect; and the contextual aspects that allow to make the exercise of reflection in the third perspective. These perspectives, in turn, have mediators to ensure that this process is carried out; in the first instance there is action, context, colleagues and the same person who reflects.

### *The reflexive practice*

Updating and qualifying academic proposals at the University and orienting learners towards new ways of relating to the world, it becomes necessary for the teacher to question the own practice and the impact that this has generated; that the teacher is able to objectify the own behaviors, and to assume the different roles in the pedagogical relation.

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

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

This study served the participating teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacistán 1999)

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

In a second level, the reflection carries on the budgets implicit in the specific practices of the classroom. The consequences of the strategies adopted are then analyzed, From the curricula, the SE practices opt for the application of educational criteria to the practice of teaching to take pedagogical decisions adapted to the institutional reality and the contexts.

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

**The Pedagogic Practice**

In order to analyze and reflect on practice, it is considered appropriate to make use of a conceptual process of classifying practice methodologically; For this purpose, the proposal of Zeichner is accepted and has established several Practice Modalities as follows:

**Academic Practice**

It aims to prepare teachers who are capable of reflecting on the courses they teach, so that they can be transformed into comprehensible structures for the students.

*Practice of social efficiency*

Efforts are being made to ensure effective teaching by applying didactic techniques which are derived from general principles to which pedagogical research has come. In this case, the

reflection consists of a strategic decision: "to select from the range of available techniques that is considered most effective".

This is the way to proceed from technical rationality.

### *Of the development*

Teaching is based on the interests and development of 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 relations in the classroom are fostered, and equal and just in the social sphere.

### *Generic*

The programs refer to reflection in a generic way, but without specifying the aims of the programs or the contents on which they should reflect or the strategies for promoting reflective learning.

### **Activators of the reflection**

According to Schulman (1987), these activators are the teacher's cognitive foundation on classroom life; are essential because they are the element of reflective thinking that provides in the process of one's own knowledge that a good teacher needs to make decisions in the classroom.

### **Critical element of reflective thinking**

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991:39. The interest in social justice and ethics in education.

These authors established classifying categories of knowledge

1. Content knowledge

2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, etc.)

4. Teacher skills and professional configuration

5. Knowledge of pupils/girls and their characteristics

6. Knowledge of educational contexts

7. Knowledge of fundamentals: philosophical, historical, axiological

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This is related to the narratives of the teacher, to encourage stories of their classroom experiences that come under many forms and perform diverse functions in subjectivity, and in the constitution of subjectivity. In this component are the teaching journals in which writing triggers the elaboration of the reflective thought of the teacher, about his experiences of practice, objective and subjective and intersubjective.

**Methodology**

The proposed methodological strategy has as its central axis the continuous reflection that additionally contemplates the holding of meetings for the strengthening of the collective of practice as initial space of approach to the problem education and work. The principles of organization are autonomy, planning and self-observation.

To review the impact of the proposal for reflection on this process of practice, a process of socialization and systematization was carried out.

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

For the collection of data in this project, the following instruments are proposed:

**Workshops of reflection**

Reflection workshops have as their fundamental purpose to guide the process of reflection of students-practitioners, but at the same time of socializing and sharing experiences of their own work to enrich their process and insert new tools that allow to transform their pedagogical practices. In this opportunity we only took part in three workshops of reflection.

**Objectives**

- Consolidate a group of teachers-practitioners with a critical spirit who reflect on and present proposals and alternatives for solutions to the educational problems of their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- To qualify, facilitate and insert effectively into the school.

**Card of self-observation**

The goal of the self-observation card is to guide the student-practitioner to a proper look at his or her practice as a teacher and his or her role in the classroom and in the environment of the educational community of which he or she is a part.

**Narrative**

The exercise of reflection allowed 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.

**Records of the class**

Have evidence of student-practitioner performances in the classroom, made it possible to reflect 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 registers made it possible to have an external and constructive look at their pedagogical practices. In this case, there was only one recording of a class due to the time we were at the High school since a strike was finishing.

**Population**

The total population of this study is constituted by 38 students of Tenth semester, practitioners of the Program of Foreign Languages French-English of the University of Pamplona.

**Research component time table**

*Table 3 Time table research component*

| Weeks / Instruments | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th |
|---|---|---|---|---|---|---|---|---|---|
| Narratives | | X | X | X | X | X | X | X | X |
| Tutor teacher observation | | | | X | | | X | | |
| Self-observation card | X | X | X | X | X | X | X | X | X |
| Class records | | | | X | | | | | |

**Conclusions**

Through the reflective journals the pre-service teacher could talk about what she was experiencing during her integral practice, in here she talked about how the classes were taught and what had to be improve at that moment. Moreover, she become aware of what she was doing good and that things that were not that good as expected from the beginning of the integral practice. Furthermore, the reflective workshops were also imperative in this final process since, when we were gone to this workshops we could share with our partners what we were living inside each institution.

