ESL Classroom games as a strategy to increase English vocabulary in seventh grade

students of the Mario Pezzotti Lemus Technical Institute

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Chapter I: General presentation of the project

In the present work, the general information of the project is shown in six main chapters that are: the general presentation of the project, the institutional observation, the pedagogical and investigative component, the community bonding component, the component of intra-institutional activities and the reflective approach to integral practice for the correct development of the practice to be carried out in the last semester of the degree in English-French foreign languages.

The general presentation of the project involves aspects that describe and present the main ideas of the Pedagogical and Research Component, Community Outreach Component and Intra-institutional Activities Component.

The institutional observation chapter aims to present general information about the institution, the students, the context in which they will develop their practice and the process that will take place in the educational institution. This process is developed through observations in the assigned English classrooms and also through the reading and documentary analysis of the institution. And includes administrative, pedagogical, technological, population and subject information aspects, among others.

The next chapter is the pedagogical and research component. This contains the information related to the pedagogical project to be implemented in the educational institution, its objectives, problem, methodological justification, activities, data, results, conclusions among other aspects.

On the other hand, the community extension component whose purpose is to accompany the primary school child population, and aims to meet the training needs in English of the

primary school child population and integrate the language training of the students of the Program degree in Foreign Languages English-French to the educational reality of teaching English in primary school.

In the same way, the intra-institutional activities are presented, which have the objective that the practitioner acquires knowledge of the institution to which she has been assigned and at the same time achieves his insertion in the context of the practice center.

Finally, the reflexive approach on the integral practice where the reflection process that made possible the exercise of all the narratives is described and the conclusions of the execution of the various components of the project are presented.

Introduction

This research proposal is designed from the observation in seventh grade classroom at the Mario Pezzotti Lemus Technical Institute, in which one of the shortcomings identified was the lack of understanding of the vocabulary used in each class, for which the Students lose interest in the class or do not effectively understand the teacher's instructions.

This is why, according to Siatoba et al. (2014) the importance of vocabulary in learning a foreign language is evident in the student's ability to use the lexicon in the grammatical and syntactic structures that guarantee effective communication. In this sense, the vocabulary teaching process must become an urgent challenge for the teacher, using various strategies that are not minimized in repetitive, rote and grammatical processes, but also include an exploration towards visual and contextualized learning, which allows the student relate, understand and master new words being part of a significant and attractive process.

Thus, this proposal focuses on the implementation of class games as a dynamic and different way to improve students' vocabulary and its main objective is that the student feels stimulated and motivated to learn. In addition, it is important to mention that the vocabulary taught must be related to the main topic of the class, so that the student understands the information given by the teacher and relates it to the new vocabulary.

Justification

The primary interest in carrying out this project arose from the observations made to the English classes, where it was observed that the students had difficulties communicating in the activities carried out in the classroom due to lack of knowledge and vocabulary when they try to participated. That lack of knowledge difficult activities such as speaking or writing in speaking or writing activities without the intervention of the mother tongue or constant questions and comments to teacher and other classmates to solve doubts. This is why, in the search for useful strategies for teaching vocabulary, the ESL classroom games were found and have been considered in order to fulfill the lexicon needs that students present.

Today, it is known how important an English class is, which is why teachers look for different strategies to motivate their students and avoid monotony in class. In this sense, Topa (2019) illustrates that in the ELS classroom, games offer many benefits to promote second language learning. One of these benefits is reducing anxiety during the learning process and improving their confidence when students participate in class. In addition, with this type of strategies, teachers encourage students to have active learning and students take responsibility for their own learning style.

This project seeks to benefit seventh grade students from the Mario Pezzotti Lemus Technical Institute. The interest in developing this project stems from the need to improve and

motivate students in learning new vocabulary related to class topics to help create effective communication and learning between students and the teacher. Since if students do not have a good level of vocabulary they will not be able to communicate fluently and coherently.

Objectives

General objective

To develop the integral practice, being a teacher and a member of the assigned educational community.

Specific objective

To implement ESL classroom games as a strategy to reinforce vocabulary in students of seventh grade at Mario Pezzotti Lemus Technical Institute.

To enhance vocabulary in students of first and second grades in Mario Pezzotti technical institute.

To participate in the intra-institutional activities proposed by Mario Pezzotti Lemus Technical Institute

General conclusions of the report

As a conclusion, in the development of the three components, a very good experience was had and new knowledge was acquired regarding the teaching work and the real context that they face every day. General aspects about the institution were known, such as its context, its functioning, and the people who belong to the educational community and the different spaces and resources of the institution. In the administrative pedagogical component, it was learned about the management of a course, the design of the classes, the activities, and the application of investigative instruments, the collection of data and the analysis of information. And in the

component of intra-institutional activities, it was used to share and interact with teachers and

students of the institution in different pleasant activities and different from the daily ones.

Chapter II: Institutional Observation and Diagnosis Report

Documentary analysis

Topographic location

The Mario Pezzotti Lemus educational institution is located in the department of Norte de Santander, in the municipality of Los Patios; at Av. 9 # 7-40 Daniel Jordán neighborhood.

Administrative Level

Institution PEI

Information not provided

Organization chart

Information not provided

Coexistence manual

The coexistence manual of the institution is based on the legal framework of reference; The National Constitution, the General Law of Education with its regulatory decrees and THE LAW OF CHILDREN AND ADOLESCENTS and adopted by Law 1098 of November 8, 2006, Law 1620 of 2013 school coexistence and the regulatory decree 1965 of 2013.

Mission

"Los Patios Municipal Technical Institute offers quality education to children and young people from Patienses, at the preschool, basic and technical secondary levels in coordination with SENA, prioritizing training in human values and the appropriation of knowledge, which allow a successful performance in the labor and academic field, contributing to the improvement of social coexistence and the environment in which it interacts".

Vision

Los Patios Municipal Technical Institute in the year 2025, will be positioned as an institution of high educational quality in the Norte de Santander Department, in coordination with the National Learning Service, SENA, based on a philosophy of inclusive education, forming integral people, characterized by their innovative, technical, business sense and development promoters.

Philosophy

The Municipal Technical Institute of Los Patios, identifies itself as a plural, inclusive and respectful educational community of diversity, whose fundamental purpose is to train comprehensive children and adolescents, through agreements for the articulation of Technical Secondary Education with the SENA, to compete successfully in the labor and university field, with a view to improving the quality of life and seeking to constructively integrate with its natural, social and cultural environment, with democratic and transforming feelings.

Quality politics

The Los Patios Municipal Technical Institute achieves its mission through the development of a quality culture, consistent with the constructivist pedagogical model, guaranteeing a high-level comprehensive training process and the acquisition of job skills that meet the needs of students and parents, for which it has a work team committed to achieving continuous improvement of processes.

Quality objectives

Respond to the needs and expectations of students with an educational service based on the institutional horizon, by accompanying them in the comprehensive training process.

Improve the skills, abilities, knowledge and conditions of human talent in order to meet the needs and expectations of quality in the provision of educational services.

Promote Knowledge Management based on good pedagogical practices and the promotion of the use of ICT in the classroom.

Institutional Principles

The Los Patios Municipal Technical Institute in its educational work opts for the following principles:

Democratic

Because ideological pluralism, active participation and respect for difference are encouraged. Autonomy. We train young people capable of making their own decisions with responsibility and assertiveness.

Investigative

Provides an environment for consultation and research. Tolerance. The ability to live together with respect for difference is developed, especially for students with special educational needs.

Equity

An environment conducive to justice is created. Solidarity. The spirit of camaraderie and mutual help is encouraged.

Respect

The dignity of the human being is valued and self-esteem is encouraged in students. Free expression and participation. It provides spaces for the expression of thought, develops critical sense and participation in the different artistic, cultural and sports events.

Healthy coexistence

It guides harmonious relationships at the individual, group, institutional and community levels.

Commitment

It allows to strengthen the sense of belonging to the institution and the shared responsibility in the learning process.

Interdisciplinary

Ability to manage the different areas of knowledge.

Effectiveness

It leads to training young people so that their performance in the different areas of knowledge and in the world of work is successful.

Efficiency

Educate and train students with a mentality capable of understanding today's world, actively participating in its transformation and managing to develop their own life project.

Fortitude.

The ability to achieve goals.

Perseverance

Willingness to do things well.

Service

Demonstrates the ability to serve and collaborate with others.

Leadership

It evidences the ability to convene around purposes for collective well-being.

Sense of belonging

 It shows attitudes that show that it begins to align itself with the institutional philosophy.

Athletic discipline

Practice the sport of your choice with discipline.

Institutional purposes

- Promote the full development of the personality of our students.

- Training in respect for: Life, human rights, individual differences, peace, democracy, participation, coexistence, pluralism, justice, solidarity, equity, tolerance, freedom, legitimate authority and the Law.

 - The acquisition of knowledge and the construction of citizenship, basic and labor skills through science and technology, as the foundation of individual development that allows the student to link to the productive sector.

- The study and critical understanding of history, culture and national sovereignty and of ethnic and social diversity, as the foundation of unity and identity.

- The promotion of the ability to adopt in the student, as his own the development of the municipality of Los Patios and its contribution to improving the quality of life of the family as a fundamental axis of society.

MEN guidelines and regulations in the face of the health emergency

General Biosecurity and self-care measures

It is very important to maintain and implement the general measures that have shown the most evidence to contain the transmission of the virus, such as:

• Self-care measures

• Mental health care

• Hand washing and hygiene

• Physical distancing

• Use of masks

• Adequate ventilation

• Cleaning and disinfection

• Waste management

It is important to carry out and encourage the cleaning and disinfection processes of elements and supplies of habitual use, surfaces, equipment, toys and pedagogical materials of frequent use, waste management, adequate use of Personal Protection Elements-PPE, and optimize compliance hygienic-sanitary conditions.

The corresponding must be managed and vaccination against COVID-19 promoted among the members of the educational community, to promote herd immunity.

It is necessary to promote self-care in such a way that people refrain from attending the educational institution if they have acute symptoms of illness such as fever, cough, diarrhea or

any other symptom of acute illness, in case of having been in contact with a case or be infected with COVID-19. The person from the educational community who presents any of these situations must make a report of the state of health or the presence of symptoms according to the mechanisms established by the EAPB or the person's insurer, in such a way that the monitoring of the clinical condition is guaranteed. , sampling, contact tracing and others. Likewise, you must make the report to the educational institution or early childhood service so that the articulation with the secretary of health can be advanced (in suspected, probable or confirmed cases of infection by COVID-19 as well as in the situation of close contact) to define the actions required in the framework of public health surveillance. If you are a worker, you must report to the ARL (Occupational Risk Administrator). (Ministerio de Salud y Protección Social, 2021).

Working day

Days and hours

The Educational Institution is made up of six (6) locations or physical plants, in which the educational service is offered in the morning and afternoon hours according to Decrees No. 080 and No. 1002 of 1984, working five days a week with the following schedule:

Secondary and Middle Basic Section

Start of classes: 6:00 am 12:00 m

Departure: 12:00 p.m. 6:00 p.m.

Primary Basic Section

Start of classes: 6:30 a.m. 12:15 p.m.

Departure: 11:45 a.m. 5:30 p.m.

Preschool Section

Start of classes: 7:00 a.m. 1:00 p.m.

Departure 11:00 a.m. 5:00 p.m.

For students with special educational needs, a schedule will be adopted in common agreement between parents and teachers, according to their disability.

The students of the flexible educational models will work in the schedules according to the proposed methodologies

Institutional schedule and programming

Figure 1Institutional schedule and programming

Pedagogical Level

The planning of the language area

The planning of the English area is carried out by the teacher in charge of each course and is uploaded to the platform of the institution. Each planning is designed for three weeks; and includes moments of exploration, structuring, practice, transfer and evaluation. In addition, the duration of each of these stages and the resources to be used are included.

	INSTITUTO TECNICO MARIO PEZZOTTI LEMUS				
	DECRETO DE CREACIÓN N° 000842 del 30 de septiembre de 2002				
	DECRETO LEGALIZACION CAMBIO DE RAZON SOCIAL N° 958 DEL 23 DE JULIO DEL 2018				
	RESOLUCIÓN DE CERTIFICACION DE ESTUDIOS N° 05946 DEL 19 DE NOVIEMBRE 2019				
PLAN DE CLASE					
ÁREA INGLES		**ASIGNATURA** INGLES		**GRADO**	7°
PERIODO PRIMER PERIODO	**DURACIÓN EN SEMANAS**	3 SEMANAS	**FECHAS**	Febrero 22 al 14 de marzo	
EVIDENCIA #	Aplica estrategias de lectura relacionadas con propósitos específicos.				
CONTENIDO(S)					
	Pasado del verbo to be, en las formas afirmativas,negativas e interrogativas con respuestas cortas positivas y negativas.				
PROYECTOS TRANSVERSALES					
proyecto	**Derechos humanos, estilos de vida**	**VINCULACIÓN**	**Por medio de expresiones cotidianas tendientes a describir las personas, lugares y objetos,**		
DESEMPEÑOS ESPERADOS					
BÁSICO	Hace lectura de textos donde se evidencian los propósitos de cada uno de ellos, con alguna dificultad.				
ALTO	Hace lectura de textos donde se evidencian los propósitos de cada uno de ellos, adecuadamente.				
SUPERIOR	Hace lectura de textos donde se evidencian los propósitos de cada uno de ellos.				
EXPLORACIÓN					
DURACIÓN EN HORAS	3 horas	**FECHAS**	22/2/2022		
Saludo.					
Oración					
A traves de una sopa de letras, buscará vocabulario de profesiones, ocupaciones en ingles.					
ESTRUCTURACIÓN Y PRÁCTICA					
DURACIÓN EN HORAS	4 horas	**FECHAS**	2/3/2022		
Observación de videos, explicación, desarrollo de talleres y guía sobre el tema. lectura y ejemplificación en ingles, español.					
TRANSFERENCIA					
DURACIÓN EN HORAS	2 horas	**FECHAS**	8/3/2022		
Construcción de oraciones con el pasado del verbo to be en sus tres formas, desarrollo de taller de aplicacion.					
ESTRATEGIAS DE EVLAUCIÓN			**RECURSOS Y MATERIALES**		
sopa de letras, taller oral y escrito, evaluación escrita.			1. sopa de etras		

Figure 2 English Planning

Methodology of the work of the Teaching Group of Languages

The construction of the English area plan is carried out by grade and the teacher in charge of each course is responsible for its design.

Knowledge of the pedagogical resources available

In the educational resources available we find English classrooms, blackboards, dictionaries, internet, computers, and televisions to project videos or slides.

Ministry Guidance Text

The teachers of the English area expressed that each one is free to propose any activity. Therefore, they do not use the books proposed by the Ministry of Education, and they also state that if they use them, it is not allowed to scratch these books. That is to say that the students must rewrite all the information in the notebook which makes it an extensive activity for the students.

Syllabus

Each course has a syllabus with the topics and planning designed for the academic year.

Methodology

The methodology used in English classes is traditional. The teacher uses videos to explain the topic, which is good because the students are more interested than when the teacher explains on the board. After viewing the video, the students copy in their notebooks the most important information on the subject, such as the grammatical structure of the present simple, and after this the teacher gives each student an individual piece of work, which in most cases is a guide with activities related to the topic, the teacher explains the activity and the students proceed to carry it out. When the class ends, the teacher assigns a mechanization task such as the repetition of unknown vocabulary. After having socialized, corrected and qualified the task, an individual evaluation of the topic is designed that the students must answer and pass. Finally, notes are assigned and a new topic is started.

Modalities of accompaniment to learning (tutorials, communication tools and strategies, etc.)

The accompaniment is only the one that is carried out during class time. Outside of this, the only communication with students is through a WhatsApp group in which only the teacher has the option to write and is used to send guides or important information.

Design of guides and material

The design of the material is carried out by the teacher in charge of the course using as support information, videos, guides or activities taken from the internet for the development of each topic.

The Basic Rights of learning in the institution

Applies reading strategies related to specific purposes

Narrates or describes in a simple way facts and activities that are familiar to they

Understands oral descriptions of situations, people, places or objects

Complete basic information in simple formats and documents

Responds in short sentences to simple questions on familiar topics

Understands and follows prompt directions when presented clearly and with familiar vocabulary

Write sentences and short texts in a simple way taking into account the grammatical rules seen.

Express simple ideas orally about situations in their environment, previously practiced with an acceptable pronunciation.

Understands information given orally when spoken to slowly and knows the topic being discussed.

Courses

Teacher Marylu Antolinez is in char of grades 7 (A-B-C-D), 8 (B), and 9 (A-B-C), each grade with 3 hours a week.

Figure 3 Teacher schedule

Schedule

This is the time load of the practitioner during the stay in the institution.

Day 1	Day 2	Day 3	Day 4	Day 5
6:15 – 8:45 7A	6:15 - 8:45 7C	7:55 – 8:45 2B	6:15 – 8:45 7D	
	9:20 – 11:50 7B	9:20 – 10:10 1B		
		10:10 – 11:00		

		2A		
		11:00 – 11: 50 1B		

Table 1 Practitioner Schedule

Technological level:

Connectivity

The institution has Internet access in most of its classrooms for the proper development

of classes.

Access and use of platforms

Mario Pezzotti Lemus Technical Institute has a website, where general information about

the school is published, such as its location, mission, vision, coexistence manual, among others.

Figure 4 Mario Pezzotti Lemus Technical Institute website

Mario Pezzotti Lemus Technical Institute website. Retrieved from: *https://itmariopezzotti.edu.co/web/*

In addition, it has the OVY academic platform, where teachers upload the notes corresponding to each period, notes for bad behavior, and communications to parents, among others.
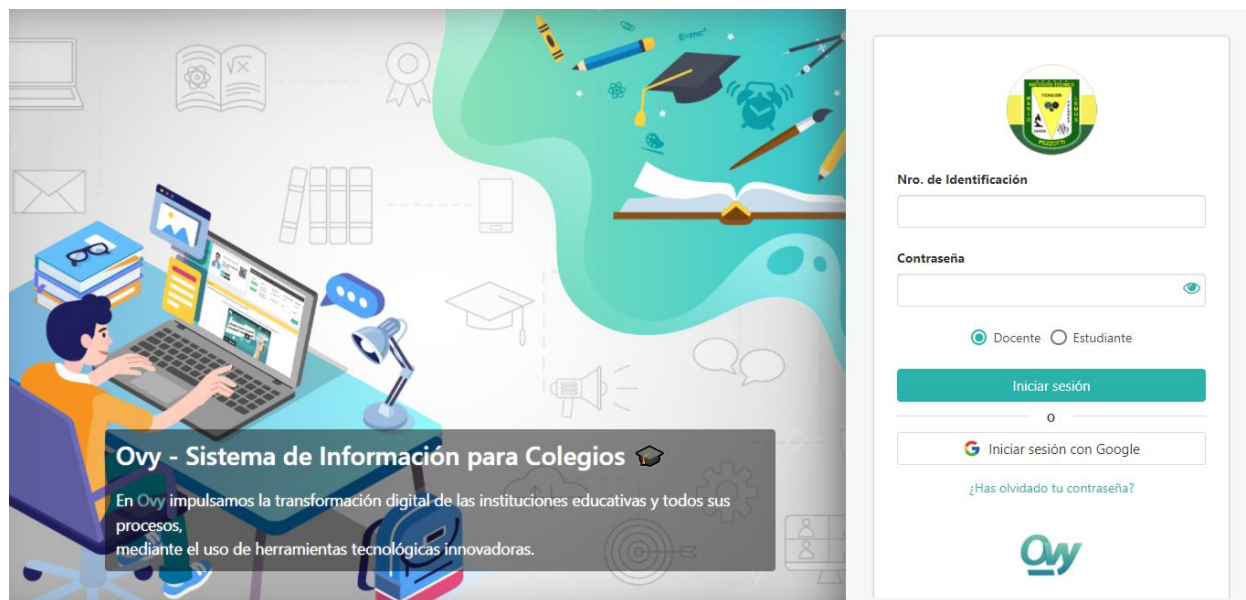
Figure 5 OVY platform.

