Use of Games and Flashcards to Enhance the Oral Production and Vocabulary in Sixth Grade Students at INEM Custodio García Rovira High School in Bucaramanga

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Chapter I: General Presentation

1.1 Presentation

This project proposes a comprehensive initiative to improve English learning at the INEM Custodio Garcia Rovira educational institution, located in the city of Bucaramanga. As a student in the tenth semester of Bachelor's Degree in Foreign Languages: English - French, as trainee-teacher, this is the project that is going to be carry out which consists of three main components.

The first component is mainly focused on the institution in this part the project will show pedagogical, administrative structure part of the institution, this involves technological tools and

the population (students and professors), is important to highlight those items because are directly related with the place that we are going to develop the research.

Furthermore, the second component is addressed to the pedagogical component that develops one specific topic in English learning, in this case is " The Use of Games and Flashcards to Enhance the Oral Production and Vocabulary in Sixth Grade Students. There will be some activities that are going to be carried out with the purpose of strengthening basic vocabulary in English. This part of the project will also include Community Outreach Component in eleventh grade students that promote the improvement of the speaking skill through the use of cultural activities.

Finally, as a third Component: Participation in Intra-institutional Activities. This part consists of getting involved in festive activities and celebrations of the institution. This will strengthen students' sense of belonging to their school and foster an inclusive environment for learning English. Creative activities will be developed that integrate cultural and linguistic aspects, in line with the objectives of the Foreign Languages degree.

This project represents an opportunity to contribute significantly to the educational process at the INEM Custodio Garcia Rovira institution. Through a combination of pedagogical innovation, community participation and institutional commitment.

1.2 Introduction

Throughout the history of humanity, individuals have had the need to communicate because the social context forces them to establish exchanges with other people. This is why the act of communication becomes essential for the individual to develop as a member of the community. That is why the Ministry of Education (MEN) has introduced the National Bilingual program in

Colombia 2014-2019) with the aim of enhancing English language proficiency among Colombian students. This initiative recognizes the importance of English as a key skill for academic, professional, and personal development in an increasingly interconnected world. By setting ambitious goals for English language acquisition, the program seeks to equip students with the necessary tools to succeed in a globalized society.

Through the National Bilingual Program, Colombia aims to improve the quality of English language education in schools across the country. The program emphasizes the importance of early exposure to English language learning and promotes innovative teaching methodologies to enhance student engagement and proficiency.

Moreover, English has been established as the official language for communication in many areas, including business, diplomacy, and technology in an increasingly interconnected world, the ability to communicate effectively in English is essential to fully participate in global society.

Considering the objectives of the Ministry of Education (MEN), an institutional observation has shown that students could not fully express their ideas due to their lack of vocabulary and the interaction between teachers and students and it was notorious the lack of implementation of strategies that enhance speaking skills. Knowing the difficulties that all the students have in the process of learning a second language, this proposal wants to enhance sixth graders' oral production through the use of games and flashcards at INEM Custodio García Rovira High School. For this reason, this action research has the purpose of enhancing English speaking. The implementation of this action research will allow the pre-service teacher to accomplish the goals previously established.

For all those reasons this proposal is focusing on improving students' speaking skills because these activities prepare them to interact effectively in a diverse and multicultural world.

1.3 Justification

The implementation of this project is necessary by two primary factors: firstly, as part of the requirements for the bachelor in Foreign Languages (English and French) it is required to conduct a practicum as a pre-service teacher, this step is essential to fulfill academic objectives; Secondly, the project was needed because of the deficiency in the utilization of innovative teaching strategies, particularly games, which could potentially enhance students' speaking skills. The significance of this project lies in its dual benefits, addressing the academic needs of both pre-service teachers and students. For pre-service teachers, it provided a hands-on opportunity to apply theoretical knowledge in a real classroom setting, thereby facilitating their professional development. Concurrently, the project aimed to enrich the learning experience of students, particularly those in the sixth grade, by addressing issues related to speaking proficiency.

This proposal is for sixth-grade students, they will be significantly benefited from this intervention through the incorporation of games into the curriculum, the goal is to have an improvement in various aspects, including vocabulary acquisition, confidence in speaking, and the ability to use appropriate expressions in English. Moreover, the project addressed common challenges such as fear of making mistakes due to insufficient knowledge, fostering a supportive and inclusive learning environment.

The use of games proved to be an effective strategy for enhancing vocabulary skills, as it made learning enjoyable and engaging for students. By transforming the learning process into an

interactive and dynamic experience, students were motivated to actively participate, maintain focus, and retain information effectively. Additionally, the outreach component of the project further extended its impact beyond the classroom, promoting awareness and interest in language learning among a wider audience.

1.4 Objectives

General objectives

- To Use Games for Enhancing English Vocabulary in Sixth Grade Students at INEM Custodio García Rovira High School in Bucaramanga

Specifics objectives

- To get knowledge about the school where the practicum is going to be developed
- To apply educational games as a strategy to improve vocabulary in elementary school at INEM Custodio García Rovira.
- To teach students' vocabulary by integrating terms and expressions with the use of cultural activities.
- To take part in extracurricular and administrative activities proposed by the elementary school INEM.

Chapter II: Institutional Observation

In this part, the service teacher developed a deep observation for approximately three weeks to gain knowledge about all the aspects related to the school chosen for the practicum, all in order for the preservice teacher to be familiar with the rules and activities in which she will now take part.

In addition, during this chapter you will find aspects directly related to the school such as its classroom plan, the way in which classes are developed, the physical plant of the school, the exploration of intra-institutional, pedagogical, technological, and student diagnosis.

2.1 Knowledge of the setting

For entering in the setting, the pre-service teacher first carries out a formal procedure by submitting an informed consent letter to the school's principal and teacher-in-charge. Following this protocol, the pre service teacher starts a tour in the school. INEM has a sizable campus. It functions as a high school with different departments. This initial exploration provides specific information about the resources available in the school environment, setting for productive engagement and collaboration in the practicum experience.



Figure 1 Entrance of the institution



Figure 2 Sixth's grade classroom

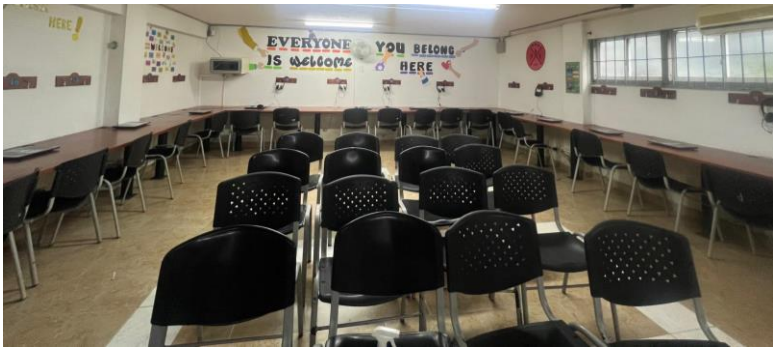


Figure 3 Bilingual classroom

2.2 The workplace

Is made up of two contrasting environments. On the one hand, the sixth-grade classroom, which receives all sixth grades, is spacious, with about 40 chairs for the students and a central desk, although it lacks technological tools. On the other hand, the bilingual room offers a different panorama: equipped with technology such as a video beam, air conditioning system, in contrast the number of chairs is reduced to 28 to serve fewer students.

2.3 Characterization of the setting

El INEM Custodio García Rovira has a single campus located in Provenza neighborhood, in the city of Bucaramanga, Santander, Colombia. This high school is administratively regulated by Danny Luz Algarín and has a two-day system: morning and afternoon; the morning day for the (7,9, 11 grades) with a schedule from 6:15 am to 12:15pm, and in the afternoon for the (6, 8, 10 grades) with a schedule from 12:15 pm to 6: 15 pm.

2.4 Design of the community immersion strategies

The design of community immersion strategies plays a critical role in fostering meaningful engagement and understanding between professionals and their host environments. An example of this strategy was developed when the student was integrated and presented as a new pre-service teacher at the INEM school in Bucaramanga. The professor in charge introduces her through an oral presentation to the sixth-grade students and the eleventh-grade group. In addition, the teacher presented the pre-service teacher to all language department teachers and administrative figures, including the school's director, secretary, and area coordinator. This immersion facilitated the integration of the institution's educational professional with the practitioner.

2.5 Development of interviews to supervisor and students

During an interview with the supervisor of the English department, an experienced educator with three decades of dedicated service to the teaching profession, she told her extensive experience teaching in universities and public-schools. Currently manage the Language Department and is the responsible for sixth and eleventh-grade classes, she shared details about her pedagogical approach; keeping her strategies over the years, she emphasized maintaining discipline through firm policies, such as prohibiting cell phone usage and restricting bathroom breaks, in addition in

the classroom the students are organized alphabetically to minimize distractions and foster focused learning environments. Considering her specialization in educational administration, she seamlessly integrates administrative principles with language instruction. She highlighted her instructional methodology, preferring to teach concepts and grammar on the board with markers and furnish students with guided exercises to reinforce comprehension.

On the other hand, taking into consideration the conversations with some students during the presence of the pre-service teacher, the aspiring teacher found them to have a good attitude, reflecting genuine enthusiasm. They expressed emotion with the fact of having another instructor, and they asked numerous questions, demonstrating attention. The positive attitude gives potential for mutual learning and collaboration between the pre-service teacher and students. The enthusiasm among students signals a receptiveness to innovative teaching approaches and suggests the exchange of ideas and knowledge within the classroom setting.

2.6 Documental analysis

Topographical location of the institution

The Decree 1962 of November 20, 1969, established Diversified Middle Education in the country, as a stage following primary education through which students could develop comprehensively and prepare not only for university entrance but also for effective engagement in their community. The educational establishment "El INEM" was born approximately in 1970 as an Urban School, In the same year, was the International Year of Education and the government inaugurated the first ten institutes in this educational modality, including the INEM "Custodio García Rovira" of Bucaramanga, currently the main campus of the school offers the following levels: middle school (6th, 7th, 8th, 9th) and high school (10th and 11th). The name of the school is in honor of Custodio García Rovira, a polymath encompassing role as a philosopher,

poet, musician, lawyer, military officer, and President of the Republic, was born in Bucaramanga on March 2, 1780. His educational journey included receiving a Bachelor's degree in "Philosophy and Letters" from the prestigious Colegio San Bartolomé in Santa Fe de Bogotá, where his talent and spirit shone. At the age of 29, in April 1809, he graduated as a lawyer and served as a professor of mathematics and philosophy at Colegio San Bartolomé, a center where he fostered his patriotic ideals.

2.7 Documental Analysis

2.7.1 Administrative Level

Institutional Educational Project

The Institutional Educational Project (PEI) serves as the foundational model for educational establishments, in which the theoretical information appears and emerges the pedagogical objectives. It articulates the institution's "Vision," delineating its aspirations for the future and its gaze toward the horizon. Meanwhile, the "Mission" encapsulates the purpose of the educational institution. Additionally, this part shows the roles and responsibilities of each institutional component, encompassing organizational structures, evaluation protocols, internal procedures, regulations, as well as the profiles of students, parents, and educators, alongside workshops and schedules. Essentially, this section has its mission, vision, and objectives.

2.8 Mission

The INEM is an official Institution of a diversified and inclusive nature, with cycles and levels of Preschool, Primary Basic, Secondary Basic, Technical High School and Academic High School with emphasis on Flexible Educational Models and Integrated Special School Cycles, which

offers Colombian society a service educational program of high human quality and continuous improvement, through the use of varied pedagogical, technological, business, environmental and investigative approaches.

2.8.1 Vision

In the year 2025, the INEM Custodio García Rovira of Bucaramanga will be an institution recognized for its leadership in diversified and inclusive education, with projects developed in different cycles and modalities, the competitive use of ICTs and cutting-edge technologies, agreements and articulations with other institutions, generation of investigative, environmental and civic culture in accordance with the demands of the 21st century.

2.9 Goals

•Offer diversified comprehensive training with high quality standards.

•Improve student well-being and the development of skills of the institution's human talent.

•Encourage research culture.

•Continuously improve the institution's integrated management system.

•Manage and administer resources for the improvement of the technological, information and communication physical infrastructure

•Guarantee the efficient use and savings of resources

•Comply with the legal framework applicable to the institution

2.10 Environmental programs and goals:

1.Program for efficient use and saving of resources (water, energy, paper)

2. Solid waste and hazardous waste management program

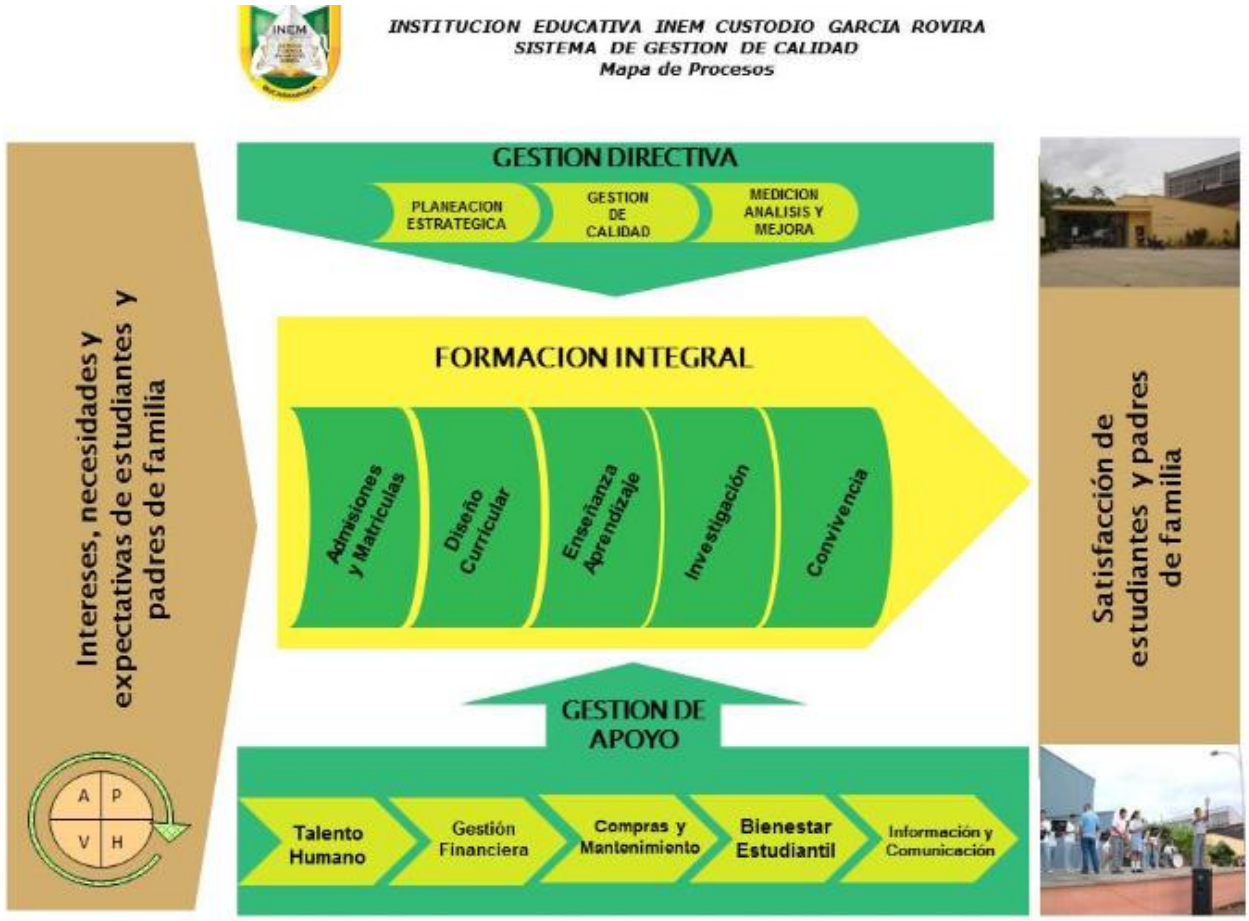
3. Comprehensive risk management program

4.Health monitoring program

5.Landscaping program.

2.11 Organigram of the institution

Figure 4 Organigram of the institution



2.11.1 Manual

The INEM's code of conduct, encompassing 78 articles, is meticulously structured to address various facets of school life. These articles are organized into sections covering administrative organization, rules, principles, and institutional values. Additionally, a significant portion is dedicated to the organization of the school's governing body, which includes student leadership roles and parental involvement. This comprehensive framework outlines guidelines for behavior, expectations, and responsibilities within the school community, ensuring a harmonious and conducive learning environment for all stakeholders.

As a pre-service teacher at the institution "INEM", my role as an educator towards students is based on the objectives outlined in the Social Coexistence Pact in chapter II objectives of the social coexistence pact according to the Article 4: general objectives; the contribution to the citizenship training of students is highlighted, promoting respect, the promulgation of human rights and knowledge of duties and rights in the educational community. Furthermore, in Article 9. Ideal profile of the educator and teaching director, the importance of maintaining a good personal presentation, being punctual and using good vocabulary when speaking is emphasized, since these aspects reflect the commitment to education and are examples to follow for students. My active participation in promoting the values, dignity and respect to the students also constitutes an integral part of my role as an educator at INEM.

2.11.2 MEN guidelines and regulations in the face of the health emergency

The guidelines of the Ministry of National Education (MEN) for INEM Custodio García Rovira and other public schools in Colombia usually include several key aspects:

Educational Quality: The MEN establishes standards and criteria to ensure the quality of education, including the evaluation of teaching-learning processes and the implementation of continuous improvements.

Coverage and Access: Equity and inclusion are promoted, ensuring that all students have access to quality education, regardless of their socioeconomic origin, geographic location or any other condition.

Teacher Training: The MEN offers training and training programs for teachers, as well as guidelines to ensure the quality and professional development of educators.

Infrastructure and Resources: Guidelines are established to guarantee that schools have the appropriate infrastructure, pedagogical and technological resources necessary for the teaching-learning process.

Institutional Educational Projects (PEI): The MEN provides guidelines for the preparation and execution of PEIs, which are documents that outline the mission, vision, objectives and pedagogical strategies of each educational institution.

Evaluation and Monitoring: Evaluation and monitoring mechanisms are established to monitor compliance with educational guidelines, as well as academic performance and institutional management.

According to the measure of covid currently, at INEM School, COVID-19 regulations have decreased, but some precautions remain to protect the health and safety of the school community. Students are still allowed to stay home if they show flu-like symptoms or are sick. Additionally,

distancing measures in classrooms continue to ensure a safer environment, in addition in the classroom they have sanitizer to promote hand hygiene and prevent the spread of infection.

