

The Use of Language Learning Games to Enhance 8<sup>th</sup> and 9<sup>th</sup> Grade Students' English  
Vocabulary at the Buenos Aires High School Institution.

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Integral practicum  
Pamplona  
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## **Chapter I: Presentation**

### **General description of the proposal**

In the foreign languages program of the University of Pamplona it is established that last semester students, must comply with the requirement to carry out the professional teaching practice in which pedagogic proposals and action research will be implemented to improve the pedagogical process of learning foreign languages. This practical proposal seeks from its formative perspective to comprehensively educate future language teachers, through the exposure to a real educational environment. To develop this project, it will be necessary to follow three chapters that integrate all the processes to consider during the implementation of the teaching practice.

One of the main steps to conduct this pedagogical project is to understand the educational context in which the practice is going to be developed; for this reason, the first chapter proposes a process of diagnosis and knowledge of the institution, which will reveal the necessary aspects in terms of the composition and management of the educational context of each of the institutions. This exploration will let the pre-service teacher with a clearer vision of what his role would be within the educational institution.

After the diagnosis, the second chapter covers the pedagogical and investigative component. This process seeks to identify a problem in the classroom and from this, to propose a pedagogical project to innovate the didactics of the course and improve the problem. Thus, to determine whether the project has been effective or not, an investigative process will be carried out to demonstrate the effectiveness or impact that the implementation of this new pedagogical alternative had. Besides, there is the extension component to the community, which is focused on

involving pre-service teachers in the educational needs of English as a foreign language in primary school.

Finally, there is a third chapter which aims at the insertion of the student in the educational institution collecting information regarding the intra-institutional activities that are planned during the academic development of the current year.

## **Introduction**

Learning foreign languages should be considered essential in the educational curriculum for each country in order to think about globalization and social development that can be presented through the management of global languages such as English ; however, even if in Colombia there are bilingual programs who seeks to take care of the development of English in public schools, the efforts are not enough to achieve a great level, taking into account as example the low results of the EF English Proficiency Index which measures the level of language in countries where English is not the mother tongue (Chacon, 2021).

According to Chacon (2021), even if in Colombia English has been implemented in the curriculum, the access to English classes is still so limited; for that reason, many students in this country don't have the abilities required by the Common European Framework of Reference (CEFR). In that way, looking for the improvement of English level in Colombian students, this project is going to work within an educative context where this social reality is reflected. This place is called Buenos Aires high school institution, a school situated in a rural zone of Villavicencio, where approximately 460 students benefit from the educational service.

At this school, a diagnosis process was implemented by the pre-service teacher, in order to get in touch with the context, the language level of the students, their learning capacity and the

pedagogical work of the English teacher; and as a result, it was possible to determine that the major problem of this educative community is the lack of vocabulary in English language due to knowledge gaps in the roots of the learning process, taking into account that even if they understand grammatical structures, they are not capable to complement basic sentences or identify basic vocabulary.

Thus, this project will be aimed at improving vocabulary by means of games that seeks through fun and entertainment, to teach vocabulary and create a meaningful learning. This is a strategy that has shown effectiveness in different studies and that has worked personally for the process of learning foreign languages. For that reason, it is important to promote the use of games as a tool to improve vocabulary acquisition.

### **Justification**

English is a global language that brings great opportunities for those who used it as a second language, because learning it, means that people is going to be able to communicate better, to understand other contexts, to get more knowledge and to become more competitive in order to improve their quality of life (MEN, 2005). Therefore, in the pursuit of this personal and global enrichment, what this project aims to do is to enhance the learning of English, using pedagogical strategies that help Colombian students to improve their English vocabulary.

Vocabulary is indispensable in the learning of foreign languages, as it is the composition of words that helps to expand the action of communication. According to Alqahtani (2015) “the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication” (pág. 22). For this reason, it is important to work on vocabulary acquisition in a context that shows it as a major problem.

The context studied in this case is the Buenos Aires Educational Institution, a Colombian public school with around 460 students. After carrying out a process of observation and institutional research, it was possible to determine that the students presented a lack in English vocabulary, something that made it difficult for them to understand instructions, apply grammar rules and develop basic foreign language skills. Based on these conclusions, the project aimed to use games as a strategy to acquire vocabulary in the English class.

In that way, the possible beneficiaries of this project are going to be students from 8<sup>th</sup> and 9<sup>th</sup> grade because they have the basic knowledge of English, and they are planning to improve their language in the rest of their secondary education. It could be said that they are in the middle of a process that needs to be reinforced and which could obtain a great advance with the implementation of this project.

### **General objective**

To enhance 8<sup>th</sup> and 9<sup>th</sup> grade students' English vocabulary by using language learning games at Buenos Aires high school institution

### **Specific objectives**

To analyze the impact of using games to enhance English vocabulary

To promote the English learning in primary school by means of games, songs and flashcards

To participate in intra-institutional activities proposed by the Buenos Aires educational institutional in order to introduce pre-service teachers in the educative context.

## **Conclusions**

This is a project that, besides strengthening the teaching profession, sought to solve a problem as common as the lack of vocabulary that students have in the area of English using vocabulary games. After weeks of study and application, it was possible to confirm that effectively the lack of vocabulary and the use of the game had an impact on the academic performance of the students. On the other hand, in addition to research, a positive impact was generated in the primary community, through weekly class interventions, giving the opportunity to improve their basic vocabulary and finally, through extracurricular and reflective activities, the teacher in training learned in its entirety what it is to be part of an educational community in the role as a teacher.

## **Chapter II: Institutional Observation**

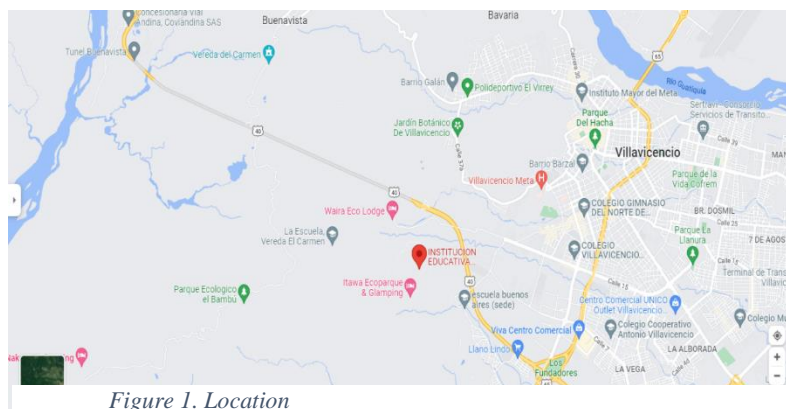
Before beginning with the practicum stage, it is necessary to carry out an observation process and diagnosis in which it is intended to know the current situation of the institution, its organization, schedules, and each of the guidelines that make up the educational community. After carrying out this process, all the information is analyzed to have a better knowledge and adaptation exercise with the institution to which each pre-service teacher will be linked.

This adaptation and diagnostic exercises are developed during a week, in which pre-service teachers will be in constant contact with each of the English classes; they will also have the opportunity to do interviews in order to obtain accurate and necessary information through field diaries that reveal the characteristics of the educational community, their needs and so on.

## **Documentary Analysis**

### ***Topographical Location of The School***

The Buenos Aires Educational Institution, is currently located in Villavicencio (Meta), in the neighborhood called “Las Americas”, with an administrative department and another academic headquarters situated in the sidewalk “Buenos Aires bajo”. This educational institution began operating in 1962 with the name of “Buenos Aires Bajo School” on behalf of the sidewalk that bears the same name.



*Figure 1. Location*

### **Administrative Level**

#### ***P.E.I***

The Buenos Aires school is an official institution of basic and secondary education with coverage from pre-school to 11th grade constituted by a community of people engaged in a cultural educational project and human problems in today’s society.

It offers the proper conditions to facilitate the development of ethical, moral, aesthetic, historical and technological values, all with the perspective of the development of a just, pluralistic, participatory, peaceful society and the affirmation of a responsible human being who is a recipient and builder, critic of the global processes of culture.

As an institution, it will assume the responsibility of maximizing the superior qualities of the human being so that it can respond to the need to promote the community at a better level.

It is an Institution that educates in the highest human values for autonomy, solidarity, love, tenderness, understanding, tolerance, equity, respect, honesty, service, social responsibility, creativity, justice and respect for life and ecosystems. With all the above, it is intended to educate to promote the identity of people seeking and realizing the meaning of existence within the possibilities offered by the pedagogy of values.

It is an institution that seeks to ensure that each student can find the concrete, viable and timely space to give the best of themselves, according to their characteristics, strengths and limitations.

### **Mission**

The Buenos Aires Educational Institution, is an official institution, which provides integral training to children and young people of the city of Villavicencio, prioritizing the population of commune 8; based on the humanist paradigm and the pedagogical model of critical tendency, which promotes a human being with social sensitivity; through contextualized learning with emphasis on interpersonal relationships, affirmed in fundamental values such as freedom, responsibility, justice, solidarity, commitment and respect for life.