Thus, it helped each pre-service teacher to know that the drawbacks are presented in any institution, so I thought that the situations I was facing were only present in my institution, but it was not true. Some of the preservice teacher had in common some situation such as, the time management, the kind of activities to be implemented, the tone of the voice mainly in women and the problems with the students when they did not want to take classes or they were stressed out.

From this workshops I learnt to face any situation arrived during the development of the integral practice and to be aware that nobody is exempt of suffering different situations. So, when I was reflecting about my weekly practice I become aware that being a teacher is not only to go to class and teach any topic stated by the book proposed, but also to think about, how the students learnt more easily English, and how each teacher is an active member of the institution where they have to give new ideas about the teaching and learning process in order to keep upgrade the educational system around the whole institution.

**Chapter III**

**Outreach component**

**ACADEMIC REINFORCEMENT TUTORING IN 7$^{TH}$ AND 8$^{TH}$ HIGH SCHOOLS STUDENTS**

**Introduction**

Throughout decades English has become a challenge for teachers making it change from academic purposes to a responsibility by means of the requirement the MEN establish with the program "Colombia Bilingue", by 2020 people have to talk English with personal necessities. Thus, there are not spaces to help people to improve their four English skills to better integrate in society.

Additionally, English has to be considered as an imperative subject in all educational contexts, mostly in high schools. That's why, the teachers of 7$^{th}$ and 8$^{th}$ students try to implement a program that helped students improve, increase and reinforce their students' four English skills by proposing different activities to keep engaged students.

**Justification**

The learning and acquisition of a foreign language, allows to be at the forefront of the needs that the world demands today. That is why this process is necessary to work together with tutoring to create spaces in which each student feels free to practice his/her English and improve it too. That is why, these spaces must be taken into account, the same being the most effective way to implement several strategies that can help the student to overcome the difficulties that arise when learning English.

That is why these spaces must be taken into account, the same being the most effective way to implement several strategies that can help the student to overcome the difficulties that arise when learning English.

So, the spaces proposed by the pre-service teacher and the teacher in charge of the courses seek to help students improve and facilitate their English learning process. In addition, the implementation of this outreach component to the community seeks beyond benefiting student learning, motivating them to know what the weaknesses are in order to avoid negative results in the final period of the year in relation to the English subject.

**Objectives**

**General objective**

- To reinforce students English skills through tutoring spaces implementing supplementary activities.

**Specific objectives**

- To set up a schedule with the objective of creating spaces to applied supplementary activities.

- To identify the students' weaknesses presented when learning English.

- To look for supplementary activities to foster students English learning process.

**Methodology**

This outreach component proposal was developed by the pre-service teacher aiming at reinforcing English students' knowledge and the implementation of several activities in order to help the development of 7th and 8th high school students at Provincial San José in Pamplona. In this regard, the teacher set a series of activities by guiding students to overcome doubts and drawbacks presented during English classes. On top of this, teacher used several resources such as games, videos, worksheets, vocabulary videos, flashcards and so on, which granted his/her main purpose.

**Tutoring time table**

*Table 4 Tutoring time table*

| Week | Date | Time | Topic |
|------|------|------|-------|
| 1st | | | |
| 2nd | | | |
| 3rd | Monday, Tuesday, Thursday and Friday. | 9-45 10-15 a.m. | |
| 4th | Monday, Tuesday, Thursday and Friday. | 9-45 10-15 a.m. | |
| 5th | Monday, Tuesday, Thursday and Friday. | 9-45 10-15 a.m. | |
| 6th | Monday, Tuesday, Thursday and Friday. | 9-45 10-15 a.m. | |
| 7th | Monday, Tuesday, Thursday and Friday. | 9-45 10-15 a.m. | |
| 8th | Monday, Tuesday, Thursday and Friday. | 9-45 10-15 a.m. | |
| 9th | Monday, Tuesday, Thursday and Friday. | 9-45 10-15 a.m. | |

There are not accurate dates since it was not possible to achieve all the hours required by this project so, I decided to fill these hours with the reinforcement workshops applied to the student who lost English in the final quarter at the High School.

## Conclusions

To better master a foreign language it is important to be persistent at the learning process. That's why, it was necessary to apply some tutorial spaces to help students to overcome some drawbacks presented on their written production. This project was implemented with student from seventh and eighth grade in a basis of giving them a space to practice their learning skills, written and oral. Then, the students were able to take part of the activities without having fear of making mistakes in front of the principal teacher, so this space was important to them since they could clarify their doubts concerning any topic given by the teacher and if it was not really understood.