School platform. Mario Pezzotti Lemus Technical Institute. Retrieved from:

https://itmariopezzotti.edu.co/ovy/login

Type of meetings: Synchronous, asynchronous

Currently, the meetings are face-to-face and take place on the corresponding day.

Development and duration of interactions

Each course has an intensity of three hours per week which are seen in a single class.

Description of the digital resources used

The digital resources used in the classroom are. Computer, television, speakers, and videos.

Population Level and Subject Information:

Number of students

The number of students in each course is 35 students

Gender

The school is mixed, so you can find boys and girls in each course.

Age

In the seventh grade there are children between the ages of 11 and 13.

Language level

The level of the language in the seventh grade corresponds to A1

b. Teachers Council

In the area of English, the teaching staff is made up of 6 English teachers in secondary school.

Administrative Community

The administrative body is made up of four secretaries, two people in charge of maintenance, one from general services and one from the library.

Parents Community

The community of parents is made up of those who participate in the school government, the parents' assembly, the parents' representatives and the parents' council.

Chapter III - Pedagogical and investigative component

ESL Classroom games as a strategy to increase English vocabulary in seventh grade students of the Mario Pezzotti Lemus Technical Institute.

Introduction

Siatoba et al. (2014) stablish that the teaching-learning of a foreign language presents various challenges, that process requires the development of skills and competences of an effective communicator. In this sense, mastery of the vocabulary of a language is an essential mechanism to achieve a successful exercise in the appropriation of a foreign language, requiring for this, didactic and pedagogical mechanisms that supply the urgency of lexical strengthening that precedes the effective use of a foreign language.

One of the more complicated factors for learning a foreign language is vocabulary. Vocabulary is considered a core feature in target language teaching and is very important for English learners. However, some research concludes that vocabulary teaching could be considered a problem, as some teachers do not innovate teaching strategies and sometimes, they do not know how to encourage student vocabulary learning (Blachowicz, 2019).

In this way, from the observation of classes it was evidenced that the lack of vocabulary and this ignorance limits students' participation because they tend to use Spanish in their interventions or they simply prefer not to participate because they do not know enough English vocabulary to correctly answer a question or activity made by the teacher. This is why it was necessary to investigate teaching strategies that are useful in the appropriation of new vocabulary and arouses the interest in learning new words, in this case the ESL classroom games.

This strategy is chosen in order to determine how, through dynamic activities, the learning of new words in English generates interest and motivation in students to learn and, in turn, to improve other communication skills such as oral or written.

Research problem

English vocabulary is essential for learning and teaching English, because without sufficient vocabulary knowledge people cannot understand others or express their own ideas. Although many people mistakenly believe that learning vocabulary only includes the acquisition of words. It also includes lexical fragments and collocations, phrases of two or more words. Vocabulary, then, can be defined as the words of a language, including individual items and phrases (Gonzalez et al. 2017).

Thereby, studies by Kurt Squire (2004) and Simon Egenfeldt-Nielsen (2005) have examined the use of games in formal curricular settings. Both studies highlight the many benefits of games as well as their ability to promote collaboration in the classroom, foster student engagement and motivation, and develop students' cognitive thinking skills.

These benefits are not only for students but also for teachers since according to Chacon (2009), games allow the teachers to incorporate all the skills and the possibility of adapting the activities according to the level they face. Without a doubt, this process is obtained a quality education in which the most important thing is effort and fun. Thus, the student relaxes and becomes disinhibited when producing messages in the foreign language. On the other hand, it is important to highlight the motivating aspect of the game in class, since it is an activity different from the daily routine and in this way, students can interact with less effort. One of the main characteristics of the game in class is that it allows the development of communication in the students and in the teaching of a foreign language this is a key factor.

The incorporation of games in the classroom is a strategy that, when is well used, incorporates extraordinary advantages when it comes to enriching the relationship between teachers and students, thus improving the climate in the classroom Rodriguez & Santiago (2015). Let's not forget that students learn only from those educators who are capable of motivating them, of inspiring them, of bringing out the best they have inside. On their study they have asked more than 1,000 students between the ages of 10 and 14 about what their ideal class would look like. In 75% of the cases the word "Fun" appeared. Students want to have fun in class, and that is not at odds, far from it, with learning; on the contrary, we only learn when we are motivated, when there are internal or external factors that encourage us to put an interest in those things that we must do.

On the other hand, learning vocabulary is a critical aspect in the study of any language, since it is necessary to apply other knowledge and related skills such as understanding spoken language and reading. For this reason, the use of games to present and exercise vocabulary becomes an important factor Vargas (2012). The use of colorful illustrations, sounds, adequate layout, animations, and other elements allows to attract the attention of the student, taking into account the way in which they learn according to their individual differences in relation to the interpretation of the world. However, according to this author, little attention is usually paid to the problem of foreign language vocabulary acquisition. Many educational programs make the student solve this problem as homework on their own, without providing sufficient instruction on effective acquisition techniques. For this reason, students generally resign themselves to learning by explicit memorization to prepare for classes. Namely, they learn vocabulary through lists of words or letters, without an appropriate linguistic context. This methodology is quite inefficient, and constitutes a tedious process.

According to Rodriguez (2015) the lack of vocabulary in learning English as a foreign language limits the effective communication of students, affecting basic communication skills, both oral and written. In this way, Siatoba et al. (2014) establishes that in their investigation of pedagogical practice it was shown that students had difficulties communicating in the activities carried out in the classroom due to lack of knowledge of vocabulary and that lack of knowledge prevented the students from speaking or writing fluently without the intervention of the dictionary or constant questions to the teacher and classmates in order to carry out the activities.

In this sense, in the first approaches with the students it was observed that the activities that were planned to be developed in the classroom were not carried out in a fluid and dynamic way since there were often interferences in the lack of vocabulary where the students only used structures or sentences that they had copied in their notebooks. However, when using a word unknown to them, they resort to their mother tongue or constantly ask the teacher generating more doubts and confusion.

Justification

Vocabulary is one of the fundamental factors in language teaching. Today, interactive games provide the facility to learn vocabulary in a motivated, easy and contextual way to achieve fluid and coherent communication. Therefore, it is very important that students use interactive games to improve and increase the level of vocabulary (Topa, 2019).

Thus, Rubio & Garcia (2013) asserts that games are a powerful medium for teaching English to all ages. We can use them as a class activity in order to enrich our students' vocabulary or to improve their grammar and the different English accents. In addition, it has served to encourage teamwork, to favor the student's sociability, and to develop their creative and communicative capacity.

For this reason, this study seeks to implement games in class as an innovative and interactive strategy not only to increase the vocabulary of seventh grade students but also to improve their communication skills that are essential when asking questions or participating in class. Since one of the shortcomings identified was the lack of participation and interest in the class due to not knowing the correct vocabulary to communicate with others. In this sense, it is proposed the elaboration of class activities with different and dynamic techniques such as word searches, riddles, dialogues, crossword puzzles, worksheets to complete sentences, relate images with sentences, among others in which there are rewards such as positive points, competitive and collaborative environments.

On the other hand, these game activities in class contribute to increase students' motivation in class and create in them the challenge of wanting to respond, in this sense the student becomes aware of the aspects that must be improved in their learning process and at the same time improves their relationship and interaction with other classmates through collaborative work that is so used in this type of activities that include games in the classroom (Rodrigues & Barragan 2017).

In addition, as established by Ubaldo & Soto (2017) in their study, collaborative work as a teaching strategy has a direct relationship with the learning of vocabulary in English; therefore, the better collaborative work is as a teaching strategy, the higher levels of vocabulary learning in English exist. Likewise, it is stated that it is a strategy that integrates and perfects individual work; with the notion of obtaining a team that cooperates in its entirety but with the aim of perfecting the learning process.

Objectives

General objective

To implement ESL classroom games as a strategy to reinforce vocabulary in students of seventh grade at Mario Pezzotti Lemus Technical Institute.

Specific objectives

To promote the retention of vocabulary and conversation skills using ELS classroom games.

To increase motivation and interest in learning English using ELS classroom games.

To apply the vocabulary learned in real contexts or situations.

Main question

- How can ESL classroom games reinforce vocabulary in seventh grade students in Mario Pezzotti Lemus Technical Institute?

Sub questions

- How does the use of ESL classroom games promote the retention of vocabulary and conversation skills?
- How can ESL classroom activities increase motivation and interest in learning English process?
- How games enable learners to progress more quickly in applying words in various contexts?

Theoretical framework

For the development of the research, it is important to know some basic aspects that will help to better understand the project taking into account different studies and contexts related to

the central topic of this research. Each one of them will be named with their respective definition and supported by an author.

ESL classroom games

According to Heathfield (2019), games have a potential influence as an educational tool and motivate and involve students, especially the timidest, in the process of learning a second language. Games to learn vocabulary help and motivate students to maintain their interest in class and play a vital role in learning basic language skills. This is why ESL classroom games will be used as a strategy to enhance vocabulary in students since through games and dynamic activities they learn new elements without much effort. On the other hand, ESL classroom games will be presented as interactive activities in classroom including a set of elements such as auditory, visual and graphic elements that involve the senses of the students, arousing interest in learning, thus achieving significant learning. Therefore, students would develop their abilities through motivating activities, these didactic exercises can enhance the retention of information, development and stimulation of skills (Moreno 2017). In this sense, this project includes the application of dynamic activities such as word searches, riddles, dialogues, crossword puzzles, worksheets to complete sentences, relate images with sentences, among others in which students will have the opportunity to learn and participate in a fun way.

Communicative skills

These skills, also known as communication skills, are a set of linguistic processes that allow us to participate skillfully and efficiently in all spheres of human communication.

Communication skills in English are fundamentally the same as in all languages and are divided into: listening, speaking, reading and writing (Trinity college London, 2013).

Listening skill, also called oral comprehension or listening comprehension, refers to the process of understanding oral text. This ability constitutes an active and complex process of interpretation of significances in which the listener establishes a relationship between what he hears and what he already knows, and implies receiving what the sender expresses and constructing and representing the meaning (Rodriguez, 2018). This is why learning English vocabulary will serve to reinforce the improvement of listening skills through the study of new words, their use and the practice of their pronunciation.

Speaking skill according to Trinity (2021) is a process that is considered to have two directions, since the speaker and the listener are involved in it. By allowing interaction, there is a certain level of relationship between speaking ability and listening comprehension. This communicative competence consists of the ability to communicate through articulated sounds. To develop oral expression in English, certain indicators such as pronunciation, intonation and fluency are needed. In this part, through vocabulary, the ability to produce meaningful sentences or phrases orally will be reinforced, taking into account the knowledge of new words and their correct use.

Reading comprehension is defined as an active and complex process that involves understanding written text, developing and interpreting meaning, and using meaning in ways appropriate to text type, purpose, and situation (Jimenez, 2014). Thus, learning new vocabulary will help to understand the meaning of a text in the classroom.

Writing skills are the techniques and tools used when writing a text. They have to do with a person's ability to convey written messages effectively using a variety of words and sentences that together make sense and have complete meaning (Indeed Editorial Team, 2021). That is why

reinforcing vocabulary will help students improve their lexicon and know which word is the most appropriate when they want to convey a message.

Collaborative work

Learning in collaborative environments seeks to promote spaces in which individual and group skills are developed based on discussion among students when exploring new concepts, each person being responsible for their own learning. It is sought that these environments are rich in possibilities and, more than organizers of information, propitiate the growth of the group (Lucero, 2003). In this way in Ubaldo & Soto (2017) study that was based on finding groups that supported each other to carry out the proposed activities related to learning English vocabulary, highlighting that in the groups formed, the subjects collaborated with each other to achieve the task, being cooperative and doing practices to help them with the pronunciation of words as well as their writing. As well as, they were able to recognize the errors and make them known so that everyone could correct them as they should. This is the reason why collaborative work will be developed on this study, in order to create spaces in which students are able to improve their own learning in English and at the same time reinforce it thanks to activities that involve collaborative work in the classroom in which they can comment, correct or propose new contributions to the class.

Motivation

According to Garcia & Doménech, (1997) motivation is the lever that moves all behavior, which allows us to cause changes both at the school level and in life in general, it is a set of processes involved in the activation, direction and persistence of the student's behavior. In school learning, it is necessary to have motivational aspects such as the intentions, goals, perceptions and beliefs that the learner has, and although these aspects are also mental

representations in the last instance, it demonstrates the enormous interrelationship that the cognitive field maintains and affective-motivational as determinants of school learning linked to the affective-motivational aspect.

Vocabulary

Vocabulary learning involves not only knowing the name of the word but knowing how to use it properly in a specific context, as well as knowing how to write and pronounce it correctly. Vocabulary learning improves receptive ability and auditory word recognition. Among the factors that influence the learning of English vocabulary, it is found that age and school grade do not influence the development of these abilities (Gutierrez, Gomez, & Garcia, 2013). Also, Ubaldo & Soto, (2017) state that vocabulary is taken into account by a large number of essayists as a determining element in the process of training and obtaining a second language and they conclude that vocabulary is necessary in the process of learning a second language and of maximum relevance in the second language beginner. Taking this as a reference, this study seeks to reinforce the English vocabulary in students in order to improve their performance in the area of English as well as communication skills in this language.

Literary review

This section aims to analyze the results of some researches related to the central topic, ESL classroom games as a strategy to increase English Vocabulary so that they can serve as support for the writing and projection of results to be achieved in the present project.

International level

In this sense, the first study to take into account is called "*The use of games in the teaching of English in primary education in Arequipa, Peru*" by Mogrovejo & Mamani (2019). In this study, the advances and results of an investigation on the application of the Didactic

Technique of Game and Simulation of Television Contest Programs in the teaching-learning process of the English language as a second language are presented and discussed, simulating quiz shows and gamifying the learning. The objective is to achieve significant learning of English vocabulary in Spanish-speaking secondary school students. The research methodology is based on comparing the level of student learning between the pre-test and post-test, after applying the game and the simulation of television quiz programs in ten continuous learning sessions, achieving a different environment to the traditional classroom, with information, communication and permanent entertainment, with very intense teaching activities, with autonomy and high levels of motivation. The final result shows that the learning of English vocabulary improved remarkably, from the pre-test in which they obtained an average of 11.1% to the post-test in which they reached an average of 99.1% of students with a passing grade. From this methodology, the application of the pre-test and post-test instruments in order to know the previous knowledge and final progress is taken as a contribution for this study.

The study called Application of the "English games" program to improve the English vocabulary of the students of the third grade "c" of secondary education of the i.e. Juana Moreno Huánuco, Peru 2017 aimed to determine to what extent the application of the "English games" program improves vocabulary in English. According to Castillo (2021) the research was of an applied and explanatory level and type, with a pre-experimental design and with the application of pre-test and post-test to a single group. The population was made up of 110 third grade students, to which the sample was made up of 26 students, by non-probabilistic convenience sampling. An observation guide of 8 validated items was applied, which evaluated the improvement of English vocabulary, in the dimensions: idiomatic expressions and verb phrases. The application of the program lasted 3 months; making a total of 12 sessions, 24 hours. In

addition, percentage-wise, the "adequate" domain level increased from 07.7% to 61.5%, the

"sometimes" level increased from 19.2% to 30.8%, and the "does not identify" level decreased

from 73.1% to 7.7%. From this study the most important contribution is the way to design

vocabulary evaluations including idiomatic expressions and verb phrases.

Finally, we find the study called *Playful strategies of technology and computing:*

contributions and benefits in the development of skills in the area of English as a foreign

language in Chimbote, Peru conducted by Vasquez (2020). The purpose of this research was to

know the contributions and benefits of the ludic strategies of technology and informatics in the

development of competences in the area of English as a foreign language, being necessary the

use of a qualitative approach, and a type of basic research, hermeneutic-interpretative. . The

hermeneutic content and discourse analysis forms were applied as instruments, respectively. It is

concluded that computers, cell phones, among other resources, are very useful and should be

used to improve the English teaching process; likewise, there are various applications such as

Duolingo, some websites such as ESL Games, and interactive games such as Funland. In

addition, the game is of the utmost importance since it helps learners act spontaneously,

generating motivation and greater interest in the language; On the other hand, the application of

ICTs in classes allows a significant improvement in the communication skills of students,

increases the ability to speak, listen, read and write the language, and provides teachers with a

way for students to become familiar with English language.

National Level

We also found the article called *the use of games in the teaching of English in primary*

education by Rubio & Garcia (2013). The study was developed in Cartagena, Colombia with the

main objective of is to emphasize the importance of the use of rhymes and songs in the teaching

of English as a foreign language to primary school children. Their functions, selection criteria and how to present them to the class are analyzed. By way of conclusion, this article has corroborated that the game in the primary classroom is effective for learning a foreign language. The student generates knowledge through the game and creates the motivation that blurs between the obligation and the routine of the class. From this study, the use of songs and rhymes in ESL classroom games can be taken as a contribution.

The following study is called *Lexicographic games for the teaching of English vocabulary in reading comprehension courses*. The objective of this study was to propose a strategy within the specific or special didactics of English, in this case the use of lexicographical games for the teaching of English vocabulary in a reading competence course at the University of Antioquia. According to its author Aguirre & Castillo (2004), it was shown that the teaching of the English language through the playful method fosters spaces of freedom for learning. From the quantitative part, it was evidenced that the use of activities different from the traditional ones yields better results in terms of the specific learning of certain aspects of the language: verbs, adjectives, adverbs. In addition, the important place that the game should occupy in adult education was evidenced and a wide horizon is opened for research on the role that the game should occupy in the acquisition of knowledge.

Methodology of the Proposal Implementation

The step by step to implement the proposal is shown, based on the methodological design created by Siatoba, et al. (2014). In which it begins with the diagnosis of the problem, then objectives and goals to be developed are set. These steps were evaluated by the author in order to answer a research question.
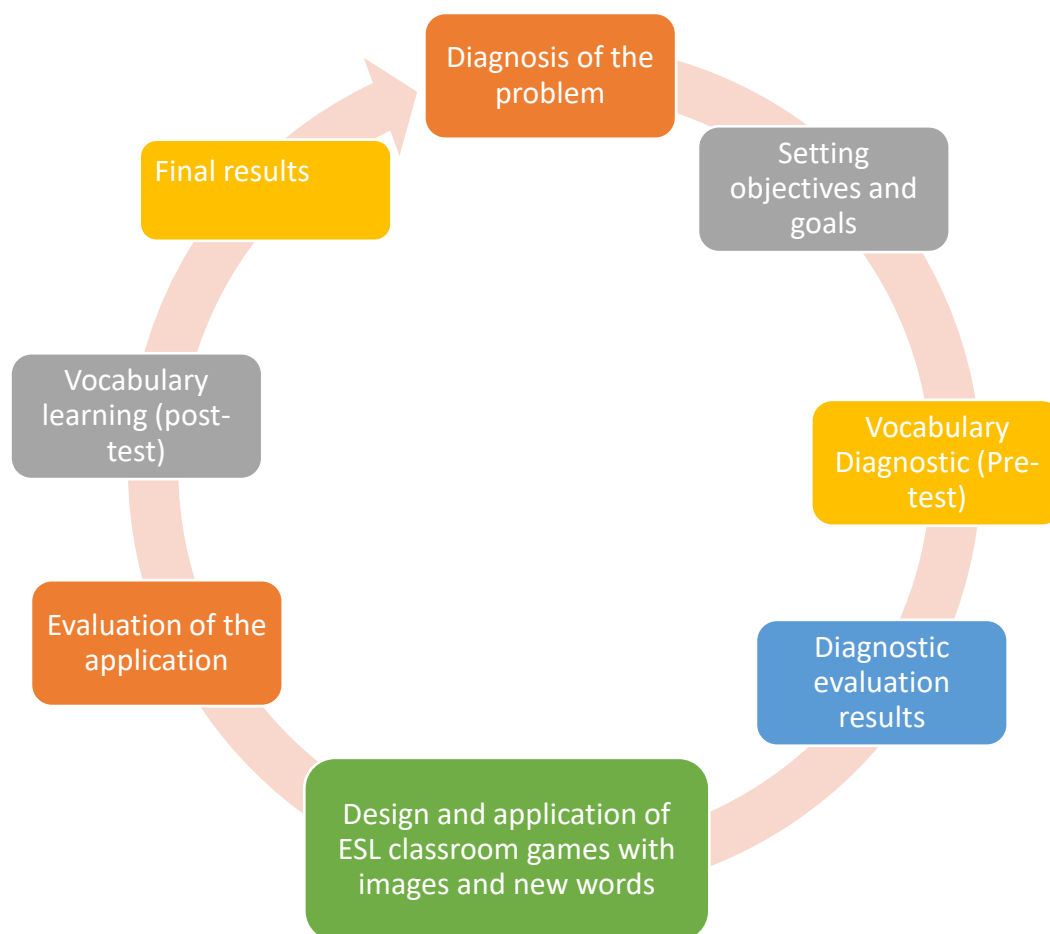
Figure 6 Research Methodology[1]

Description of the activities implemented in the proposal

Actions lottery

For this first activity, a lottery of actions was designed (Annex A) as a game strategy in

class to work on action verbs in order to learn vocabulary related to verbs in English that will be

useful for working on topics such as the present continuous. At the same time, this activity

functioned as an ice breaker, and it was observed in its development that the students felt very

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[1] Research methodology. Siatoba, et al (2014). Impacto de las estrategias de aprendizaje de vocabulario de inglés como lengua extranjera en la Fundación ASE. Retrieved from https://ciencia.lasalle.edu.co/lic_lenguas/479

interested and curious to start the exercise. The activity consisted of cutting out the lottery image cards and then relating each image to a verb in English and knowing its correct pronunciation and writing, in the same way, it was used to apply the gerund to verbs (Annex B). In this case, it was noted that the students easily related the images to verbs and the vocabulary was more easily retained than when a list of words was given. On the other hand, it was possible to see that thanks to the strategy of the lottery of actions, the theme of the gerund was addressed with greater participation on the part of the students, who in the development of the class were very interested and attentive at each stage, which facilitated not only the development of this but also the learning of the students since they properly used the verbs taught in the activity of application of the gerund.