### **Vision**

The Buenos Aires Educational Institution is projected to 2020 as an official institution that serves the preschool, basic and middle levels, with a technical projection according to the needs and opportunities of the context, recognized at the municipal and departmental levels as an establishment where, without discrimination, individuals build useful, competitive, participatory

and productive life projects for today's society, based on critical thinking for community development without losing the identity promoted by tradition and regional culture.

### ***Organizational Chart***

The institution establishes a school government with the participation of the educational community, student managers, educators, parents, productive unions and graduates according to the organizational chart.

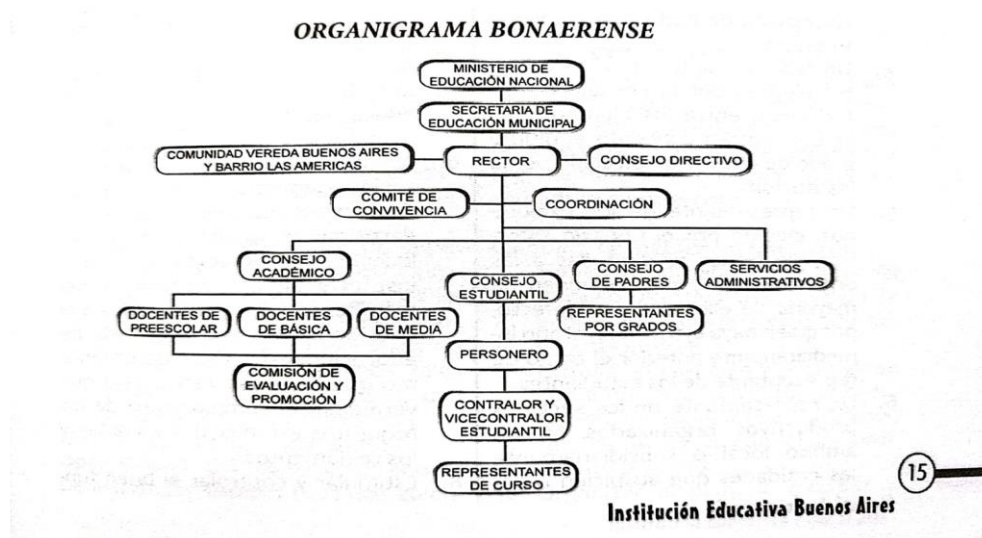


Figure 2. Organizational Chart

### ***Handbook***

#### **Legal Principle**

Institutional processes are carried out within the legal frameworks established by the national, departmental, municipal and institutional governmental bodies, through the active and democratic participation of the educational community.



### **Moral and Ethical Principle**

It aims for the construction of the person affirmed in the values that imply his existential condition as being free, responsible, fair, supportive and autonomous, with a great sense of commitment, self-esteem and respect for life.

### **Democratic Principle**

Institutional development is a whole exercise of democratic participation, coexistence and social responsibility, because we know that we are different, but rights and obligations make us similar in the search for understanding and harmony.

### **Pedagogical Principle**

To orient through the pedagogical model educational action towards participatory construction based on a comprehensive education for democracy and human values that seek social coexistence, harmony and improvement of the quality of life.

### **Principle Of Interculturality**

It allows the relations of respect and appreciation between the different cultures under conditions of equity, based on the exchange of knowledge that go in favor of mutual enrichment.

### **Principle of Autonomy**

It is a question of thinking autonomously, of indicating what is wanted, of developing and putting into practice own constructions, depending on the students. In general, to recreate the forms of institutional action to act with defined criteria and build a proper identity

### ***Ministry of National Education (MEN) Guidelines***

The vaccination process was due to the health emergency of covid 19 around the world, so in agreement with the MEN and the progress made in the vaccination of the teaching, student,

administrative, managerial and support population of educational institutions; the availability of vaccines to the population which has not completed or has not yet started its vaccination scheme, it is clear that, even though the declaration of a health emergency is in force, the provision of the public educational service has the necessary conditions to return to the classroom academic activity with compliance with the biosecurity measures set out in the annex protocol that forms an integral part of Resolution 777 of 2021, by means of which the Ministry of Health and Social Protection established that the Institutions of Education for Work and Human Development will comply with the general recommendations described and which correspond to: self-care measures, mental health care, washing and hygiene of hands, physical distancing, use of masks, proper ventilation, cleaning and disinfection and waste management.

In light of the foregoing, the Institutions of Education for Work and Human Development, which have been developing their programs with the assistance of information and communication technology tools, as a result of the exceptional measure provided for decree 6 of 2020, they must return, from the first academic period of the year 2022, to provide the educational service for work and human development. (MEN , 2021)

### ***School Day***

The school day depends on the number of students and the availability of classrooms in the school; for this reason, the directives establish 2 shifts organized as follows:

- First shift: from 6am to 12:20pm for secondary students
- Second shift: From 12:30pm to 6pm for primary students

### ***Institutional Timetable***

According to the institution, this is the official calendar, which will be subject to changes due to the different situations that may arise in the academic process.

ENERO 20 a FEBRERO 16	4 semanas	ACTIVIDADES D DESARROLLO INSTITUCIONA
OCTUBRE 5 A 11	1 semana	
17-feb.	PERÍODO UNO	INICIO DE PERÍO ACADÉMICO
20-abr.	PERÍODO DOS	
22-jun.	PERÍODO TRES	
14-sept.	PERÍODO CUATRO	
17-abr.	PERÍODO UNO	FINALIZACIÓN DE PE ACADÉMICO
19-jun.	PERÍODO DOS	
11-sept.	PERÍODO TRES	
11-dic.	PERÍODO CUATRO	
ABRIL 15 A 21	1 semana	RECESO ESCOLA
JULIO 4 a JULIO 20	2 semanas	
OCTUBRE 5 A 11	1 semana	
EMBRE 14 de 2020 a ENERO 29 de 2021	8 semanas	

*Figure 3. School Timeline*

## **Pedagogical Level**

### ***Language Area Plan***

According to the information obtained, every beginning of the year the teachers of the English area meet during a period called “institutional week” to update the curriculum for each of the grades of the institution. During this process they complete a planning form in which they stipulate the standards to work, the basic learning rights, the skills to be developed, the topics, the problems, the teaching sequence, and complementary activities that can be applied to promote English as foreign language in the classroom. Besides, at the end of the academic year, they are provided with an additional week in which they evaluate the learning process and if necessary, the area plan is readjusted according to the effectiveness and needs of the students.

### ***Pedagogical Resources***

The pedagogical resources used in the development of English classes at the Buenos Aires Educational Institution are those provided by the Ministry of Education to regulate the foreign language learning process such as books " Way to Go" and "English First", basic learning rights, guides and other resources designed by teachers. Besides, the English classroom counts with a T.V. and a recorder that could be used for the reproduction of audio-visual material to strengthen the different skills of the language.

### ***Syllabus***

The syllabus is based on the basic learning rights of each grade, where you can see the objectives of each topic considering the knowledge that will be addressed during the period. Here you can see the competence standards, strategies, techniques and the higher performance indicator that is expected to be achieved after the learning process is completed.

### ***Methodology***

According to the area plan, the methodology managed is focused on learning through cognitive, procedural and attitudinal skills. In this way, within the classroom, every day is about promoting the development of these competencies through creative assessment systems, where students have the opportunity to learn, motivating themselves to achieve their goals.

As for the cognitive part, the grammatical structures are explained in such a way that they are easy to understand; then, it comes the procedural part where creatively by a competitive evaluation system, each student by means of exercises applies the knowledge learned; and finally, the attitudinal part where the student is able to accept their weaknesses and also apt to apply in context the knowledge learned during the process.