Furthermore, as some students were not that good to be promoted to the next grade: ninth or eighth, they had to go to a reinforcement workshops in order to improve their English skills but, grammar and pronunciation, mainly. These workshop were also applied and created by the pre-service teacher and this helped her to remember every topic from verb to be in present until first conditional. It has to be clear that, as some students from tenth semester also lost the subject (English), they also go to the workshops with the students from seventh and eighth grade.

Thus, the workshops helped students to overcome with the difficulties found through the final quarter of the scholar year, so they pass the final exam as a variety of activities were applied taking into account that these workshops were different from the ones they saw in class, as a sort of tutorial classes or spaces.

Moreover, the tutorial classes were meaningful for the students since they evidenced that they were better at the moment of taking classes with their classmates. Finally, the reinforcement workshops helped students to think about the mistakes they made during the quarter as a way of

reflecting and showing them that if you study what is needed you don't have to overthink what you have to do when you lost a subject and at the end they learnt more and remember all the topics seen previously.

Finally, this project helped my pedagogical practice since I had to create the accurate activities for the students in order to motivate them to learn more about English and also to improve my previous knowledge by means of the reviewing of all the topics learnt beforehand.

## Chapter IV

**Administrative component**

**Introduction**

Nowadays, a teacher has not only to teach going to a classroom and see students academically, but also has to be involved on several aspects, including the learning process about this profession. Moreover, teacher has to be integrated in all the activities that the institution, we are working, proposes to have the sense of belonging within the institution. This was fostered by helping other teachers in all the meeting and academic activities the institution establishes since the beginning of the year.

Being a pre-service teacher, I was asked to do permanency (from 7 am to 1 pm) in the principal headquarter High School, where I was developing my integral practice. Thus, I have to help teachers and directors if it is asked to. This way, it is notably that doing so I got more engaged about the institution running as being part of it during this time.

**Objectives**

**General objective**

- To participate actively in all the established activities by the Provincial San José High School

**Specific objectives**

- To participate in all the events and activities already proposed, inside or outside the institution.
- To help and support other teachers about developing socio cultural activities.
- To take part in the English activities proposed by English teachers.

**Methodology**

Being temporally a member of the San Jose provincial school community, I had actively participate in all the activities proposed by the institution at the very beginning of the scholar year, whether they are cultural events, in the supervision of students throughout the day, notebooks grades, checking attendance and so on. Here there are presented all the activities already established by the director of the institution:

**Chronogram of activities and events of the High School**

COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES

## Septiembre 2019

| DOMINGO | LUNES | MARTES | MIERCOLES | JUEVES | VIERNES | SABADO |
|---|---|---|---|---|---|---|
| | | | | | | |
| 1 | 2 | 3 ENTREGA DE BOLETINES DE BASICA SECUNDARIA. | 4 ENTREGA DE BOLETINES DE BASICA PRIMARIA | 5 | 6 ACTO MARIANO, LA NIÑA MARÍA, ORGANIZA SEDE MSITRAL, ASISTE TODA PRIMARIA | 7 |
| 8 | 9 | 10 | 11 REUNION DEL COMITÉ DE CONVIVENCIA ESCOLAR, REUNIÓN | 12 REUNIÓN DE COMITÉ DE CONVIVENCIA ESCOLAR PAE. | 13 IZADA DE BANDERA ORGANIZA 8°.. IZADA DE BANDERA | 14 |
| 15 EUCARISTIA SEDE MISTRAL GRADO 3ª | 16 | 17 | 18 | 19 | 20 CONVIVENCIA DE TODOS LOS DIRECTIVOS, DOCENTES Y ADMINISTRATIV | 21 |
| 22 | 23 | 24 | 25 | 26 REUNIÓN DE COMITÉ DE CALIDAD. | 27 ENTREGA DE LIBROS REGLAMENTARIOS A COORDINACIÓN | 28 |
| 29 | 30 | | | | | |