What is he / she doing?

This second activity was related to the theme present continuous. In this way, after having explained the formation of this verb tense in its three forms, two groups were formed to carry out the activity. In the activity, the first group chose a partner and asked, for example, what is Ana doing? and Ana had to interpret some activity, so the other team agreed to answer the question by forming a sentence in the present continuous with the verbs studied and if it was correct, someone from the group wrote it on the board (Annex C). The activity was striking for the students, for the same reason it was easy to explain and organize them, since they not only wanted to participate, they also wanted to have fun. In this way, in the development of the activity, interaction, competitiveness, collaborative work and order among the groups were observed. At the end, it was noted that the topic of the class was also understood by the students since they correctly formed most of the sentences using the present continuous.

How to use my dictionary?

This class began by explaining the elements that we find when searching for a word in English dictionary, such as phonemes, abbreviations of the grammatical classification of words, the different definitions and examples. In addition, some examples were shown to the students of the different elements that we can find in the dictionary when looking for a word (Annex D). Afterwards, sentence translation exercises were carried out in which words with more than one meaning or use were used, for example I'm going to book a table for dinner or I have a lot on my mind so that the students related the context of this with the correct meaning (Annex E). The activity was answered orally and individually, however it was observed that when a student wanted to participate, the others were attentive to help him if necessary. This class was developed with good participation and attention from the students who also expressed that they did not know these expressions and some of them seemed very useful to them, thus, vocabulary related to polysemy words was also studied.

Pre-test

After having obtained the authorization of the parents for their children to participate in this study (Annex AA), a test based on the VKS test methodology proposed by Rodriguez (2013) in its study was carried out. In this way, 10 words were took at random from the first 200 words of the General Service List or General Service List developed by Michael West (1953), (Annex BB) and which presents the 2,000 most frequent words in the English language.

The initial categories of the VKS test were adapted to a version in Spanish, with some modifications:

1. Yo no recuerdo haber visto esta palabra anteriormente.

2. Yo he visto esta palabra, pero no sé qué significa.

3. Yo he visto esta palabra antes y pienso que significa: _____

4. Yo conozco esta palabra. Significa: _____

5. Yo puedo usar esta palabra en una oración en inglés: Por ejemplo: _____

The purpose of this exam was to carry out an analysis of the students' knowledge, based on some of the most common words in the English language, and allow them to carry out a self-assessment of their knowledge. Since the questions start from the student's recognition of their strengths and weaknesses.

The test was applied on Tuesday, April 5, 2022, to 7D grade students. In this opportunity, 35 students participated, who are the ones who make up this grade. However, taking into account the informed consent signed by the parents, five tests will be analyzed. After asking them to read instructions and clarify their doubts, we proceeded to start the test. In this test the students finished in about 30 minutes (Annex I).

Professions alphabet soup

For this activity, an alphabet soup is proposed in order to develop a different class as the common and more dynamic (Annex CC). For the activity, students were initially asked about some known professions in English and their pronunciation was practiced. After this, the class focused on knowing the professions related to the word search, its meaning, writing and pronunciation. After practicing, each word had to be searched for in the word search using different colors. In addition, each word had to be related to a drawing presented in the guide. At the end, the students had to color these drawings and present their progress in the activity (Annex DD). This exercise was well received by the students, who participated in the best way and

resolved their doubts regarding the correct pronunciation of each word. On the other hand, their interest in the development of this was observed, as it is a different activity from those that are developed daily in class. This also had a positive effect on their attitude and behavior in class.

Synonyms and antonyms bingo

For this activity, a template was proposed to play bingo which includes a total of 40 words; 20 synonyms and 20 antonyms (Annex EE). The activity was carried out in order to know and relate opposite words in English. The activity began with the contextualization of the words to be used in the game, for this a vocabulary was proposed in which the pronunciation and translation of each word was shown and practiced with the students. After this, the template with the bingo design was given to the students, which they had to paste in the notebook and color as they heard each word. The words were chosen at random and read by the teacher. At the end, the students who managed to complete all the boxes had a positive point in this class (Annex FF). In this activity, the pleasure and active participation of the students could be appreciated. Furthermore, vocabulary retention was successfully achieved much faster. Since they had to be attentive to the pronunciation of each word in order to win, the class in general developed in an orderly manner and with good disposition.

Post test

The post test was designed following the VKS test by Rodriguez (2013) methodology. In this second test, 10 words were taken at random from the first 200 words of the General Service List or General Service List developed by Michael West (1953) (Annex BB). This test had the objective of measuring the students' progress in terms of knowledge of English vocabulary.

The second VKS test was taken by 35 students from grade 7D however, taking into account the informed consent signed by the parents, five tests will be analyzed. The test and the

response options were explained to the students, after asking them to read the instructions and clarify their doubts, the test was started. In the second test, the students finished in less than 20 minutes and it was observed that the activity was presented with a good disposition where most of the students seemed sure of their work (Annex GG).

Lesson sequences / lesson plans

The lessons plans for the project was designed taking into account three moments in the class. First, the exploration, moment in which the subject was introduced to the students through the explanation of the vocabulary and the activity that will be developed.

The second moment of the class is called structuring and practice, in this the activity to be developed is made by the students. And the final moment is the transfer or evaluation, this is where the feedback is given, the work done by the students is socialized and corrections are made where necessary.

First class of the project: actions lottery

LESSON PLAN 1

Title	Actions Lottery
Vocabulary	Action verbs
Date	Thursday 24 March
Group	7D
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	The class begin with the greeting and a song to make the prayer of the day in English. The activity is explained, it consists of cutting out the lottery image cards and then relating each image to a verb in English and knowing its correct pronunciation and writing.	https://www.youtube.com/watch?v=SQ-LrIhPIBU
Structuring and practice	Students relate the images to verbs and the vocabulary on their notebooks. Using a video, the rules of the formation of the gerund in English are explained to be related to the vocabulary seen. Students apply the rules of the gerund to the verbs from the action lottery.	https://www.youtube.com/watch?v=o0KrA-YzgbA&t=2s
Transfer and evaluation	Orally, students are asked how each verb change with the application of the gerund and which rule they used.	

Figure 7 Lesson plan 1

Second class of the project: what is she / he doing?

LESSON PLAN 2

Title	What is she / he doing?
Date	Thursday 5 April
Group	7D
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	After having seen the theme of the present continuous, students are proposed to make two groups and the classroom is organized. In this first moment, a review of the three forms of the present continuous was made through examples with the participation of the students.	
Structuring and practice	The activity is explained to the students where the first group had to choose a partner to interpret an action and the other group asks, for example, what is Ana doing? And Ana must interpret some activity, so the first team agreed to answer the question by forming a sentence in the present continuous with the verbs studied. In this part, students must participate and work in groups.	Notebooks Board School supplies
Transfer and evaluation	Each oral response is taken into account as a form of evaluation of the present continuous. In addition, if the contribution is correct, someone from the group is in charge of going to the board to write the sentence.	

Figure 8 Lesson plan 2

Third class of the project: how to use my dictionary?

LESSON PLAN 3

Title	How to use my dictionary?
Date	Thursday 19 April
Group	7D
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	This class begin by explaining the elements that we find when searching for a word in English dictionary, such as phonemes, abbreviations of the grammatical classification of words, the different definitions and examples. In addition, some examples were shown to the students of the different elements that we can find in the dictionary when looking for a word.	https://youtu.be/jajc6otYuZc
Structuring and practice	In this part, sentence translation exercises will be carried out in which words with more than one meaning or use were used, for example I'm going to book a table for dinner or I have a lot on my mind so the students related the context of this with the correct meaning.	Dictionary Board School supplies
Transfer and evaluation	The activity will be answered orally and individually, so here we noticed if the student has understood and chose the correct word in each example proposed.	

Figure 9 Lesson plan 3

Fourth class of the project: Professions alphabet soup

LESSON PLAN 4

Title	Professions alphabet soup
Date	Tuesday May 3
Group	7D
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	Students will be initially asked about some known professions in English and their pronunciation.	
Structuring and practice	In this part, the class is focused on knowing the professions related to the word search, its meaning, writing and pronunciation. After practicing, each word must be searched for in the word search using different colors. In addition, each word must be related to a drawing presented in the guide.	
Transfer and evaluation	At the end, the students color these drawings and present their progress in the activity.	

Figure 10 Lesson plan 4

Fifth class of the project: Synonyms and antonyms bingo

Figure 11 Lesson plan 5

Timetable

Activity	March				April				May				June			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Institutional observation	X															
Electronic delivery of the Integral Practice proposal to tutors/teachers		X														
Organization, correction and socialization of the proposal.			X													
General socialization of the practice proposal			X													

Implementation of the proposal				X	X		X	X	X	X	X	X	X	X	X	X
Implementation of pretest and results					X											
Design and application of ESL classroom games				X			X	X		X		X		X		
Activity 1 Actions Lottery				X												
Activity 2 What is she/he doing?							X									
Activity 3 How to use my dictionary								X								
Activity 4 Professions alphabet soup									X							
Activity 5 Synonyms and antonyms bingo											X					
Implementation of post-test and results													X			
Field Journal writing					X		X		X		X		X			
Organization and corrections of the final project														X	X	
Final presentation of the project																X

Table 2 Timetable Project

Research Methodology

This research is developed by qualitative approach. According to Creswell (2014) qualitative approach is to explore and understand the meaning that individuals or groups attribute to a social or human problem. For the investigation and data collection, the natural environment of study is taken into account and the data analysis in this approach can be inductive or deductive. In addition, this type of study includes the voices of the participants, the reflexivity of the researcher, and a description of the problem and its contribution to change. Thus, this study is

carried out with a qualitative approach because it allows the participants to make their contributions spontaneously and at the same time the interpretation and reflection of the researcher on the subject.

Design

Regarding the action research, Wallace (1998) stated that it is the teacher's self-reflection based on daily practices as teachers, in which the information collected is analyzed. This type of research is used in relation to specific problems or issues that arise in the classroom, it is the response to an investigation using reasonable evidence that can improve teaching process. In this sense, this design will allow finding solutions to problems presented on a daily basis, at the same time allowing the teacher to engage with their students through reflection for the improvement of the teaching-learning process.
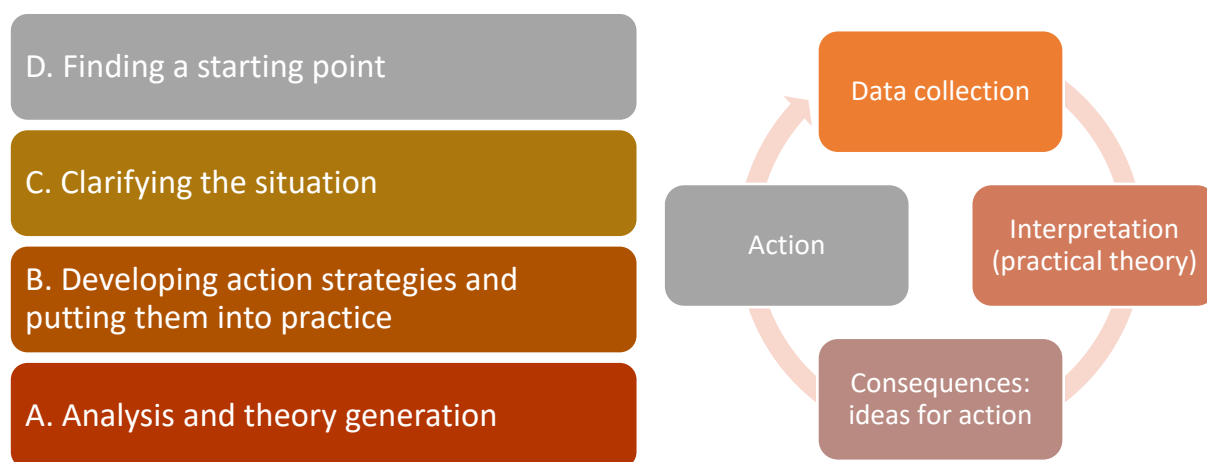

Figure 12 Action Research[2]

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[2] Action research. University of Bristol. Bris.ac.uk. retrieved from
http://www.bris.ac.uk/education/study/continuing-professional-development-cpd/actionresearch

Population, sample and setting

The research will be developed in Mario Pezzotti Lemus technical institute, located in the municipality Los Patios, Norte de Santander. It is a mixed school in which students attend from the transitional grade to eleventh.

The population is made up of seventh grade D students from the Mario Pezzotti Lemus technical institute, this group is made up of 35 A1 level students in English.

This study will use the convenience sampling that according to Lavrakas (2008) is a type of non-probability sampling in which people are sampled simply because they are "convenient" data sources for researchers. In non-probability sampling, the population may not be well defined. Non-probability sampling is often divided into three categories: purposive sampling, convenience sampling, and quota sampling. In this study, it will be a convenience sampling in order to choose among the participants who freely want to participate in the research those who are more responsible with the activities and deliveries related to the classes. Thus, the study sample is made up of five from the seventh D course who have met in assistance and development in the activities of the classes that involve this project.

Data Collection Instruments

For the data collection the instruments that will be used in order to collect enough information to strengthen the project are:

Field Journal

According to Martinez (2007) the Field Diary is one of the instruments that day by day allows to systematize the investigative practices; In addition, it allows us to improve, enrich and

transform them. The field diary allows the researcher a permanent monitoring of the observation process, in which aspects that the researcher considers important to organize, analyze and interpret are noted. The application of this instrument will be done in order to document information about the problem to be investigated as well as the events that occurred in the development of the classes, progress, opinions, behaviors and attitudes of the students during the sessions. In this study, one field journal will be applied every two weeks in order to control, organize and monitor the classes where ESL classroom games activities are developed through the narration of important elements observed in the class, such as participation, interest in the activity, collaborative work, the progress of the participants and their opinions with the in order to be analyzed to improve and enrich the content of the following activity.

Pre-test

According to Gonzales (2019) the pre-test was based on the application of the survey by a group of interviewers just as they would do in a real situation to later report the experience. This experience will be reflected in a report from the interviewer. It is necessary since it reports potential errors, especially related to the duration of the questionnaire or the design of the field work. However, the pilot studies do not detect a large part of the potential response errors and also do not report on the causes of said errors and, therefore, on the strategies necessary to reduce them. In this study, one pretest will be applied in order to diagnose the prior knowledge of the students in terms of vocabulary knowledge.

Post-test

The post-test is framed in contrasting the hypotheses proposed for the research in which measurements are taken of the individuals in the final part of a study, to establish their progress, taking into account the final results in comparison with a previous or pre-test (Sanabria

Montañez, 2013). In this investigation one post-test will be applied, this instrument is proposed

in order to apply it after having implemented strategies related to ESL classroom games with the

aim of determining if the students improved their vocabulary during the investigation.

Type of Analysis

In this part inductive analysis was chosen. According to Soiferman (2010) in this analysis

the arguments are based on experience or observation are best expressed inductively, also the

researcher uses the point of view of the participants to create larger themes from the

development of a general sense of the data and the codification of the subjects' description of the

central phenomenon. Considering the above, using inductive analysis will be able to analyze

particular data such as the behavior and performance of research participants on their

experiences in the classroom related to new vocabulary learning with ESL classroom games as a
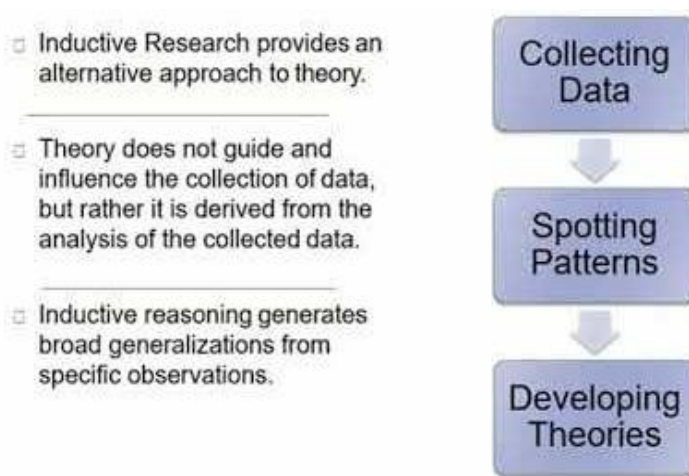
strategy.

Figure 13 Inductive Analysis[3]

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[3] Inductive research. Bedraoui (2022). Slideshare.Net. Retrieved from
https://www.slideshare.net/mariambedraoui/inductive-research

Analysis and interpretation of the data collected

The data obtained to date in this study are presented below. It begins with the description of each of the activities implemented in the proposal, as well as the application class sequences of the proposal, work sheets, evidences and designed instruments. Finally, the actual timetable of executed activities is presented, making some small changes in the dates of some of the activities and some preliminary conclusions.

Pre test

The VKS test uses a self-presentation and performance item scale to elicit self-perceived and demonstrated knowledge of specific words in their written form. The scale of values ranges from total ignorance, through recognition of the word and some idea about its meaning, the ability to translate the word or offer a synonym, and the ability to use the word correctly in a sentence from the point of view of grammatical and semantic Rodriguez (2013).

The authors propose a score to review the test results. This table belongs to the score categories of the VKS test adapted from the original language to Spanish (Paribakht, T and Wesche, M, 1997). The categories of this test are self-reported, that is, the student evaluates their own knowledge of it and assigns a score.

Self-report categories	Possible scores	Meaning of scores
I	1	The word is not familiar at all
II	2	The word is familiar but its meaning is not known
III	3	A correct synonym or translation is given
IV	4	The word is used with semantic appropriateness in a sentence
V	5	The word is used with semantic appropriateness and grammatical accuracy in a sentence

Figure 14 Pre-test categories

Vocabulary enhancement activities and reading for meaning in second language vocabulary acquisition. Paribakht y Wesche (1997).

The test was applied on Tuesday, April 5, 2022, to 7D grade students. In this opportunity, 35 students participated, who are the ones who make up this grade. However, taking into account the informed consent signed by the parents, five tests will be analyzed. After asking them to read instructions and clarify their doubts, we proceeded to start the test. In this test the students finished in about 30 minutes (Annex I).