		INSTITUCIÓN EDUCATIVA BUENOS AIRES Nº: 82201082-0 DANE: 25001000531 Proceso de educación municipal Subproceso de instituciones educativas Gestión académica					Fecha de actualización: Febrero 2015 Páginas: 3 de 3														
Área: HUMANIDADES/Asignatura: INGLÉS		Período: Primero		Grado: 8		Docente: ESP. NUBIA E. VELAZQUEZ S.		Fecha de Elaboración: FEBRERO 2020													
ESTÁNDARES		NIVELES DE DESEMPEÑO		SABERES		ESTRATEGIA PEDAGÓGICA		PROCEDIMIENTO		COMPETENCIAS CIUDADANAS		COMPETENCIAS LINGÜÍSTICAS		COMPETENCIAS DEL ÁREA		INDICADOR DE DESEMPEÑO					
1. LINGÜÍSTICO-SEMÁNTICO		1.1 Sigue las instrucciones dadas en clase para realizar actividades académicas. 1.2 Identifica inicio-continuo y desarrollo en una narración.		A. Stories B. Understanding and providing simple narratives C. Connectors of sequence D. Talking about past events E. There was / there were F. Simple past tense G. Questions and short answers		1. Solicita y brinda información sobre experiencias y planes de manera clara y breve. Para esto, utiliza información propia e de situaciones que le son familiares, empleando el vocabulario conocido y se esfuerza en sus respuestas y el profesor. 2. Explica por escrito, de forma coherente y sencilla, situaciones y hechos que le son familiares. Puede establecer relaciones de adición, de secuencia, causa y efecto, y comparaciones sencillas. 3. Reconoce información específica en textos cortos orales y escritos sobre temas de interés general. Para esto, utiliza diferentes estrategias de lectura: prelectura (skimming, skimming, etc.), predicción (subrayado, palabras claves y paréntesis al español), identificación del sentido general del texto (skimming). 4. Interactúa información sobre los temas académicos del entorno escolar y de interés general, a través de conversaciones sencillas, diálogos y juego de roles. En estas conversaciones, puede expresar opiniones de manera sencilla a partir de modelos previamente estudiados. 5. Realiza recomendaciones a personas de su comunidad sobre qué hacer, dónde, cuándo o cómo, con base en situaciones cotidianas de su vida familiar, escolar o de su entorno. 6. Hace exposiciones breves sobre un tema académico relacionado con su entorno escolar o su comunidad y tiene en cuenta hechos relevantes, detalles concretos y vocabulario específico. Para esto, se ha preparado previamente y asesorado con sus compañeros y profesor. 7. Expresa sus emociones y sentimientos sobre una situación o tema específico de su entorno familiar o escolar, presentando sus razones de forma clara y sencilla. Para esto, se vale del vocabulario conocido. 8. Nombra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita. Para esto, tiene en cuenta la secuencia de las acciones, la claridad de las ideas y se asesora con sus compañeros y su profesor.		Pre-saberes Expresión escrita		1. Comprendo qué es una norma y qué es un acuerdo.		A14 Asumo las consecuencias de mis decisiones		Lingüística							
2. SOCIO-LINGÜÍSTICO-FUNCIONAL		2.1 Hace presentaciones cortas y entusiastas sobre temas cotidianos y personales. 2.2 Participa en una conversación cuando se le intercalan más de el tiempo para dar sus respuestas.		A. Stories B. Understanding and providing simple narratives C. Connectors of sequence D. Talking about past events E. Simple past tense F. Questions and short answers		4. Interactúa información sobre los temas académicos del entorno escolar y de interés general, a través de conversaciones sencillas, diálogos y juego de roles. En estas conversaciones, puede expresar opiniones de manera sencilla a partir de modelos previamente estudiados. 5. Realiza recomendaciones a personas de su comunidad sobre qué hacer, dónde, cuándo o cómo, con base en situaciones cotidianas de su vida familiar, escolar o de su entorno. 6. Hace exposiciones breves sobre un tema académico relacionado con su entorno escolar o su comunidad y tiene en cuenta hechos relevantes, detalles concretos y vocabulario específico. Para esto, se ha preparado previamente y asesorado con sus compañeros y profesor. 7. Expresa sus emociones y sentimientos sobre una situación o tema específico de su entorno familiar o escolar, presentando sus razones de forma clara y sencilla. Para esto, se vale del vocabulario conocido. 8. Nombra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita. Para esto, tiene en cuenta la secuencia de las acciones, la claridad de las ideas y se asesora con sus compañeros y su profesor.		Subsaberes Interacción grupal		2. Hago cosas que ayudan a aliviar el malestar de personas cercanas, manifestando satisfacción al proporcionar por sus necesidades.		B9 Identifico los comportamientos apropiados para cada situación (familiar, escolar, con pares).		Pragmática							
3. SOCIAL-CULTURAL		3.1 Escribe narraciones sobre experiencias personales y hechos a mi alrededor.		A. Stories B. Understanding and providing simple narratives C. Connectors of sequence K. Jobs and professions L. Past progressive tense M. Past progressive tense N. Past progressive tense and simple past tense O. Biography of celebrities and famous people P. Life styles Q. Movies and TV programs		9. Autonomía del aprendizaje 10. Planteamiento y resolución de problemas		Experiencia de vida Aprendizaje colaborativo		2. Conozco y respeto las reglas básicas del diálogo, como el uso de la palabra y el respeto por la palabra de la otra persona (no interrumpir lo que se está diciendo en otras actividades de la comunicación, los comportamientos y la escritura activa).		C16 Demostró temas y acciones con otros (pasajes, temas, conceptos).		Socio-lingüística							
EVALUACIÓN: El proceso de evaluación se desarrollará de manera continua teniendo en cuenta el progreso educativo de los estudiantes, su interacción con el entorno y la sociedad, el desarrollo de cada una de las competencias, el óptimo desempeño de este en el área y en la responsabilidad con sus deberes académicos.																					
EN RELACION CON LOS CONCEPTOS																					
1. Comprender, reconocer y utilizar el lenguaje propio del área 2. Afirmación y aplicación a la práctica de los conceptos trabajados 3. Comprender reconocer y utilizar técnicas de trabajo propias del área 4. Aportes e iniciativas en el trabajo de aula y grupal																					
EN RELACION CON LOS PROCEDIMIENTOS																					
5. Expresión oral correcta y adecuada 6. Organización y uso de los materiales adecuados al trabajo realizado 7. Presentación de trabajos, cuadernos y portafolios 8. Búsqueda y uso de fuentes de información 9. Autonomía del aprendizaje 10. Planteamiento y resolución de problemas																					
EN RELACION CON LAS ACTITUDES																					
11. Atención y Participación en clase 12. Orden y puntualidad en los trabajos 13. Cuidado de los materiales 14. Intención y curiosidad por la materia 15. Respeto y tolerancia hacia los demás																					
CRITERIOS DE EVALUACIÓN: <b>Cognitivo:</b> demuestra un dominio excelente de una amplia variedad de terminología, dando ejemplos y los emplea adecuadamente y permanentemente influyendo comprensión, las deducciones son precisas y detalladas, alcanza todas las actividades propuestas, sin necesidad de refuerzo, adoptando una actitud crítica frente al modelo pedagógico. <b>Actitudinal:</b> pertinencia institucional. Su comportamiento y actitud contribuye a la dinámica de grupo, participando activamente en el desarrollo de las diferentes actividades en el aula y de la institución. <b>Procedimental:</b> asume con responsabilidad y dedicación sus compromisos académicos, presenta a tiempo su trabajo, consultas, tareas, y los argumentos con propiedad.																					
BIBLIOGRAFÍA: Lineamientos Curriculares, Estándares Básicos de Competencias, Abreviación Pruebas Saber, Ley General de Educación, Decreto 1305, Decreto 1860, Taxonomía de Bloom, PIDE Ciencias, Red de Estándares Docentes <b>CIBERGRAFÍA:</b> <a href="http://www.rnemeduacion.gov.co">http://www.rnemeduacion.gov.co</a> <a href="http://www.colombiainformatica.edu.co/tema/1592/w3-channel.html">http://www.colombiainformatica.edu.co/tema/1592/w3-channel.html</a> <a href="http://www.colombiainformatica.edu.co/tema/1592/w3-channel.html">http://www.colombiainformatica.edu.co/tema/1592/w3-channel.html</a> <a href="http://www.colombiainformatica.edu.co/tema/1592/w3-channel.html">http://www.colombiainformatica.edu.co/tema/1592/w3-channel.html</a>																					

Figure 4. Area plan

## Accompanying methodology

Accompaniment to the learning process is important for the teachers of the educational institution Buenos Aires, for this reason, the institution provides spaces for attention to parents during the school day, where teachers can openly communicate the weaknesses and strengths of each of the students; the idea of these spaces is to alert and look for alternatives to solve the problems that young people have in the area of English.

## Design of activities

At the beginning of each period, the teacher prepares her material according to the themes and learning purposes developed in the area plan which are linked to the basic learning rights. In addition, according to the teaching style, it is necessary to prepare a poem and a song by period that will correspond to each grade; Also, each grammar topic is reinforced with guides

that are pre-prepared and finally the preparation of tasks that help to maintain the language readiness at home.

### ***Basic Learning Rights***

The Basic Learning Rights (BLRs) in the area of English language are an essential tool for ensuring quality and equity in education for all children in Colombia. These rights describe the knowledge and skills that students must learn in English class in grades 6th to 11th in the Colombian educational system. Thus, the following are the basic learning rights for the population involved in this project:

#### **7<sup>th</sup> grade**

- Participates in short conversations providing information about him/herself as well as about familiar people, places and events.
- Describes people, activities, events and personal experiences orally.
- Writes short and simple texts about familiar actions, experiences, and plans.
- Understands the main idea and details related to activities, places, and people in a short descriptive text.
- Recognizes specific information in written and oral texts related to objects, people, and actions.
- Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context.
- Describes actions related to a subject in his/her family or school environment.

**8<sup>th</sup> grade**

- Requests and provides information about experiences and plans in a clear and brief manner.
- Explains in written form different familiar situations and facts in a coherent and simple manner.
- Recognizes specific information in short oral and written texts on topics of general interest.
- Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays. I
- Makes recommendations to people in his/her community about what to do, when and how.
- Makes brief presentations on academic topics related to his/her school environment or community.
- Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner.
- Briefly narrates current facts, daily situations or personal experiences orally and in written form.