School Day

The school day is structured into morning and afternoon sessions. Morning sessions, catering to odd-numbered grades, it starts at 6:15 am and concludes at 12:15 pm. During this period, students move between classes every hour, with a five-minute interval for transition marked by a bell. A 30-minute break is scheduled from 9:00 am to 9:30 am to allow students to rest and recharge. In the afternoon, classes for even-numbered grades begin at 12:15 pm and extend until 6:15 pm. Similarly, students in the afternoon session enjoy a 30-minute break at 3:00 pm. This structured schedule ensures a balanced distribution of instructional time and breaks throughout the day, optimizing learning opportunities for all students.

2.11.3 Institutional Chronogram

The academic chronogram is for keeping the order in the institution that includes extracurricular activities aimed at enhancing collaboration among directors, teachers, and students. It is organized into trimesters (I, II, and III), this system allows for effective planning and coordination of educational efforts, enriching the overall learning environment within the institution.

Figure 5. INEM'S chronogram

INSTITUCION EDUCATIVA
INEM CUSTODIO GARCIA ROVIRA - BUCARAMANGA

CRONOGRAMA GENERAL INSTITUCIONAL - 2024

DESARROLLO INSTITUCIONAL	VACACIONES ESTUDIANTES (12 Semanas)	VACACIONES DOCENTES (7 Semanas)
Semana 1: Enero 9 al 12 **Semana 2:** Marzo 26 al 29 **Semana 3:** Junio 11 al 14 **Semana 4:** Octubre 7 al 11 **Semana 5:** Nov 25 al 29	**3 semanas:** Dic 25/2023-Enero 14 **1 semana:** Marzo 26 al 31 **3 semanas:** Junio 11 a Julio 1 **1 semana:** Octubre 7 al 13 **4 semanas:** Nov 25 a Dic 22	**2 semanas:** Dic 25/2023 a Enero 8/2024 **2 semanas:** Junio 17 al 30 **3 semanas:** Diciembre 2 al 22

CONSEJO ACADÉMICO	CONSEJO DIRECTIVO	COMITÉ DE CONVIVENCIA
1 vez al periodo	1 vez al mes	1 vez al mes: 3er **miércoles**
REUNIÓN DE COORDINADORES-ORIENTADORAS 1 vez a la semana – **Jueves** Sala de Juntas Rectoría	**REUNIÓN DE DOCENTES POR ÁREA** HORARIO B - 1 vez al mes - **3er Jueves** Febrero-Abril-Julio-Septiembre: 11:00 – 12:00 Marzo-Mayo-Agosto-Octubre: 12:00 – 1:00	

PROMOCIÓN ANTICIPADA PARA REPITENTES: PRUEBA DE SUFICIENCIA
Jueves 18 y viernes 19 de Enero según horario publicado en plataforma institucional.

ACTIVIDAD	PRIMER PERIODO	SEGUNDO PERIODO	TERCER PERIODO
Duración de cada periodo académico	Enero 15 – Abril 19	Abril 22 – Agosto 9	Agosto 12 – Noviembre 22
Socialización Planeación PERIODO 1 por asignatura: Publicar en Plataforma (Semana 1)	Enero 22 al 26	Abril 11 al 26	Agosto 12 al 16
Digitación Calificaciones - 1er corte (Sem. 5)	Febrero 12 al 18	Mayo 20 al 24	Sept.19 al 13
Seguimiento Académico (Semana 6)	Febrero 19 al 23	Mayo 2 al 31	Sept. 16 al 20
Digitación Calificaciones – 2º Corte (Sem. 9)	Marzo 11 al 15	Julio 8 al 12	Sept. 30 a Oct 4
Informe Académico Parcial del Trimestre (Semana 10)	Miércoles-Marzo 20	Jueves Julio 18	Martes Octubre 22
✓ Evaluaciones acumulativas o Proyectos ✓ Autoevaluación ✓ Digitación Calificaciones – 3er Corte (Semanas 11 y 12)	Abril 1 al 12	Julio 22 Agosto 2	Octubre 28 – Noviembre 8
✓Socialización Notas con estudiantes (Sem13)	Abril 15 - 19	Agosto 5 al 9	Nov.12
✓ Comisiones de Evaluación (Semana 13) ✓ Publicación Actividad Recuperación	Jueves-Abril 18	Martes Agosto 6	Miércoles Noviembre 13
Informe Académico del Periodo	Martes-Abril 23	Viernes Agosto 9	Jueves Noviembre 14
Semanas Sustentación Recuperaciones	Abril 22 a Mayo 3	Agosto 12 al 23	*Noviembre 5 al 8
EVALUACIONES ACUMULATIVAS: Según su horario, los docentes inscriben en el formato de la carpeta de asistencia la fecha en que realizarán la evaluación acumulativa (Preguntas tipo SABER, para desarrollar en 1 hora de clase. Máximo 20 preguntas).			

ACTIVIDADES DE FINALIZACIÓN	
Reserva de Cupo: Pre-matrícula (Virtual)	Octubre 15 - 31
Entrega de Símbolos	Noviembre 8
1ª Etapa Superación final: 1 ó 2 áreas	Noviembre 18 al 20
2ª Etapa Superación final: 1 área	Noviembre 21 y 22
Informe Académico Final	Noviembre 22
Matrícula Estudiantes antiguos pendientes	Noviembre 25
Proclamación de Bachilleres	Noviembre 28 - Jueves
Matrículas estudiantes nuevos	Noviembre 26 al 29

ACTIVIDADES COMPLEMENTARIAS		
Febrero: Gobierno Escolar (Ciencias Sociales)	**Mayo 22-Miércoles:** Día Proyecto Ambiental y Educación Sexual	**Septiembre 25-Miércoles:** English Day: Proyecto de Familias Formadoras
Marzo 14-Jueves: Día Internacional de las Matemáticas – Proyecto de Educación Financiera	**Junio 7-Viernes:** Día del Deporte – Proyecto de Manejo de Tiempo Libre **Julio 18-Jueves:** Proyectos de Movilidad y Riesgo Escolar	**Octubre:** Feria de las Modalidades Inemitas **Octubre 31-Jueves:** Día del Arte: Proyecto Cátedra Paz
Abril 23-Martes: Día del Idioma. Proyecto Lector y Prevención de Consumo SPA	**Agosto 27-Martes:** Proyecto de Vida: Educación Religiosa	**Noviembre 22-Viernes:** Izadas de Bandera – Mejores Estudiantes Inemitas: Proyecto de Tecnología e Informática

DIRECCIONES GRUPO (2 semana cada mes) La Guía se enviará desde Coordinación de Unidad y Orientación.	
FECHA	**TEMA**
Miércoles, Febrero 14 – 3h	Cronograma General – Componentes de la Evaluación – Manejo de Plataforma Institucional
Jueves, Marzo 14 – 4h	Faltas disciplinarias – Justificación de Ausencias – Comunicación asertiva en especial con compañeros, padres y docentes
Lunes, Abril 15 – 5h	Importancia de actividades de Recuperación
Martes, Mayo 14 – 2h	Valores: Respeto y Empatía
Viernes, Junio 7 – 3h	Técnicas de estudio
Miércoles, Julio 10 – 4h	Aprender Sacar promedios de calificaciones de periodo y de año
Jueves, Agosto 8 – 5h	Cuidado del entorno (hogar, colegio y medio ambiente en general)
Lunes, Septiembre 9 – 2h	SIEE: Cuando un estudiante NO ES PROMOVIDO, quienes pueden habilitar o presentar SUPERACIÓN FINAL
Viernes, Octubre 11 – 3h	PROMOCIÓN ANTICIPADA
Martes, Noviembre 12 – 4h	MATRÍCULAS

OTRAS FECHAS IMPORTANTES Realizar alguna actividad **en clase**, encaminada a resaltar el día.		
PROYECTO	**FECHA**	**TEMA**
Proyectos Ambientales Escolares:	Febrero 20	Conmemorar el Día Mundial de la Justicia Ambiental
	Marzo 22	Día Mundial del Agua
	Abril 19	Día del Árbol Búcaro (Acuerdo municipal 013 de 2021).
	Abril 22	Día Internacional de la Madre Tierra
	Junio 5	Día Mundial del Medio Ambiente
	Agosto 26	Día Internacional contra el Dengue
	Septiembre 26	Día Mundial de la Salud Ambiental
	Octubre 18	Día Internacional para la Protección de la Naturaleza
	Actividades Protección y Bienestar Animal (Acuerdo municipal 010 de 2021)	
Educación para la Sexualidad y Ciudadanía	Mayo 2	Día Internacional contra el Acoso Escolar
	Septiembre 4	Celebrar el Día Mundial de la Salud Sexual
	Septiembre 16	Día Internacional de la Democracia
Plan de Movilidad Escolar	Hacer las gestiones para dar cumplimiento a la Ley 1503 de 2011. Ampliar información de los PME en la página de Agencia Nacional de Seguridad Vial.	
	Junio 10	Día Mundial de la Seguridad Vial
Gestión Integral del Riesgo Escolar	Cumplir Circular 19 de 2022 Orientaciones para la Gestión del Riesgo Escolar.	
	Octubre 13	Día Internacional para la Reducción del Riesgo de Desastres
Familias Formadoras	Mayo 15	Día Internacional de la Familia
	Mayo 16	Día Internacional de la Convivencia en Paz
Prevención del Consumo SPA	Octubre 10	Día Mundial de la Salud Mental
Aprovechamiento del Tiempo Libre	Marzo 20	Día Mundial de la Felicidad
	Marzo 27	Día Mundial del Teatro
	Abril 29	Día Internacional de la Danza
Proyecto de Vida	Dar cumplimiento al Acuerdo municipal 041 de 2022.	
	Abril 16	Día Mundial del Emprendimiento
Educación Financiera	Octubre 23	Día del Financiero
	Octubre 31	Día Mundial del Ahorro

Danny Luz Algarín Torres
Rectora

2.12 Pedagogical level

2.12.1 Planning of the English area

The English language program at INEM School is into Colombia's educational landscape, regulated by the directives of the Ministry of Education. Embracing the bilingualism program, which stands as a pivotal goal of the Colombian government, the school aligns its curriculum to equip students with proficiency in English. Notably, the students that chose the (PBL) modality, have additional hours in languages, particularly in English and French, this is for the grades 10 and 11.

2.12.2 Knowledge of available pedagogical resources

At the INEM School, the availability of technological resources varies across different classrooms. For instance, in the classroom of the sixth grade, there is a lack of both television and internet access, posing challenges for the development of certain activities. However, the institution has a Bilingualism Room equipped with computers, internet access, air conditioning, and other essential tools, catering specifically to students enrolled in the (PBL) modality. In terms of instructional materials, students receive topic-specific guides for each subject, they utilize the guide in-class activities and homework assignments. In this school the use of textbooks is prohibited due to economic considerations, ensuring equitable access to educational resources for all students.

2.12.3 Syllabus

At INEM School, the study plan is developed in a general way at the beginning of the school year. This is divided into three periods, each of which establishes the specific topics that must be

addressed. The teacher follows this structure and prepares her classes taking into account the guidelines and topics to be taught in each period. In addition, in the course the teacher tries to achieve the different objectives related to each competence such as speaking, reading, listening and writing. This methodology guarantees complete coverage of the required academic content, facilitating the monitoring of the study plan and ensuring a comprehensive education for students.

2.12.4 Work methodology of the language teaching collective

During English classes, the teacher uses various teaching methodologies with the aim of facilitating students' learning. They alternate between the inductive and deductive method, depending on the situation, sometimes introducing the topic through sentences or presenting it directly on the board and explaining it in detail. Additionally, she uses strategies such as translation and repetition to help students assimilate new information effectively. Likewise, the teacher recognizes the different ways in which students acquire knowledge, providing opportunities to ask questions, using visual materials such as coloring exercises, and encouraging practice through exercises, where students can apply the rules learned. All this is done to guarantee that each student acquires knowledge in a meaningful and lasting way.

Taking into consideration that the time available in each session is limited, since the time intensity with each sixth-grade group is only 3 hours per week. Given this restriction, the English teacher has designed specific guides to the topics to be covered, with the aim of maximizing learning and guaranteeing that students benefit as much as possible during the time available in class. These guides are carefully structured to address the content effectively and provide students with the necessary tools for their understanding and application in future academic activities.

2.12.5 Learning support modalities

At the INEM School, various learning support modalities are implemented in order to provide comprehensive support to students. These modalities include frequent meetings with parents to provide information about how their children are doing at school. They also have a program called school for parents in which topics for the educational training of the student are addressed, when the parents attend school. In the meeting, the student is given an intensive point, improving a grade that is bad; moreover, the teacher gives moments for the student to express their doubts, and creates moments of participation on the board for them to practice.

Additionally, effective communication tools and strategies, such as online platforms and emails, are used to facilitate interaction between teachers and students, as well as between students and their peers. Likewise, teamwork and collaboration are encouraged through group projects and activities that promote the exchange of ideas and cooperative learning. These support modalities are designed with the objective of guaranteeing a significant and enriching learning process for all students at the school.

2.12.6 Design of worksheets and material

The English teacher develops and creates her own material taking into account the guidelines given by the MEN on the contents that must be taught, the guide is delivered to the class and the student must attach it to their portfolio because there is a note of it per semester.

Basic learning rights

In accordance with the regulations and standards of the MEN, each teacher in the language department is in charge of developing and creating teaching materials following the established

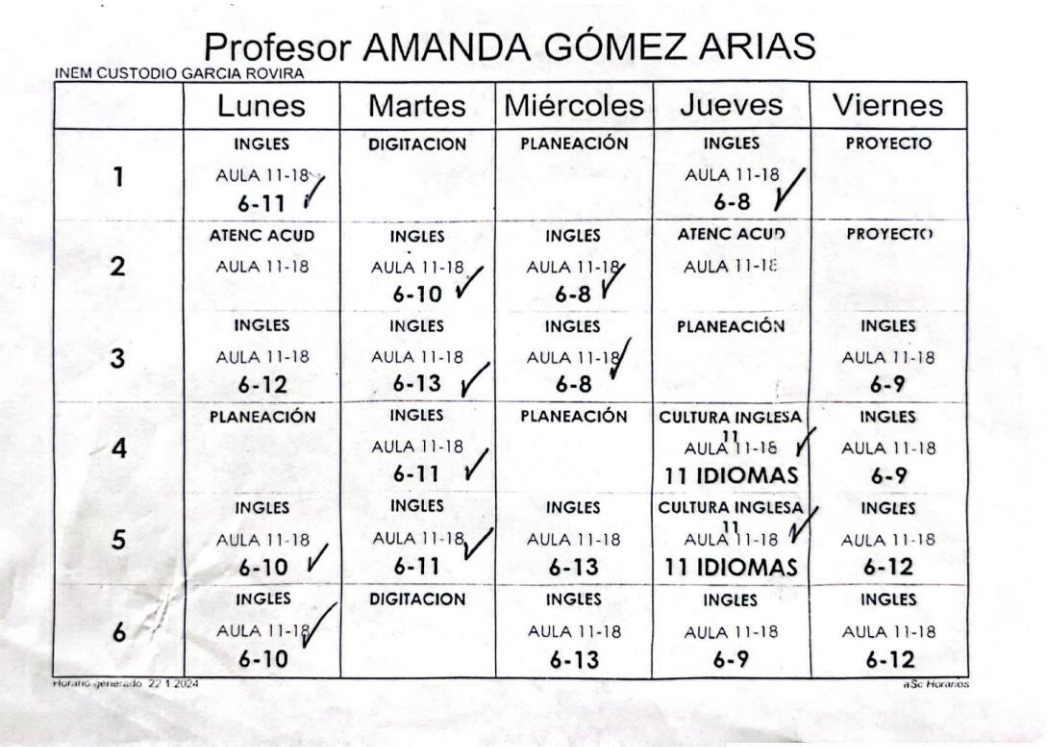
standards and respecting the copyright of each document. For example, if Internet sources are used, it is necessary to add them to the corresponding bibliography. In addition, the school has its own educational themes and guidelines, so teachers must develop their materials in order to reach the linguistic, cultural and communicative objectives established by the institution.

Courses

The English teacher is in charge of six grades: sixth (6-08, 6-09, 6-10, 6-11, 6-12, 6-13), with an hourly intensity of 3 hours per week and one course of eleventh grade (11-08), with an hourly intensity of 2 hours per week.

Schedule

Figure 6. Teacher's schedule



Profesor AMANDA GÓMEZ ARIAS

INEM CUSTODIO GARCIA ROVIRA

	Lunes	Martes	Miércoles	Jueves	Viernes
1	INGLES AULA 11-18 6-11	DIGITACION	PLANEACIÓN	INGLES AULA 11-18 6-8	PROYECTO
2	ATENC ACUD AULA 11-18	INGLES AULA 11-18 6-10	INGLES AULA 11-18 6-8	ATENC ACUD AULA 11-18	PROYECTO
3	INGLES AULA 11-18 6-12	INGLES AULA 11-18 6-13	INGLES AULA 11-18 6-8	PLANEACIÓN	INGLES AULA 11-18 6-9
4	PLANEACIÓN	INGLES AULA 11-18 6-11	PLANEACIÓN	CULTURA INGLESA AULA 11-18 11 IDIOMAS	INGLES AULA 11-18 6-9
5	INGLES AULA 11-18 6-10	INGLES AULA 11-18 6-11	INGLES AULA 11-18 6-13	CULTURA INGLESA AULA 11-18 11 IDIOMAS	INGLES AULA 11-18 6-12
6	INGLES AULA 11-18 6-10	DIGITACION	INGLES AULA 11-18 6-13	INGLES AULA 11-18 6-9	INGLES AULA 11-18 6-12

Horario generado 22.1.2024 aSc Horarios

Table 1 Pre- service teacher schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:15pm - 1:10 pm	Teacher Assistant 6-11			Teacher Assistant 6-08	
1:10 pm- 2:10 pm		Teacher Assistant 6-10	Teacher Assistant 6-08		
2:10 pm- 3:00 pm	Activities in the institution	Teacher Assistant 6-13	Teacher Assistant 6-08	Activities in the institution	
3:00 pm- 3:30 pm	**B**	**R**	**E**	**A**	**K**
3:30 pm - 4:10 pm		Teacher Assistant 6-11	Activities in the institution	Teacher Assistant 11-18 Pedagogical and Research Activities	
4:10 pm- 5:10 pm	Teacher Assistant 6-10	Teacher Assistant 6-11		Teacher Assistant 11-18 Pedagogical and Research Activities	
5:10 pm- 6:15 pm	Teacher Assistant 6-10				

2.13 Technological level

Connectivity

Nowadays, the Internet has become an invaluable and essential tool for the educational process, offering access to a wide range of resources and facilitating research, communication and interactive learning. Unfortunately, at INEM, only some areas have internet connectivity, such as the bilingualism room and the library, where computers are available for use. However, in English classrooms, the lack of internet access and the absence of technological tools represent a challenge for the implementation of innovative teaching methodologies and the full use of digital resources that could enrich the educational experience of students.