Distribution of responses from the VKS pre-test

CAT 1: 14%
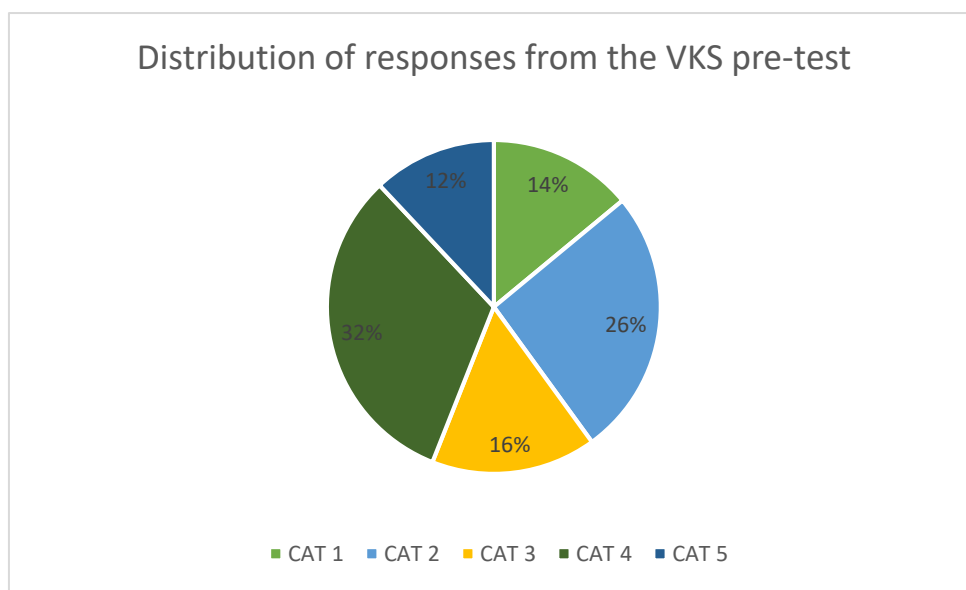CAT 2: 26%
CAT 3: 16%
CAT 4: 32%
CAT 5: 12%

Figure 15 Distribution of responses from VKS pre-test

This pre-test allows to check that most of the students recognized the words in English. 14% of the words fell into the first category (Yo no recuerdo haber visto esta palabra anteriormente) and 26% in second category. However, it should be noted that the majority of the words were recognized by students, 32% were in the fourth category, since the students know their meaning and the 12% of words were used to build sentences and 16% were in the third category. Of the total number of identified words (60%) 12% were wrong, the most common mistakes among the incorrect words was confusing words that have similar letters in English such as "people" which was translated by some students as "Morado" and "manzana", "life" as "vivo", "eye" as "año " and "year" as "día".

Among the seven sentences that the students wrote, three were wrong. Two of them for not using an article, and one simply cannot be considered as a sentence "is the new".

From the above, it is possible to observe that although the results were not bad, the difference between the words known and unknown by the students is small. And a minority of the words were actually well used in the construction of sentences. For this reason, students will reinforce their vocabulary in English, hoping for an advance in their learning.

The results for each of the students are shown below, in order to track their performance in future tests. As 10 words were selected, the minimum score obtained in the test is 10, taking into account that the first level (I do not remember having seen this word before) counts as 1. The maximum score that a student could obtain is 50. After scoring the tests, these were the results:
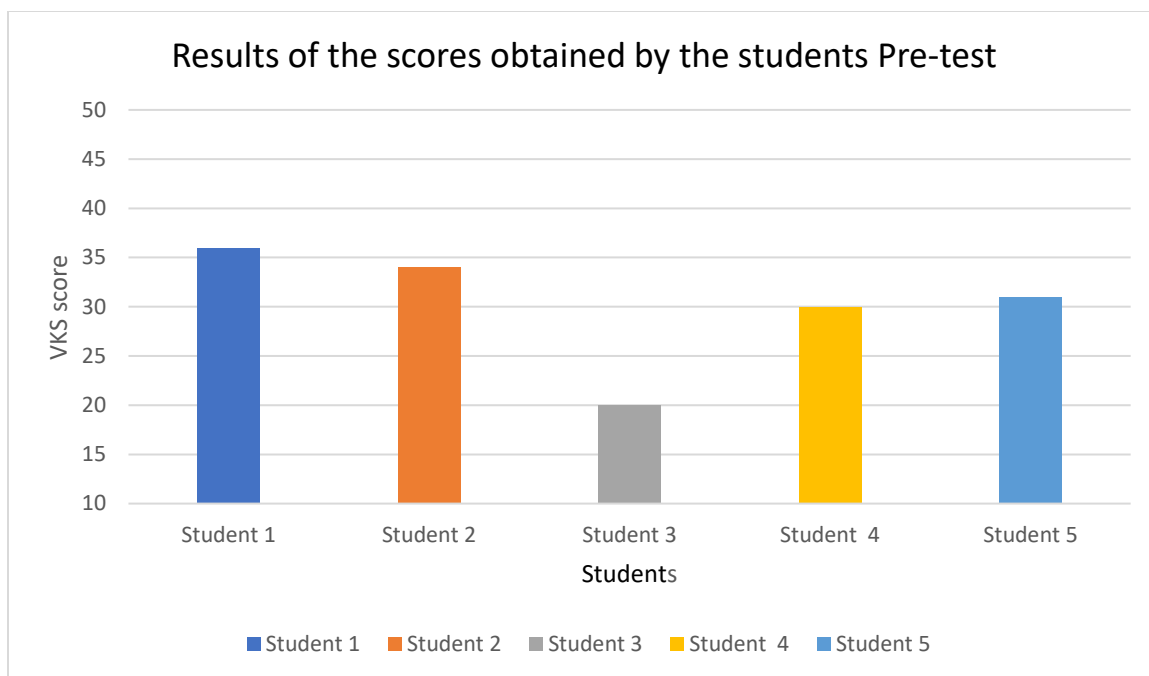
Results of the scores obtained by the students Pre-test

Figure 16 Results of the scores obtained by students in the Pre-test

As evidence, in this test four of the students are close to more than half of the total score, and only one is below this score. This allows confirming the ideas about their vocabulary level, which is not the best and totally coincides with the revision of the percentages of appropriation of the words. On the other hand, it is satisfying to know that the students were very honest when evaluating themselves, which allows starting from a solid reality regarding their real level of lexical knowledge.

All results only confirm that the students have a basic language level, since there is recognition of more than half of the vocabulary, and only 40% of the words remain in the initial stage, and the remaining 60% are recognized by the students as English words. However, some of the translations given were wrong and there is no textual production. Therefore, it is confirmed that English vocabulary must continue to be reinforced to achieve better textual production in students.

Field Journal 1 week 1 and 2 (from March 22 to 1 April)

In the first week, the gerund of the verbs in English began as part of the structuring of the topic to be developed in the second week, which is the present continuous. In this first week, it was observed that starting with the lottery of actions proposed, the students apply the rules of the gerund, they had fun and learned. Since when the activity was presented they immediately showed interest in doing it, it consisted of cutting and pasting images related to verbs to apply the gerund rules. It was observed that it was more striking for them because it was an activity that they usually do not do in English class and they were able to share ideas with the other classmates. In addition the images facilitated the retention of the word in English, which was satisfactory because at the end of the class with the review of the activity it was possible to show that the topic was understood by the students by correctly applying the rules to the proposed vocabulary and active participation was maintained during it.

During the second week, the topic of the present continuous was started, for which the affirmative and negative forms were explained. At the end of the explanation, some examples and exercises were proposed in which the students had to complete sentences with the correct form of the present continuous. This was a satisfactory activity in which it was noted that the students knew how to correctly use the vocabulary verbs proposed in the previous class. During the class, the constant participation of the students was observed, adding examples in which they were able to correctly relate the verbs seen with the topic explained on this occasion and at the same time, the pronunciation and construction of sentences in this new tense were practiced.

Field Journal 2 week 3 and 4 (from April 4 to April 21)

In the third and fourth weeks of application of the project ESL Classroom games as a strategy to increase English vocabulary in seventh grade students of the Mario Pezzotti Lemus

Technical Institute, it was lived with a lot of commitment and participation on the part of the students. Among the activities carried out, is the signing of the informed consent authorization by the parents to be able to carry out the project in the seventh grade students. This activity was developed in a day of "Colegio abierto". This day, the parents were informed about the objectives of the study, the activities to be carried out, among other general aspects of it. Among the few parents who attend, five authorizations were obtained, which is why these students will be taken as a sample in the study. In addition to this, it was possible to apply the pre-test instrument in the 7D students in order to know the previous knowledge of the students in terms of vocabulary at an A1 level in English. This exam was developed by the students, noticing their interest and disposition. Later it will be analyzed.

On the other hand, a game activity was carried out in class, which was called "what is she / he doing? With the objective of evaluating knowledge about the present continuous, a topic that had been previously studied. For the activity, two groups were formed. The first group chose a partner and asked, for example, what is Ana doing? And Ana had to interpret some activity. So the other team agreed to answer the question by forming a sentence in the present continuous and if it was correct, someone from the group wrote it on the board. The activity was striking for the students, for the same reason it was easy to explain and organize them, since they not only wanted to participate, they also wanted to have fun. In this way, in the development of the activity, interaction, competitiveness, collaborative work and order among the groups were observed. At the end, it was noted that the students also understood the topic of the class since they correctly formed most of the sentences using the present continuous.

The final activity developed in these two weeks was called "how to use my dictionary". This activity was carried out in order to learn to use of English dictionary since many students do

not know how to use it and at the same time, review vocabulary related to polysemy words. First, elements that we find when searching for a word in English dictionary, such as phonemes, abbreviations of the grammatical classification of words, the different definitions and examples were explained. In addition, some examples were shown to the students. Afterwards, sentence translation exercises were carried out in which words with more than one meaning or use were used, for example I'm going to book a table for dinner or I have a lot on my mind so that the students related the context of this with the correct meaning. The activity was answered orally and individually, however it was observed that when a student wanted to participate, the others were attentive to help him if necessary. This class was developed with good participation and attention from the students.

Thus, it was observed that through the proposed activities, the students participated actively through collaborative work as well as individuals, showing a willingness to reinforce their vocabulary, which is reflected in each of the contributions made by them.

Field Journal 3 week 5 and 6 (from April 25 to May 6)

In weeks, five and six as a seventh grade teacher, activities related to final exams of the first academic period were carried out. In this way, in the first week, a review workshop on ICFES questions in English was applied since, due to the pandemic, this type of exam had ceased to be applied. After this, the final exams of each subject were applied. Moreover, the students were informed of their academic progress so far.

In these weeks, the missing activities were graded and all the students' notes were organized on the institutional platform. While the activities presented by the students were reviewed, a game activity was proposed in class related to the vocabulary of professions in English. In this, an alphabet soup was proposed in which they had to underline the requested

vocabulary. In addition, the vocabulary was introduced to the students through drawings that they also had to color. At the end of the activity, the English pronunciation of each word was reviewed orally with the students.

In this class was noticed that these types of activities generate an attitude of harmony in the classroom, since in addition to the students being entertained doing the activity they also learn new vocabulary and share opinions with their classmates. In this sense, when sharing their answers, the students were interested in actively participating.

Field Journal 4 week 7 and 8 (from May 9 to 20)

In weeks, seven and eight belong to the final weeks of the first academic period at the Mario Pezzotti Lemus Technical Institute. This is why all the activities carried out on these days were related to the qualification of grades for each of the students. In addition, tasks and some activities were received that had not been submitted by some students. The final evaluations of each subject were presented; grades were socialized with each of the students and uploaded to the institutional platform.

In addition, some intra-institutional activities were carried out, such as the evaluation commission meetings, flag raising, teacher's day celebration and a trip that was organized by the rector in order to share time with the teachers who work in her institution.

On the other hand, work was done on the progress of the research project, developing activities to correct some aspects of its content. As well as in the design of new class activities and the Post-test instrument that will be one of the final activities to be carried out with the students.

Field journal 5 week 9 and 10 (from May 23 to July 3)

In the last two weeks of the development of the ESL Classroom games as a strategy to increase English vocabulary in seventh grade students of the Mario Pezzotti Lemus Technical Institute practice project, the last activities proposed for this were carried out.

Initially, a bingo was held on synonyms and antonyms in English including 40 words; 20 synonyms and 20 antonyms. The activity began with the contextualization of the words to be used in the game, for this a vocabulary was proposed in which the pronunciation and translation of each word was shown and practiced with the students. After this, a template with the bingo design was handed out, which they had to paste in the notebook and color as the given words came out. I, as a teacher, directed the activity and explained it to the students; in addition, I made the random choice of each of the words. At the end, the students who managed to complete all the boxes had a positive point in this class. In this activity, the pleasure and active participation of the students could be appreciated. Furthermore, vocabulary retention was successfully achieved much faster. Moreover, the listening skill was practiced since they had to be attentive to the pronunciation of each word in order to win, the class in general developed in an orderly manner and with a good disposition.

On the other hand, the seventh grade students presented the vocabulary post-test, culminating in this way the activities belonging to the project. The objective of which was to measure the progress of students in terms of knowledge of English vocabulary. The test and the answer options were explained to the students and the necessary time was given for its development. At the end, each student handed in their test and it was observed that the activity was presented successfully, where most of the students seemed confident in their work. Based on the responses of the students participating in the project, it is confirmed that the students knew

most of the words selected for this post-test and many were able to use them in sentences in English. This fact represents great satisfaction in this final stage of the project.

Post test

For the VKS post-test, The same scale of performance items and self-presentation of the pre-test was used to obtain the self-perceived and demonstrated knowledge of specific words in their written form. The scale of values ranges from total ignorance, through recognition of the word and some idea about its meaning, the ability to translate the word or offer a synonym, and the ability to use the word correctly in a sentence from the point of view of grammatical and semantic Rodriguez (2013).

In the same sense, to obtain the score of the test results, a table of score categories of the VKS test is presented, adapted from the original language to Spanish (Paribakht, T and Wesche, M, 1997) (Figure 14).

The second VKS test was taken by 35 students from grade 7D however, taking into account the informed consent signed by the parents, five tests will be analyzed. The test and the response options were explained to the students, after asking them to read the instructions and clarify their doubts, the test was started. In the second test, the students finished in less than 20 minutes and it was observed that the activity was presented with a good disposition where most of the students seemed sure of their work.
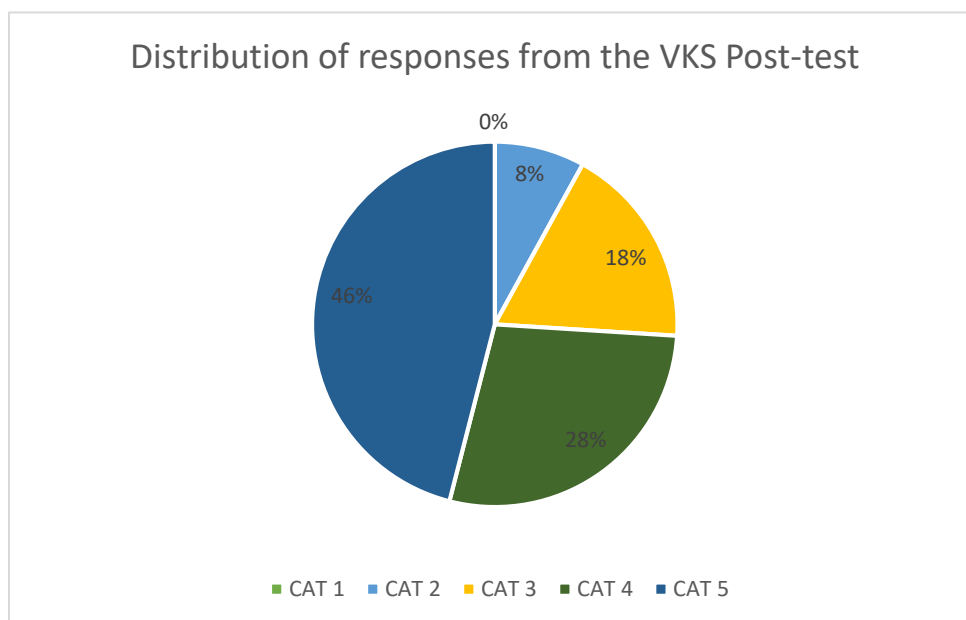
Distribution of responses from the VKS Post-test

Figure 17 Distribution of responses from VKS Post-test

This post-test allows verifying that most of the students recognized the words in English. 0% of the words were in the first category (I don't remember seeing this word before) and 8% in the second category. Nevertheless, it was noted that most of the words were recognized and used by the students to form sentences in English, 28% were located in the fourth category because the students know their meaning and 46% of the words were used to construct sentences, category with the highest number of responses; finally, 16% were located in the third category.

From the total number of identified words (92%) 13% were wrong, the most common mistakes among the incorrect words was confusing words that have similar letters in English such as "book" which was translated by some students as "Cuaderno". And confusing words from the same grammatical category where "girl" was translate as "mujer".

Among the 23 sentences that the students wrote in 5 category, three were wrong because those sentences simply cannot be considered as sentences "is blue eyes", "My brother" and "is dancing".

From the above, it is possible to demonstrate that the results obtained on this final test were pretty good, the difference between the words known and unknown by the students is almost nil. And a most of the words were actually well used in the construction of sentences. For this reason, it is possible to say that the activities carried out on the project with seventh grade students to increase their vocabulary in English was successfully developed, achieving the main objective of this research.

Also, the results for each of the students are shown below, in order to track their performance in future tests. As 10 words were selected, the minimum score obtained in the test is 10, taking into account that the first level (I do not remember having seen this word before) counts as 1. The maximum score that a student could obtain is 50. After scoring the tests, these were the results:
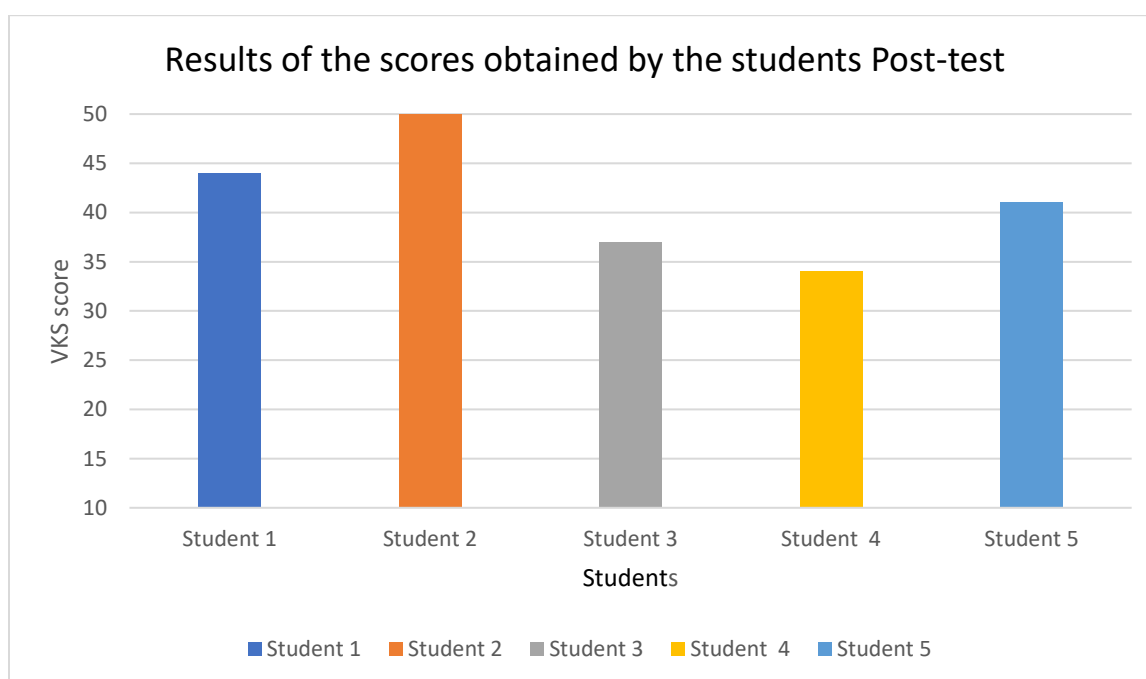

Figure 18 Results of the scores obtained by students in the Post-test

As is shown, in this final test three of the students are close to achieve the maximum level of the total score, and one student has obtained 50 as a score being this the best one. On the other hand, two students were near to achieve 40 as a score. This information allows confirming the results shown on about the vocabulary level, which has improved since the first test presented and totally coincides with the revision of the percentages of appropriation of the words. On the other hand, it is satisfying to know that the students not only has learned and increased their English vocabulary but also, now they are able to build sentences in English working on their written production.