**9<sup>th</sup> grade**

- Explains the reasons behind plans and actions related to his/her personal, school and community environment.
- Recognizes cause and effect relationships in short written texts on academic topics.

- Summarizes information s/he has read or listened to on academic and school related topics through a structured written text.
- Makes short presentations on academic topics of interest.
- Expresses his/her opinion on an academic topic discussed in class.
- Exchanges information about academic and general interest topics in a conversation.
- Identifies the type, purpose, and parts of a short written or oral text and shares ideas from the text with classmates.
- Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest.

### ***Grades***

During the development of this practice proposal, in accordance with its guidelines and stipulations, the practitioner will be working with the seventh, eighth and ninth grade students of the Buenos Aires educational institution, with an hourly intensity of 12 hours per week.

### ***Schedules***

The teacher who supervises this process, handles an hourly intensity of 22 hours per week with 7<sup>th</sup> grade until 11<sup>th</sup> grade at the Buenos Aires High School Institution. The schedule is related in the following chart:



HORARIO PROFESORES BACHILLERATO 2022												
13	NUBIA VELASQUEZ						CODIRECCIÓN		9.1		SALÓN 6	
	LUNES		MARTES		MIÉRCOLES		JUEVES		VIERNES			
6:00am- 7:00am	1	INGLÉS	8.1			INGLÉS	8.2	INGLÉS	10.2	INGLÉS	10.2	6:00am- 7:00am
7:00am - 8:00am	2	INGLÉS	9.1			INGLÉS	7.2	INGLÉS	10.2	INGLÉS	10.2	7:00am - 8:00am
8:00am - 8:10am												8:00am - 8:10am
8:10am - 9:10am	3			INGLÉS	10.1			INGLÉS	8.1			8:10am - 9:10am
9:10am - 10:10am	4			INGLÉS	10.1			INGLÉS	8.1			9:10am - 10:10am
10:10am - 10:20am												10:10am - 10:20am
10:20am - 11:20am	5	INGLÉS	8.2	INGLÉS	9.1	INGLÉS	11.1	INGLÉS	11.1	INGLÉS	7.2	10:20am - 11:20am
11:20am - 12:20pm	6	INGLÉS	8.2	INGLÉS	9.1	INGLÉS	11.1	ÉTICA	11.1	INGLÉS	7.2	11:20am - 12:20pm
8:50a												

Figure 5. Schedule

## Technological Level

### Connectivity

The Buenos Aires educational institution like some schools in the region counts with WiFi connection; however, the connection is limited only for the use of administrators and teachers. Students, on the other hand, have access to this network only when they have to work in the computer room.

### Access and Use of Platforms

Each area of knowledge of the institution must manage a google classroom where class plans, curriculum and class regulations are published. This platform is accessible to parents, administrators and students. In addition, the school has informative pages on Facebook and an institutional web page that is also commonly used.

### Digital Resources

The school has a computer room with internet connectivity, each teacher has access to a portable computer and the English classroom has a television that does not work completely but can be used for playing videos and audios via USB.

## **Population**

### ***Number of Students***

The population of the Buenos Aires educational institution belong to the common class of strata 1,2 and 3 that make up several sectors of the city. There are generally an approximate number of 460 active students, and between the seventh, eighth and ninth grades the number of the population is 120 students. The population to which the proposal is directed, are female and male students between the ages of 13 and 16, who have a basic level of English A1-A2.

### ***Teaching and Administrative Staff***

- Lead: Evangelina Aguirre
- Coordinator: Yaneth Barrera
- English teacher: Nubia Esperanza Velasquez

### ***Community of parents***

The members of this community are all the students' parents from "Las Americas" neighborhood willing to actively participate in the school agenda and/or in their children educative process. This community helps to the comprehensive development of the institution objectives.

## **Chapter III: Pedagogical and Research Component**

### **Title**

The use of language learning games to enhance 8th and 9<sup>th</sup> grade students' English vocabulary at the Buenos Aires High School Institution.

### **Introduction**

Nowadays, English is considered as a universal language, since a large part of the populations around the world dominate it. This fact is due to the great technological advance that English-speaking countries such as the United States have had, and to the contribution that the scientific and business community makes by spreading its research attributions through this language (Saorin , 2003). In Colombia, considering the importance of English in a globalized world, the Ministry of Education integrates English into its curriculum and proposes a bilingual program that seeks to achieve a good level of English for the great part of children and young people; however, the Colombian social context still lives many economic and educational differences that interfere in this objective. According to the study conducted by Estrada, Rey , & Mejia (2016), the results of the last ICFES tests show that students still do not reach the required level due to the lack of educators and the economic gaps of each of the regions in the country.

In that way, Villavicencio as part of this social context is not an exception of this educational problem. After the observation process carried out at the Buenos Aires Educational Institution, it was evident that in comparison to the learning objectives set by the Ministry of Education, the level of English was not the appropriate for each grade because the basic knowledge and skills were not present in the classroom. Thus, one of the biggest problems that could be identified in this educational context was the lack of vocabulary in the English language considering that “the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written skills” (Alqahtani, 2015, p. 22). For that reason, this project will be led to work specifically in vocabulary acquisition through an innovative pedagogical strategy.

If a student does not handle the vocabulary required for his level, it is difficult to see an evolution in his learning process; so, for this pedagogical proposal it is important to employ an

innovative alternative that allows the improvement of this problem, and that is why through strategies such as the use of games in class, this proposal seeks that in the eighth and ninth grades of the educational institution Buenos Aires, an improvement will be reflected in the process of learning English as a foreign language, since reaching a good level of English depends largely on the techniques used by the teacher (Garcia, 2000).

### **Research Question**

How can the use of language learning games enhance English vocabulary in 8<sup>th</sup> and 9<sup>th</sup> grade students at the Buenos Aires high school institution?

### **Justification**

Based on the problem identified in the students of the Buenos Aires Educational Institution, this project will focus its strategy on improving the vocabulary in the foreign language, since it is an important part of language learning and development. According to Alqahtani (2015) “lexical knowledge is central to communicative competence and to the acquisition of a foreign language and a lack of vocabulary knowledge is an obstacle to learning” (pag. 28) although grammatical structures are strongly studied in the classroom, if there is no vocabulary the students will not communicate correctly, and they will not be able to achieve the communicative objective of language (Shabaneh & Farrah , 2019).

Taking into account this need to learn vocabulary, this project wants to implement as a learning strategy the use of the games to improve vocabulary acquisition, considering that it is a dynamic method that catches students’ attention and also motivates their process; as stipulated by Garcia (2000), the most effective way to learn is through the use of game communication techniques because if traditional classes are complemented with games and recreational

activities, even the student who is considered shy becomes an active participant due to the atmosphere of trust that is generated during the development of these dynamics.

Thus, the use of the games and vocabulary learning, are two aspects that together could generate good results in the application of this project, considering that vocabulary is necessary for the evolution in the learning of language skills and the game is a striking and effective tool according to different studies. In this way, the acquisition of vocabulary through games will be a strategy that will allow the enhancement of English vocabulary in the eighth and ninth students of the Buenos Aires educational institution.

## **Objectives**

**To enhance 8<sup>th</sup> and 9<sup>th</sup> students' English vocabulary by using language learning games at Buenos Aires high school institution**

To analyze how the lack of vocabulary interferes in the 8<sup>th</sup> and 9<sup>th</sup> students' English learning process at Buenos Aires high school institution

To describe the students' perceptions regarding language learning games as a tool to improve English vocabulary at Buenos Aires high school institution

## **Theoretical Framework**

To better understand what will be developed during the implementation of this project, it is necessary to analyze theoretically the following 3 aspects:

### ***Vocabulary Learning***

Much recent study has focused on the difficulty of acquiring enough vocabulary for efficient communication in a range of situations. Every language contains an incredible quantity of words. The number of words in English, which was derived from a variety of languages, has

been estimated from 100,000 to one million, depending on how words are counted. Some would consider 'teach, teacher, teaching, and taught' to be independent words, while others would consider them all to be part of a single 'word'-a single root from which the others are formed (Lightbown & Spada , 2013)

According to the above, if vocabulary is necessary to maintain a good communication exercise, it is important to note that lexical issues usually interfere with communication; communication breaks down when people do not utilize the correct words (Allen, 1983). In that way, this emphasizes the necessity of language in classroom instruction, as communication is difficult without it.

As stated by Nation (2001) learning a new word is a gradual process. We can't expect to learn a word in a meeting, thus each one should be viewed as a modest contribution to learning. The learning of a word occurs under a variety of contexts, with relatively similar proportions of the four systems of meaning-based input, language-based entry, Meaning-Oriented Exit, and Fluidity Development taking place.

### ***Vocabulary Teaching***

According to recent research, teaching vocabulary may be difficult because many teachers are unsure of the best practices in vocabulary teaching and, at times, do not know where to start to establish an instructional emphasis on word learning. Teaching words is an important part of learning a language because languages are built on words. It is nearly impossible to learn a language without words; even human communication is based on words. Both teachers and students agree that building vocabulary is an important part of learning a language. (Alqahtani, 2015)

Foreign language learning is oriented towards the development and fluency of different language skills and towards spontaneous communication; however, the success of this learning depends largely on the methods and techniques used by teachers. In this way, one of the most effective means to achieve this objective is the use of communication techniques of games.