Access and use of platforms

The INEM school has its own platform in which students, teachers, administrative part and parents have access, in it the entire community can be informed of updates, events, notes and everything related to the academic part, the access to this platform is free but internet is required, each student can do it from home or cell phone. In addition, INEM currently has agreements with a non-profit company called FC, which generates meeting spaces with American schools and This way 11th grade students can be immersed in a cultural way.

Description of the digital resources used

Sixth grade students do not have access to digital resources, only eleventh grade students can use the bilingual room and the computers, both in this room and in the library, In addition, they have a video beam speaker.

2.14 Population Level and Subject Information

Number of students

The INEM student population is extensive and diverse, but in the particular case of the pre-service teacher is going to work, she will focus on four sixth grade courses with an average of 35 students per classroom, made up of a variety of girls and boys. Additionally, she will work with an eleventh-grade group, which consists of 25 students of both genders. This demographic distribution provides a huge sample of the school's student community, allowing for an enriching practical experience for the pre-service teacher as she interacts with students of different grades and characteristics.

Gender

The gender of all courses is mixed.

Age

The age of the sixth-grade students is very varied, ranging from 11 years old to 13 years old on average, and the age of the eleventh-grade students varies from 15 years old to 19 years old.

Level of language

The language level of sixth grade students is very basic. Over the course of their year, they are expected to obtain an A1 level. On the other hand, eleventh grade students are able to understand and express themselves, which is why they have a plus level of A2.

Teachers of the school

The Resolution 9317 of May 6, 2016 establishes the main purpose of teachers being responsible for the comprehensive information and teaching-learning processes of students. The essential

functions include participating in institutional planning evaluation, mastering and updating key concepts, structuring disciplinary content effectively, planning lessons aligned with education objectives, organizing teaching methods for meaningful learning, and addressing parent and student concerns.

The teachers at the INEM school all have degrees and have extensive experience. The teachers are divided by area departments and accordingly the quantity, for example in the case of the language department, is divided into the morning and afternoon school day with a total of 12 teachers, in the afternoon there are a total of 10 English teachers and 2 French teachers.

2.15 Administrative personal

The administrative and operational staff of INEM have rights established by the constitution. These rights include respect from the educational community, participation in institutional improvement, receiving continuous training, being listened to and recognized for their efforts, among others. Likewise, they have to take responsibility for the tasks and materials assigned, comply with the established schedule, respect all members of the educational community and report any anomaly in their performance. These rights and duties contribute to the harmonious and efficient functioning of the educational institution.

The administrative part is headed by the principal, her secretary and the directors of each grade. In addition, the school has nursing services and all the teachers.

Community of parents

Article 10 of the social coexistence pact establishes the ideal profile of parents, highlighting their commitment to the comprehensive education and training of their children. Parents are expected to educate within ethical and moral principles, teaching their children the importance of

practicing values such as justice. Parents must be the first educators, educating by example and promoting solidarity, personal improvement and family communication. As well as intervening in sexual education and supporting the construction of their children's life project. These aspects contribute to the formation of families that are committed and responsible for the comprehensive development of their children.

Chapter III: Pedagogical and Research Component

Use of Games and Flashcards to Enhance the Oral Production and Vocabulary in Sixth Grade Students at INEM Custodio García Rovira High School in Bucaramanga: Action Research

3.1 Introduction

Throughout human history, individuals have had the need to communicate because the social context forces them to establish exchanges with other people. This is why the act of communication becomes essential for the individual to develop as a member of the community. According to the Council of Europe (2001:9). “Communication engages the whole human being. “As a social actor, each individual establishes relationships with an ever-growing number of overlapping social groups, all of which together define an identity.

Nowadays, there is a huge need to have the knowledge necessary to speak a foreign language, according to Klinkenberg, (2020, p 23 - 57) "in a universe where globalization has increased the opportunities for contact between people, companies or organizations, knowledge of different languages (not only English) is an essential factor in economic and social promotion. Learning any foreign language represents a considerable cost in terms of energy, time, knowledge and

money. Likewise, learning a language has the power to bring cultural enrichment, personal development, openness to others, fraternity between peoples, a culture of a sense of the relative and the learning of tolerance. Such motivations have a universal character: they are independent of the learner's mother tongue or language of use, and independent of the language learned.

To better understand what we said before, we quote “communication is an act of transfer of information”. this is defined by Cuq (2003) as: “the ability of a speaker to produce and interpret utterances appropriately, to adapt his speech to the communication situation by taking into account the external factors which condition: the spatial-temporal framework, the identity of the participants, their relationship and their roles, the acts they perform, their adequacy with social norms, etc. » (page 46-48).

In this regard, it must be emphasized that communication and the process of learning new vocabulary are part of the development of oral expression, renamed speaking production, it is a skill that learners must gradually acquire, which consists of expressing themselves in the most diverse situations. in the speaking skill the difficulties are not insurmountable, but it is a competence that must be worked with rigor, and which requires overcoming problems linked to pronunciation, rhythm and intonation, but also problems linked to oral comprehension, grammar and learning new vocabulary.

Taking into account how important is learning a second language, in this case, English, this research has an objective to enhance sixth graders' students’ vocabulary through the use of games and flashcards at INEM Custodio García Rovira High School. The researcher has identified through a series of observations in the English classes of 6th grade, and there is a lack of basic

vocabulary from the students and the implementation of pedagogical activities that enhance vocabulary learning, for this reason this proposal is going to be carried out.

Therefore, we can add that the more vocabulary a student acquires, the ability to express themselves and communicate with other people will be better. Mastering a huge repertoire of words not only enriches the student's language, but also gives them tools to communicate their ideas more clearly and accurately. Furthermore, an extensive vocabulary facilitates the understanding and exchange of information in different social and cultural contexts, which contributes significantly to the development of effective communication skills and greater self-confidence in various situations of daily life.

Finally, this practical action research aims to implement the use of games, to achieve the main objective of the study that is to improve English vocabulary skills. This research allows the implementation of various strategies such as games and dynamics to involve and encourage students and achieve predetermined objectives.

3.2 Problem Statement

Within the context of this study, an observation was carried out for three weeks in English classes during various hours. Different factors that interfere in the oral production in students were observed, such as: the use of the mother tongue by students, fear of participating in class and lack of vocabulary in English.

In this study we will focus on the case of sixth grade students who usually have problems that appear at the level of oral production and that do not allow them to transmit a message in English in the classroom. This is why we must become aware of the use of games and flashcards help improve students' oral production.

Another factor that influences the lack of vocabulary is the number of students per classroom. With a total of 35 students in the classroom, the development of speaking activities require considerable time for each student to participate. This often results in not all planned activities being completed, further limiting opportunities for students to practice and acquire new vocabulary. The large number of students can make it difficult to provide individualized attention and extensive practice of specific language skills, contributing to the persistence of lack of vocabulary in the classroom.

Taking into account that Vocabulary knowledge is frequently considered a vital tool for second language learners. Without adequate vocabulary knowledge, one cannot communicate successfully, especially in a second language. Schmitt (2000) highlights the importance of vocabulary acquisition, since "lexical knowledge is central to communicative competence and to the acquisition of a second language." Furthermore, Nation (2001) illustrates the connection between vocabulary knowledge and language use as complementary. So English and Spanish both have rich vocabulary, therefore it is of great importance to learn it through different strategies.

3.3 Grand-tour question

- Why is the use of games and flashcards important to enhance the oral production and master vocabulary of sixth grade students at INEM?

3.4 Specific questions

- What are the benefits of teaching English through the use of games and flashcards in the oral production of sixth grade students at the INEM school?

- How does the use of games and flashcards influence the increase in motivation and participation of sixth grade students during vocabulary learning activities?
- How can games facilitate vocabulary practice in a contextualized and meaningful way for sixth grade students?

3.5 Justification

Taking into account that oral production will allow students to master their own communication skills (written production, oral comprehension, written comprehension and written production) that will be useful when learning a language to be able to transmit a message correctly.

In this study we will focus on the case of sixth grade English students who usually have problems that appear at the level of oral production, they cannot produce sometimes shorts phrases even with the verb to be This is when we must talk about the importance of the use of games and vocabulary learning that students could have, highlighting that there are factors that interfere in the oral production process such as the mother tongue, the social and academic context in which they find themselves.

We observed the existence of different factors that prevent oral production among students, such as: the use of the mother tongue by students, speaking in the classroom, fear, panic, poor performance, lack of confidence in oneself. In this way, we highlight that at this level of the language there are situations that can encourage and/or prevent students from communicating a sentence well; we found disadvantages with the pronunciation of certain phonemes, which affects oral production, this is the case in the verb to be, the students say it as they would read it in Spanish.

At this point, from our experience as foreign language students, it is important to know that a good command of oral production is the result of practice outside the classroom associated with the knowledge acquired in the course.

Finally, according to the above, it is relevant and necessary to carry out research that shows that with the use of games it will be possible to learn more vocabulary. In this case, students will be able to know if there is an improvement thanks to the use of games in the course.

3.6 Objectives

General Objective

- To use Games and flashcards to enhance the oral production and vocabulary in sixth-grade students at INEM Custodio García Rovira.

Specific Objectives

- To Implement physical resources to foster students' oral production.
- To increase students' vocabulary through the utilization of tangible games and flashcards.
- To encourage students' enthusiasm for English learning by incorporating physical material.

3.7 Theoretical Framework

This aspect of the proposal is mainly composed of two parts which are: the theoretical framework, composed of different key terms, and on the other hand the Literature review, which will provide in a concrete manner information on the prior studies which share the research subject.

During the search process certain terms should be highlighted; At this point, the definitions that will guide this action study will be: *Pronunciation development, learning vocabulary, games. flashcards and oral production.*

These terms and concepts are considered since they will help better understand this study's central theme.

3.7.1 Pronunciation development

Pronunciation is a crucial aspect of language learning, and early exposure to accurate models is essential for first-grade students. Videos provide learners with opportunities to observe and imitate native speakers, promoting the development of correct pronunciation (Celce-Murcia et al., 2010). By listening to and practicing pronunciation in the context of engaging games, students can improve their phonetic awareness and enhance their ability to produce sounds accurately (Derwing & Munro, 2015).

Games are for enhancing English pronunciation by immersing learners in practical actions. Mimicking native speakers and focusing on intonation and rhythm, learners benefit from repeated viewing for targeted improvement. games and learning vocabulary provide knowledge, making them a powerful and effective strategy for mastering English pronunciation.

3.7.2 Vocabulary learning

Vocabulary learning is important in foreign language acquisition, emphasis on getting new words. Berne & Blachowicz (2008) highlight that teachers face challenges in effectively teaching vocabulary due to the lack of knowledge in students; that is why vocabulary learning is considered an important tool in the process of language teaching.

Moreover, Susanto (2016) realized that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Learning vocabulary items plays a vital role in all language skills (eg. listening, speaking, reading, and writing.

In addition, Alqahtani (2015), argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication. Taking into account, Oxford (1990) also claimed that vocabulary was the most unmanageable component in the learning process of any language in a foreign or one's mother tongue, because there are tens of thousands of different meanings" Despite these difficulties that language learners face in L2 vocabulary, they still have to deal with it in their exams as ''vocabulary has traditionally been one of the language components measured in language tests''

From the previous explanation it can be concluded that the importance of learning vocabulary should be highlighted and recognized and there are various ways of learning it.

3.7.3 Games

According to Debra. (2006). "Interactive games serve as powerful learning environments where students constantly acquire new skills, knowledge, ideas, attitudes and behaviors." We can say that the use of games during a class allows the development and improvement of skills through repeated practice, experimentation and learning from failures. Additionally, games adapt to students' abilities by providing feedback on progress and reinforcing desired outcomes through rewards and punishments. Finally, games are designed to teach important concepts and can be effective tools for learning. In the book Debra. (2006) adds that learning can be done

dynamically, "highlighting nine key areas that include motivation, perception, problem solving, knowledge acquisition, skill development, self-regulation, social relationships, self-concepts and attitudes/values.

In addition to this we can see the different types of games that exist and that will be implemented.

Hadfiled (1998) offers two classifications of language games. She divides them into linguistic (these focus mainly on accuracy) and communicative games (these are based on successful exchange of information). Hadfiled's second classification has more categories and usually includes both linguistic and communicative aspects. These games are as follows

(Hadfiled, 1998, as cited in Jacobs, n.d. b):

Ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

Complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing

Guessing games. guessing game is the implementation of questions, in which one person thinks of a famous person, place, or thing. The other participants can ask yes/no questions to find clues in order to guess who or what the person is thinking of.

Matching games: As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30-word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

Labelling games. These are a form of matching, in that participants match labels and pictures.

Exchanging games. In these games, students barter cards, other objects, or ideas.

Board games. Scrabble is one of the most popular board games that specifically highlights language.

Role play games/dramas. Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant.

3.7.4 Flashcards

According to author Stephen D. Krashen. Using flashcards helps to reinforce students' long-term retention and focus on the words and phrases they need to memorize, making them an excellent language learning tool. besides

Stephen Krashen tells us important tips for making flashcards

1**. Use clear and meaningful images:** Incorporate visually striking images in your flashcards to help associate words or concepts with their meaning in a visual and memorable way.

2. Practice: Use them repetitively to increase familiarity and retention of vocabulary and grammar.

3. Actively interact with the content: You should not only limit yourself to passive memorization, you must use the words learned in conversations, games or practical activities to reinforce their use and understanding.

4. Adapt them to the language level: the content of the flashcards must be adjusted to the current level of proficiency in the language.

By applying these principles, flashcards become a powerful tool for improving understanding and mastery of a language, allowing for meaningful and effective practice that encourages deeper, longer-lasting learning.

3.7.5 Oral production

In Language Didactics, oral production has been one of the most studied points because it constitutes a fundamental tool for learners when it comes to mastering and communicating in a foreign language in the context where the target language plays a very important role.

As a result, we cite specialists in FLE teaching who clarify the definition of oral production by retaining that: “Expression in its oral form constitutes with oral comprehension a fundamental objective of language teaching, the activities of the language class which develop the competence of expression aim at all types of language production. however, “limit the development of the emotional/expressive function of language” (Cuq, 2003). Likewise, Coste and Galisson (2012) define it as an “operation which consists of producing an oral message using sound signs”.

According to the aforementioned Sternberg, (2002 p 120) oral is "the area of language teaching which involves the teaching of the specificity of the oral language and its learning through listening activities and of production conducted from sound texts, if possible authentic.

Finally, **“**oral production**”** is a skill that requires a specific communication. Acquiring the ability to speak is really challenging for people learning a foreign language. Oral production according to information from the CEFR, is a skill that students must gradually develop and put into

practice in everyday life situations. It is important to develop the 4 skills, these skills aim to improve the oral production process in the foreign language that each student develops.

3.8 Literature Review

This part of the proposal is composed for a variety of articles and prior studies that aim to give an approach to the current action research. The studies are divided into two essential categories which offer different points of view and experiences connected to the Use of games and Flashcards to Enhance the Oral Production and Vocabulary, including: *Role-plays to improve oral production, Games as a resource for teaching English, using flashcards to improve students' vocabulary and Factors that interfere the oral production*

3.8.1 Role-plays to enhance oral production

Dhea (2017) in his paper investigates the impact of role-playing as a classroom technique on Iraqi EFL students' speaking skill on Iraqi EFL students at the college level. After 20 lessons, the post-test of speaking was conducted in which the students in both groups were asked to answer. The study shows that the use of role-play as a classroom technique positively affected performance on a speaking test among EFL students in Iraq. The results suggest that involvement and practice in role-play techniques, such as group and peer work, contributed to the success of students in the experimental group. Establishing the class as a collaborative community promoted interaction and mutual understanding, essential for learning. Furthermore, it was observed that role-play creates an interesting environment that encourages the active participation of students and improves their attention. Although there were improvements in vocabulary and receptive skills in the experimental group, these differences were not significant compared to the control group. It is suggested that future research expand the scope of the study, including different levels

of language ability, geographic areas, and larger samples of students. It is also recommended that role-play topics address a variety of human aspects to enrich the learning experience.

In addition to this Khasbani, I., & Seli, F. (2021). The study investigated the impact of role-play on students' oral performance and speaking confidence. Pre- and post-tests, as well as questionnaires, were used to collect data. The results show that role-play significantly influences the oral ability of the participants in the experimental class, who showed a notable increase in their test results compared to those exposed to traditional presentation techniques. It is argued that this improvement is due to frequent English-speaking practice facilitated by role-play, which requires students to act out specific roles and hold conversations in English. Furthermore, a positive interaction was observed between role-play and speaking confidence, as it fosters mutually positive interactions between participants, providing support to those with low speaking confidence.

Taking into account the positive aspects of the use of role play in this study, it will be carried out as part of the students' oral production according to the topics that are seen in class, the idea of the pre-service teacher is to begin to include the didactic stages which are not carried out due to lack of time and complexity of the number of students, which is why role play productions will be carried out by groups of more than two students.

3.8.2 Games as a resource for teaching English.

Azar, (2012) said that games are always entertaining and engaging for students. Games encourage the students to learn by doing and they do not feel that they are forced to learn. Shy students also have more opportunities to express and use their language since it provides a lower-anxiety environment. according to Farid, (2019) in his work entitled " Improving Teaching and

Learning Process Through Language Games " shows some examples of some games that were implemented.

Hot Potato: This game received a lot of attention from the participants. Their testimonies showed that this game has a high possibility of being implemented in the classroom. The participants were happy with the practice and were able to understand the essence of the game. Since this game aims to force participants to speak and answer certain questions, it can be implemented in speaking classes to relieve students' anxiety and motivate them to speak.

Big and Small Number: At the beginning of the practice, participants asked if this game had a high benefit for the classroom. In the end, they found that the game is highly recommended for assessing students' understanding of the materials. This game can be implemented in all aspects of the teaching process and can also be considered as a stress reliever at the end of the meeting.

Tic-Tac-Toe: This game is simple but challenging. At first, the participants seemed confused. However, when they understood the ideas, they felt motivated and challenged to be winners, as this game demonstrates the participants' reading and grammatical skills. They also learned how to measure students' grammar ability using this game.

Chaining Story: This game is about logic and sense. Chaining a story can be fun but silly at the same time. The silly parts encourage participants to think harder and harder. They then demonstrate their oral and grammatical expression skills unconsciously. They will also improve their logic and sense by using correct expressions in English.