This results confirm that the students have a good advance on vocabulary and written skills, since there is recognition of almost all vocabulary proposed on the test, and only 8% of the words remain in the initial stage, and the remaining 92% are recognized by the students as English words.

Results

On this part, the final results are presented and the information collected during the ten weeks that were used to develop the study through different instruments applied. Thus, based on the analysis of the different types of data obtained, different arguments and ideas are proposed that seek to reach an answer to the research question "H*ow can ESL classroom games reinforce vocabulary in seventh grade students in Mario Pezzotti Lemus Technical Institute?"*

The following table, show the instruments which were used on the research in order to collect data.

Instruments	Variables that measure	Relevant results related to the variables
Pre-test	Prior knowledge of vocabulary	Results above 50% correct answers
Field journal	Observations about the process	Performance of students during the activities developed
Post-test	Knowledge advance in vocabulary	Results above 80% correct answers

Table 3 instruments used in research for data collection.

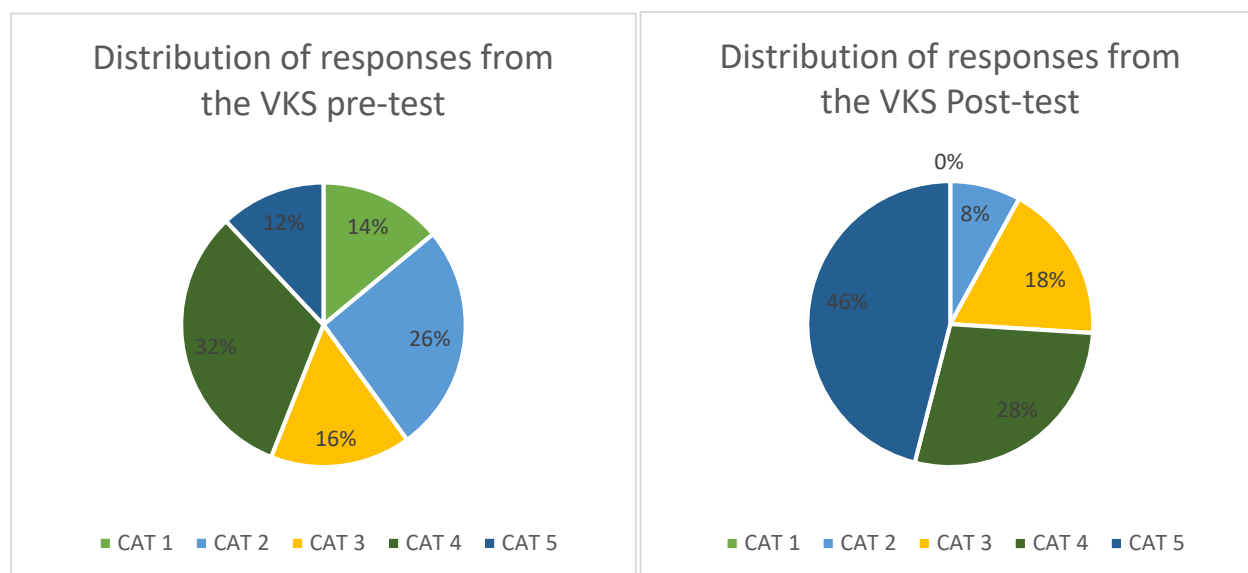### Pre-test and post-test results

Figure 19 Comparison of the distribution of responses within the five categories from pre-test and post-test

From the results of the two tests applied to the students in this investigation, several existing differences can be appreciated. There is a wide difference with respect to the previous results in which 14% of the words fell into the first category (*Yo no recuerdo haber visto esta palabra anteriormente*). Contrarily, in the second test, after the application of some classroom games the first category does not get any words. Which means that the words were understood by the students almost in their entirety. In addition, it should be noted that the second category (*Yo he visto esta palabra, pero no sé qué significa*) also had different results in the first test with

26% of the words and 8% in the second, showing an advance in the recognition of words. Words in English. On the other hand, within the categories 3 and very similar percentages were obtained in the two tests. However, in category 5 significant changes are observed where in the first test only 12% of the words were used to form sentences and in the second 46% of the words. That means that the students who selected this category were more successful in their translations and in their ability to write sentences in English.

Thus showing a significant advance in the knowledge of English vocabulary thanks to the use and application of playful strategies in class, which helped to enhance the learning of new words, their retention and correct use. Since in the initial observation of the classes a traditional methodology was appreciated and no activities were observed in which there was real interaction with the students, therefore, the students were not motivated to participate and their learning was slow and they tended to get distracted finishing for not paying attention to the contents of the class. However, at the end of this project, it is important to highlight that with the use of this type of game activities in class, which involved memory exercises, collaborative work, relationship of images with words or real situations of daily life in an oral and written way that were really different from those normally used in the classroom, it was evidenced that the retention of vocabulary was faster and when participating, the students felt attracted to be part of each activity, in addition the interaction with other students motivate them to participate and exchange opinions using English in class. On the other hand, in activities where it was necessary to relate words or phrases with images, the use of vocabulary and its retention were facilitated. From the above, and taking the results of the two tests as a reference, there is an advance in the students in terms of the use of English vocabulary, which was the main objective of this study.
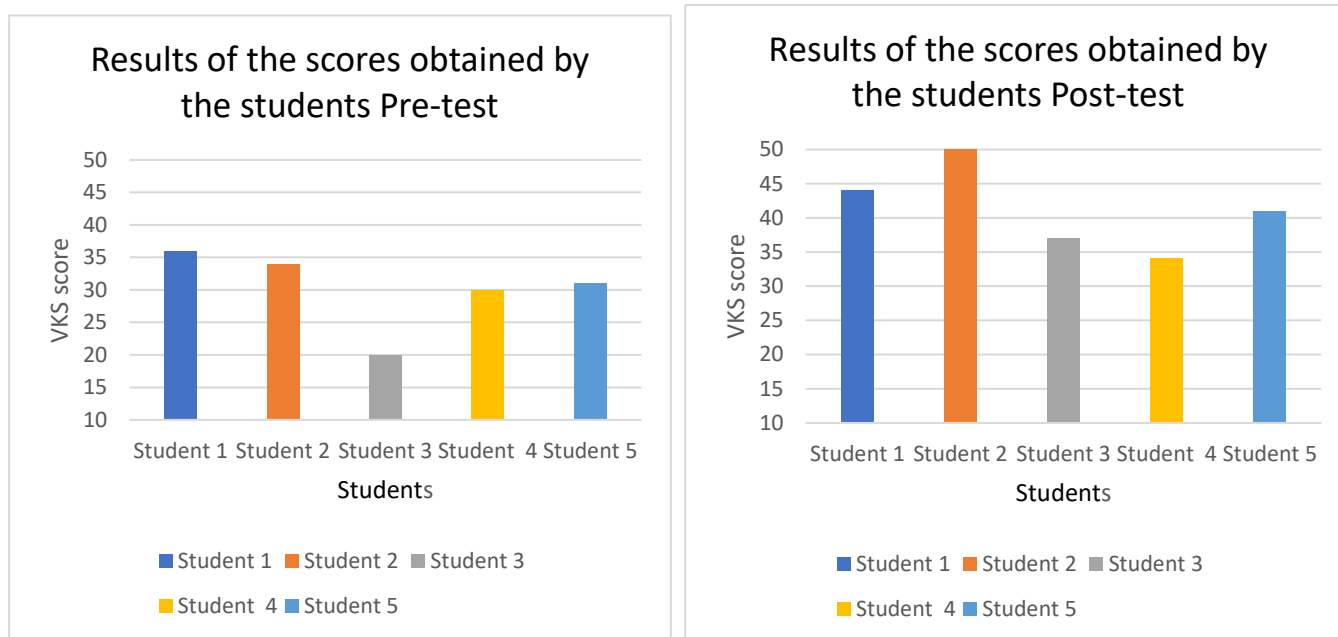
Results of the scores obtained by the students Pre-test

VKS score

50
45
40
35
30
25
20
15
10

Student 1   Student 2   Student 3   Student 4   Student 5

Students

■ Student 1 ■ Student 2 ■ Student 3
■ Student 4 ■ Student 5

Results of the scores obtained by the students Post-test

VKS score

50
45
40
35
30
25
20
15
10

Student 1   Student 2   Student 3   Student 4   Student 5

Students

■ Student 1 ■ Student 2 ■ Student 3
■ Student 4 ■ Student 5

Figure 20 Comparative results of the scores obtained by the students in the pre-test and post-test

In this part, the graph shows the difference between vocabulary knowledge in the first

and second test is evident. Although in the first test the results were not very bad, in the second

most of the students increased the results of their scores. The only student who did not make

really significant progress was student number 4. However, his score improved by 4 points. The

student 1 increased his score by 8 points; student 3 increased his score by 17 points and student 5

increased his score by 10 points. Student 2 obtained the highest possible score in the test, proving

to be able to correctly use all the proposed words to form sentences in the post-test. In general, it

can be said that the performance and knowledge of the students in terms of English vocabulary

presented improvements thanks to the activities belonging to the project that were developed

with them.

Field journal results

In this study, it was decided to keep a field journal with the seventh grade students, in

order to answer the main question of this study, how can ESL classroom games reinforce

vocabulary in seventh grade students in Mario Pezzotti Lemus Technical Institute?. From the notes compiled by the researcher, it is evident that during all the activities carried out in the project, most of the students showed participation and active attention thanks to the relationship between students and collaborative work, this fact facilitated the use of English and the development of each class. In addition, they showed good disposition and attitude in the development of these completing and presenting their progress in each class. In this sense, all the activities proposed in the project were successfully completed by the students.

However, from a communicative perspective, it was noted that students are not used to using English as a language in the course of classes and do not fully understand the information when this language is used. So it was very common that in the development of the classes the students asked for the translation into Spanish of the instructions given. On the other hand, in activities in which memory strategies, collaborative work and vocabulary relationship with images were used, it was noted that the retention and use of words in English was satisfactory and they apply the new knowledge in subsequent activities.

Conclusions

Taking into account the main objective that guided this study was: To implement ESL classroom games as a strategy to reinforce vocabulary in students of seventh grade at Mario Pezzotti Lemus Technical Institute. And from the development of the proposed activities and the results obtained by them, it can be affirmed when the vocabulary learning strategies involve interactive activities, the students not only increase their vocabulary but also improve the depth of understanding of it, which that allows them to advance in their process and start with their own production.

In addition, if the information collected in the research is reviewed, it can be concluded that the application of dynamic vocabulary learning strategies can improve the level of vocabulary knowledge of the learners. An example of this is that the students who participated in this research went from obtaining an average of 30.2 on a test to obtaining 41.2, with 50 being the maximum score. Showing the success achieved during this process and the contribution on students' English learning the objective of this study was accomplished enhanced students vocabulary level in English.

On the other hand, although the results in these 10 weeks of application of the project were good, it is not enough. The learning of vocabulary, the appropriation and use of this is a long process that needs new strategies and the necessary time for its application. However, it is important to mention that the students performed very well, not only academically but also disciplinarily.

Finally, I can personally say that at the end of this project I feel that it was a great learning experience for my teaching work. In which it was gratifying to develop the activities that I proposed in the best way and with dedication to achieve the achievements that are presented in this work. In addition, during these weeks I learned how to face real situations in the academic context in an educational community such as the Mario Pezzotti Lemus Technical Institute, which opened the doors for me to carry out the final stage of my studies.

Chapter IV: Community outreach component

"Using flashcards as a strategy to increase vocabulary in first and second grade students

in Mario Pezzotti Lemus Technical Institute"

Introduction

The foreign language program of the University of Pamplona implements a project of

extension to the primary school population in order to address the training needs in English of

the primary school child population and integrate the language training of the students of the

English-French Bachelor of Foreign Languages Program to the educational reality of teaching

English in primary school. Thus, the proposal using flashcards as a strategy to increase

vocabulary in first and second grade students in Mario Pezzotti Lemus Technical Institute is

presented with the aim of implementing vocabulary flash cards for the development of class

sessions, envisioning a pleasant, attractive and didactic work.

Vocabulary is an essential component to the learning of a foreign language at primary

level to enrich learner's language (Cameron, 2013). In this way, many strategies can be applied

to teach vocabulary effectively according to Apaza & Alvarez (2015), the development of the

lexicon of a second language is a process in which students acquire vocabulary in various forms

and ways, in this process the teacher, the didactic resources and the active participation of the

students totally influence their own learning. In addition, it should be noted that Flashcards

contribute significantly to the development of the English lexicon with a wide variety of

activities and tasks in favor of vocabulary.

Justification

The need to implement this study stems from the fact that in the public schools in

Colombia, in the primary section, there is no support from an English graduate teacher who

guides the learning of the foreign language in schools. This is why in more advanced grades this shortcoming is evident when students come to wanting to participate or understand an indication.

Thus, the purpose of this study is to emphasize how the use of flashcards facilitates the acquisition and increase of vocabulary in English and makes the teaching process more effective and productive. All this framed in an affective, creative and authentic learning climate in order to make the student increase his lexicon in English and make him a successful student.

The development of this project benefits the educational community from Mario Pezzotti technical institute including teachers who are not specialized in teaching English and especially students in first and second grades.

Objectives

General objective

- To enhance vocabulary in students of first and second grades in Mario Pezzotti technical institute.

Specifics objectives

- To guide the teaching process in primary school students in the area of English.
- To design creative flashcards to teach new vocabulary
- To motivate the student to develop their English lexicon through exercises that contain Flashcards.

Methodology

First and second grades students have one hour of English per week this is the time to develop the activities accompanied by the teacher in training.

For this investigative process, the qualitative approach was chosen, taking into account the characteristics of the population, specifically, the size of the population is made up of approximately 35 boys and girls in each course aged between 6 and 8 years. According to Creswell (2014) qualitative approach is to explore and understand the meaning that individuals or groups attribute to a social or human problem. The context in which the process will be developed is in the urban sector. It is important to mention that due to the health emergency and academic virtuality, students have not had much contact with the English language.

The implementation of this proposal will take place at the Mario Pezzotti Lemus Technical Institute during the first semester of 2022, taking a session of one hour per week in each grade to develop each activity.

The methodology that will be used in the class is the one proposed by Bolañoz (2021) that will be explained below. In addition, each session will be developed in three moments or steps which will be: warp up, cognitive stage and practicing. So, the class will be executed as follows:

At the warp up moment, vocabulary practice activities will be included, for example, students will develop a "Word search" where they will use the words from the previous activity. The students had to write the vocabulary to reinforce memorization and consolidation of vocabulary.

The cognitive stage is the moment where the students learn the new vocabulary. For example, in the cognitive stage, the students listen to and constantly practice a short song of greetings, they colored the printed cards with images corresponding to the parts of the day and the corresponding greetings.

In the practice moment, the students carry out drawing, writing, coloring activities and relate vocabulary with images, creating their own flashcards. For example, they work by relating the vocabulary learned in the previous moment and generating a sheet with that vocabulary, applying color to taste.

Executed methodology

The methodology executed for the application of the project "Using flashcards as a strategy to increase vocabulary in first and second grade students in Mario Pezzotti Lemus Technical Institute" in English class in the first and second grades of primary school was composed of three moments. First, the exploration, moment in which the subject was introduced to the students through the explanation of the vocabulary that will be used in the class through the design of flashcards in which images are related to the proposed vocabulary.

The second moment of the class is called structuring and practice, in this the activity to be developed is explained and the students proceed to carry it out using a guide with some exercises.

The final moment is the transfer or evaluation and this is where the feedback is given, the work done by the students is socialized and corrections are made where necessary.

Description of the activities implemented with the primary community

First grade activities

Introducing myself

The first activity developed in the first grade was called introducing myself, this class was carried out with the aim of getting to know the children a little. For this, a guide was designed in which personal information such as name, age, favorite color, among others, is taken

into account (Annex K). The guide was shown to the students and the information they had to complete was explained step by step, they also had to add some drawings to complete and decorate at the end. In the development of the class, the children participated adding their answers and asking when they had doubts. At the end of the class, the work done by each student was reviewed and corrected where necessary.

Daily expressions

The second class was about the activities we do daily. For this, a vocabulary of six actions was chosen with an image for each one and the work guide was designed (Annex L). The class began by showing the activities present in the guide and repeating them together with the students. Later, it was explained to them that they had to write the activity corresponding to each illustration in the space under each drawing. Finally, the guide was colored and the work of each child was reviewed individually, correcting in some cases the writing of the words in English (Annex M).

Numbers 1 to 10

The third activity carried out focused on the study of the vocabulary of numbers in English. On this occasion, the board was used as a tool to design flashcards in which a drawing of the number with its respective name in English (Annex N) is presented. Later, the pronunciation of each number in English was practiced with the students. To continue with the class, the worksheet designed was given to the students and it was explained, they had to match two columns, the number and an image of the quantity of each one and at the end color it (Annex O). When they finished the answers were socialized orally and the oral pronunciation was reviewed.

Body Parts

On the fourth class, the central topic was vocabulary about body parts. In this way, using the board, was designed a body girl drawing in which the body vocabulary was shown signaling the specific part of the body and the writing of it (Annex P). This vocabulary was studied in class through the song called "head, shoulders, knees and feet..." It was a good strategy to start the class in order to calls students attention, at the same time the pronunciation was practiced. Then, the worksheet designed was given and explained to students in which they had to write the correct part of the body looking to the image proposed, also they had the vocabulary studied at the bottom of the page (Annex Q). After they finished, the answers was reviewed individually and it was corrected when was necessary.

Face parts

The class was developed taking into account the vocabulary of the parts of the face in English. This is why the class began with a drawing made on the board, in which the vocabulary is presented in an animated way (Annex HH). This was studied orally together with the students while the word in English was pointed out on the body of each one (for example, we say nose and the students touch their nose). After this, the students made a guide in which they had to color and write the parts of the face to a proposed drawing. At the end of the class the work was reviewed and corrected when necessary (Annex II).

House parts

For this class, the vocabulary was socialized through a guide in which each word is presented in relation to a drawing. After reviewing it orally, students are given an activity in which they must color the parts of the house that are mentioned there. At the end of the class,

each student's work is reviewed individually and corrections are made where necessary (Annex LL).

Fruits

An activity was developed in relation to the vocabulary of fruits. For this, the words related to the vocabulary of this activity were taught and the correct pronunciation of these was practiced with the students. Next, the students had to find each of these words in a word search and practice writing them in the notebook. In addition, an activity was proposed to color the fruits seen in relation to the colors in English (Annex OO).

Adjectives

The last class in the first grade was developed according to the vocabulary of adjectives in English. For this, the vocabulary was explained by making comparisons with elements present in the classroom. Giving examples and practicing with the students the pronunciation of these. In addition, a work guide was proposed, in which the name had to be chosen for each of the flashcard images related to the adjectives seen (Annex QQ). Each word was chosen collaboratively with all the students. In addition, the relationship of each word with its adjective facilitated the development of the class and pronunciation was practiced in each of the cases.