# COLEGIO PROVINCIAL SAN JOSÉ
## CRONOGRAMA DE ACTIVIDADES

## Octubre 2019

| DOMINGO | LUNES | MARTES | MIERCOLES | JUEVES | VIERNES | SABADO |
|---|---|---|---|---|---|---|
| | | 1 | 2 ATENCIÓN A PADRES DE FAMILIA | 3 REUNIÓN DEL COMITÉ DE CALIDAD. | 4 EUCARISTÍA SEDE CENTRAL ORGANIZA 10ª, 11ª. | 5 |
| 6 | 7 RECESO ESTUDIANTIL | 8 RECESO ESTUDIANTIL | 9 RECESO ESTUDIANTIL | 10 RECESO ESTUDIANTIL | 11 RECESO ESTUDIANTIL | 12 |
| 13 | 14 | 15 | 16 REUNIÓN DE COMITÉ DE CONVIENCIA ESCOLAR | 17 | 18 | 19 PRIMERAS COMUNIONES |
| 20 | 21 | 22 IZADA DE BANDERA, ORGANIZA 9ª | 23 | 24 | 25 | 26 |
| 27 EUCARISTÍA SEDE LA SALLE Y SANTA CRUZ, ORGANIZA GRADO 3ª. | 28 | 29 REUNIÓN CONSEJO DIRECTIVO | 30 ESCUELA DE PADRES- RESTAURANTE ESCOLAR PAE. | 31 ENTREGA DE LIBROS REGLAMENTARIOS A COORDINACIÓN. | | |



# COLEGIO PROVINCIAL SAN JOSÉ
## CRONOGRAMA DE ACTIVIDADES

## Noviembre 2019

| DOMINGO | LUNES | MARTES | MIERCOLES | JUEVES | VIERNES | SABADO |
|---|---|---|---|---|---|---|
| | | | | | 1 EUCARISTÍA SEDE FAFIA ORGANIZA 10ª Y 11ª. | 2 |
| 3 | 4 | 5 REUNION CONSEJO DIRECTIVO Y CONSEJO DE PADRES DE FAMILIA. PRUEBA | 6 | 7 IZADA DE BANDERA PRIMARIA ORGANIZA 5ª SEDE LA SALLE | 8 IZADA DE BANDERA PRIMARIA ORGANIZA 5ª SEDE LA SALLE, DIA DEL ESTUDIANTE. | 9 |
| 10 | 11 | 12 REUNIÓN CONSEJO ESTUDIANTÍL. | 13 JUNTAS EVALUADORAS. | 14 CONSEJO ACADÉMICO | 15 ENTREGA DE SÍMBOLOS GRADOS 10ª Y 11ª. | 16 |
| 17 | 18 SEMANA DE NIVELACIONES (PRIMERA ESTAPA).CONSEJO | 19 SEMANA DE NIVELACIONES (PRIMERA ETAPA) | 20 SEMANA DE NIVELACIONES (PRIMERA ETAPA) | 21 SEMANA DE NIVELACIONES (PRIMERA ETAPA). REUNIÓN PAE. | 22 SEMANA DE NIVELACIONES (PRIMERA ETAPA) | 23 |
| 24 | 25 NIVELACIONES | 26 NIVELACIONES | 27 NIVELACIONES | 28 NIVELACIONES | 29 NIVELACIONES. FINALIZA TERCER TRIMESTRE. ACTO DE GRADUCAIÓN SAN MIGUEL | 30 GRADOS |

**COLEGIO PROVINCIAL SAN JOSÉ**
CRONOGRAMA DE ACTIVIDADES

# DICIEMBRE 2019

| DOMINGO | LUNES | MARTES | MIERCOLES | JUEVES | VIERNES | SABADO |
|---|---|---|---|---|---|---|
| 1 | 2 SEMANA DE DESARROLLO INSTITUCIONAL - AUTOEVALUACIÓN | 3 SEMANA DE DESARROLLO INSTITUCIONAL - AUTOEVALUACIÓN. CLAUSURAS SEDES | 4 SEMANA DE DESARROLLO INSTITUCIONAL - AUTOEVALUACIÓN . CONSEJO | 5 SEMANA DE DESARROLLO INSTITUCIONAL - AUTOEVALUACIÓN. CLAUSURA SEDES | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

**Conclusions**

When I started to be part from an institution I was shown the calendar of the activities in which I had to be part but it was a little difficult to achieve this goal since the institution was at the middle of a strike and nobody, apart from the teachers and administrative people, could go to that kind of meetings. Thus, I was part of the final flag-raising where students from eleventh grade delivered the symbols to tenth students as a part of the activities organized beforehand by the institution. It was done in a basis where eleventh grades students, the best ones during the final quarter and the whole year, left in the hands of tenth grade students the symbols that represent everything in the institution, by means of a responsibility given to them to arise the level of the college.

Moreover, there were other kind of activities I took part in, for example, a mass done the first Friday of each month. The last meeting that was about the final speech of the coordinator in order to tell the teacher what was the calendar to be developed during the last two weeks.

To conclude, the participation in this meetings and all the activities proposed by the institution helped me to learn more about how an institution performs, to be aware that a teacher when being a member of such community, it is not only a teacher but also a person who can give ideas to change the ways of teaching in order to keep students engages when learning any subject. It also showed me how a teacher worked being a part of an institution where each teacher has his/her own responsibility concerning the college.

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