In summary, participants enjoyed the games and recognized the similarity of some games to traditional ones, demonstrating that any game can be adapted to a language class. After participating, they committed to creating a more engaging classroom environment to motivate

students to learn. Furthermore, they showed a high interest in exploring more about the use of games in teaching, which highlights the need to continue with similar workshops.

This information is relevant to my study because it presents examples of games that could be applied to students and in this way capture their attention during the development of the class.

3.8.3 Using flashcards to improve students' vocabulary

The research conducted by Atmaja and Sonia (2020) focused on addressing the challenge of limited vocabulary proficiency among high school students. Recognizing the importance of vocabulary in language learning, researchers implemented a classroom action research project using flashcards to teach vocabulary to seventh grade students in Katapang.

The study was organized into two cycles, each involving planning, acting, observing, and reflecting activities. The first test revealed that the traditional teaching method resulted in low student participation and enthusiasm.

With the implementation of flashcards, the researchers found that student participation and interest increased significantly. The average test score at the end also increased.

The use of flashcards was shown to lead to substantial improvements in vocabulary acquisition among students.

further indicating that the flashcards not only improved vocabulary skills, but also fostered a more engaging learning environment. The researchers concluded that flashcards are an effective method for advancing students' vocabulary and promoting active participation in language learning activities.

3.8.4 Factors that interfere the oral production

Muñoz (2006) shows Learner characteristic factors, such as age and gender, influence language learning. Age, although not determinative, can affect learning speed, with younger students often showing faster learning ability. Some studies also suggest that women have an advantage over men due to superior performance in the classroom. Additionally, motivation plays a crucial role, as it determines why students decide to learn a language and their interest in it.

In addition, external factors, such as the geographical distance between linguistic communities and the role of the teacher, are also considered to influence language learning. Morales (2018) highlights the importance of the phenomenon of linguistic interference, which is perceived as a major obstacle in the acquisition of a foreign language. The study carried out at the San Buenaventura University of Modern Languages in Cartagena aimed to evaluate this linguistic interference between Spanish and French and propose strategies to reduce it. The results of the study revealed that students experience difficulties in speaking due to syntactic interference, particularly literal translations and semantic confusions. Teachers also observed morphological, syntactic, and lexical interferences among students, suggesting that these mistakes are common and linked to the foreign language learning process. In conclusion, linguistic interference is considered a normal aspect of the foreign language acquisition process, but appropriate teaching strategies can help it.

finally, Şavli Saraç (2009) examines lexical transfers between English and French, two languages studied in an academic context as foreign languages. The author highlights the role of the mother tongue in the socio-cognitive development of the child, emphasizing that the mistake transfer process in learning a foreign language is influenced by the mother tongue. In some cases, when students establish links between their native language and the foreign language, the author

describes this transfer of knowledge as “positive transfers.” The aforementioned study analyzed mistakes in third-year students with a linguistic profile that includes Turkish as a first language (L1), English as a second language (L2), and French as a third language (L3). The observed errors, mainly related to orthographic similarities between English and French, include lexical interferences such as “false friends.” The author highlights that these errors, whether interlinguistic or interlinguistic, help teachers evaluate the level of competence of their students, thus contributing to their linguistic development for better learning foreign languages.

The studies mentioned above are significant for this research because they provide us important information about categories such as role play, games and the factors that intervene in the development of oral production. Finally, the previous studies serve as a guide and support for the development of this research.

3.9 Methodology

3.9.1 Pedagogical methodology

At INEM school, pedagogy focuses on the development of a comprehensive classroom plan that covers the entire school year. This plan is structured in a way that contemplates the educational objectives, the skills to be developed and the teaching strategies to be used throughout the school year. In this context, each teacher has the responsibility of designing a classroom plan that fits the specific needs and characteristics of their course, thus guaranteeing an effective and meaningful teaching-learning process for students.

In the specific case of the course teacher, her pedagogical approach is based on the use of three guides per period, which contain the topics and content that will be addressed during the semester. For example, in the second period of the school year, the topics included in the guides

are nationalities, possessives, parts of the house, parts of the body and prepositions of place. These topics are selected in accordance with the guidelines established by the Ministry of National Education (MEN) and are adjusted to the objectives and competencies that students are expected to achieve. With this information as a basis, the pre-service teacher will prepare her pedagogical material to accompany and complement the execution of the project, thus ensuring a coherent educational intervention aligned with the curricular guidelines.

3.9.2. Description of the Implementation of the Project

For this study, it is considered appropriate to implement methodologies such as Pavlov's on conditioning and Krashen's methodology on second language learning, especially considering that the students are children between 11 and 13 years of age. Pavlov's conditioning theory offers a stimulus-response approach, which can be effective in establishing positive associations with the language learning process. On the other hand, Krashen's methodology emphasizes the importance of natural language acquisition. These two theoretical perspectives can provide an effective method to facilitate second language learning in this age's group.

The author Clarck (2004) in his study named The Classical Origins of Pavlov's Conditioning, mentioned the next information: Pavlov's theory of classical conditioning, is based on the concept of association between stimuli and responses. The theory involves establishing a connection between a neutral stimulus, which does not initially trigger a specific response, and an automatic reflex response. Through this association, the neutral stimulus can eventually trigger the reflex response.

Pavlov's experiment identified the key elements of classical conditioning:

Neutral stimulus (NE): A meaningless stimulus that does not initially elicit a response, such as the bell.

Unconditioned stimulus (US): A stimulus that naturally triggers an automatic response, such as food inducing salivation.

Conditioned stimulus (CS): The neutral stimulus after being associated with the unconditioned stimulus, such as the bell that causes salivation after learning.

Unconditioned response (IR): The automatic response induced by the unconditioned stimulus, such as salivation to food.

Conditioned response (CR): The learned response induced by the conditioned stimulus, such as salivation to the sound of a bell.

This process, known as classical conditioning, is fundamental in behaviorist and learning theory.

This theory is applied in multiple fields and it can be stated that a person's conditioning generates results in the learning process.

The application of this theory will be carried out in the sixth grade to motivate the learning of English through games. By applying classical conditioning principles, students could associate language learning with positive and fun experiences, such as interactive games or dynamic classroom activities. In this way, by linking the English learning process with positive and rewarding emotions, students' motivation could be increased and their progress in language proficiency facilitated.

In addition, according to the other methodology (Krashen, 1982) mentions "The acquisition of a second language is a natural process similar to the development of the first language." "Krashen maintains that second language acquisition occurs naturally and subconsciously, through exposure to understandable and meaningful input. In his input theory, Krashen argues that students learn best when they are in situations of authentic communication, where the language used is understandable and relevant to your communication needs.

This methodology is relevant to this project because the process of learning a foreign language is similar to the natural development of the first language, we can design activities that encourage exposure to understandable and meaningful input. By providing an authentic and relevant learning environment, where English is used in practical and understandable communicative contexts for students, we can facilitate their language acquisition process more effectively.

In this research project, the two previous theories mentioned, Pavlov's conditioning theory and Krashen's theory of natural vocabulary acquisition, were implemented as key pedagogical foundations. The objective was to facilitate vocabulary learning in a school environment through active and participatory methods. During the five scheduled interventions, flashcards and games were used in class as main strategies. Flashcards, designed specifically for this purpose, are detailed in the ***Appendix 1,5,10,17*** along with corresponding lesson plans. These visual and playful tools were essential to reinforce the association of words with images and specific contexts, thus taking advantage of the principles of Pavlov's classical conditioning to create memorable and lasting links in vocabulary learning.

In addition to the practical sessions in the classroom, an exhaustive analysis was carried out that included questionnaires, review of task documents and quizzes, as well as work guides. These instruments were used to evaluate students' individual progress in vocabulary acquisition and to adjust teaching strategies according to identified needs. The combined use of flashcards and games not only promoted effective vocabulary retention, but also fostered an interactive and dynamic learning environment that facilitated the active participation of students in their own language learning process.

Flashcards



Figure 7 flashcards lesson 1

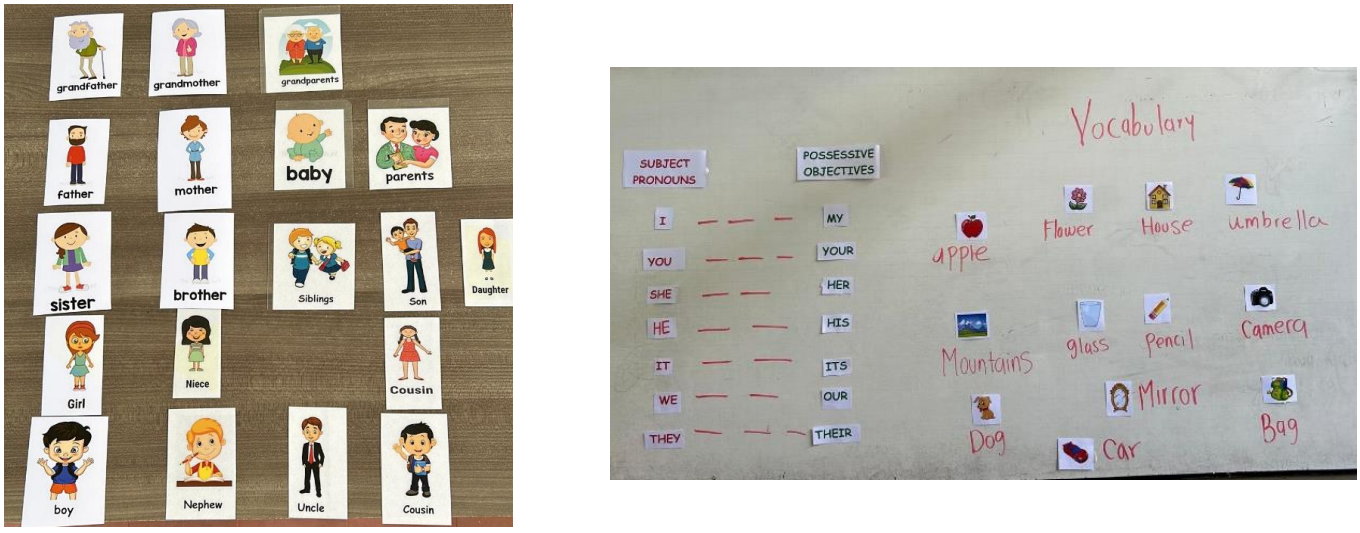


Figure 8 flashcards lesson 2



Figure 9 flashcards lesson 3

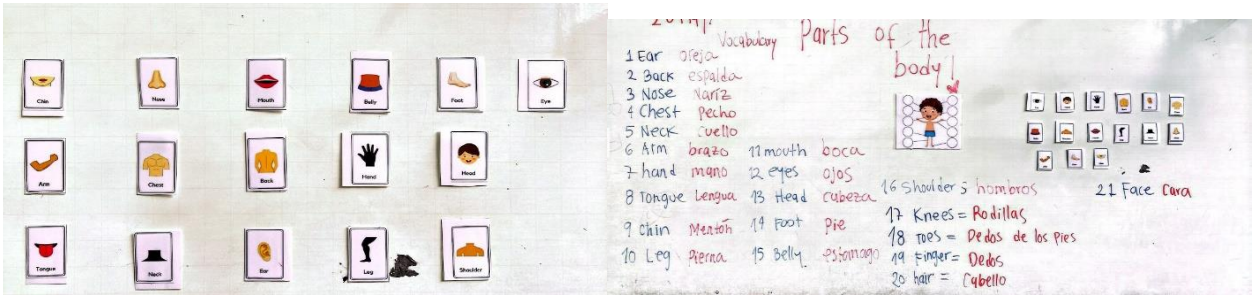


Figure 10 flashcards lesson 4

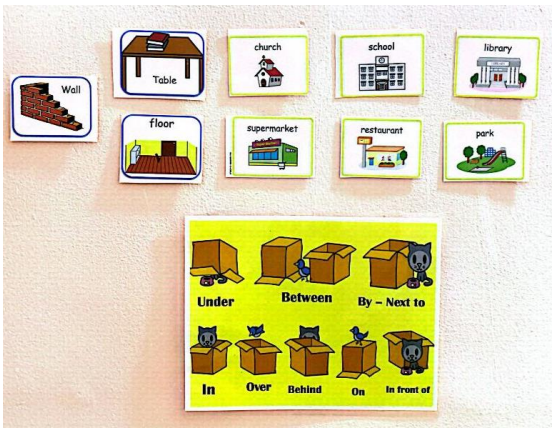


Figure 11 flashcards lesson 5

3.9.3 Research Methodology

In this part of the project we are interested in the methodology, first of all the research methodology is a very important stage, because it brings together the procedures and designs that guide the different stages of the development of the research and also supports the choice of relevant instruments for the data collection and analysis. (Creswell, 2012). This stage is divided into the following parts corresponding to: Research approach, the design, the population, the sample and the data collection methods.

3.9.4 Research Approach

Regarding the approach, this project is qualitative research. According to Creswell (2012), “a qualitative study is the most appropriate to address a research problem” because it does not focus primarily on the variables but on the exploration of a phenomenon by describing it. Although there is no standardized definition of qualitative research, most authors agree on its main characteristics. Creswell puts it this way: “Writers agree that qualitative research takes place in a natural setting where the researcher is a data-gathering instrument who gathers words or images.".

Therefore, taking this definition into account, we can highlight that qualitative research facilitates deep studies of a topic or a social phenomenon. In this case we decided to adopt the qualitative approach because it allows us to collect relevant information on the present topic called Use of games and Dynamics to Improve the Oral Production and Vocabulary in Sixth Grade Students.

3.9.5 Design

Concerning the development of this research, we selected the action research, Mills (2011) in Creswell (2012) who mentions that “action research addresses a specific, practical issue and

seeks to obtain solutions to a problem. Thus, action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning" (pp. 577).

we decided to carried out this type of research because it helps to know the needs and difficulties of the students and to be able to intervene positively to help them in this case the use of games and flashcards for enhancing the oral production and vocabulary in the students, furthermore, this methodology adapts and contributes to the qualitative study.

3.9.6 Setting

This research will be developed in a socio-educational environment, the research will be conducted in a public high school in Colombia, at the INEM Custodio García Rovira which is located in the city of Bucaramanga which has the Department of Languages and Communication and we will focus more specifically in the sixth grades students.

3.9.7 Population

This research will be developed in a socio-educational environment, the research will be conducted in a public high school in Colombia, at the INEM Custodio García Rovira which is located in the city of Bucaramanga which has the Department of Languages and Communication and we will focus more specifically in the sixth grades students.

The population is fifth courses of English, named as follows, 6-08, 6-10, 6-11, 6-12, 6-13, for each classroom there are 35 students, the teaching process is aligned by the common European framework of reference currently aims to reach level A1 level in L2.

3.9.8 Sample

To continue with the development of this research, the classes will be developed in the entire population but the evidence will be taken from a single course, the sample will be the course 6-11 composed of 35 sixth grade students of an age between 11 and 13 years old, from the INEM school in the city of Bucaramanga.

3.9.9 Data gathering instruments

For the development of this study, four instruments will be taken into account that will help collect relevant data to properly reach the objectives, these instruments are: observation, document analysis, semi-structured interview and the journal.

3.9.10 Observation

In qualitative research Creswell (2012) mentions that observation: "is the process of collecting open, first-hand information by observing people and places at a research site", in addition, observations represent a frequently used form of data collection, where the researcher is able to take on different roles in the process. (p:212)

Moreover, Aubert-Lotarski (2017) considers that “Observations are relevant for studying behaviors, attitudes or interactions. Observation provides direct access to the facts. » Therefore, the type of observation that will be used to carry out the data collection is non-participant observation.

After the definition given, we can say that in the present proposal we find the use of observation because with it is possible to obtain essential information to analyze certain aspects such as the behavior of a student during the class, evaluate active participation and analyze the level of oral production.

3.9.11 Document analysis

According to Gutiérrez (2002) “Documentary analysis is a form of technical research, a set of intellectual operations, which aim to describe and represent documents in a systematic and unified way to facilitate research”. (P.50-51)

On the other hand, Bowen (2009) mentions that “the analysis of documents is fundamental for the researcher, since he can interpret the documents clearly by giving meaning to the subject of study”. Additionally, document analysis involves the coding of content that has characteristics in common.

This involves carefully interpreting the data, in this case all the activities that we develop with the participants provide with the aim of providing clear information that aims the objectives of this research.

(Pirot, Cock, David 2002). Affirms that the writing of the journal, can be done by a person or a small group for personal or public purposes. The journal constitutes a micro-strategy allowing reflection on the practice in order to understand, clarify, self-evaluate and organize everything, moreover, a person using this micro-strategy builds professional knowledge, learns and solves problems.

3.9.12 Reflective journal

(Pirot, Cock, David 2002). Affirms that the writing of the journal can be done by a person or a small group for personal or public purposes. The journal constitutes a micro-strategy allowing reflection on the practice in order to understand, clarify, self-evaluate and organize everything, moreover, a person using this micro-strategy builds professional knowledge, learns and solves problems.

According to Baribeau (2004), writing a journal allows to discover, understand, share and explain different situations. In addition, it is possible to reflect on the learning process.

In the case of this research, we are going to implement it to be able to address the problems that are difficult to manage and also to write about the positive aspects that we are going to obtain during the research process, in summary the journal will help us as researchers to keep order in the programming of activities per week and likewise it will provide us with a space in which we can express what we feel in relation to our research , we can mention the problems that are more difficult to work on and how we can move forward in the investigation despite the fact that there are disadvantages, it is a very useful tool for all researchers.

3.9.13 Questionnaire

David de Vaus (2013) offers a comprehensive perspective on the use of questionnaires in social research, highlighting their role as a primary tool for systematically collecting data. In his analysis, he emphasizes the importance of careful design of questionnaires, including the formulation of clear and relevant questions, the appropriate selection of response formats, and consideration of the validity and reliability of the data obtained. Additionally, he examines various administration techniques and highlights the need to establish the validity and reliability of questionnaires through pilot testing and consistency assessments. In summary, de Vaus provides a comprehensive framework for understanding the critical role of questionnaires in social research and offers practical guidance for their effective application.

The use of questionnaires in this research aims to know the perspective and the opinion of the students about their own improvement in their vocabulary and know if they have seen the

difference between a traditional class or a new class that propose the use of games and activities with the questionnaires, we could get the information that fill the project.

3.10 ethical considerations

It is important to take into account certain ethical considerations to respect the rights of the participants and therefore guarantee the confidentiality of the information collected during the research process. First of all, it will be necessary to ask for permission to enter the study area and have the free and informed approval of the participants, so that they are autonomous to decide if they want to be part of the study and also to withdraw at a certain time. if it is convenient. Secondly, the anonymity of the participants will be guaranteed through the use of pseudonyms to guarantee people's privacy.