(Garcia, 2000)

### ***Teaching Vocabulary Using Games***

Considering that students are more enthusiastic when teachers use various games in the classroom, teaching vocabulary through games has become a popular way to encourage student vocabulary mastery. Additionally, games increase student motivation and make them more competitive in the teaching-learning process. Games are a form of media development because they require students to actively participate in class. (Miftahul, Muna, Kuswari, & Nabilla, 2020)

If learning feels like a game, and if students feel they are discovering a new world through this method, it is more likely that learning English will become the focus of their interest. In addition, the effectiveness of learning is reflected in an emotional experience, because if the student enjoys the activity he is doing and finds a word or structure he does not know, he will immediately feel an emotional need to learn. (Paul, 1996)

When practicing vocabulary, it can be boring to do a repetition process outside the game's margin, but this repetition can be successful with the use of games where students find the same vocabulary, but this time they are more relaxed, having fun and are totally emotionally involved. (Paul, 1996)

### **Literature Review**

In order to enhance the possible results of this project, we developed the analysis of 5 research studies that implemented the game as a strategy of teaching vocabulary in a foreign language. Each of these studies have shown a significant effectiveness in application in each of their contexts.

The first study implemented by Perveen , Asif, & Mehmood (2016) takes place in a Pakistani context, where teaching and learning vocabulary is an area that is not frequently worked on by teachers; for this reason, the biggest problem of this educational context is the poor quality in the learning of structures and vocabulary in the foreign language. In addition, the level of motivation of students is low because the most used methods are memorization and translation.

During the development of this project, 7 types of games were implemented. According to the results of the interviews, at first the process was a bit complicated as the students were not used to this type of methodology. But once they understood the dynamics of the activities, the application of the games left a positive aspect in the students and their process of learning the foreign language, according to the survey implemented.

At the end, the study reflects a positive result, stating that the use of games allows a quick learning of new words. In addition, through fun and stress-free environment learning was even more effective. On the other hand, the healthy competition and motivation of the game, made students more interested in learning.

The second study was conducted by Shabaneh & Farrah (2019), with the goal of evaluating the effectiveness of using games in classrooms and answering research questions. The research took place during the first semester of 2018/2019, with a total of 20 participants. The



data was gathered through pretest, posttest, and class observation. The research lasted two months. Students were introduced to new vocabulary through games in that class. The study's findings demonstrated the effectiveness of using games in the educational process. As a result, games help student in recognizing new vocabulary, associating new information with their surroundings, and developing their language and communicative skills.

On the other hand, another study guided by Faliyanti (2018) was conducted in the fourth semester of English Department of Muhammadiyah University of Metro. It consisted in one class with 38 students. The researcher takes one class to be divided into two classes as a sample. They were experimental class and control class. The objective of this research was to know if there was a positive influence of using Hangaroo game toward students' vocabulary mastery. To analyze data the researcher used Ttest formula. According to the results, there was a positive influence on the application of the game and on the vocabulary learning of university students.

Besides, in the study developed by Efendi (2013) conducted research on the use of games to help people learn new words. His research goal was to describe how the "got it game" and "back to the board game" help seventh-grade students improve their vocabulary mastery. His study was a part of classroom action research (CAR), in which the researcher takes on the role of a teacher and directs classroom activities. He uses an observation checklist, a field note, and a test to collect data. A total of 29 seventh-grade students took part in his research. Planning, implementing, observing, and reflecting are the four major steps in his research. The study's findings revealed that "the use of "Got It Game" and "Back to the Board Game" with everyday vocabulary topics was effective.

Finally, the research conducted by Andreu (2017) studied the impact of vocabulary games and translation on vocabulary learning and retention in twenty-six students aged twelve to

thirteen is investigated in this study. They were split into two groups, one experimental and the other control. The former was exposed to games, while the latter was exposed to translation. To answer the study's research questions, quantitative data (tests) and qualitative data (classroom observation and interviews) were gathered. Quantitative data showed that both methods were effective in learning and remembering vocabulary, but the experimental group outperformed the control group.

However, t-tests used to compare the results revealed that many of the differences were not statistically significant. Both methods had a positive impact on students' participation and motivation, according to the qualitative data. Games, on the other hand, seemed to motivate and encourage many students to participate, regardless of their level of proficiency, whereas translation seemed to stimulate primarily high achievers. These findings may encourage EFL teachers to incorporate vocabulary games into their lessons more frequently.

### **Pedagogical Methodology**

The methodological stage of this proposal was divided into 5 important aspects for the application of the game. The first part was related to the types of games, then the second aspect was about the methodology of the application of games in the classroom, then the point about learning vocabulary through games, after that a strategy to learn vocabulary through 5R model, and finally the games that were used during this research.

#### ***Types of Games***

According to Hadfield (1987) the first classification of the games to consider, is that based on the internal and common functioning of each of the games that can be divided into 2 classes. The first class are competitive games where the aim is to be the first to achieve a certain

objective, and the second class are cooperative games where the participation of all members is necessary to finish or complete a task.

### ***Methodology of Game Application***

In the opinion of the British researchers Morris & Mort (1990): "teachers have to build a repertoire of games that can be useful for the different stages of a class, lesson, or unit in which we can find ourselves" (pag.8). In that way, according to Juan & Garcia (2013) those are the three stages to implement games in classroom:

*Giving instructions, organizing the class, playing the game*, and the role of the teacher in the game are the different stages we can divide the game into from now on. *Giving instructions* is the first and most important step. We can choose to do this in the mother tongue and then check it in English, or the other way around. We must keep instructions short, clear, and simple, and use only a few key phrases that children will quickly learn.

The next stage, *class organization*, is also crucial to the game's overall stability. It is important to include as many students as possible in the project. Board games for the entire class can be more engaging than team games. Some children may be left standing with nothing to do as a result of elimination games.

*In the third stage*, the two previous stages are validated and refuted, because it is the game itself. Students should be taught the language required to fully participate in each game, as well as the language required to properly organize the game and themselves while playing.

### ***Learning Vocabulary Through Games***

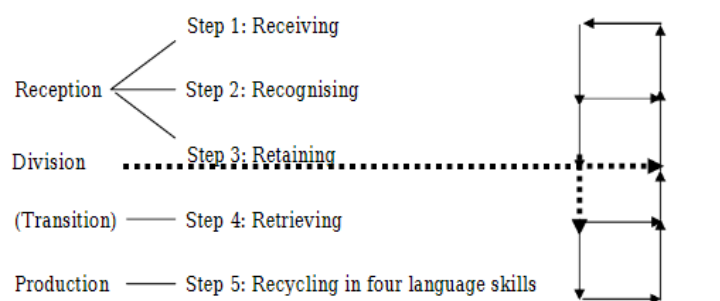
According to Juan & Garcia (2013), different games, such as communicative oral play, can be used to develop, revise, or enhance a concrete content of the learning unit that is currently

being taught in class. One of the key formulas for getting the student to internalize the explanations received in class is repetition.

However, we must change the dynamics and avoid mechanical repetitions for this exercise to be light. Or, to put it in another way, we can use play activities to reinforce tasks that have already been completed.

### ***Learning vocabulary: 5R strategy***

The 5R method, is a strategy proposed by Brown & Payne (1994), in which, learning vocabulary is a process that could be developed through 5 steps: receiving, recognizing, retaining, retrieving, and recycling, as it is illustrated in figure 5.



*Figure 6. 5R Method*

The first step is about encountering new words, students need to find words in an intentional or incidental way through language skills, audio visual material, teachers, learners or native speakers. After that, the second step establish that with those new words, students have to get the words and try to recognize them. Then, in step number 3 students are going to get a clear image of the words, analyzing the form and their meaning; then in Step 4 the idea is to achieve a full understanding of the words by using resources such as dictionary. Finally, in Step 5 after

having a clear meaning, the words are going to be used in order to practice and retain the vocabulary learned. However, if words have a great understanding process in step 1, students can jump until step 5.

### ***Language Learning Games***

During the development of this educational project, was carried out the implementation of a series of games, which seek to enhance vocabulary learning in foreign languages students. In this way, the games implemented were the following:

#### **Listing**

Teachers have to divide students into two groups. Each group must list as many words as they could recall from the unit covered or the vocabulary learned that day, either on notebooks or on the white board. The team with the most words is the winner. This game implies the use of pens and papers, as well as a board and a board marker. (Perveen , Asif, & Mehmood, 2016)

#### **Erasing words**

The class is divided into two groups, with each group of students standing in a line. The vocabulary words are listed in two columns by the teacher. Each group of students need to pronounce and define the word before the game began. The word would be erased if they did it correctly. The team that erased all the words first wins. Only a board and a board marker are required for this game. (Perveen , Asif, & Mehmood, 2016)

#### **Hangman game**

Hangman is a fun way for students to improve their spelling, pronunciation, and vocabulary while having a good time. A word game represented by a row of dashes is known as hangman. It can be played by two or more people. A secret word is chosen by one person, and

the others attempt to guess it letter by letter. The games provide clues such as whether the word is an adjective or a noun, whether it is an antonym or synonym, the number of letters in the word, and so on.