First grade timetable

	March				April				May				June			
Flash card topics	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Class 1: Introducing myself			X													

Class 2: Daily expressions					X											
Class 3: Numbers 1 to 10							X									
Class 4: Body Parts								X								
Class 5: Face parts									X							
Class 6: House Parts										X						
Class 7: Fruits vocabulary												X				
Class 8: Adjectives													X			

Table 4 First grade timetable

Second grade activities

Introducing myself

The first class on second grade was made with the purpose of knowing students. This is why a worksheet about personal information was designed (Annex K). The class started with teacher's introduction, then she asked to students about their name, age, family and others aspects. When the guide was given to students, it was explained step by step and they had to complete with their own personal information and color it at the end (Annex R). When they

finished, the information was asked orally, and some students introduced their self to the class in English.

My neighborhood

The second class in second grade had as objective to study the neighborhood vocabulary including places on the city. This is why the class started by knowing some words related to the topic, the flashcards designed include images and the writing of the place. They were stuck on the board and the pronunciation was practiced with students ([Annex S](#)). After that, the guide proposed was explained to students, it include some images related to the vocabulary seen and a map, in which students had to cut and paste the illustrations on the map to complete it and when they finished it is paste on the notebooks ([Annex T](#)). At the end, it was reviewed orally and then individually going through every desk.

Greetings

This class was proposed in order to learn and practice greetings vocabulary. In this occasion, the board was used to write and make some drawings related to the vocabulary. This vocabulary was study with the students thought the pronunciation of each expression ([Annex U](#)). Then, the worksheet was explained to students and they had to match a picture related to one greeting to the correct writing of it. When they finished the correct answers were socialized orally and then reviewed individually ([Annex V](#)).

Occupations

The fourth class was made with the main objective of learn vocabulary related to occupations. This is why the vocabulary proposed was practiced orally with students and using the board. After that, the guide proposed was given and explained to students, in which they had first to unscramble and order some words related to the vocabulary seen, then they had to build

their own flashcards completing the spaces next to the images (Annex W). When they finished,

all together share the answers in order to review and correct some points of the activity.

Commands

The theme of this class was vocabulary related to class commands in English. For which

some flashcards were proposed that related a class order with an image that represents it. Like

for example sit down with the image of a child sitting at his desk (Annex JJ). After studying

orally each of the words of the vocabulary in English. The students developed an activity in

which they were given a bank of words which they had to choose and write next to the drawing

that represents each of the commands (Annex KK). During the development of this, doubts were

resolved and many of the students gave their contribution orally, showing their pleasure in the

development of the class. At the end of the class, the work done was reviewed and corrected

when necessary.

House parts

For this class, the vocabulary is presented to the students on the board and each of the

words is reviewed taking into account their writing and pronunciation (Annex MM). Afterwards,

a guide is given to the students in which a drawing is presented that they must complete taking

into account the proposed vocabulary (Annex NN). At the end of the class, the answers are

shared in groups and the necessary corrections are made.

Numbers 11 to 20

The topic of the class was the numbers from 10 to 20. For the development of this

activity, initially the numbers from 1 to 10 were reviewed together with the students and then the

new vocabulary was built and practiced with them orally and was recorded in the notebook in

written form. Afterwards, a work guide was given to the students in which they had to use given

letters to build words with different colors related to the vocabulary of numbers. At the end of the class the guide was reviewed and corrected when necessary (Annex PP).

School vocabulary

The final class addressed the vocabulary related to the elements of the classroom. At first, the flashcards proposed for this class were presented to the students, practicing their pronunciation and the relationship with each image. After this, the students had to decorate and color the studied flashcards. Next, an English alphabet soup was developed in which the students had to look for some of the words of the vocabulary seen. This was a very entertaining activity for the students and their attitude and willingness to work was excellent. At the end, the activity was reviewed for each student and doubts were answered and corrections were made where necessary (Annex RR).

Second grade timetable

	March				April				May				June			
Flash card topics	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Class 1: Introducing myself			X													
Class 2: My neighborhood					X											
Class 3: Greetings							X									
Class 4: Occupations								X								

Class 5: Commands									X								
Class 6: The house										X							
Class 7: Numbers 11 to 20												X					
Class 8: School vocabulary													X				

Table 5 Second grade timetable

Progression towards the achievement of the proposed objectives

Talking about the first objective of this project, which is to guide the teaching process of primary school students in the area of English. The teaching process developed has been carried out seeking that in each class the teacher is available to the students to guide them in the explanation of the proposed contents, guide the students in each step of the activities to be carried out and in the same way to respond the doubts that are generated in the development of each activity.

On the other hand, the next objective is about designing flashcards to teach new vocabulary in English classes. This is why on the development of the classes some flashcards are proposed in order to easily understand the vocabulary content. This flashcards are designed relating a striking image or drawing to a word in English.

The last objective refers to motivating the student to develop their vocabulary in English through exercises that contain Flashcards. In this sense, taking into account the development of each class, it is evident that the students are interested in the contents when they see drawings or

colorful images that make it easy to relate them to the vocabulary. Also, when they hear how each word is pronounced they are motivated to want to participate to perfect this. Thus, when something is asked orally they are very interested in answering.

Material designed to support the process and planning

First grade lesson plans

First class: introducing myself

Lesson plan 1	
Title	Introducing myself
Vocabulary	Personal information
Date	Wednesday 23 March
Group	1A – 1B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	The class begins with a greeting to students. Then, teacher's introduction is made, in order to know students; it is proposed to ask them about their name, age, family and others aspects.	
Structuring and practice	When the guide is given to students, it will be explained step by step and they had to complete with their own personal information, some drawings and color it at the end.	
Transfer and evaluation	At the end of the class, the work done by each student will be reviewed and corrected where necessary. In addition, some students are going to introduce their self to the class in English.	

Figure 21 First grade lesson plan 1

Second class: Daily expressions

Lesson plan 2

Title	Daily activities
Date	Monday March 4
Group	1A – 1B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	The class begins with a greeting to students. Fist, the vocabulary that will be used on the class is explained using the images on the guide proposed. Then the vocabulary is practiced by repeating the pronunciation with students.	
Structuring and practice	The worksheet proposed is explained to students, they have to write the activity corresponding to each illustration in the space under each drawing, and they have to color it.	
Transfer and evaluation	The work of each child is reviewed individually, correcting in some cases the writing of the words in English.	

Figure 22 First grade lesson plan 2

Third class: Numbers 1 to 10

Lesson plan 3

Title	Numbers 1 to 10
Date	Wednesday April 20
Group	1A – 1B
Duration	45 min
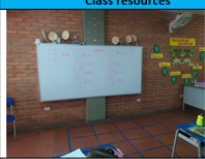
Class moment	Descriptions of the activities	Class resources
Exploration	First, the board will be used as a tool to design flashcards in which a drawing of the number with its respective name in English. Later, the pronunciation of each number in English will be practiced with the students.	
Structuring and practice	The worksheet designed is given to the students and it will be explained. Students have to match two columns; the number and an image of the quantity of each one and at the end color it.	
Transfer and evaluation	When they finished the answers will be socialized orally and the oral pronunciation was reviewed.	

Figure 23 First grade lesson plan 3

Fourth class: Body parts

Lesson plan 4

Title	Body parts
Date	Wednesday April 27
Group	1A – 1B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	First, the class start greeting the students. In this way, using the board, will be designed a body girl drawing in which the body vocabulary was shown signaling the specific part of the body and the writing of it. This vocabulary will be studied in class through the song called "head, shoulders, knees and feet..." It will be a strategy to start the class in order to calls students attention and at the same time, the pronunciation will be practiced.	
Structuring and practice	Then, the worksheet designed is given and explained to students in which they have to write the correct part of the body looking to the image proposed. In addition, they have the vocabulary studied at the bottom of the page.	
Transfer and evaluation	After they finished, the answers was reviewed individually and it was corrected when was necessary.	

Figure 24 First grade lesson plan 4

Fifth class: Face parts

Lesson plan 5

Title	Face parts
Date	Wednesday May 4
Group	1A – 1B
Duration	45 min
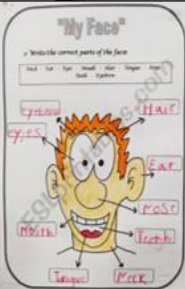
Class moment	Descriptions of the activities	Class resources
Exploration	The class began with a drawing made on the board, in which the vocabulary is presented in an animated way. This was studied orally together with the students while the word in English was pointed out on the body of each one (for example, we say nose and the students touch their nose).	
Structuring and practice	The students made a guide in which they had to color and write the parts of the face to a proposed drawing	
Transfer and evaluation	At the end of the class the work was reviewed and corrected when necessary.	

Figure 25 First grade lesson plan 5

Sixth class: House parts

Lesson plan 6

Title	House parts
Date	Wednesday May 11
Group	1A – 1B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	The vocabulary was socialized through a guide in which each word is presented in relation to a drawing. After it was reviewing orally	
Structuring and practice	Students are given an activity in which they must color the parts of the house that are mentioned there.	Our House
Transfer and evaluation	At the end of the class, each student's work is reviewed individually and corrections are made where necessary.	

Figure 26 First grade lesson plan 6

Seventh class: Fruits vocabulary

Lesson plan 7

Title	Fruits vocabulary
Date	Wednesday May 25
Group	1A – 1B
Duration	45 min
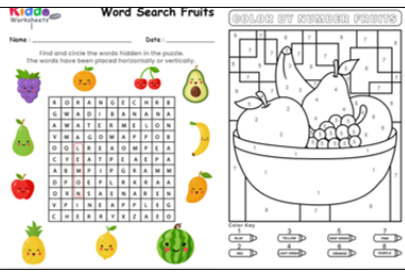
Class moment	Descriptions of the activities	Class resources
Exploration	The words related to the vocabulary of this activity were taught and the correct pronunciation of these was practiced with the students.	
Structuring and practice	The students had to find each of these words in a word search and practice writing them in the notebook. In addition, an activity was proposed to color the fruits seen in relation to the colors in English.	Word Search Fruits / COLOR BY NUMBER FRUITS
Transfer and evaluation	At the end of the class the guide was reviewed and corrected when necessary.	

Figure 27 First grade lesson plan 7

Eight class: Adjectives

Lesson plan 8

Title	Adjectives
Date	Wednesday June 1
Group	1A – 1B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	The vocabulary was explained by making comparisons with elements present in the classroom. Giving examples and practicing with the students the pronunciation of these	
Structuring and practice	A work guide was proposed, in which the name had to be chosen for each of the flashcard images related to the adjectives seen. Each word was chosen collaboratively with all the students. In addition, the relationship of each word with its adjective facilitated the development of the class and pronunciation was practiced in each of the cases.	
Transfer and evaluation	At the end, the activity was reviewed for each student and doubts were answered and corrections were made where necessary.	

Figure 28 First grade lesson plan 8

Second grade lesson plans

First class: Introducing myself

Title	Introducing myself
Vocabulary	Personal information
Date	Wednesday 23 March
Group	2A – 2B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	The class begins with a greeting to students. Then, teacher's introduction is made, in order to know students; it is proposed to ask them about their name, age, family and others aspects.	
Structuring and practice	When the guide is given to students, it will be explained step by step and they had to complete with their own personal information, some drawings and color it at the end.	
Transfer and evaluation	At the end of the class, the work done by each student will be reviewed and corrected where necessary. In addition, some students are going to introduce their self to the class in English.	

Figure 29 Second grade lesson 1

Second class: My neighborhood

Lesson plan 2

Title	My neighborhood
Vocabulary	Places in the town
Date	Monday March 4
Group	2A – 2B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	After greeting the students, the class starts by knowing some words related to the topic, the flashcards designed include images and the writing of the place. They will be stuck on the board and the pronunciation will be practiced with students.	
Structuring and practice	The guide proposed will be explained to students, it include some images related to the vocabulary seen and a map, in which students have to cut and paste the illustrations on the map to complete it and when they finish it is paste on their notebooks.	
Transfer and evaluation	At the end, it was reviewed orally and then individually going through every desk.	

Figure 30 Second grade lesson plan 2

Third class: Greetings

Lesson plan 3

Title	Greetings
Date	Wednesday April 20
Group	2A – 2B
Duration	45 min
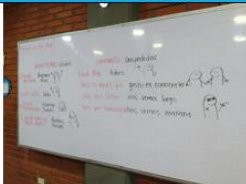
Class moment	Descriptions of the activities	Class resources
Exploration	First, the class start greeting the students. In this occasion, the board will be used to write and make some drawings related to the vocabulary. This vocabulary will be study with the students thought the pronunciation of each expression.	
Structuring and practice	Then, the worksheet designed will be explained to students and they had to match a picture related to one greeting to the correct writing of it.	
Transfer and evaluation	At the end of the class, when they finish the correct answers were socialized orally and then reviewed individually.	

Figure 31 Second grade lesson plan 3

Fourth class: Occupations

Lesson plan 4

Title	Occupations
Date	Wednesday April 27
Group	2A – 2B
Duration	45 min
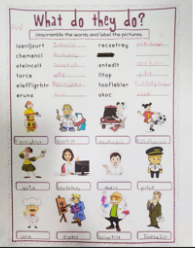
Class moment	Descriptions of the activities	Class resources
Exploration	This class will be made with the main objective of learn vocabulary related to occupations. This is why the vocabulary proposed will be practiced orally with students and using the board.	
Structuring and practice	After that, the guide proposed is given and explained to students, in which they have first to unscramble and order some words related to the vocabulary seen. Then they have to build their own flashcards completing the spaces next to the images.	
Transfer and evaluation	When they finish, all together share the answers in order to review and correct some points of the activity.	

Figure 32 Second grade lesson plan 4

Fifth class: Commands

Lesson plan 5

Title	Commands
Date	Wednesday May 4
Group	2A – 2B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	Some flashcards were proposed that related a class order with an image that represents it. Like for example sit down with the image of a child sitting at his desk. After we study orally each of the words of the vocabulary in English.	
Structuring and practice	The students developed an activity in which they were given a bank of words which they had to choose and write next to the drawing that represents each of the commands.	
Transfer and evaluation	At the end of the class, the work done was reviewed and corrected when necessary.	

Figure 33 Second grade lesson plan 5

Sixth class: House parts

Lesson plan 6

Title	House parts
Date	Wednesday May 11
Group	2A – 2B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	The vocabulary is presented to the students on the board and each of the words is reviewed taking into account their spelling and pronunciation.	
Structuring and practice	Afterwards, a guide is given to the students in which a drawing is presented that they must complete taking into account the proposed vocabulary.	
Transfer and evaluation	At the end of the class, the answers are shared in groups and the necessary corrections are made.	

Figure 34 Second grade lesson plan 6

Seventh class: Numbers 11 to 20

Lesson plan 7

Title	Numbers 11 to 20
Date	Wednesday May 25
Group	2A – 2B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	For the development of this activity, initially the numbers from 1 to 10 were reviewed together with the students and then the new vocabulary of numbers was built and practiced with them orally	
Structuring and practice	A work guide was given to the students in which they had to use given letters to build words with different colors related to the vocabulary of numbers.	
Transfer and evaluation	At the end of the class the guide was reviewed and corrected when necessary.	

Figure 35 Second grade lesson plan 7

Eight class: School vocabulary

Lesson plan 8

Title	School vocabulary
Date	Wednesday June 1
Group	2A − 2B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	At first, the flashcards proposed for this class were presented to the students, practicing their pronunciation and the relationship with each image.	
Structuring and practice	After this, the students had to decorate and color the studied flashcards. Next, an English alphabet soup was developed in which the students had to look for some of the words of the vocabulary seen.	
Transfer and evaluation	At the end, the activity was reviewed for each student and doubts were answered and corrections were made where necessary.	

Figure 36 Second grade lesson plan 8

Conclusions

Taking into account the objectives of this project in the process of applying it in the primary school, it has been possible to adequately develop the classes for the students, being for them a guide in their learning.

In addition, thanks to the use of flashcards designed to teach the vocabulary corresponding to each class, it has been observed that students have been actively interested in learning both orally and in writing. At the same time, in their learning process, it has been observed that thanks to the relationship that each student makes between the proposed image and the English word, their retention and use of these in subsequent practice activities has been successfully developed.

Thus, achieving the objectives of this project, which is to guide and contribute to the reinforcement of English vocabulary using flashcards as a strategy to motivate them to learn the language.

Chapter V: Intra-institutional Activities Component

"Accompaniment to the intra-institutional activities of the Mario Pezzotti Lemus

Technical Institute"

Introduction

Intra-institutional articulation is, according to Ministerio de educacion Catamarca (2010), a work carried out within the institution, with the thoughtful participation of teachers who, recognizing themselves as educators with common interests and needs, must seek strategies that allow them to initiate paths of elaboration of joint projects that respond to the demands, trying to collectively resolve the difficulties that arise in daily activities. It is understood as the coordination that is carried out internally in an institution in order to improve, provide a service, and carry out an activity. For example, the celebration of the anniversary of the institution

In Mario Pezzotti Lemus Technical Institute the teacher in training will be involved in additional activities to the academic ones that are programmed in the institution. For example, the supervision and accompaniment in the breaks, the hoists of flag, cultural events, meetings of parents among others. This component will allow the teacher in training to know in depth the institution in which she exercises her work and achieve insertion in the academic context.

Justification

Within the framework of the integral practice of the degree in foreign languages at the University of Pamplona, the intra-institutional component will be developed at the Mario Pezzotti Lemus Technical Institute with the main objective that the teacher in training acquires the knowledge of the institution at the who has been assigned, achieves at the same time his insertion in the context of the practice center, forms part of the educational community, and participates in the activities proposed by the institution.

These types of activities are of great importance to the extent that they strengthen relationships between the members of the educational community such as students, parents, teachers and administrators who are integrated in these spaces and contribute to their good development. In this sense, for the teacher in training, this will be a space in which the institution offers him the opportunity to recognize its representative events, as well as its organization and commitment to intra-institutional activities.

Objectives

General objective

- To participate in the intra-institutional activities proposed by Mario Pezzotti Lemus Technical Institute

Specific objectives

- To establish a good relationship with the people of the educational community
- To document and observe the most representative events of the institution

Methodology

The Mario Pezzotti Lemus Technical Institute organizes and schedules the different intra-institutional activities for months, including each of the events to be held such as meetings, cultural events, sports, among others. There is also the distribution of the discipline schedule in which the assigned teacher must take charge of the discipline in a certain area of the school during intra-institutional events. Thus, the intern will actively participate in the activities proposed by the institution, providing its collaboration in the area and times that are designated to contribute to the successful development of these.

Description of the intra-institutional activities in which you have participated

The first intra-institutional activity in which I participated was the open "Colegio abierto", on Friday, April 1, an activity in which parents are summoned to the institution in order to know the academic performance of the students in all the subjects covered. In this sense, the activity began at 6 am when parents began to arrive at school. My role in this activity was to accompany my supervisor in the socialization of the grades obtained up to that day. And in the same way, to indicate to the parents which were the grades in which their children had not obtained good results in order to advance in the presentation of these activities. At the end of the meeting, I toke a space from it to inform the parents about the realization of this project, letting them know the objectives and the activities to be carried out. In addition, they were asked to sign the informed consent in order to be able to carry out the study with the seventh grade students. This activity was carried out until 11 am.

The second activity in which I participated was a flag raising on Thursday, April 7. Which had the objective of commemorating the battle of Cucuta and electing the representative of the school (Annex Z). First, the flag-raising act began, where various cultural activities such as dances and plays were carried out. At the end, the candidates for represent the school were presented and voting began for their election. My role in this activity was to help my supervisor with order and discipline in the cafeteria area. At the end of the day, the elected representative was announced and finally the students went home.

The next activity was developed during the first week of May. Starting the day, the students were gathered on the school field and organized by grades. The teachers in charge of the activity directed the development of the rosary. It began with the greeting of the day, a song to the Virgin and then the rosary began, in which the students participated in each mystery. In this

activity, my role was to help maintain order and discipline in the students when participating (Annex SS).

The final activity developed by the institution was a flag raising in order to commemorate the teacher's day, in which all students and teachers has participated. On this day, students participate doing activities such as songs, poems, typical dances and others. My role in this activity was to help my supervisor with order and discipline in the field area (Annex TT).