3.11 Chronogram

Table 2. chronogram

WEEK	DATE	ACTIVITY
1	**From 18 March – 22 March**	Presentation of the pre-service teacher
2	**From 1 April – 5 April**	Observation of the environment
3	**From 8 April – 12 April**	Observation of the methodology
4	**From 15 April – 19 April**	Grade quizzes
5	**From 22 April – 26 April**	Implementation of the First intervention

6	**From 29 April – 3 May**	Development of the glossary
7	**From 6 May – 10 May**	Implementation of the second intervention
8	**From 13 May – 17 May**	Implementation of the third intervention and quiz
9	**From 20 May – 24 May**	Give the quizzes and grades the students
10	**From 27 May – 31 May**	Correction of the quiz
11	**From 3 June – 7 June**	Implementation of the fourth intervention
12	**From 11 June – 12 June**	Implementation of the Fifth intervention
13	**From 1 July 5 July**	Send the final project
14	**From 8 July 11 July**	Correction of the project
15	**From 15 July 19 July**	Project oral presentation

Table 3 Research chronogram

DATE	COURSE	TOPIC	RESOURCES
25 April 2024	6-11	Where are you from? (countries and Nationalities)	Slides Markers Worksheets Speakers Computer Internet
2 May 2024	6-11	What is your favorite family member? (Possessives and family members)	Slides Markers Worksheets Speakers Computer Internet
9 May 2024	6-11	Where do you live? (Parts of the house)	Slides Markers Worksheets Speakers Computer Internet
23 May	6-11	We love our body (Body parts)	Slides Markers Worksheets Speakers Computer Internet
6 June	6-11	Where are you (prepositions of place at, in, on)	Slides Markers Worksheets Speakers

3.12 Implementation of the project

For the successful implementation of this research project, it is essential to have a detailed planner that guides all stages of the educational process. The planner plays an important role in establishing the order of each stage of the practicum.

Likewise, the planner also serves as a help if one day the teacher cannot come to class so another one can follow all the steps, the planner also includes the warm up, the opening, the explanation of the topic and the homework for the students. To guarantee the

effectiveness of the planner, document analysis instruments have been used for allowing to evaluate the improvement of knowledge about vocabulary in the English course of sixth grade students. The document analysis instruments show the coherence between activities, objectives, alignment with educational standards and student needs. Through this careful preparation and analysis, the planner becomes a valuable tool to guarantee an effective and meaningful implementation of the educational project based on the use of games and flashcards to improve vocabulary mastery.

3.13 Type of analysis adopted

During the development of this project, it was found that it is essential to choose a type of analysis that helps in the results process, which is why after reading and learning about the different types of analysis it was observed that the type that fits current research It is typological analysis.

Typological analysis

According to Hatch (2002) in his book entitled “Doing qualitative research in educational settings”. The author describes cluster analysis as a process in which researchers “divide everything observed into groups or categories based on a certain canon to disaggregate the entire phenomenon being studied” (p. 257). This means that information analysis begins by dividing the data and then grouped into categories or groups based on predetermined typologies.

Typologies are generated from theory and research objectives; Initial data processing takes place within these typological groupings. In cluster analysis, the first step is to read

the dataset and divide it into pieces (that is, disaggregate it at all) based on predetermined categories.

3.14 Description lesson 1 where are you from

In the first lesson titled "Where Are You From?" A detailed class plan was designed in the format ***(Appendix 1)*** this planner included linguistic, communicative and sociocultural objectives. The class began with a warm-up where students were divided into seven groups of five, organized in lines in the room. They were shown cards with the flags of different famous countries such as the United States, the United Kingdom, France, China, Colombia, Canada, Brazil, Poland, Australia, Japan, Spain, Italy, Peru, Turkey and Russia. The first student in each line had to identify the country corresponding to the flag and all of them had to say the name of the next country, the idea is that all students participate.

Subsequently, the grammar of the nationalities and their correct pronunciation were explained using a PowerPoint presentation, the grammatical structure and relevant examples with each country were shown. Then, examples of nationalities were written on the board and the students had to repeat the pronunciation of each country with the pre-service teacher. Additionally, students were given a worksheet with images of the flags to write the name of each country and coloring each one.

After the explanation, we played a game related to the topic using flashcards. Students formed a circle around a map and country names in the center. We used a game of (tic-tac-toe), where students passed a marker. When the game stopped, the student with the marker had to find and locate themselves in the country corresponding to the card they were given, and then they would

introduce themselves using the appropriate phrase according to the flag, for example: "Hello, I'm Andrea and I'm from Italy, I am Italian". This process continued sequentially, involving all students.

Finally, as homework, they were assigned to create a flag for a future oral presentation. This lesson was designed to be interactive and practical, involving multiple activities to reinforce learning nationality vocabulary and grammar in a fun and effective way.

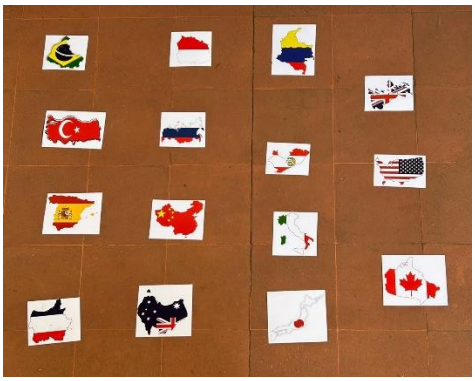
3.14.1 Format planner lesson 1

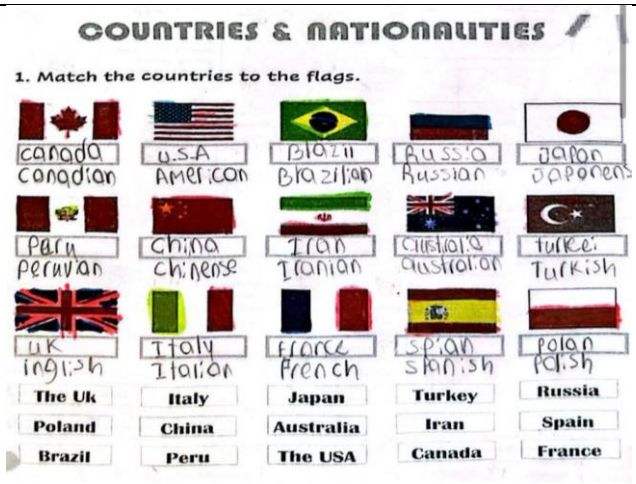
Table 4 planner Lesson 1 where are you from

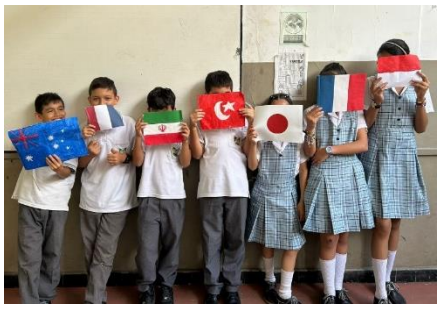
GROUP: Sixth grade **Kids**	**LEVEL:** **A1**	**CLASS N:** **1**
PRE-SERVICE TEACHER: Andrea Vanessa Otero Gelves	**TEACHER:** Amanda Gomez	**DATE/ DAY** 22- 25 April
COMMUNICATIVE OBJECTIVE To be able to introduce themselves using the nationalities and talk about countries.	**CULTURAL OBJECTIVE:** To identify the most common countries over the world.	**LINGUISTIC OBJECTIVE:** -To produce oral sentences using the grammar of the topic nationalities. -To use the countries' vocabulary.
GENERAL COMPETENCES Linguistic/ Cultural/ Communicative	**PREVIOUS TOPIC** Verb to be in affirmative, negative and interrogative form.	**TOPIC-TASK** Do a flag that represen the country. Vocabulary about countries and nationalities.

STAGES	**DESCRIPTION OF THE ACTIVITY**	**TIME (min)**	**SKILLS**	**MATERIAL**

Opening	First of all, the teacher will greet the students and according to the previous class the teacher is going to do a short revision of the homework.	5 minutes	Speaking	
Warm up	With the flag's flashcards of the most famous countries, the first student of each line is going to answer what is the name of the country, and the group that is right the teacher is going to give a point on the table. **Countries:** The United States, The United Kingdom, France, China, Colombia, Canada, Brazil, Poland, Australia, Japan, Spain, Italy, Peru, turkey and Russia. **Flashcards Flags**  ***(Appendix 1)***	6 minutes	- Speaking	-Work cards.
Explanation of the topic	Explanation of the grammar nationalities and nationalities. **power point**  ***(Appendix 2)*** **Explanation**	15 minutes	- Speaking -Writing - Listening	-Power-point presentation. -Hand support -Board -Marker

	 ***(Appendix 1)***			
Production activities and implementation of the game	**Game** Using a tic-tac-toe game, the students hold and pass the marker, when the teacher stops the tic- tac-toe the students that gets the marker is going to participate, the teacher will give the card of the country and the student have to look for the country over the floor and stand there and say the follow sentence according to the flag, example: " hi I am Andrea and I'm from Italy and I'm Italian'', This process continues sequentially. **Follow the map game**  ***(Appendix 1)*** After the game the students color the flag in their own worksheet the teacher explains the instructions for this exercise. **worksheet**	15 minutes	Speaking	-Physical material -flags -cards -markers

	 ***(Appendix 3)*** **student's work**  ***(Appendix 4)***			
Homework	The students will be assigned a country and must make the flag and prepare their oral part saying their nationality and the country they come from. **Homework**	5 min	- speaking	- Board -Markers



(Appendix 5)

3.14.2 Description lesson 2 where are you from

In the second lesson "What's Your Family Member?", ***(Appendix 6)*** the class began with a dynamic warm-up. The classroom was transformed into a round table, and the teacher had a balloon in her hands. The students, in a circle, passed the balloon from one to another, being careful not to let it fall. Whoever dropped it had to face the challenge of going to the front of the class. Once there, the teacher showed a card with the image of a family member. The student had to pronounce the name in English and then explain its meaning.

After this fun start, the class entered the phase of explaining the topic. The teacher used slides and written material on the board to introduce possessive adjectives. With the help of the flashcards of family members and flashcards of other objects such as house, car, flower, dog, and mirror, students understood how to use possessive adjectives appropriately.

Once the concept was understood, the students completed an exercise guide to practice possessive adjectives. The teacher explained the first examples and then the students worked independently. This activity allowed them to apply what they learned and reinforce their understanding of the topic.

Finally, the class concluded with a matching game. Students had to find the pair of family member cards, which allowed them to practice vocabulary in a playful and collaborative way.

As homework, students were assigned to draw the 12 elements seen in class and also to start a glossary. This glossary will be checked in three weeks, which will encourage students to review vocabulary and learning to reach the objectives of this project.

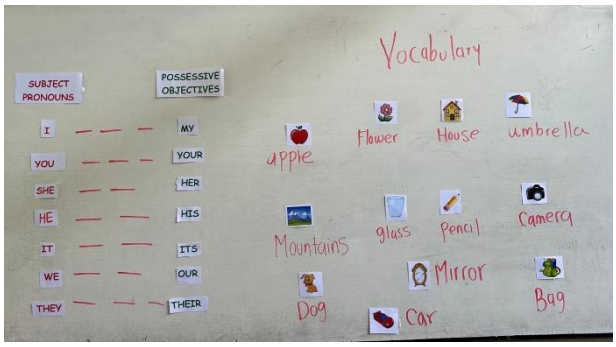
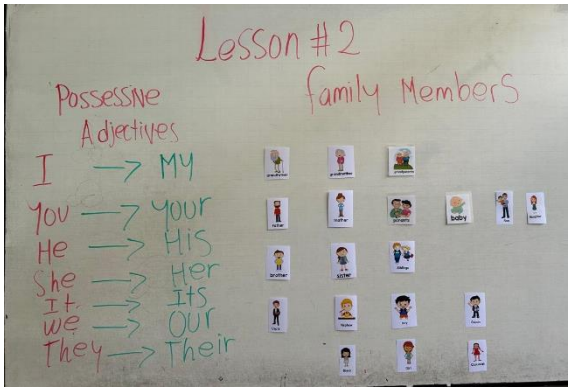
3.14.3 Format planner lesson 2 what is your family member?

Table 5 Format planner 2 what's your favorite family member?

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	First of all, the teacher will greet the students.	10 minutes	speaking	The flags.

GROUP: Sixth Grade Kids	LEVEL: A1	CLASS N: 2
PRE-SERVICE TEACHERS: Andrea Vanessa Otero Gelves	**TEACHER:** Amanda Gomez	**DATE/ DAY** 29 April - 3 May
COMMUNICATIVE OBJECTIVE To present your family To talk about your own things	**CULTURAL OBJECTIVE:** To describe the different members of your family	**LINGUISTIC OBJECTIVE:** To say oral sentences using the possessive adjectives. To use the family's vocabulary
GENERAL COMPETENCES Linguistic/ Cultural/ Communicative	**PREVIOUS TOPIC** Countries and nationalities	Make the draws of the 10 objects and learn by memory the new words

Warm up	The teacher has a ballons and the students will pass it to each other without falling and the student who drops the bomb will go to the front, the teacher will have a flashcard with an image corresponding to the family member, the student must pronounce it in English and then say the meaning. **Flashcards family members**  ***(Appendix 6)***	10 minutes	speaking	flashcards. Ballons.
Explanation of the topic	The teacher explains the use of possessive adjectives with the use of the flashcards of family members.	20 minutes	Writing (grammar)	-Power-point presentation. -Hand support (letters on the table corresponding to, her, his, their etc.) - Physical objects for showing to the students. -Board -Marker

	Explanation   ***(Appendix 6)*** Apart from that, she will show them some slides with the family members and then the teacher will give the time for them to practice in the guide. **Power point**  ***(Appendix 7)*** **Worksheet**			-Glue tape



INSTITUCIÓN EDUCATIVA
IMEM CUSTODIO GARCÍA ROVIRA BUCARAMANGA
GUÍA DE CLASE
ENGLISH SIXTH

PRE-SERVICE TEACHER: Andres Otero Galvis

TERM: 2 DATE:

STUDENT: GROUP: 6

TOPIC: POSSESSIVE ADJECTIVES

GOAL: - family members
- Identify the possessive adjectives

POSSESSIVE ADJECTIVES

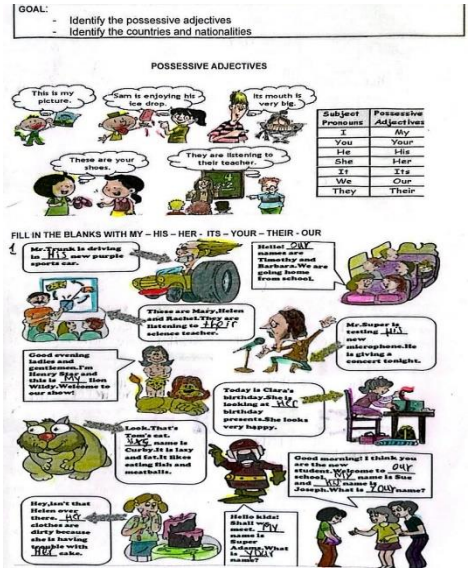
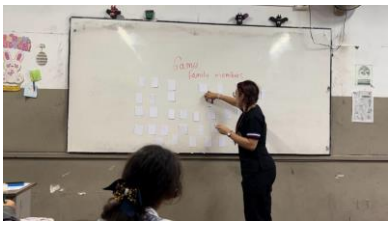
Subject Pronouns	Possessive Adjectives
I	My
You	Your
He	His
She	Her
It	Its
We	Our
They	Their

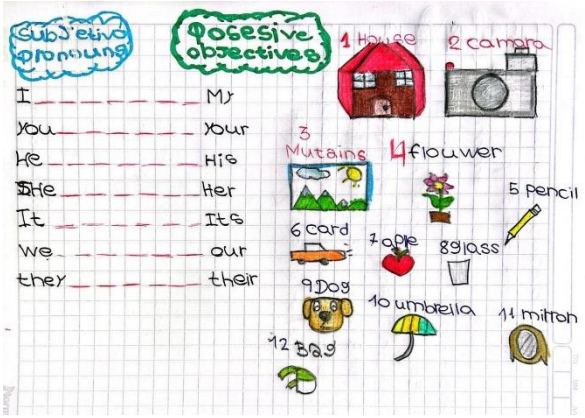
FILL IN THE BLANKS WITH MY – HIS – HER – ITS – YOUR – THEIR - OUR

POSSESSIVE ADJECTIVES

(Appendix 8)

Student's work

	 ***(Appendix 9)*** 			
Production Activities and implementation of the game	**"Memory Game"** The game is "Memory Game". It consists of placing cards face down and making pairs with family members. **Game**  ***(Appendix 6)***	15 minutes	- Speaking - Grammar	-Flashcards of family members - Cards with the possessive's adjectives -Images of objects -The board -Markers
Homework Assignment Closure	Make the draws of the 12 objects and learn by memory the new words.	5 minutes	Speaking	Draws in your notebook

	Homework ***(Appendix 6)*** **Recording class**  ***https://drive.google.com/file/d/1oXWbG-2Gh1ajAEKe_9RjfBaNnIsSYsqH/view?usp=drive_link***			

3.14.4 Description lesson 3 where do you live?

For the third lesson titled "Where Do You Live?", ***(Appendix 10)*** the teacher began the class with a dynamic warm-up. She used the hangman game with words related to the parts of the house. The students became excited as they tried to guess the words to warm up their minds for the day's topic.

After this activity, the teacher proceeded to explain the indefinite articles in English, "A" and "An". Using the board, she provided clear examples to illustrate its proper use. In addition, she took advantage of a poster with the parts of the house and flashcards to teach them vocabulary related to the parts of the house. During this phase, students worked on their pronunciation and, if they do not know a word, they added them to a vocabulary list to review later.

After mastering the indefinite articles and the vocabulary of the parts of the house, the teacher introduced the topic "There is" and "There are" in English. Each student had the opportunity to create an example and share it with the class. This allowed them to practice the grammatical structure and become familiar with its use in context.

Subsequently, the students were given a work guide that included a word search and exercises related to the application of the grammar seen in class. This allowed them to practice what they learned more independently and reinforce their understanding of the topic.

As a creative and recreational activity, students had the opportunity to design their own house. They should draw and color it, making sure to include all the parts learned in class. This activity not only allowed them to apply vocabulary and grammar, but also stimulated their creativity.