### **Lottery**

A lottery game to help students understand the words in questions and how to use verbs in sentences. The questions are read aloud by the adult, and the children match them to a picture on their board and say a sentence to describe it. A list of image descriptions is provided solely as a guide. When the kids are comfortable with the game, they can take turns asking the questions. Teachers and parents will benefit from this game.

### ***Game planning***

To develop each of the games, it is necessary to make a previous organization of the stages that will be carried out during each of the activities. Each planning format is based on the distribution of the game in class based on clear instructions, class organization, and game development, stages proposed by (Juan & Garcia , 2013). [Annex 1](#)

### ***Materials***

There were 4 games implemented during this project, most were board games, which required basic materials such as board, markers and board eraser; others such as the hangman, requested the preparation of cards with the clues of each word, and finally the lottery, which was previously organized using cardboard, stamps and decorative elements. Here each student was responsible for the design of their lottery cards.

### **Research Methodology and population**

During the development of this research project, an action research design was implemented in the eighth and ninth grade with students ages between 13 and 16 years old at the Buenos Aires educational institution. Data collection was done through observations, questionnaires and semi-structured interviews.

According to Creswell J. (2012) “Action research has an applied focus. Like mixed methods research, action research uses data collection based on either quantitative or qualitative methods or both. However, it differs in that action research addresses a specific, practical issue and seeks to obtain solutions to a problem” (p.577)

On the other hand, this project addressed a qualitative approach since one of the objectives is to know and understand the effects of using games in class to learn vocabulary, reason why, this project must be focused on the personal perception and opinion of each of the participants. Qualitative approach is understood by Creswell J. W. (2002) as “the best suited to solve a research problem in which you do not know the variables and you need to explore” (p.17). Also, this approach leads to a collection of data considering the contributions of participants, as indicated by Creswell J. W. (2002) one of the characteristics of this approach is “collecting data based on the words of a small number of people in order to obtain the opinions of participants” (p.17). Thus, the qualitative approach allows to obtain more concrete information and results because the investigation is made directly on the experience of the population in relation to a particular problem.

### ***Instruments and data analysis***

For the collection of data in this research, it was essential the implementation of semi structured interviews in the sample to be studied, considering the systematic process that must be followed at the time of the organization and categorization of the information. In addition, as

complementary tools, it was appropriated the use observations and an initial questionnaire for sample selection.

In this way, considering the intention of the research about enhancing English vocabulary through learning language games, it is possible to use a systematic design of grounded theory because the object to be studied is the students' perception regarding the use of language learning games. So, from the dynamics of analyzing data in stages, this design facilitated the achievement of specific results that were useful at the time of giving a theory that answered the research questions. On the other hand, this type of design provides a better development of information through frequent interaction with data, as explained by (Creswell J. 2012) “In analyzing the data, the researcher systematically categorizes from one incident to another and from one incident to another. In this way, the researcher always remains close to the data in the analysis” (p.423). In figure n°6 there can be perceived the way in which systematic design of grounded theory is used. [Annex 2](#)

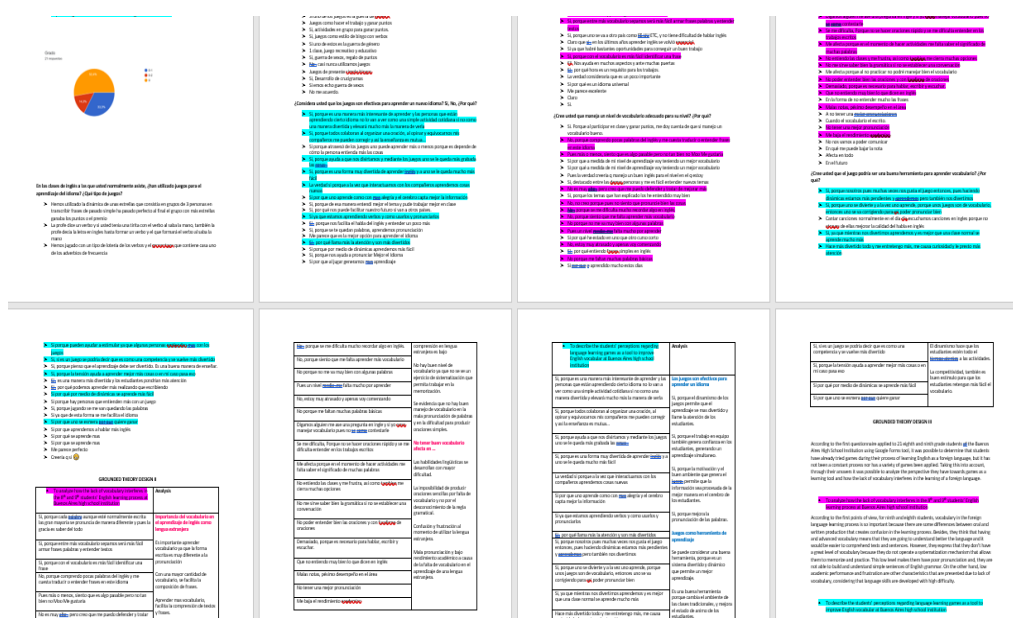


Figure 7. Analysis



## Sample

After the application of the first questionnaire, four participants were chosen who voluntarily agreed to be part of the research project. These were average students who have difficulty with English vocabulary and who considered the game as an appropriate strategy to reinforce this part of the English language. The 4 participants belong to the Buenos Aires Educational Institution and are part of the eighth and ninth grade, population where this problem is mainly evidenced.

## Authorizations

Following the ethics of the research, the students voluntarily agreed to participate in this project, which is confirmed by signed authorizations, such as the one reflected in the image. All the agreements can be found in [Annex 2](#)



**AUTORIZACIÓN PARA PARTICIPACIÓN EN PROYECTO DE INVESTIGACIÓN**

Yo, Juan Andres Martinez, identificado con tarjeta de identidad n° 1.088.784.861, estudiante de la Institución Educativa Buenos Aires, autorizo a María Camila Leal estudiante de décimo semestre de Licenciatura en Lenguas Extranjeras de la Universidad de Pamplona, para el tratamiento de datos obtenidos por medio de, encuestas, entrevistas, cuestionarios y participación general del proyecto de investigación titulado "el uso de juegos de aprendizaje de idiomas para mejorar el vocabulario en inglés de los estudiantes de 8° y 9° grado en la Institución de Educativa Buenos Aires".

Entiendo que el uso de la información será manejado con el respectivo anonimato, bajo el seudónimo de: A, y será utilizado principalmente para fines de trabajo de grado por parte de María Camila Leal Cuellar, estudiante de la Universidad de Pamplona. El tiempo estipulado para hacer efectivo este proceso, es de 3 meses a partir de la firma de esta autorización.

[Firma]  
Firma de la estudiante responsable del proyecto  
C.C. 1.008.874.377

[Firma]  
Firma del estudiante participante

Figure 8



**AUTORIZACIÓN PARA PARTICIPACIÓN EN PROYECTO DE INVESTIGACIÓN**

Yo, Ian Joshua Beltran Cardona, identificado con tarjeta de identidad n° 1.077.128.146, estudiante de la Institución Educativa Buenos Aires, autorizo a María Camila Leal estudiante de décimo semestre de Licenciatura en Lenguas Extranjeras de la Universidad de Pamplona, para el tratamiento de datos obtenidos por medio de, encuestas, entrevistas, cuestionarios y participación general del proyecto de investigación titulado "el uso de juegos de aprendizaje de idiomas para mejorar el vocabulario en inglés de los estudiantes de 8° y 9° grado en la Institución de Educativa Buenos Aires".

Entiendo que el uso de la información será manejado con el respectivo anonimato, bajo el seudónimo de: B, y será utilizado principalmente para fines de trabajo de grado por parte de María Camila Leal Cuellar, estudiante de la Universidad de Pamplona. El tiempo estipulado para hacer efectivo este proceso, es de 3 meses a partir de la firma de esta autorización.

[Firma]  
Firma de la estudiante responsable del proyecto  
C.C. 1.008.874.377

Ian Beltran  
Firma del estudiante participante

Figure 9

## Timetable

The following table shows the schedule followed in the research project during the 10 weeks of practice starting on March 21<sup>st</sup> until June 3<sup>rd</sup>. These activities were designed with the aim of following an order and establishing better results.