Intra-institutional Timetable

	March				April				May				June			
Intra-institutional activity	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Colegio abierto					X											
Flag raising: The battle of Cucuta						X										
Rosary									X							
Flag raising: Teacher's day												X				

Figure 37 Timetable executed intra-institutional activities

Conclusions

Starting from the objectives that have been proposed in this study, and taking into account the ones developed, it is possible to say that most of the intra-institutional activities proposed by the Mario Pezzotti Lemus Technical institute have been attended with good disposition and to which I have been invited. In the activities the organization has been able to

observe, the commitment of the students and teachers of the school when preparing a cultural event. In the same way, in that events it was possible to interact and get to know other degrees and other teachers, and from them to learn about the process of design and execution of the intra-institutional activities carried out.

Chapter VII: Reflexive Approach

During this practice process, the development of the weekly narratives allowed me first to document my experience as a teacher, the real situations faced and the development and design of each of the project's classes. In addition, thanks to these narratives, you can evaluate the progress of the proposed activities, as well as the progress of the students, their attitude and from this design new vocabulary activities to increase their participation and motivation.

On the other hand, it is gratifying to see how the effort and dedication in each of the activities carried out had a good result in the students' knowledge and use of English vocabulary. This is why I finish my project feeling happy for the achievements, because I personally try to do my best every day and to teach with the best attitude.

Finally, I can say that in each of the components I met the initially proposed objectives, although it was not very easy, however I managed to get to know the institution and the educational community in several of its aspects and its operation.

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Annexes

Annex A Actions lottery

ACTIVIDAD DE EXPLORACIÓN PRESENTE CONTINUO

ACTIONS LOTTERY

Cut and paste the following action verbs in your notebook. then find each verb in English and practice it in class

Annex B Activity actions lottery

Annex C Activity what is she / he doing?
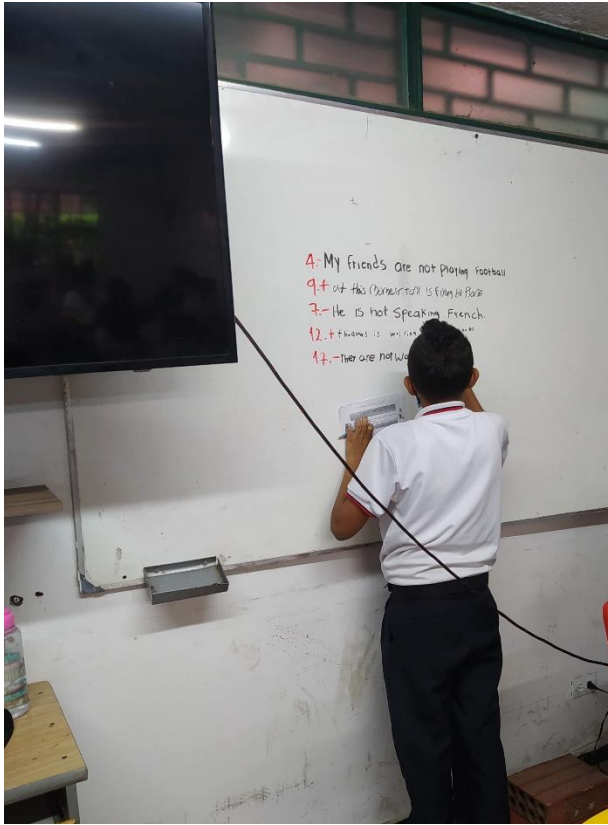
Annex D How to use my dictionary example
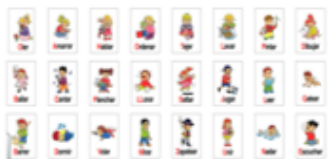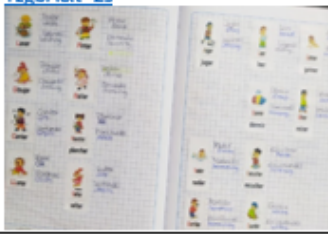
Annex E Activity how to use my dictionary?

Annex F Lesson plan Actions lottery

LESSON PLAN 1

Title	Actions Lottery
Vocabulary	Action verbs
Date	Thursday 24 March
Group	7D
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	The class begin with the greeting and a song to make the prayer of the day in English. The activity is explained, it consists of cutting out the lottery image cards and then relating each image to a verb in English and knowing its correct pronunciation and writing.	https://www.youtube.com/watch?v=SQ-LrIhPlBU
Structuring and practice	Students relate the images to verbs and the vocabulary on their notebooks. Using a video, the rules of the formation of the gerund in English are explained to be related to the vocabulary seen. Students apply the rules of the gerund to the verbs from the action lottery.	https://www.youtube.com/watch?v=oO0KrA-YzgbA&t=2s
Transfer and evaluation	Orally, students are asked how each verb change with the application of the gerund and which rule they used.	

Annex G Lesson plan what is she / he doing?

LESSON PLAN 2

Title	What is she / he doing?
Date	Thursday 5 April
Group	7D
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	After having seen the theme of the present continuous, students are proposed to make two groups and the classroom is organized. In this first moment, a review of the three forms of the present continuous was made through examples with the participation of the students.	
Structuring and practice	The activity is explained to the students where the first group had to choose a partner to interpret an action and the other group asks, for example, what is Ana doing? And Ana must interpret some activity, so the first team agreed to answer the question by forming a sentence in the present continuous with the verbs studied. In this part, students must participate and work in groups.	Notebooks Board School supplies
Transfer and evaluation	Each oral response is taken into account as a form of evaluation of the present continuous. In addition, if the contribution is correct, someone from the group is in charge of going to the board to write the sentence.	

Annex H Lesson plan 3

LESSON PLAN 3

Title	How to use my dictionary?
Date	Thursday 19 April
Group	7D
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	This class begin by explaining the elements that we find when searching for a word in English dictionary, such as phonemes, abbreviations of the grammatical classification of words, the different definitions and examples. In addition, some examples were shown to the students of the different elements that we can find in the dictionary when looking for a word.	https://youtu.be/JajC6oTYuZc
Structuring and practice	In this part, sentence translation exercises will be carried out in which words with more than one meaning or use were used, for example I'm going to book a table for dinner or I have a lot on my mind so the students related the context of this with the correct meaning.	Dictionary Board School supplies
Transfer and evaluation	The activity will be answered orally and individually, so here we noticed if the student has understood and chose the correct word in each example proposed.	

Name	
Grade	
Date	

Proyecto: "Juegos en el aula de inglés como segunda lengua como estrategia para incrementar el vocabulario en estudiantes de séptimo grado del Instituto Técnico Mario Pezzotti Lemus".

Aplicado por: Angie Camila Ortiz

<p align="center">Pre-Test</p>

<p align="center">Escala de Conocimiento de Vocabulario adaptada del WKS test de Wesche & Paribakht.</p>

Instrucciones:

- Este test mide tu conocimiento de vocabulario en inglés.
- Leerás 10 palabras en inglés y a cada una de esas palabras debes asignarle un numero de 1-5 teniendo en cuenta las categorías.
- Cada categoría tiene un número. Escríbelo en frente a la palabra. En las categorías que necesites escribir, tendrás un espacio para responder.
- Sólo debes escoger una categoría en cada palabra.

Categorías:

1. Yo no recuerdo haber visto esta palabra anteriormente.

2. Yo he visto esta palabra, pero no sé qué significa.

3. Yo he visto esta palabra antes y pienso que significa: _____

4. Yo conozco esta palabra. Significa: ____

5. Yo puedo usar esta palabra en una oración en inglés. Por ejemplo: ____

Palabra en Inglés	**1-5**	**Palabra en español – Oración de ejemplo**
Coffee		
Tool		

Have		
Life		
Time		
What		
People		
New		
Eye		
Year		

Annex J Field journal 1

Field Journal 1 week 1 and 2 (from March 22 to 1 April)

In the first week, the gerund of the verbs in English began as part of the structuring of the topic to be developed in the second week, which is the present continuous. In this first week, it was observed that starting with the lottery of actions proposed, the students apply the rules of the gerund, they had fun and learned. Since when the activity was presented they immediately showed interest in doing it, it consisted of cutting and pasting images related to verbs to apply the gerund rules. It was observed that it was more striking for them because it was an activity that they usually do not do in English class and they were able to share ideas with the other classmates. In addition the images facilitated the retention of the word in English, which was satisfactory because at the end of the class with the review of the activity it was possible to show that the topic was understood by the students by correctly applying the rules to the proposed vocabulary and active participation was maintained during it.

During the second week, the topic of the present continuous was started, for which the affirmative and negative forms were explained. At the end of the explanation, some examples and exercises were proposed in which the students had to complete sentences with the correct form of the present continuous. This was a satisfactory activity in which it was noted that the students knew how to correctly use the vocabulary verbs proposed in the previous class. During the class, the constant participation of the students was observed, adding examples in which they were able to correctly relate the verbs seen with the topic explained on this occasion and at the same time, the pronunciation and construction of sentences in this new tense were practiced.

Annex K Introducing myself activity

Annex L Daily activities guide

My name is: _____

MY DAILY ACTIVITIES

Colorea las actividades que realizas en tu dia, escribelas y decora.

Color the activities you do in your day, write them and decorate.

Get up - Despertarse

Brush my theeth – Cepillo mis dientes

Have breakfast - Desayunar

Do homeworks – Hago tareas

Play - Juego

Sleep - Dormir

Annex M Daily activities guide developed

Annex N Numbers 1 to 10 vocabulary

Annex O Numbers 1 to 10 worksheet
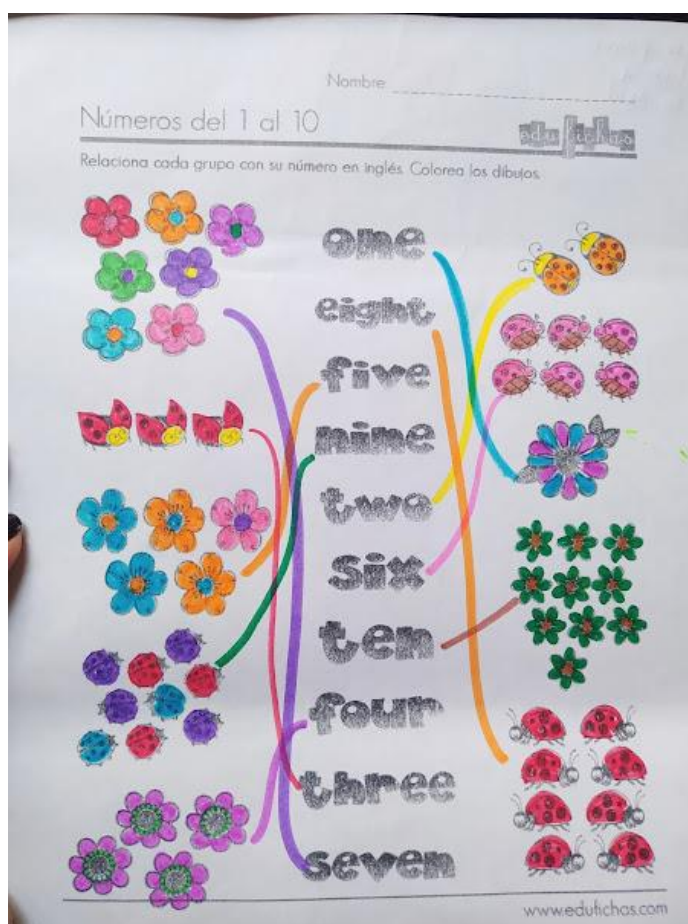
Annex P Body parts vocabulary

Annex Q Body parts worksheet
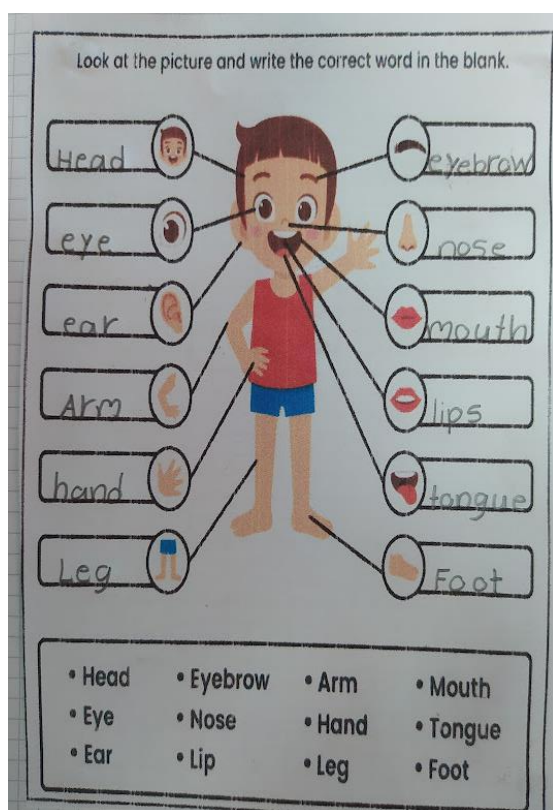
Annex R Introducing myself worksheet

Annex S My neighborhood vocabulary
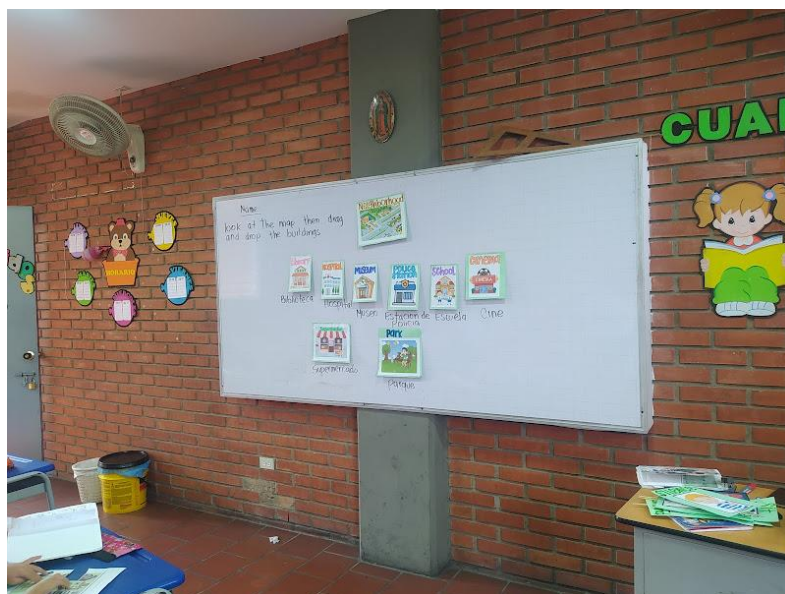
Annex T My neighborhood worksheet

Annex U Greetings vocabulary
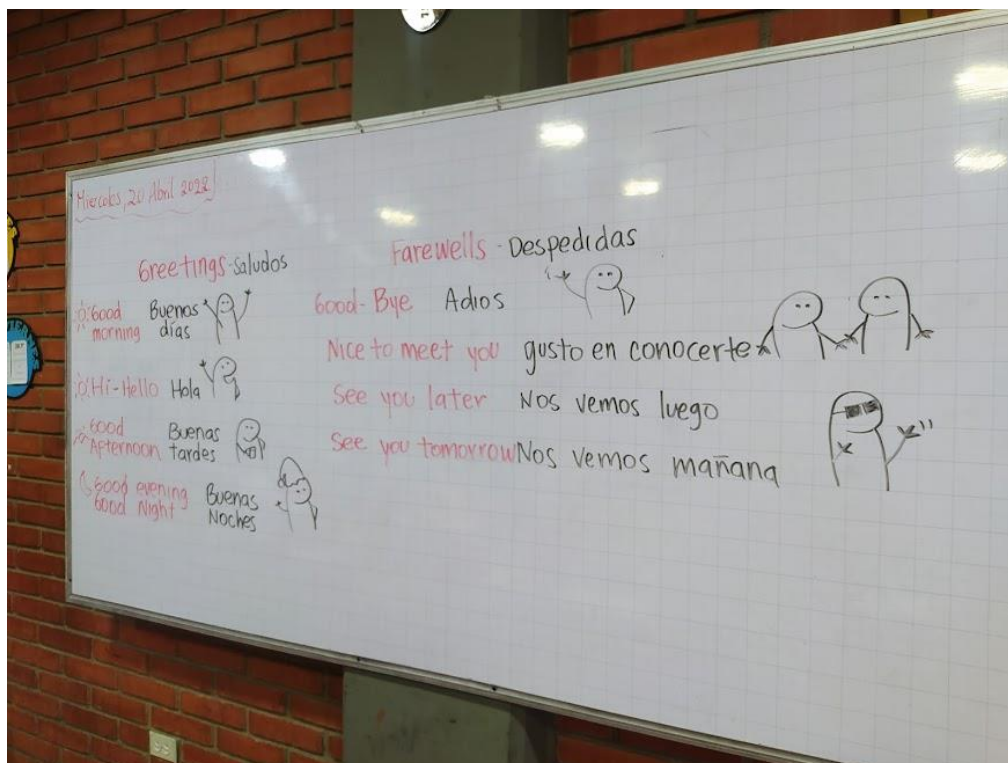
Annex V Greetings worksheet

Annex W Occupations Worksheet

Annex X First grade lesson plans

Lesson plan 1

Title	Introducing myself
Vocabulary	Personal information
Date	Wednesday 23 March
Group	1A – 1B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	The class begins with a greeting to students. Then, teacher's introduction is made, in order to know students; it is proposed to ask them about their name, age, family and others aspects.	
Structuring and practice	When the guide is given to students, it will be explained step by step and they had to complete with their own personal information, some drawings and color it at the end.	
Transfer and evaluation	At the end of the class, the work done by each student will be reviewed and corrected where necessary. In addition, some students are going to introduce their self to the class in English.	

Lesson plan 2

Title	Daily activities
Date	Monday March 4
Group	1A – 1B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	The class begins with a greeting to students. Fist, the vocabulary that will be used on the class is explained using the images on the guide proposed. Then the vocabulary is practiced by repeating the pronunciation with students.	
Structuring and practice	The worksheet proposed is explained to students, they have to write the activity corresponding to each illustration in the space under each drawing, and they have to color it.	
Transfer and evaluation	The work of each child is reviewed individually, correcting in some cases the writing of the words in English.	

Lesson plan 3

Title	Numbers 1 to 10
Date	Wednesday April 20
Group	1A – 1B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	First, the board will be used as a tool to design flashcards in which a drawing of the number with its respective name in English. Later, the pronunciation of each number in English will be practiced with the students.	
Structuring and practice	The worksheet designed is given to the students and it will be explained. Students have to match two columns; the number and an image of the quantity of each one and at the end color it.	
Transfer and evaluation	When they finished the answers will be socialized orally and the oral pronunciation was reviewed.	

Lesson plan 4

Title	Body parts
Date	Wednesday April 27
Group	1A – 1B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	First, the class start greeting the students. In this way, using the board, will be designed a body girl drawing in which the body vocabulary was shown signaling the specific part of the body and the writing of it. This vocabulary will be studied in class through the song called "head, shoulders, knees and feet..." It will be a strategy to start the class in order to calls students attention and at the same time, the pronunciation will be practiced.	
Structuring and practice	Then, the worksheet designed is given and explained to students in which they have to write the correct part of the body looking to the image proposed. In addition, they have the vocabulary studied at the bottom of the page.	
Transfer and evaluation	After they finished, the answers was reviewed individually and it was corrected when was necessary.	

Lesson plan 5
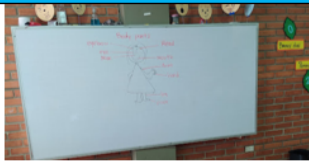
Title	Commands
Date	Wednesday May 4
Group	1A – 1B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	The class began with a drawing made on the board, in which the vocabulary is presented in an animated way. This was studied orally together with the students while the word in English was pointed out on the body of each one (for example, we say nose and the students touch their nose).	
Structuring and practice	The students made a guide in which they had to color and write the parts of the face to a proposed drawing	
Transfer and evaluation	At the end of the class the work was reviewed and corrected when necessary.	