Finally, as homework, the students were assigned to finish drawing and coloring their houses, making sure to correctly identify all the parts learned in class. This gave them an additional opportunity to review and consolidate what they learned during the lesson.

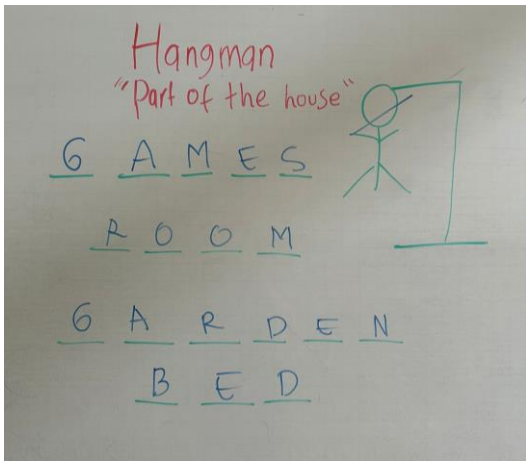
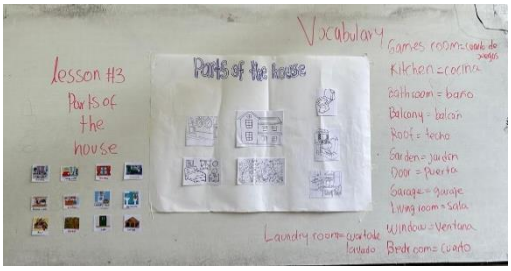
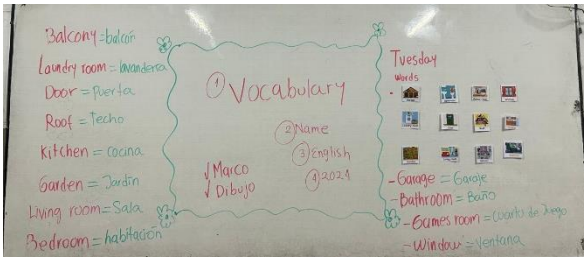
3.14.5 Format planner lesson 3 where do you live?

Table 6 Format planner lesson 3 where do you live?

GROUP: Sixth Grade **Kids**	**LEVEL:** **A1**	**CLASS N:** **3**
PRE-SERVICE TEACHERS: Andrea Vanessa Otero Gelves	**TEACHER:** Amanda Gomez	**DATE/ DAY** 6 May – 10 May

COMMUNICATIVE OBJECTIVE	CULTURAL OBJECTIVE:	LINGUISTIC OBJECTIVE:
To say the parts of the house To talk about the things, you have in your house	To describe the different parts of your house	To express sentences using the in definitive articles A and AN. To perform sentences using there is and there are. To use the house's vocabulary
GENERAL COMPETENCES	**PREVIOUS TOPIC**	**TOPIC-TASK**
Linguistic/ Cultural/ Communicative	Family members Possessives nouns	To create a draw in the notebook with the parts of the house

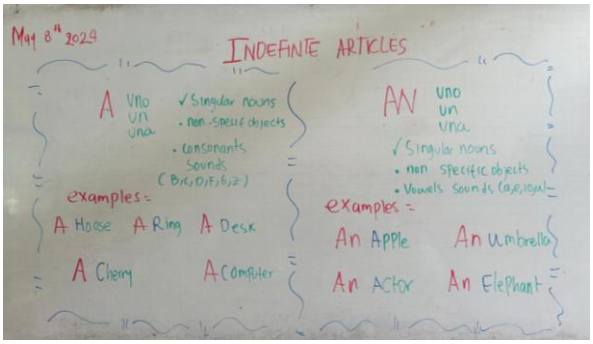
STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	First of all, the teacher will greet the students and check the assistance of the them.	10 minutes	speaking	
Warm up	the teacher will play hangman which consists of guessing a word in this case, using the parts of the house. What do you have in your house? _ _ _ _ _ _ _ _ _ _ _ _ _ _ _? **list of words:** bedroom, laundry room, garage, house, windows, roofs, door, garden, guess room, bathroom, living room, hall, kitchen, games room. **Hangman**	15 minutes	speaking	Table Markers

	 ***(Appendix 10)***			
Explanation of the topic	The teacher is going to glue a house with its parts and she will explain each part in English and gives the meaning in Spanish. **Explanation**   ***(Appendix 10)*** **Flashcards parts of the house**	30 minutes	Speaking	-Slides power point -Hand support -Markers -Table -Objects -Image of the house



(Appendix 10)

Explanation on the board indefinite articles.



(Appendix 10)

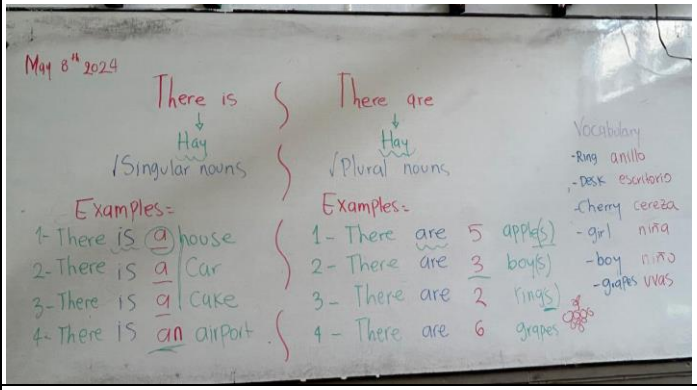
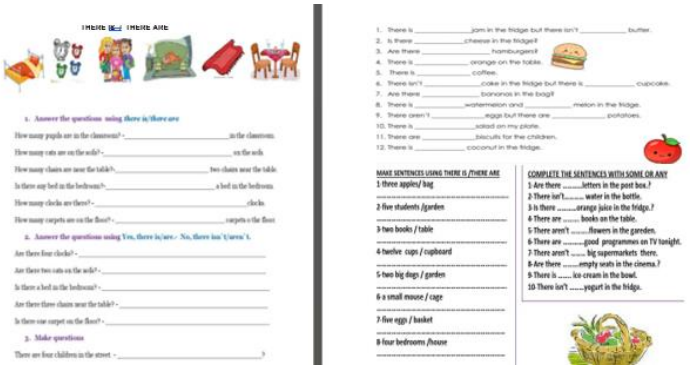
A-An explanation:

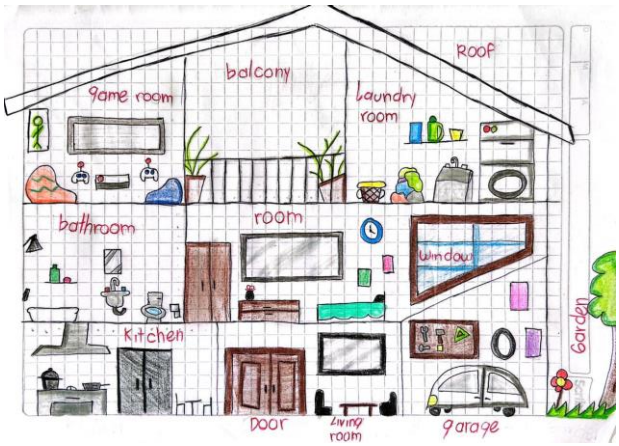
Vocabulary: camera, coins, bills, neckless, earrings, bracelets, cup, hair clips, bag, glasses, hat.

Power point presentation



(Appendix 11)

	Second explanation there is and there are **Board explanation** ***(Appendix 10)*** 			
Production **Activities and implementation of game and activity**	**Worksheet**   ***(Appendix 12)*** **ACTIVITY** They create their own house with the parts studied at class.	15 15 minutes	Grammar Speaking	Worksheet Material: glue, sticks and cards.

Homework	The teacher will explain step by step what the homework is about. 1. Draw a house in your notebook with the parts that we study in the class. 2. Color the house 3. Star doing the glossary **Homework**  ***(Appendix 13)***	5 min		Glossary in their notebook Draw the house and color it

3.14.6 Description lesson 4 we love our body

the class was about the parts of the human body, the teacher began by verifying the students' attendance before introducing the main topic. Using a game, she assigned the first students in each row, giving to each student one part of the body. They had to glue the human body part onto a large drawing on the board, while repeating the appropriate pronunciation.

Then, the teacher used flashcards that showed 21 names of body parts, explaining each term, meaning and pronunciation. Students took notes in their vocabulary notebooks to consolidate their learning. Subsequently, they completed a worksheet where they had to relate each part of the body to the corresponding image, thus strengthening visual association and word recognition.

Then the game "Simon Says" was implemented, where the teacher mentioned a part of the body in English and the students had to point correctly to their own bodies.

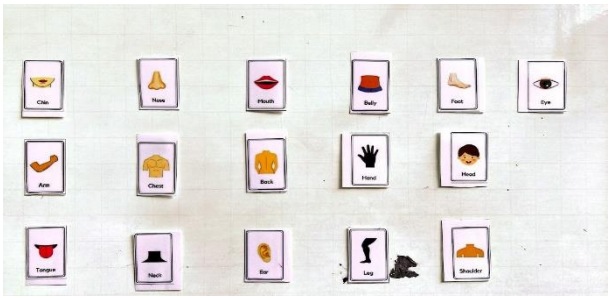
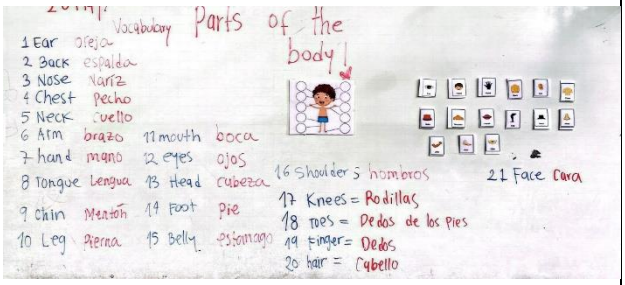
Finally, for homework, students were instructed to draw a human body in their notebooks and add all the body parts learned in class. This task was designed to reinforce learning at home and promote creativity.

3.14.7 Format planner lesson 4 we love our body

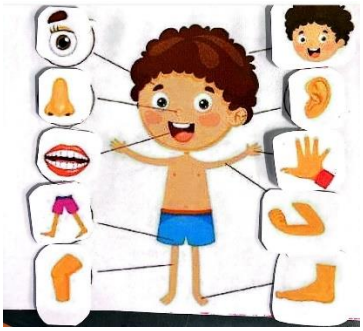
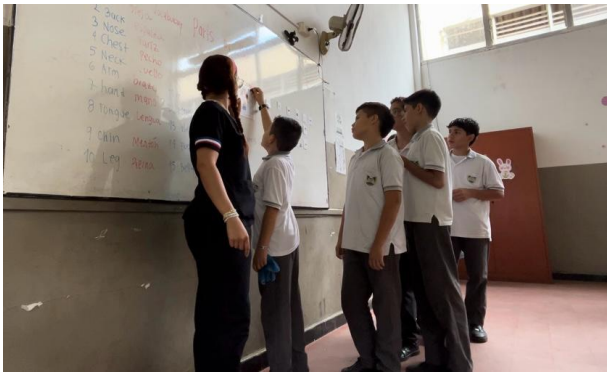
Table 7 planner Lesson 4 we love our body

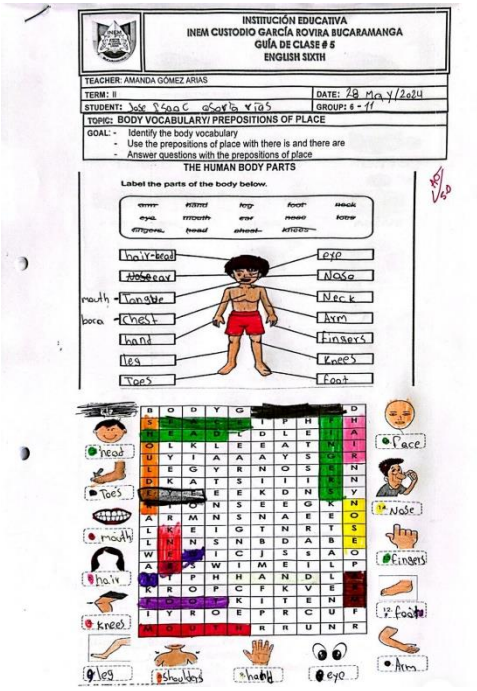
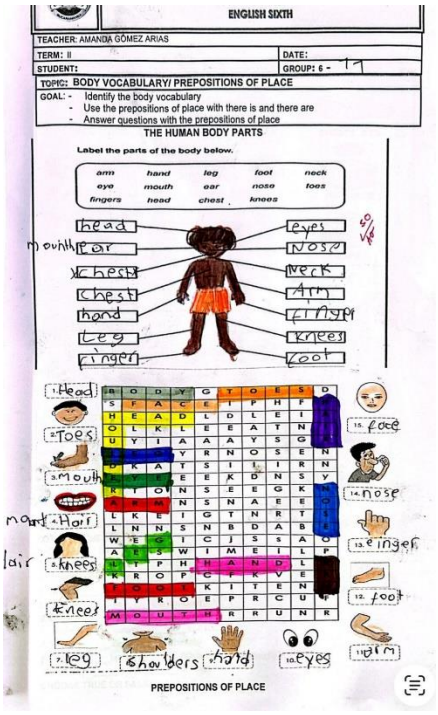
GROUP: **Kids sixth grade**	**LEVEL:** **A1**	**CLASS N:** **Lesson 4**
PRE-SERVICE TEACHER: Andrea Vanessa Otero Gelves	**TEACHER:** Amanda Gómez	**DATE/ DAY** 3 June to 7 June
COMMUNICATIVE OBJECTIVE To describe the parts of their body.	**CULTURAL OBJECTIVE:** To identify their own parts of the body	**LINGUISTIC OBJECTIVE:** To produce written and oral sentences using the vocabulary of the parts of the body
GENERAL COMPETENCES Linguistic/ Cultural/ Communicative	**PREVIOUS TOPIC** Parts of the house Indefinite articles A and AN There is and there are	**TOPIC-TASK** Draw the human body in your notebook with the parts

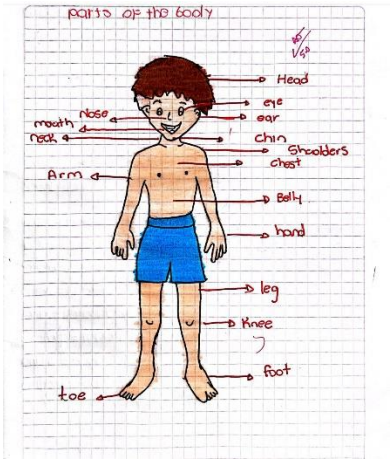
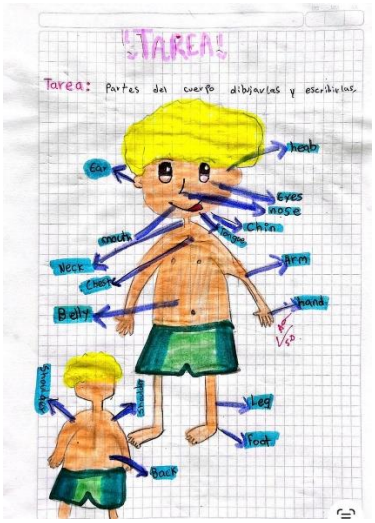
STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL

Opening	First of all, the teacher will greet the students and according to the previous class the teacher is going to do a short revision of the homework.	10 minutes	speaking reading	
Warm up	**Game "Simon says".** To play, the leader of the game in this case will be Professor Andrea. For example, "Simon says to touch your nose with your own hand" or "Simon says to hold your foot." Players should follow instructions only if they begin with "Simon says." If the instructions do not begin with "Simon Says" and the players still follow them, they are eliminated. The last player standing wins. In this game we are going to use the vocabulary of body parts. ***face, head, arms, legs, hair, nose, eyes, legs, hand, cheeks, eyelashes, eyebrows.***	6 minutes	speaking	
Explanation of the topic	The teacher is going to explain the parts of the body using flashcards and also with a big draw on the table. **Flashcards**   	20 minutes		-Hand support -Board -Marker -Flashcards: -Glue tape

Production Activities Game	The teacher explains the game, it consists and the follow steps: 1 the students make 2 line each one with the same amount of students 2 the teacher is the leader and is going to hit the hand of students and they are going to pass the sign. 3 the first student that gets the sign, the professor Amanda is going to give to him an imagen of one part of the body and the student have to glue on the right place. 4 we continue doing the same and at the end we count the points. 5 we see which group is the winner **Game** 	15	Speaking	Draw -Table -Glue

	   			
Activity	The teacher gives the worksheet about the human body, they have to color and write the parts of the body	30	writing	Worksheet

	Worksheet   ***(Appendix 14)***			
Homework	The teacher says that they have to draw the human body with their parts.	5 min	writing	

	Homework   ***(Appendix 14)***			

3.14.8 Description lesson 5 where are you? (prepositions of place)

In this class about prepositions of place, the teacher began with a warm-up game called "I'm going to the party and I'm going to take it," where students practiced identifying places in Spanish according to the rules of the game. This exercise not only helped activate place-related vocabulary, but also dynamically introduced the main topic of place prepositions.

Subsequently, the teacher proceeded to explain the prepositions on the board, using visual aids such as flashcards to illustrate “at", "in", "on", "under", "over", "inside", "between" are used. "in front", "next to" and other relevant prepositions. This explanation was accompanied by clear, situational examples that showed students when and how to apply each preposition correctly in English.

After the theoretical explanation, students completed practical exercises designed to reinforce their understanding and application of the prepositions learned. These exercises included filling in the blanks with the correct preposition, forming sentences illustrating different situations of using the prepositions, and correcting errors in provided examples.

As homework to reinforce learning at home, students were assigned to create drawings that represented scenarios using the prepositions "at", "in" and "on".

In summary, this sequence of activities was designed to offer students a complete and practical educational experience, from the playful introduction of the topic to the active application in exercises and tasks, guaranteeing effective and meaningful learning of prepositions of place in English.