TIMETABLE					
WEEK	DATE	DESCRIPTION	PARTICIPANTS	OBJECTIVES	
1	March 21 <sup>st</sup> to 25 <sup>th</sup>	Prepare the first questionnaire and ask for permissions	Researcher	To prepare the first questionnaire	OK
2	March 28 <sup>th</sup> to April 1 <sup>st</sup>	Apply the first questionnaire	Researcher Students	To apply the first questionnaire	OK
3	April 4 <sup>th</sup> to 8 <sup>th</sup>	<b>Exams week</b> Apply the first questionnaire	Researcher Students	Exams week	OK
x	April 11 <sup>th</sup> to 15 <sup>th</sup>	Holly week	Holly week	Holly week	OK
4	April 18 <sup>th</sup> to 22 <sup>nd</sup>	Recovering week – Implement the first game in 8 <sup>th</sup> and 9 <sup>th</sup> grade and <b>Observation</b>	Researcher Students	To implement the pedagogical proposal	OK
5	April 25 <sup>th</sup> to 29 <sup>th</sup>	Implement the second game in 8 <sup>th</sup> and 9 <sup>th</sup> grades class and <b>observation</b>	Researcher Students	To implement the pedagogical proposal	OK
6	Mai 2 <sup>nd</sup> to 6 <sup>th</sup>	Implement the third game in 8 <sup>th</sup> and 9 <sup>th</sup> grades class and	Researcher Students	To implement the	OK

		<b>observation and first interview</b>		pedagogical proposal	
7	Mai 9 <sup>th</sup> to 13 <sup>th</sup>	Implement the fourth game in 8 <sup>th</sup> and 9 <sup>th</sup> grades class and <b>observation</b>	Researcher Students	To implement the pedagogical proposal	OK
8	Mai 16 <sup>th</sup> to 20 <sup>th</sup>	Implement the second interview	Researcher Students	To implement the pedagogical proposal	OK
9	Mai 23 <sup>rd</sup> to Mai 27 <sup>th</sup>	Implement the second interview	Researcher	To implement the pedagogical proposal	OK
10	June 3 <sup>rd</sup>	Transcriptions	Researcher		OK

*Table 1. Research Timetable*

### **Ethical considerations**

When researching, it is important to respect the guidelines or ethical considerations considering that they are a primary part of the research process because they include the rights of the studied population. In fact, how it is said by Creswell, (2012) people who participate in a study have certain rights. Before participating in research, people should know the purpose, the objectives of the study, and how the results will be used. They also have the right to refuse to participate in the study and to withdraw at any time.

In this way, ethical considerations need to be applied with eighth and ninth grade students to ensure transparent research. Therefore, all research information will be shared to avoid alterations or problems during the process. This transparency in research will give a reliable environment respecting its environment and obtaining permission to enter the place of study with the guarantee of respect, confidentiality and anonymity of the data obtained

## Results

After analyzing the data obtained through questionnaires interviews and observations applied to eighth and ninth grade students of the Buenos Aires educational institution, this project shows its results based on 4 important aspects that help us to respond to its two main objectives. The first one shows the experience of the students against the interferences due to lack of vocabulary, the second one talks about the academic performance linked to the lack of vocabulary, then the interpretation of what is obtained in the application of the games, and finally the students' perception of how games help strengthen the English language vocabulary during class

### *Lack of vocabulary interference*

According to the first points of view, for ninth and eighth students, vocabulary in the foreign language learning process is so important because there are some differences between oral and written production that creates confusion in the learning process. Besides, they think that having an advanced vocabulary means that they are going to understand better the language and it would be easier to comprehend texts and sentences. However, they express that they don't have a great level of vocabulary because they do not operate a systematization mechanism that allows them to memorize and practice. This low level makes them have poor pronunciation and, they are not able to build and understand simple sentences of English grammar. On the other hand, low academic performance and frustration are other characteristics that are presented due to lack of vocabulary, considering that language skills are developed with high difficulty.

### *Academic performance: lack of vocabulary*

According to the results obtained, the eighth and ninth grade students of the Buenos Aires educational institution still do not have a clarity of what the vocabulary really is or the

importance it gives to languages learning. According to their opinions, the vocabulary is more connected to the context of the words, when they should be used, how they are pronounced and how they are written. On the other hand, although their knowledge of vocabulary is not very broad, they look for ways to understand and apply it, relying on resources such as dictionaries, cell phones, memorization exercises or seeking the opinion of an expert. But when resources are not enough, and they have to be exposed to the evaluation or application of that knowledge, without understanding any of the words, students express that they feel frustrated, stressed and confused by not being able to perform academically. According to Alqahtani (2015) “lexical knowledge is central to communicative competence and to the acquisition of a foreign language and a lack of vocabulary knowledge is an obstacle to learning” (p.28) In that way, they declare that they lose interest in learning English, because their grades are low, many times trying is not enough and they cannot learn new words.

### ***Games application***

The excitement of the game is very characteristic of this activity there is a lot of enthusiasm among the students, so much so that the students who commonly do not participate end up getting actively involved in the game. The competitiveness of the game makes students play and learn with greater effort, so it is necessary to reward this effort by means of a stimulus. During the game the students are much more attentive and greatly strengthen the teamwork.

For a good order of the game, it is necessary to always give very clear rules, and it is necessary to create others that stabilize the order since high levels of emotion often tend to break the order of the class. Most of the time, students show a good willingness and concentration to develop the game, which also helps to maintain order.

### ***Enhancing English language vocabulary through games***

According to the perspective of the students, the dynamism of the games allows the learning language process to be more fun and to catch their attention; also, teamwork generates confidence, creating a simultaneous learning. Besides, the motivation and the good environment generated by the game, allows the information to be processed in the best way in the brain of the students. In this way, games in the foreign language class could be consider a great tool because it changes the atmosphere of traditional classes and improves the mood of the students.

Students argue that they learn best by using games, as it is a fun activity that gives them peace when feelings of frustration disappear. However, when things are taught in a traditional way, they feel more pressured and do not learn in the same way. They claim that the game helps them learn in a more dynamic way, they feel that the competitiveness of the game helps them to make more effort and the vocabulary learned is retained for longer. Also, the game is an activity that makes students not to feel afraid about mistakes and to learn through them.

On the other hand, emotions of adrenaline, enthusiasm and fun were highlighted during games that caught their attention as hangman, lottery and listing game. After the application of these games, students claim to have used the vocabulary learned, and expressed that it was easier for them to remember the words. If learning feels like a game, and if students feel they are discovering a new world through this method, it is more likely that learning English will become the focus of their interest (Paul,1996). In addition, the effectiveness of learning is reflected in an emotional experience, because if the student enjoys the activity he is doing and finds a word or structure he does not know, he will immediately feel an emotional need to learn.

### **Conclusions**

After 10 weeks applying this research project based on the problem of lack of vocabulary in eighth and ninth grade students of the educational institution Buenos Aires, it is possible to conclude that the lack of vocabulary in the English language is a problem that directly affects the motivation and academic performance of students. Most students agreed that they were frustrated by not understanding the words and not being able to do class activities properly. Also, when they could not reach a solution, the lack of motivation was so high that the disinterest for the English subject was totally lost. With this in mind, the problem was addressed through vocabulary games that helped to reinforce it, and as a result, students were totally motivated to learn English, they felt that they could remember more words, they tried harder to learn, their participation was very active, and the atmosphere of the class was pleasant. Thus, it is also concluded that language games effectively contribute to the strengthening of the vocabulary in English as a foreign language.

### **Recommendations**

Considering the results of this project, it is suggested to future studies relating this topic to enlarge the sample group in order to obtain reliable and worthy findings. On the other hand, it would be interesting to use other games and apply them for a longer time to obtain a better analysis of the changes in the learning process of the students. Also, studying at other levels of training could give other results that help to reinforce the game as a vocabulary learning strategy in a more general way.

## **Chapter IV: Community Extension Component**

### **Introduction**

Through this pedagogical proposal, it also seeks to generate an impact on the educational community that does not have constant access to foreign language learning. For this reason, as pre-service teachers of the foreign language program of the University of Pamplona, it is necessary to extend our knowledge in English to the children of elementary school in each of the educational institutions involved in this practicum stage. This initiative aims in this pedagogical practice to strengthen the learning of English in kindergarten and 3<sup>rd</sup> grade students of the Buenos Aires educational Institution.

### **Justification**

This extension process wants to offer optimal English learning opportunities to primary school students, who during their training do not manage a specific curriculum in this area. Considering the educational model of these degrees, a single teacher is responsible for providing knowledge in all areas and are commonly teachers who do not have advanced knowledge in the English language. For this reason, as futures teachers it is important to offer a space of help and reinforcement to those who have not carried out a great process of learning and who will soon face the stage of secondary.

### **Objectives**

To attend the English-language training needs of the primary school child population.

To integrate the language training of students of the English French Foreign Language Program into the educational reality of teaching English in primary school.

### **Methodology**



This extension is intended to be developed with an intensity of 4 hours per week in the kindergarten and third grades of the Buenos Aires educational institution. The idea with this proposal is to strengthen basic knowledge that will help to start having more confidence with the foreign language. To carry out this process, a diagnosis will be carried out and then it is possible to begin to strengthen basic knowledge through activities that will be developed in the spaces offered by teachers.