Annex Y Second grade lesson plans

Lesson plan 4

Title	Body parts
Date	Wednesday April 27
Group	1A – 1B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	First, the class start greeting the students. In this way, using the board, will be designed a body girl drawing in which the body vocabulary was shown signaling the specific part of the body and the writing of it. This vocabulary will be studied in class through the song called "head, shoulders, knees and feet..." It will be a strategy to start the class in order to calls students attention and at the same time, the pronunciation will be practiced.	
Structuring and practice	Then, the worksheet designed is given and explained to students in which they have to write the correct part of the body looking to the image proposed. In addition, they have the vocabulary studied at the bottom of the page.	
Transfer and evaluation	After they finished, the answers was reviewed individually and it was corrected when was necessary.	

Title	Introducing myself
Vocabulary	Personal information
Date	Wednesday 23 March
Group	2A – 2B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	The class begins with a greeting to students. Then, teacher's introduction is made, in order to know students; it is proposed to ask them about their name, age, family and others aspects.	
Structuring and practice	When the guide is given to students, it will be explained step by step and they had to complete with their own personal information, some drawings and color it at the end.	
Transfer and evaluation	At the end of the class, the work done by each student will be reviewed and corrected where necessary. In addition, some students are going to introduce their self to the class in English.	

Lesson plan 2

Title	My neighborhood
Vocabulary	Places in the town
Date	Monday March 4
Group	2A – 2B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	After greeting the students, the class starts by knowing some words related to the topic, the flashcards designed include images and the writing of the place. They will be stuck on the board and the pronunciation will be practiced with students.	
Structuring and practice	The guide proposed will be explained to students, it include some images related to the vocabulary seen and a map, in which students have to cut and paste the illustrations on the map to complete it and when they finish it is paste on their notebooks.	
Transfer and evaluation	At the end, it was reviewed orally and then individually going through every desk.	

Lesson plan 3

Title	Greetings
Date	Wednesday April 20
Group	2A – 2B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	First, the class start greeting the students. In this occasion, the board will be used to write and make some drawings related to the vocabulary. This vocabulary will be study with the students thought the pronunciation of each expression.	
Structuring and practice	Then, the worksheet designed will be explained to students and they had to match a picture related to one greeting to the correct writing of it.	
Transfer and evaluation	At the end of the class, when they finish the correct answers were socialized orally and then reviewed individually.	

Lesson plan 4

Title	Occupations
Date	Wednesday April 27
Group	2A – 2B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	This class will be made with the main objective of learn vocabulary related to occupations. This is why the vocabulary proposed will be practiced orally with students and using the board.	
Structuring and practice	After that, the guide proposed is given and explained to students, in which they have first to unscramble and order some words related to the vocabulary seen. Then they have to build their own flashcards completing the spaces next to the images.	
Transfer and evaluation	When they finish, all together share the answers in order to review and correct some points of the activity.	

Lesson plan 5

Title	Commands
Date	Wednesday May 4
Group	2A – 2B
Duration	45 min

Class moment	Descriptions of the activities	Class resources
Exploration	Some flashcards were proposed that related a class order with an image that represents it. Like for example sit down with the image of a child sitting at his desk. After we study orally each of the words of the vocabulary in English.	
Structuring and practice	The students developed an activity in which they were given a bank of words which they had to choose and write next to the drawing that represents each of the commands.	
Transfer and evaluation	At the end of the class, the work done was reviewed and corrected when necessary.	

Annex Z Flag raising April 7

Annex AA Authorization from parents

Annex BB General Service List developed by Michael West

The General Service List (GSL) is a list of approximately 2300 words published by Michael West in 1953. The words were selected to represent the most frequent words of English and were taken from a corpus of written English. The target audience was English language learners and ESL teachers. [en]

1.	a	45.	agency	89.	anyone
2.	ability	46.	agent	90.	anything
3.	able	47.	ago	91.	anyway
4.	about	48.	agree	92.	anywhere
5.	above	49.	agriculture	93.	apart
6.	abroad	50.	ahead	94.	apology
7.	absence	51.	aim	95.	appear
8.	absent	52.	air	96.	appearance
9.	absolute	53.	airplane	97.	applaud
10.	accept	54.	alike	98.	applause
11.	accident	55.	alive	99.	apple
12.	accord	56.	all	100.	application
13.	account	57.	allow	101.	apply
14.	accuse	58.	allowance	102.	appoint
15.	accustom	59.	almost	103.	approve
16.	ache	60.	alone	104.	arch
17.	across	61.	along	105.	argue
18.	act	62.	aloud	106.	arise
19.	action	63.	already	107.	arm
20.	active	64.	also	108.	army
21.	actor	65.	although	109.	around
22.	actress	66.	altogether	110.	arrange
23.	actual	67.	always	111.	arrest
24.	add	68.	ambition	112.	arrive
25.	address	69.	ambitious	113.	arrow
26.	admire	70.	among	114.	art
27.	admission	71.	amongst	115.	article
28.	admit	72.	amount	116.	artificial
29.	adopt	73.	amuse	117.	as
30.	adoption	74.	ancient	118.	ash
31.	advance	75.	and	119.	ashamed
32.	advantage	76.	anger	120.	aside
33.	adventure	77.	angle	121.	ask
34.	advertise	78.	angry	122.	asleep
35.	advice	79.	animal	123.	association
36.	advise	80.	annoy	124.	astonish
37.	affair	81.	annoyance	125.	at
38.	afford	82.	another	126.	attack
39.	afraid	83.	answer	127.	attempt
40.	after	84.	anxiety	128.	attend
41.	afternoon	85.	anxious	129.	attention
42.	again	86.	any	130.	attentive
43.	against	87.	anybody	131.	attract
44.	age	88.	anyhow	132.	attraction
133.	attractive	180.	become	227.	body
134.	audience	181.	bed	228.	boil

Retrieved from

https://www.academia.edu/4791005/Gsl-the-general-service-list-by-michael-west-1953

Annex CC Professions alphabet soup

OCCUPATIONS VOCABULARY
Find and circle the words in the word search puzzle and number the pictures

h	d	u	k	w	r	m	b	a	k	e	r	n	f	t
g	d	y	d	e	n	t	i	s	t	g	t	g	y	u
l	o	k	d	l	o	o	p	w	r	t	r	n	e	x
w	c	w	w	n	w	t	a	j	u	d	w	c	w	i
v	t	k	a	f	p	a	i	n	t	e	r	o	e	t
b	o	c	v	d	t	r	i	m	p	i	l	o	t	a
z	r	n	e	o	r	n	k	j	e	f	y	k	b	i
b	v	r	t	d	s	v	n	u	r	s	e	s	u	l
b	n	s	e	c	r	e	t	a	r	y	p	i	t	o
w	m	g	a	u	p	f	b	o	i	h	r	n	c	r
o	y	t	c	y	t	a	c	c	k	u	e	g	h	f
e	h	h	h	r	l	r	e	n	g	i	n	e	e	r
f	h	o	e	j	c	m	n	t	h	q	d	r	r	b
v	c	j	r	e	r	e	m	d	f	u	m	z	b	b
t	h	a	i	r	d	r	e	s	s	e	r	t	r	f

1. doctor
2. dentist
3. nurse
4. vet
5. teacher
6. cook
7. painter
8. secretary
9. singer
10. butcher
11. farmer
12. engineer
13. tailor
14. baker
15. pilot
16. hairdresser

Annex DD Professions alphabet soup done

ACTIVITY 1

ENCUENTRE Y ENCIERRE LAS PALABRAS EN LA SOPA DE LETRAS, TRADUZCA Y RELACIONE CON EL NUMERO QUE CORRESPONDE AL DIBUJO.

OCCUPATIONS VOCABULARY WORD SEARCH PUZZLE 1

Find and circle the words in the word search puzzle and number the pictures

1. doctor doctor
2. dentist dentista
3. nurse enfermera
4. vet veterinario
5. teacher Profesor
6. cook Cocinero
7. painter Pintor
8. secretary Secretaria
9. singer Cantante
10. butcher Carnicero
11. farmer granjero
12. engineer ingeniero
13. tailor sastre
14. baker Panadero
15. pilot Piloto
16. hairdresser Peluquero

Annex EE Synonyms and antonyms template

Annex FF Synonyms and antonyms bingo

Name	
Grade	
Date	

Proyecto: "Juegos en el aula de inglés como segunda lengua como estrategia para incrementar el vocabulario en estudiantes de séptimo grado del Instituto Técnico Mario Pezzotti Lemus".

Aplicado por: Angie Camila Ortiz

Post-Test

Escala de Conocimiento de Vocabulario adaptada del WKS test de Wesche & Paribakht.

Instrucciones:

- Este test mide tu conocimiento de vocabulario en inglés.
- Leerás 10 palabras en inglés y a cada una de esas palabras debes asignarle un numero de 1-5 teniendo en cuenta las categorías.
- Cada categoría tiene un número. Escríbelo en frente a la palabra. En las categorías que necesites escribir, tendrás un espacio para responder.
- Sólo debes escoger una categoría en cada palabra.

Categorías:

1. Yo no recuerdo haber visto esta palabra anteriormente.

2. Yo he visto esta palabra, pero no sé qué significa.

3. Yo he visto esta palabra antes y pienso que significa: _____

4. Yo conozco esta palabra. Significa: ____

5. Yo puedo usar esta palabra en una oración en inglés. Por ejemplo: ____

Palabra en Inglés	1-5	Palabra en español – Oración de ejemplo
Book		
Are		
Name		

Newspaper		
Is		
Girl		
Brother		
Clock		
House		
Am		

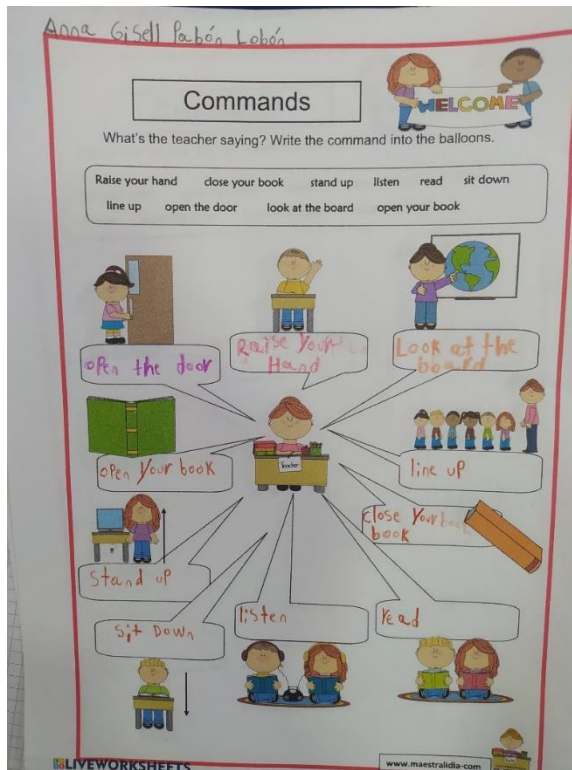*Annex HH Face parts vocabulary*
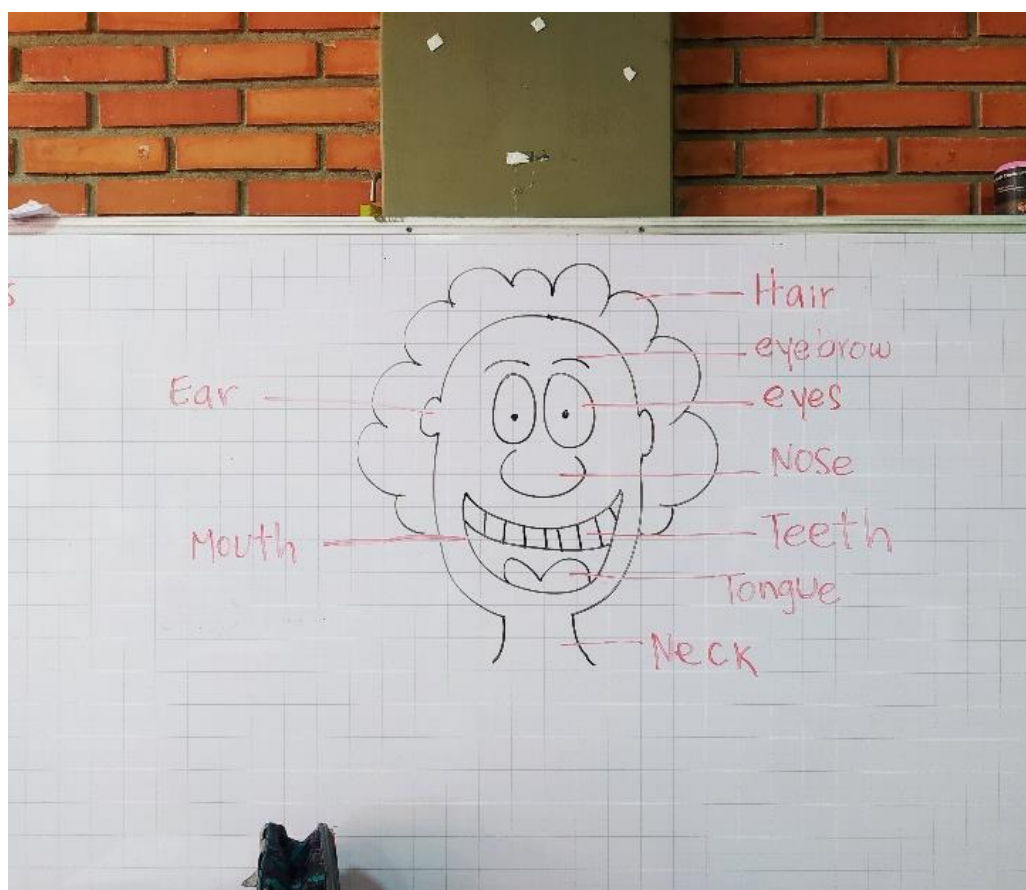
Annex II Face parts guide
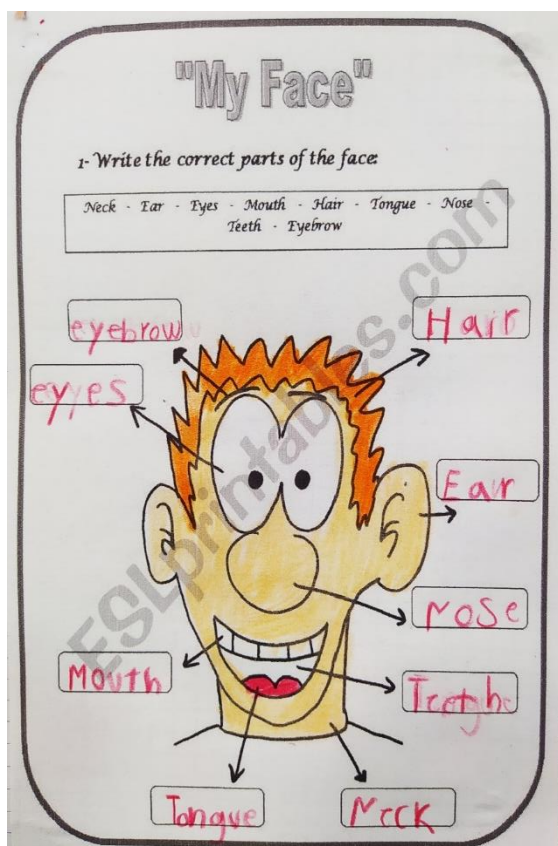
Annex JJ Commands flashcards

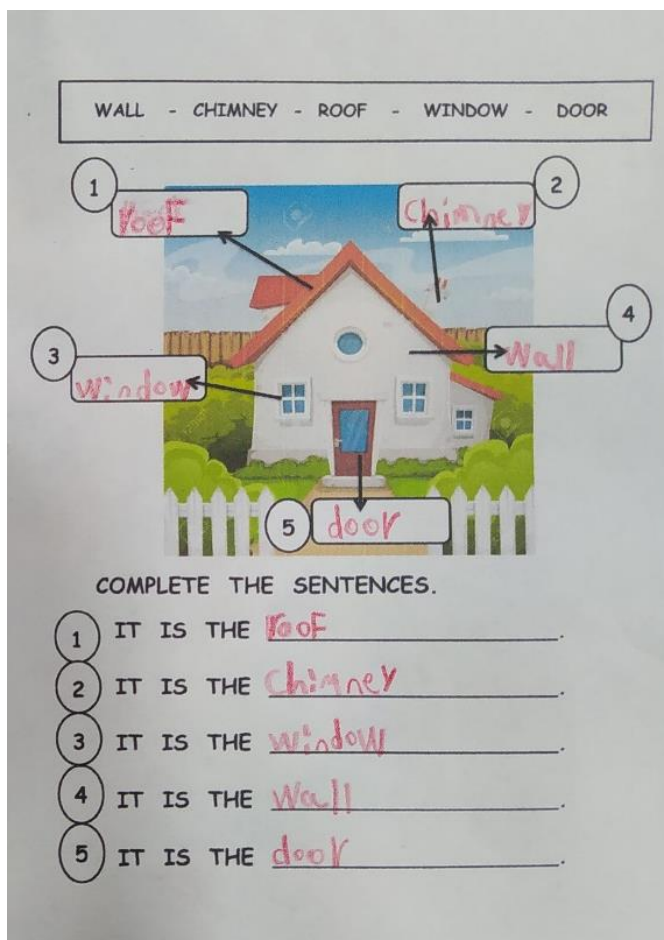*Annex KK Commands worksheet*

Annex LL House parts worksheet first grade

Annex MM House parts vocabulary second grade
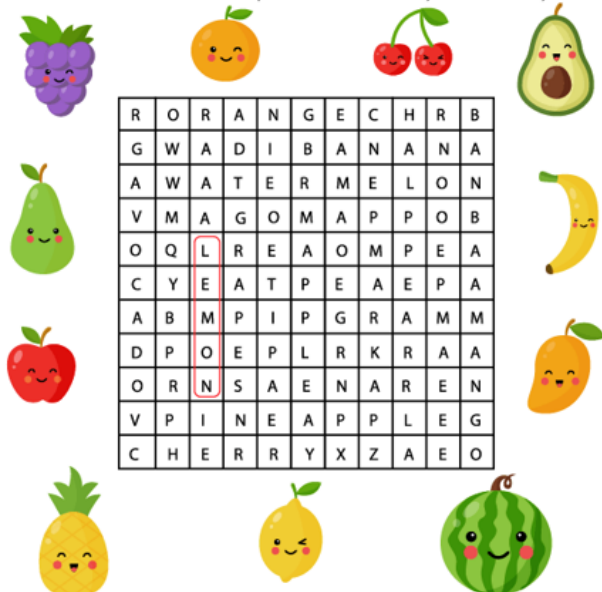

Annex NN House parts worksheet
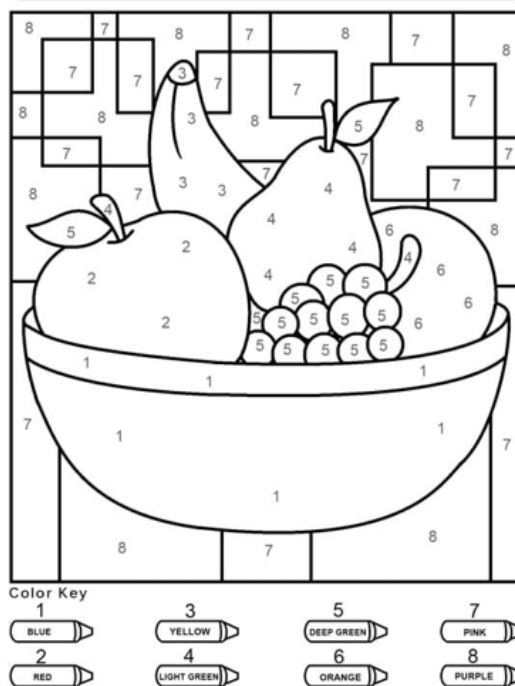
Annex OO Fruits worksheet

Annex PP Numbers 10 to 20 Worksheet

Annex QQ Adjectives worksheet

Annex RR School vocabulary worksheet

Annex SS Rosary Intra-institutional activity

Annex TT Flag raising Teachers' day