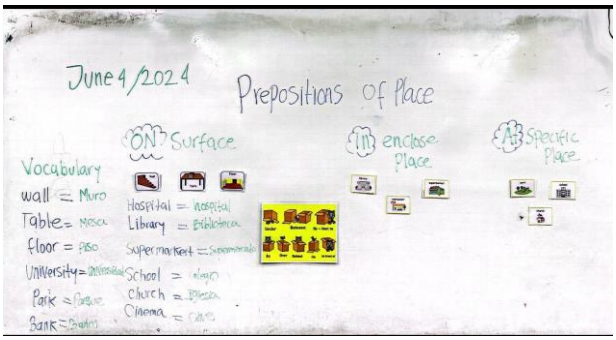
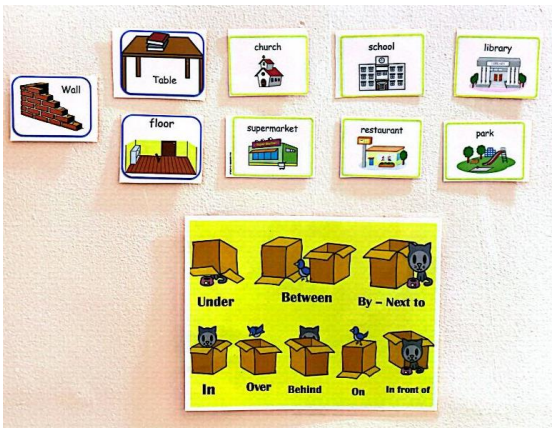
3.14.9 Format planner lesson 5 where are you?

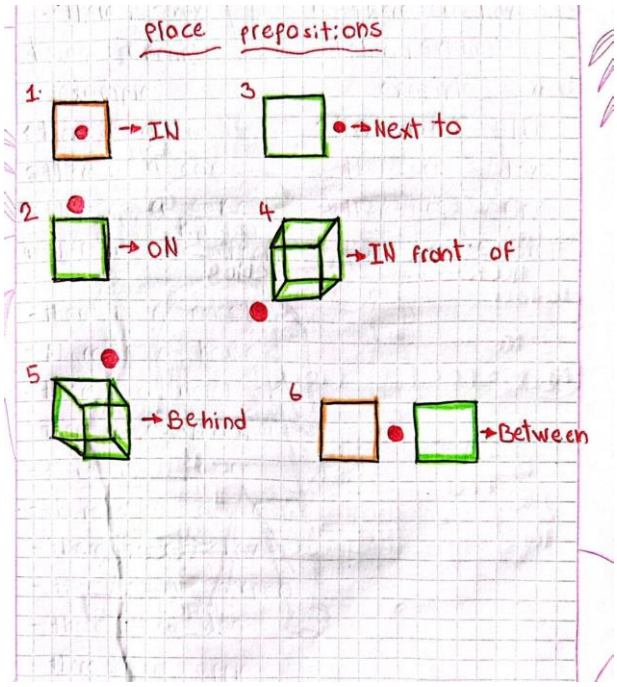
Table 8 planner Lesson 5 where are you?

GROUP: **Kids sixth grade**	**LEVEL:** **A1**	**CLASS N:** **5**
PRE-SERVICE TEACHER:	**TEACHER:** Amanda Gómez	**DATE/ DAY** 11 June to 14 June

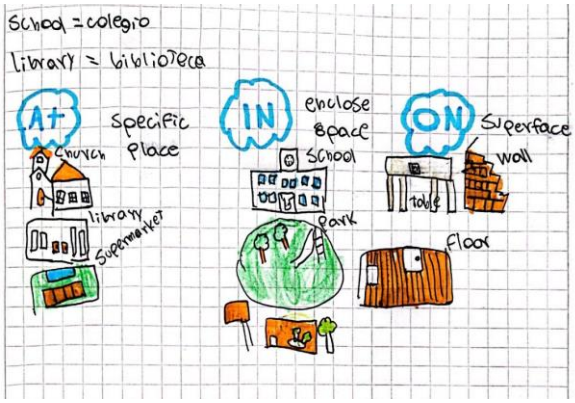
Andrea Vanessa Otero Gelves		
COMMUNICATIVE OBJECTIVE To know the prepositions of place	**CULTURAL OBJECTIVE:** To identify where are you now	**LINGUISTIC OBJECTIVE:** To produce written and oral sentences using the propositions of place
GENERAL COMPETENCES Linguistic/ Cultural/ Communicative	**PREVIOUS TOPIC** Parts of the body	**TOPIC-TASK** Draw the prepositions on your notebook

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	First of all, the teacher will greet the students and according to the previous class the teacher is going to do a short revision of the homework.	10 minutes	speaking reading	
Warm up	**Game we are going to a party** To play, the teacher says we are going to a party and we need to bring things, the idea is to say some words in English that we use with the prepositions, for example I'm going to the party and I'm going to bring a bus, a plane, a university, an apartment, so they have to say only places, the idea is to check the places and simple vocabulary in English. ***Home, university, park, school, hospital, museum, cinema.***	6 minutes	speaking	Table Markers
Explanation of the topic	The teacher is going to explain the prepositions with some images of places(flashcards) **(at in on)**	20 minutes		-Hand support -Board

	Explanation  **Flashcards**  			-Marker -Flashcards: -Glue tape
Production Activities Game	The teacher explains the game, it consists and the follow steps: 1 the teacher is going to use the flashcards of the prepositions and she gives one card to each student and they have to use a ball and put in the boss according to the flashcard 2 the student has to say the meaning and perform the preposition 3 each line is a group For example, the card in front of, the student have to say ‘‘en frente de’’ and after the student is going to located the ball according to the preposition, in this case, the ball is going to be in front of the boss.	15	Speaking	-Flashcards -Box -Ball

	4 we continue doing the same and at the end we count the points. 5 we see which group is the winner.			
Homework	The teacher says that they have to draw the  prepositions with the image that she gave **homework**	5 min	writing	





(Appendix 15)

3.15 Data analyses and codification

The data collection has been analyzed with typological analysis. According to Hatch (2002)

Typologies are generated from theory and research objectives; Initial data processing takes place

within these typological groupings. In cluster analysis, the first step is to read the data set and divide it into parts.

In this research, this analysis has been implemented taking into account the research questions, objectives and implementation of the project interventions.

Furthermore, to have a better understanding of the objectives established in this project, coding has been carried out manually and specifically based on the instruments and the voice of the participants. ***(appendix 16)***

Table 9 codification

CODIFICATION		
Category	**Subcategory**	**Instruments**
Development of vocabulary	Vocabulary acquisition	Observation Questionary Analysis of documents Journal
	flashcards as a visual tool	Questionary
	Use of games	Questionary
Benefits of enhancing oral production and vocabulary	Improvement in the oral production skill	Observation Questionary
	Loss of shyness and improvement in participation	Observation Questionary
	Behavior	Observation Journal

In the analysis carried out, a fundamental category called **"Vocabulary Development"** has been identified, which has been influenced by two main factors: *a) the active acquisition of new*

vocabulary with flashcards b) use of games during classes. This study has been carried out using direct observation instruments, structured interviews, document analysis and review of reflective diaries, thus allowing a detailed analysis that incorporates the voices and experiences of the participants.

a) *The active acquisition of new vocabulary and the use of flashcards*:

In the analysis of the results of this project, Krashen's vocabulary acquisition theory has been applied to interpret how participants experienced learning new words, emphasizing the use of images and flashcards as facilitating tools. According to Krashen, "access to understandable and meaningful input, such as images and flashcards, can significantly improve vocabulary retention and learning".

The participants numbers 1, 3, 4, 5, 9, have unanimously expressed that they find it easier to learn and remember words when they are associated with visual images and flashcards. As participant number 1 mentions, "I really like the classes now because I now memorize more words," ***(appendix 17)*** indicating a direct recognition of the improvement in vocabulary retention thanks to the use of these visual tools.

This finding is supported by direct observations made by the novice researcher, who has noted an improvement in participants' performance when using flashcards as part of the learning process. Through observation methods and performance analysis, it has been confirmed that the introduction of flashcards not only increases the efficiency of memorization, but also improves the general understanding and application of words in different contexts.

In addition, through the implementation of a quiz, it was noted that the majority of participants remembered the meaning of the word that was requested. It was observed that of the 10

participants, 7 managed to correctly identify the meaning of the vocabulary studied, thus demonstrating a satisfactory understanding of the topic. However, 3 participants were unable to respond adequately, suggesting a lack of preparation or insufficient understanding on the part of some students.

It is important to highlight that the teacher used various teaching strategies such as images, flashcards, games and dynamics to teach vocabulary. These visual and practical resources are designed to facilitate learning and make it more accessible and memorable for students. However, it is essential to emphasize that success in mastering vocabulary is not guaranteed only with explanations in class; If students do not spend time outside of the classroom studying and learning vocabulary on their own, it is unlikely that they will see significant improvements in her performance. In other words, the effectiveness of the physical resources used by the teacher depends on the individual effort of each student to prepare and consolidate what they have learned independently.

This analysis shows how the practical implementation of Krashen's theory, using both images and flashcards as visual aids for learning, can positively influence the vocabulary acquisition process. By providing comprehensible and meaningful input, students not only improve their ability to recall words from memory, but also effectively strengthen their linguistic competence, as proposed by Krashen in his comprehensible and relevant input-based learning approach.

b) Use of games during classes.

Through this analysis, the project reveals that the use of games in vocabulary learning is not only effective in improving word retention, but also transforms the educational experience of

students, as indicated by the testimonies of the 10 participants and the observations of the novice researcher.

Firstly, the study participants all mention in the questionnaire that they “really enjoy participating in and playing games in class such as the match game, guess the clue, tik tak toe and Simon says”. This answer aligns with the theory of Azar (2012), who maintains that games are highly motivating and attractive tools for students, facilitating more active and participatory learning. Games not only allow students to memorize words effectively, but also provide them with a playful environment where they can learn naturally and without pressure.

The observations made also provide information about how games transform classroom dynamics. In the first observation, students in the traditional class showed signs of boredom and lack of participation due to lack of vocabulary. However, a month later, in the second observation, when games and dynamics were introduced in the class, there was a significant change in the attitude of the students and in their oral production, increasing the production and creation of simple sentences in both orally as well as in writing. For the final observation, the students were already familiar and comfortable with the dynamics and order of the class, participating enthusiastically in the proposed games, thus resulting in a significant increase in the number of words, approximately 15 words per class, were learned.

In addition, from Farid's (2019) perspective, games such as match game and tik tak toe not only strengthen vocabulary memory, but also improve students' linguistic skills by providing interactive and meaningful contexts for the practice of vocabulary. Using these games allows students to not only remember words, but also apply them in different contexts and improve their fluency and accuracy in the use of the language.

This analysis demonstrates that the integration of games in vocabulary teaching is highly beneficial. From a pedagogical point of view, games offer an effective methodology to facilitate active and meaningful vocabulary learning. By employing games such as the match game, guess the clue, tik tak toe, and Simon says, students not only become more deeply involved in the learning process, but also find vocabulary study more engaging and less intimidating.

In addition to making the process entertaining and accessible, games play a fundamental role in strengthening the retention and application of learned vocabulary. This is because games provide practical, situational contexts where students can experiment and apply new words in practical and meaningful ways. Repetition through games also helps consolidate vocabulary memory, making the words learned more memorable and easier to remember in different communicative situations.

Therefore, the implementation of games in the classroom not only transforms the vocabulary learning process, but also improves students' disposition and attitude towards the language. By creating a dynamic and enriching educational environment, games encourage greater intrinsic motivation among students, thus promoting more effective and lasting learning of the English language.

On the other hand, within the same research, a second category entitled **"Benefits of enhancing Oral Production and Vocabulary"** has been explored, which has two significant subgroups: *a) improvement in oral production skill, b) reduction in shyness and the impact on student behavior*, and the These subgroups have been carefully analyzed to understand how each one contributes to the linguistic and communicative development of students in the educational context.

a) Improvement in the oral production skill:

The project shows how the acquisition of new vocabulary and the execution of structured oral productions have significantly improved the linguistic performance of students, evidenced through observations and analysis of documents such as worksheets and documents analyses. Each lesson provided specific opportunities for students to practice relevant communication skills, example in lesson 1 introduce themselves, lesson 2 describe family members, lesson 3 mention parts of the house, lesson 4 talk about body parts and in lesson 5 use prepositions of place in real contexts.

According to Dhea (2017) and Khasbani & Seli (2021), the role-play technique has proven to be effective in improving oral production and speaking confidence in educational settings. Dhea (2017) found that role-play significantly improved speaking skills among EFL learners, fostering a collaborative classroom community that promoted positive interactions and mutual learning. This coincides with the observation in the project where role-play activities were implemented, showing an improvement in the active participation and attention of the students.

Furthermore, Khasbani & Seli (2021) highlight that role-play not only improves oral skills, but also increases speaking confidence by requiring students to act out specific roles and maintain conversations in English in a practical and authentic way. This frequent practice of oral English in simulated situations reinforces both fluency and pronunciation, relevant aspects for effective communication.

In the context of the project analyzed, the inclusion of role-plays according to the grammatical themes of each lesson not only enriched vocabulary learning, but also provided

students with a safe and structured environment to practice communication skills in an active and contextualized way. This methodology not only strengthened vocabulary memory, but also improved the students' ability to formulate and express sentences in a coherent and fluid manner, as observed in the oral production activities developed in class.

It can be said that the strategic use of role-plays in the classroom significantly improved their confidence and communication skills in English. This pedagogical approach is not only supported by the theory and studies mentioned, but also aligns with practical observations made in the context of the research project.

Impact on vocabulary learning:

The integration of role-plays according to the specific grammatical topics of each lesson has proven to be effective in facilitating vocabulary acquisition and retention. Each activity was designed so that students not only learned new words, but also applied them in practical and meaningful contexts. For example, when introducing themselves in the first lesson, students not only practiced words related to personal identity, such as name and nationality, but also internalized the correct use of verbs and adjectives to describe themselves.

This methodology reinforces Krashen's theory of language acquisition, which emphasizes the importance of exposure to understandable and meaningful input. By engaging students in structured role-plays, an environment was created where vocabulary is not only memorized, but incorporated in a practical and functional way into the students' linguistic repertoire.

The successful implementation of role-plays and oral production activities according to specific grammatical topics not only met the pedagogical objectives of the project, but also aligned with the aforementioned theories and studies, proving to be an effective strategy to improve linguistic

competence and students' communicative confidence in English. This approach is not only applicable in educational contexts, but also provides a solid foundation for future research and pedagogical practices in language teaching.

b) Reduction in shyness and the impact on student behavior:

"Shyness, defined as the tendency to feel uncomfortable, worried or tense in social encounters, particularly with strangers, not only manifests as psychological symptoms but can also cause physical reactions such as sweating or stomach problems" (APA, 2012).

School environments can exacerbate these challenges for shy children as they often involve large groups of peers, in the present case 35 students per class, some activities requiring verbal participation. Shy children tend to avoid participating in activities, missing academic and social opportunities and having difficulties. concentrate on other academic tasks due to increased anxiety.

It was noted that students were shy and afraid to participate in oral and whiteboard exercises. There were some findings.

They confess that at the beginning they did not participate because they were too embarrassed and with observation, we concluded that many of them were really quite shy.

The questionary ***(appendix 17***) had shown that, in general, most of these students had some knowledge. However, during traditional classes they did not have participation but later with the use of activities that included games and dynamics, the students' trust was gained by the researcher and the student revealed participatory qualities. For example, 5 participants said "before I was afraid to participate because I made mistakes, now I'm not afraid to go to the board

because nothing happens if I make a mistake", on the other hand other students mentioned "I have always liked to participate in all of them." the classes" this shows how some students did change their fear by participating.

On the other hand, a problem arises when asking questions, when the topic is not clear, this research shows several behavioral manifestations of shyness in the classroom, one of them was the inability to ask questions. It is probably not surprising that shy students find it difficult to ask questions and as part of our research we were interested in finding find out how widespread this behavior might be.

At the beginning with the supervising teacher, they did not dare to say teacher, “I don't understand, teacher, can you repeat it again”, a noticeable change in teacher Andrea's classes, in which the students call her to ask her questions without being afraid of making a mistake or fear of the question therefore the study shows how the transformation from a traditional class to one that uses innovative tools and strategies can positively influence the behavior and feelings of students. By providing a more dynamic and participatory educational environment, greater student engagement and enjoyment in school activities is encouraged. This approach not only helps overcome barriers such as shyness, but also promotes more effective and meaningful learning, aligning with previously discussed theories and studies on the positive impact of innovative educational methodologies.

On the other hand, Pavlov's methodology was implemented to improve the behavior and academic performance of students through positive conditioning. This strategy consisted of rewarding students with chocolates for obtaining good results in the quizzes, thus applying the principle of operant conditioning. The results were remarkably positive: students showed greater

motivation and active participation in educational activities, reflected in significant improvements in their scores and a more positive attitude towards learning. This approach not only encouraged individual effort, but also strengthened the connection between academic success and tangible reward, creating a more stimulating educational environment conducive to academic development.

Finally, the use of Pavlov's conditioning through the delivery of chocolates and also the use of phrases like "if they don't work, I'll do a quiz" all helped the teacher to maintain order, the intentional conditioning proved to be effective for improving student behavior and promoting higher academic achievement. This method not only motivated students to achieve higher academic goals, but also cultivated a more positive and collaborative learning culture in the school environment.

3.16 Results

The use of games and flashcards has had a relevant impact in the following results; a*) The benefits of teaching English through the use of games and flashcards in the oral production, b) The Influence of the use of games and flashcards for increasing motivation and participation of sixth grade students during vocabulary learning activities. c) The use of games as a method for facilitating vocabulary in a contextualized and meaningful way*

3.16.1 a) The benefits of teaching English through the use of games and flashcards in the oral production.

Benefit in pronunciation:

One of the significant benefits of incorporating games and flashcards in teaching English focuses

on the substantial improvement of pronunciation, a critical aspect for the development of effective communication skills. In our research, we were able to clearly observe how simple words such as "apple", "nose", "hand", "hair", "house" and "money", ***(table word pronunciation improvement)*** which represent fundamental vocabulary in areas such as fruits, body parts and household objects consistently showed pronunciation errors among students. This problem is based on the lack of teachers with degrees in foreign languages in the first years of primary education, which frequently leads to superficial teaching of phonetics and adequate articulation.

The strategic implementation of flashcards and activities specifically designed to improve pronunciation allowed for tangible progress. Students not only managed to correct common errors, such as incorrect identification of vowel or consonant sounds, but also developed a deeper understanding of the underlying phonological rules of English. ***(appendix 18)***

Table 10-word pronunciation improvement

Word pronunciation improvement	
As pronounce	Correct way
Apple	/ˈæpəl/
House	/ˈhaʊs/
School	/ˈskuːl/
Nose	/ˈnəʊz/
Arm	/ˈɑːrm/
Knee	/ˈniː/
Father	/ˈfɑːðə/
Daughter	/ˈdɔːtər/
Brother	/ˈbrʌðər/
Between	/bɪˈtwiːn/
Table	/ˈteɪbəl/

The combination of interactive games and the systematic use of flashcards proved to be an effective strategy to address pronunciation deficiencies in an educational environment where English is learned as a second language. This approach not only addressed the specific challenges

identified in our study, but also laid the foundation for a more complete and applied mastery of the language, significantly improving students' communication skills.