These activities will be fully focused on learning basic English structures and vocabulary, as proposed in the basic learning rights and curriculum of each of the grades to work. In addition, considering that it is a population of children, it is intended to use pedagogical resources such as games, songs and flashcards that foster a fun learning context.

### **Achievements**

During these 10 weeks, Kindergarten and 3<sup>rd</sup> grade students have had the possibility to share spaces for learning English as a foreign language, through teaching strategies such as songs, drawings, the use of flash cards and some oral presentations. Taking this process into account, students already know basic English vocabulary (numbers, toys, colors, animals, fruits, clothes, food, professions, etc.), they are able to greet in English, to introduce themselves, to follow some commands in English and they also know certain expressions that are very useful in any context. In addition, pronunciation is practiced through songs and a prayer that is performed daily, which is already being memorized. In general, the objective of attending the needs of English in primary school, is perfectly fulfilled in the course of this integral practicum, since it has been a significative process for both the preservice teacher and the students.

### **Materials**

Each class handles a different vocabulary topic, and the previous ones are reinforced; for this reason, the material is designed according to what is being worked. In the kindergarten, it is better to work with flashcards, colors and drawings, but with third grade students, we try that beyond coloring we can also apply a little writing, taking advantage of their skills at this age. As for the preparation of the classes, a vocabulary list is already selected to work, and each class the vocabulary is explained and is reinforced by different activities such as oral presentations drawings and songs. [Annex 5](#)

### **Timetable**

<b>Kindergarten Diagnostic process</b>	<b>March 14<sup>th</sup></b>
<b>Third Diagnostic process</b>	<b>March 16<sup>th</sup></b>
<b>Kindergarten (Numbers and colors)</b>	<b>March 21st</b>
<b>Third (pray, greetings, song, fruits, family vocabulary)</b>	<b>March 23<sup>rd</sup></b>
<b>Kindergarten (parts of the face and emotions)</b>	<b>March 25<sup>th</sup></b>
<b>Kindergarten (to create a face, parts of the face)</b>	<b>March 28<sup>th</sup></b>
<b>Kindergarten (colors song)</b>	<b>April 1<sup>st</sup></b>
<b>Kindergarten (commands and songs)</b>	<b>April 4<sup>th</sup></b>
<b>Third (commands, family members, description, drawing)</b>	<b>April 6<sup>th</sup></b>

<b>Third (family members review and clothing)</b>	<b>April 20<sup>th</sup></b>
<b>Kindergarten (animals and colors review)</b>	<b>April 25<sup>th</sup></b>
<b>Third (clothing, what are you wearing?)</b>	<b>April 27<sup>th</sup></b>
<b>Kindergarten (song, fruits)</b>	<b>April 29<sup>th</sup></b>
<b>Kindergarten (shapes)</b>	<b>May 2<sup>nd</sup></b>
<b>Third (lottery game)</b>	<b>May 4<sup>th</sup></b>
<b>Kindergarten (shapes review, school supplies game, song)</b>	<b>May 9<sup>th</sup></b>
<b>Third (professions)</b>	<b>May 11<sup>th</sup></b>
<b>Kindergarten (vocabulary review, song)</b>	<b>May 16<sup>th</sup></b>
<b>Kindergarten (food vocabulary)</b>	<b>May 23<sup>rd</sup></b>

*Table 2. Timetable community extension*

## Conclusions

This community extension component was a great source of experience for the future of teaching, as it is a stage of the practicum that allows a direct connection with children who are beginning their academic education. It is very rewarding as a teacher to be able to share knowledge and love towards English, a subject to which most educational institutions in the

primary school do not have access. Although the time of practice was not very long, kindergarten and third grade students of the Buenos Aires educational institution had a great advance in their knowledge of English and mastered basic topics that will be of great help for their academic future. In this way, this chapter can be concluded by emphasizing the importance of strengthening English in primary school, and the training of teachers to provide quality education in this area.

## **Chapter V: Interinstitutional Activities Component**

### **Introduction**

Interinstitutional activities are considered to be those carried out outside the classroom plans and class schedules. During the teaching practice, it is necessary to link to this type of activities, in order to get involved in the educational community and have a broader knowledge of the organization that entails each of the events planned in an extracurricular way. For this process, the practitioner must present his entire willingness to participate in the activities required by the directives or the supervisor.

### **Justification**

Extra-class activities are necessary in all educational institutions because they are those that allow a greater approach to students and allows the integration of different members of the educational community. As future teachers, it is necessary to obtain this type of experience since we will be responsible for developing or organizing this type of activities. On the other hand, the fact of helping the school that receives us to train as professionals, is a good reward for this support, which in turn allows us to demonstrate the integrality of our training throughout our career.

## Objectives

To acquire knowledge about the institution and its organization

To create integration spaces for professional development

## Methodology

For the remainder of the academic period, there are no interinstitutional activities or events planned because the timetable is being adjusted by the directives of the institution and there is still no official programming. However, the supervisor assigned to this project at the institution, develops during this time the planning of the “English Festival” organized in the month of September. Taking this into account, the preservice teacher will be part of the organizing committee of this festival.

## Activities

### *Third English Festival*

This English festival is a big activity that takes place in the school in the month of September. Considering that it is an activity that needs a lot of work, the planning and organization of the festival starts from the beginning of the second term. As an interinstitutional activity, I was in charge of helping in the editing of documents such as permits, regulations and also planning the activities of the event.

This year, as a preservice teacher, I was in charge of giving the name to the festival "I Will Survive Grammys Edition" it is an activity in which it is planned to revive famous people of the music industry through a red carpet like that of the Grammys. This is a festival that integrates dance contest, music contest, and recreational and linguistic activities related to the English language. [Annex 7](#)

### ***Parents meetings***

During this time of practice, I have participated in two parents' meetings, one informative that allowed to know the progress of the students, and another where the final report of the first term was already delivered. During these meetings I was in charge of attendance, receiving documents and developing minutes.

I found it an interesting space from which I could learn a lot regarding the organization to be managed, the treatment of parents, and the importance of keeping all the supports of the classes up to date in case of any claims. It is very important to always have evidence of the work done in the classroom with the students.

### ***Ludic day***

The ludic day was a day that aimed to change the monotony of classes. Each teacher was assigned with a room, in which they had to develop different types of games. As a practitioner, I was in charge of a room developing the game called "Jenga". For half a day, all students had to go through all the classrooms and participate in each of the activities. Then, an integration was made with the entire institution to do aerobics. [Annex 8](#)

### **Timetable**

<b>English Festival Planning</b>	During the practice
<b>Parents meetings</b>	April 4 <sup>th</sup> and March 7 <sup>th</sup>
<b>Ludic day</b>	May 10 <sup>th</sup>

*Table 3. Timetable interinstitutional activities*

## **Conclusions**

This component was vital for both the preservice teacher and the project itself since it was possible to have the opportunity to take a look and be part in a real context academical meetings leading consequently to a professional enrichment and the component objectives achievement. During the development of these activities, I realized that the teaching profession is an integration of different skills and activities. In addition to transmitting knowledge, we are responsible for planning activities that innovate educational practice, and we are also responsible for caring for parents with different types of character. All these activities complement the academic process, the performance of the educational community, and the human of students, teachers and managers.

## **Chapter VI: Reflexive Approach**

Recounting and reflecting on every aspect of the week was not an easy task as it seemed. Arriving at the end of the week and sitting down to reflect on each experience became a routine during these 10 weeks of practice. However, although it seems tedious, in the end this became a space in which as a practitioner it was possible to express all the inconformities, the uncomfortable situations, the mismanagement of public institutions and everything that was learned as a professional over the course of the days. Carrying out this process of reflection, allowed me to evaluate the situations from different perspectives, and what perhaps at one time was a minimum action at the end of the reflection could become the central part of it. Doing these weekly narratives helped us to evaluate the progress of the professional training and the context we had to face every day.

This practicum stage left us valuable lessons in our training process as future teachers. An experience that has allowed us to experience the social and educational reality of our country, and an activity that showed us the challenge we will have as teachers, along with this new generation that comes a little affected by various social factors.

As for the knowledge and the practical teaching part, this process allowed me through its spaces to improve different aspects such as the management of a group, the preparation of classes, the evaluation, the use of various resources, the ability to adapt to different contexts and types of learning. It was also a good opportunity to test all our knowledge and to receive others that would nourish our professional profile.

On the other hand, the human and social part of this practice allowed me to know more the problems that are present in this new generation. It is a group of people who arrive very affected after a pandemic, a population that is psychologically very damaged by family conflicts, economic problems and influence of social networks. Also, one of the problems that I could highlight the most was the constant use of drugs in adolescents who only seek social acceptance, or somehow avoid their problems.

Taking about the educational body in general, I observed that there is not a process to ensure the mental health of students, there is no correct distribution of economic resources, there are no effective regulations governing inclusion students, there are no teachers trained to serve a large number of students with different needs, and there is no one to regulate the performance of teachers in the public institution.

There are many conflicts in public education that should not be present, and these are situations that directly affect people's right to education and to a decent life. As future teachers,



we should learn to uphold this fundamental right and to always prioritize our well-being and that of the students.

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