Communication's improvement:

Another benefit found was the improvement of oral and written production of short sentences, significantly improving the ability to communicate effectively. In our study, we observed how students made progress in producing sentences and expressing simple ideas, such as "there is an apple in my bag" or "there are 5 pens in my bag." These phrases reflect the appropriate use of indefinite articles and the ability to structure simple sentences in English.

The use of interactive games and flashcards facilitated active and participatory learning, allowing students to practice and consolidate new linguistic structures in a dynamic way. For example, the following table shows examples of sentences that students were able to produce using possessive adjectives, such as "my", "your", "his", "her", "its", "our", and "their***". (table sentences produced by the students)***

Table 11 writing sentences

Writing sentences	
Using indefinite articles (a and an)	**Using possessive adjectives**
There are 5 apples in my bag	This is my father
There is a house	These are their books
There are 35 students	She is my sister
There is a teacher in the classroom	This is your pencil
There is an eraser on the table	The cake is for her mom

These examples not only highlight the improvement in students' oral and written production, but also in their ability to apply grammatical concepts such as possessive adjectives correctly in diverse contexts.

The integration of games and flashcards as pedagogical tools not only improved students' ability to produce sentences and express ideas in English, but also enriched their learning experience by doing so in an interactive and engaging manner. This result highlights the importance of adopting dynamic and participatory approaches in language teaching, as well as the need to provide regular opportunities for practice and reinforcement of learning. The combination of playful activities, active repetition and individualized attention from the teacher has proven to be a powerful strategy to improve students' phonetic competence and lay a solid foundation for their continued linguistic development. This research project confirms that the creative use of pedagogical methods can lead to significant improvements in English pronunciation and listening comprehension among students.

3.16.2 b) The Influence of the use of games and flashcards for increasing motivation and participation of sixth grade students during vocabulary learning activities.

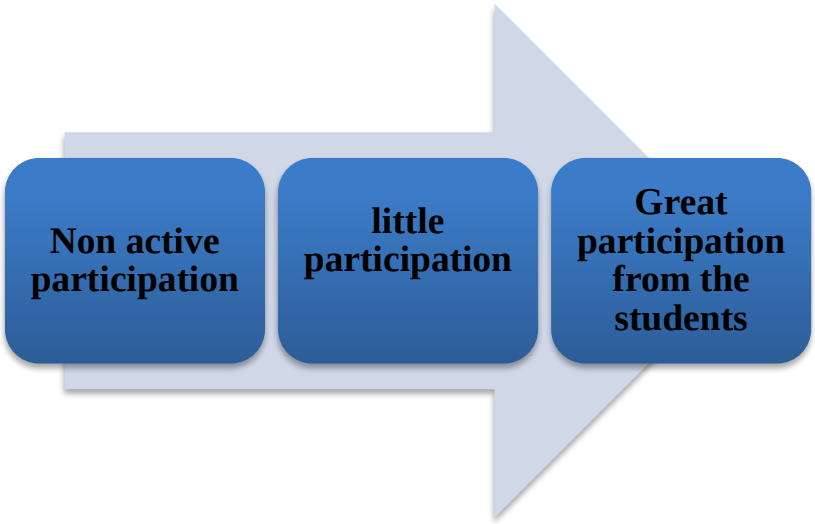
The results highlight a notable influence primarily on the increase in the active participation of students, evidenced both in the classroom and in interactive dynamics such as participation on the board. Additionally, a reduction in anxiety and shy associated with learning was observed, suggesting a positive impact on students' enjoyment and commitment to the educational process. ***(appendix 19)***

Increase the participation:

It is revealed that the students have made clear their high degree of satisfaction and active participation in the educational activities that involve the use of the board and the creation of structured work guides. This preference is based on their positive perception towards classes,

where they show significant commitment and a proactive attitude during the sessions. Dynamic interaction with the board not only allows them to tangibly visualize and manipulate concepts, but also motivates them to collaborate and communicate their ideas effectively in front of their peers. In addition, completing the work guides provides them with a practical opportunity to apply and consolidate the new vocabulary learned, thus strengthening their understanding and confidence in the use of English. These findings underline the importance of designing educational activities that not only encourage active participation, but also promote a positive perception and committed attitude towards learning among students. ***(appendix 20)***

Figure 12 Class participation



loss of shyness:

The impact of using games and flashcards in the classroom has transcended beyond the linguistic aspect, contributing significantly to improving student confidence and participation. Previously, many students were shy when participating in class activities. However, with time and the constant implementation of interactive activities, we have observed a notable change in their attitude. Now, when moments of participation occur, students show genuine interest in coming to

the board. This change is especially significant given that at the beginning of the course, many of them avoided participating due to fear of making mistakes.

This trust has been fostered by the pre-service teacher's leadership in the classroom, where she has emphasized the importance of learning through error and created a safe and supportive environment where students feel encouraged to express themselves without fear of judgment.

In general, the attitude of the students has a notable and positive change. They are more active, participatory and motivated by the learning process. ***(appendix 17)***

Table 12 student's opinion

Student's opinion	
Participant	**Comment**
#1	"al principio me dio miedo porque casi no entendía, ahora me encanta participar".
#2	"antes me daba miedo, pero ahora no porque ya he pasado al tablero varias veces y he aprendido y ya no me da miedo pasar al tablero".
#3	" al principio me daba cosita, pero con las clases de la profe Andrea es mejor y ya no me da pena".
#4	Si
#5	"nunca me ha dado miedo participar en clase ya que soy valiente y me gusta participar siempre".
#6	"me gusta participar en las clases y pasar al tablero y las actividades". "siempre me ha gustado participar".
#7	"porque antes sentía pena, pero ahora no".
#8	"sí me gusta porque voy aprendiendo".
#9	"Si me gusta ahora mucho"
#10	"antes me daba pena ahora me gusta participar porque es divertido y aprendo".

3.16.3 c) The use of games as a method for facilitating vocabulary in a contextualized and meaningful way

Vocabulary acquisition

Over the course of these three months, students have experienced significant progress in their mastery of English vocabulary. Their ability to remember and repeat constantly has been fundamental in this process. Now, thanks to their dedication and effort, they are able to recite a variety of words by heart, ranging from nationalities to different parts of the house. With the development of the glossary, they have been building a solid lexical base, incorporating more than 80 new words to their linguistic repertoire.

This progress is especially notable due to the creative approach used in the classroom. The use of interactive games and flashcards has proven to be an effective strategy to encourage active student participation. By focusing their attention on the images and associating them with the corresponding terms, students have developed a deeper knowledge of the vocabulary.

In summary, the progress made by students in mastering English vocabulary during these weeks proved to the power of active and creative learning. With the right combination of repetition, visual attention and interactive participation, students have managed to consolidate their knowledge in a significant way. ***(appendix 18)***

Use of images and flashcards

The implementation of images and flashcards in the English course of sixth grade students has proven to be highly beneficial for the students' learning process. These tools not only make lessons more dynamic and entertaining, but also offer an effective way to reinforce vocabulary, improve pronunciation, and encourage active student participation. Flashcards offer a visual and

concrete way to learn new words and concepts, helping students associate them more easily and understand their meaning in context.

Compared to a traditional class based only on repetition and memorization of vocabulary, the flashcards approach offers a more active and participatory learning experience. While in a traditional class students may feel overwhelmed by the amount of information they must remember, the use of images and flashcards gives them the opportunity to learn in a more practical and fun way. Furthermore, this encourages the development of communicative and linguistic skills naturally, as students are constantly interacting with the language in a relevant and meaningful context. In summary, implementing images and flashcards in an English class not only makes learning more effective and memorable, but also promotes a positive and stimulating learning environment for students.

3.17 Conclusions

This project has had a successful result in various areas of English language learning. By incorporating games and flashcards into classes, students have experienced significant improvements in vocabulary acquisition, pronunciation skills, and creative expression. By interacting with games and flashcards, students have expanded their English vocabulary, deepening their understanding of new words through interactive activities.

Flashcards have also been instrumental in reinforcing proper pronunciation. By focusing on intonation, the correct pronunciation of words and phrases, and receiving constructive feedback from the student teacher, students have made notable progress in their pronunciation skills and have developed confidence in speaking English. Furthermore, the incorporation of games has stimulated creativity and imagination among students. They have enjoyed exploring different

topics, including grammar. The use of physical tools has provided opportunities for visual representation, thereby improving communication skills.

3.18 Recommendations

In the implemented project, a series of key recommendations are suggested to improve the integration of games and flashcards in the educational environment. Firstly, it would be very useful for teachers to take advantage of all the technological tools and resources currently available to enrich their teaching methods. This not only increases the effectiveness of the lessons but also motivates students through interactive and dynamic learning.

It is mainly recommended that schools look for ways to improve their physical infrastructure, especially in lower grades such as sixth grade. Obtaining technological resources through government support can facilitate the implementation of more advanced educational programs from early stages, thus equating them with higher grades that already enjoy resources such as bilingualism and technology rooms.

In addition, it is essential that educational institutions organize regular meetings and training to update veteran teachers in the creation of new educational material. This will not only revitalize your teaching methods, but will also foster a continuous and adaptive learning environment, less dependent on traditional teaching practices.

Finally, future researchers should explore how innovation in the use of games and other materials can transform classrooms. Motivating these researchers to analyze and propose new educational strategies will open new possibilities for curricular development and continuous improvement of the educational system.

Chapter IV: Community Outreach Component

The Use of Cultural Activities to Increase Eleventh's Students Vocabulary at INEM Custodio García Rovira.

4 Introduction

English is currently the official language for communication between countries and is used in business and source of employment generation, which is why the demand for personnel to teach English has been increasing over the years, in addition in Colombia many young people are working for bilingual call centres is for this reason is that INEM in its PBL modality seeks that young people of the new generations are competent graduates and technical bachelors in assistance to virtual customers, providing Colombia an improvement in the economy.

Therefore, teaching English as a foreign language through the use of cultural activities will be effective for the institution's professional future. Cultural activities allow students to learn English using the real context and focusing them to see the culture of other countries and with this they are motivated to learn more languages.

For the above reasons, this proposal wants to implement cultural activities to provide students with creative spaces that enhance their imagination and allow them to improve their level of English.

The future teacher aims to create a space and a pleasant environment in which students feel motivated to speak in English, allowing the acquisition of vocabulary through the use of cultural themes and vocabulary through the use of cultural information that are observed both abroad and in Colombia.

4.1 Justification

Language plays a crucial role in shaping our identity and our sense of belonging to a particular group or community. Norton (2013) discusses how language reflects and shapes our identities and provides practical suggestions for using language learning to foster positive identity development. When we learn a new language, we are not only acquiring new words and grammar rules, but we are also learning about the customs, traditions, and values of the people who speak that language. In this sense, language learning is not just about mastering a new skill, but it's also about exploring and understanding new perspectives and ways of thinking.

Highlighting what the author mentions, this project is focused on the community of eleventh grade students of the PBL modality and aims to immerse the student in cultural themes for learning and improving their oral production.

Taking into account a virtual meeting that the eleventh grade students had with an American school, most of the students presented great difficulties in speaking, among them they showed sorrow and great difficulty in expressing themselves due to the lack of vocabulary, For this reason the service teacher intends to improve confidence and vocabulary acquisition using practical activities that involve culture, such as knowledge of holidays, famous people, current news debates all in order to encourage participation and oral production of the English language, as currently all students in grade 11 have great barriers when speaking.

4.2 Objectives

General Objective.

- To teach students' vocabulary by integrating terms and expressions with the use of cultural activities.

Specific Objectives.

- To Promote oral participation and overcome fear of speaking through cultural activities.
- To Improve students' cultural knowledge by participating in activities that promote the exchange of ideas on cultural topics.
- To increase students' fluency in oral production through active participation in cultural activities.

4.3 Methodology

Language learning is enriched by knowledge of culture. Learning about the culture of a language allows for a deeper and richer understanding of the language and its use, as well as acquiring knowledge about its history, literature and art. In addition, learning about the cultural context of a language allows the development of authentic relationships with native speakers, as it shows a genuine interest in their culture and customs. For example, our Colombian culture has great differences with the American culture, starting with our way of eating, dressing and celebrating our festivities, taking into account that information, this proposal is based on the application of the PBL learning methodology.

According to Thomas, J. W. (2000) focuses on the use of Project Based Learning (PBL) in the educational context. Thomas discusses how PBL engages students in projects that address real-world problems, thereby encouraging inquiry, collaboration, and problem solving. He highlights how this approach promotes active and meaningful learning while developing important skills such as critical thinking, problem solving, and teamwork. In summary, his work provides a detailed and practical view of how to implement PBL to improve the educational experience of students. In this case, the use of PBL as a methodology to improve oral production with activities

such as debates, conversation, role plays and other cultural activities in grade 11 students at INEM school.

4.4 Chronogram

Table 13 Chronogram community outreach component

Date	Course	Topics	Resources
22 April -25 April 2024	11 -18	What's your favorite festivity? Recreate a festivity Valentine's day Mother's Day	Worksheet Physical material
13 May- 17 May 2024	11-18	Debate (immigration problem)	Worksheets Guide
20 May -24 May 2024	11-18	Choose your favorite character (interview)	Costumes Script
3 June- 7 June 2024	11-18	Cultural experience	Slides Computer Video beam

4.5 implementation of the cultural project

To implement the cultural project with eleventh grade students, we have to use a detailed planner that clearly defines the activities to be carried out. This planner acts as a structured guide that organizes and coordinates all parts of the cultural project. It specifies dates assigned for each

activity and necessary resources. This ensures that the project is developed in a complete and orderly manner. Below we will see the development of this project.

4.5.1 Description planner 1 cultural festivities

The implementation of this cultural project with eleventh grade students began with careful planning, using a planner and instruments such as document analysis ***(Appendix 14).*** The pre-service teacher, after observing an oral presentation by the students, provided detailed feedback on the most common pronunciation errors. Next, she introduced the cultural theme of the festivities, highlighting the differences between Colombia and the United States in terms of ways of celebrating.

After this introduction, the teacher proposed to the students to recreate a festival, choosing two of her interest. After a brief moment of reflection, they opted for Valentine's Day and Mother's Day. The student teacher suggested a skit for the Valentine's Day holiday, which led the students to dress up as Cupid and create a kissing booth. During recess, for half an hour, they publicly explained the holiday, involving other students and teachers.

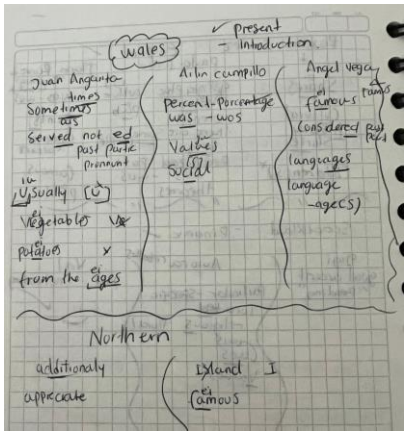
In the second part of the project, we worked on the celebration of Mother's Day. A worksheet was created in collaboration with the supervising teacher, followed by a reading and related questions. The students responded in writing, accompanying their answers with a short-written production. In addition, they made physical cards to give to their mothers, applying what they learned about the Mother's Day holiday in the United States and Colombia.

4.5.2 Format planner 1 cultural festivities

Table 14 Format planner 1 cultural festivities

GROUP: eleventh grade	LEVEL:	CLASS N:

Teenagers	B1	1
PRE-SERVICE TEACHER: Andrea Vanessa Otero Gelves	**TEACHER:** Amanda Gomez	**DATE/ DAY** 22 April - 26 April
COMMUNICATIVE OBJECTIVE To talk about festivities	**CULTURAL OBJECTIVE:** To identify the most common festivities around the world	**LINGUISTIC OBJECTIVE:** To produce an oral presentation about valentine's day and Mother's Day
GENERAL COMPETENCES Linguistic/ Cultural/ Communicative	**PREVIOUS TOPIC** Presentation of anglophone countries	**TOPIC-TASK** Create an event about valentine's day and a card for Mother's Day

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
OPENING	First of all, the teacher will greet the students and according to the previous class.	5 minutes	Speaking	
Feed back	The teacher does feedback, correct some general mistakes about the oral presentation about the anglophone countries.  (***Appendix 21***)	10 minutes	Speaking Grammar	Table markers

EXPLANATION OF THE TOPIC	The teacher is going to explain the importance of the cultural component for learning English. **power point**  ***(Appendix 22)***	15 minutes	Speaking -Writing -Listening	-Power- point presentat ion. -Board -Marker
PRODUCTION ACTIVITIES Cultural component	After the explanation, the teacher will give some time to the students for choosing their favorite festivities… After they mentioned that they want to simulate valentine's day and Mother's Day.	10 minutes	Speaking	Board Markers
HOMEWORK	The teacher will explain step by step what the homework is about in the board, she says the following instruction: The students will be assigned the festivity Valentine's Day and Mother's Day. For valentine's day the teacher gives one worksheet with the topics of the festivity. **Worksheet**  	20 min	speaking	- Board -Markers -Physical material





(Appendix 23)

Event



(Appendix 21)

For the Mother's Day they are going to receive a worksheet and they are going to bring material for doing a cart for their mother.

Worksheet

(Appendix 24)

Students work



INSTITUCIÓN EDUCATIVA
INEM CUSTODIO GARCÍA ROVIRA BUCARAMANGA
ENGLISH

TEACHER: AMANDA GÓMEZ ARIAS
TERM: SECOND
DATE:
STUDENT:
GROUP:

TOPIC: MOTHER'S DAY IN THE WORLD
GOAL: To celebrate and honor the most important person in our lives around the world

Mother's Day Word Search

Mother's Day

Read the passage below and answer the questions on the next page.

Mother's Day is a special holiday celebrated in many countries around the world. It is a day to honor and appreciate all the wonderful things mothers do for their children and families. The date of Mother's Day varies depending on the country, but it is usually celebrated in the months of March, April, or May.

In the United States and Canada, Mother's Day is celebrated on the second Sunday in May. It is a day to give gifts to mothers and to say thank you for all the love and care they give. Children often make handmade cards or gifts for their mothers and families might go out to eat or do something special together.

In the United Kingdom, Mother's Day is also known as Mothering Sunday and is celebrated on the fourth Sunday of Lent. This is a day when people traditionally would visit their "mother church" and often bring flowers or other gifts to their mothers. Nowadays, it is still a day to show appreciation for mothers and many people will give their mothers cards and gifts.

In Mexico, Mother's Day is always celebrated on May 10th. It is a day to celebrate the love and care that mothers give to their families. Children will often make cards or gifts for their mothers, and families might have a special meal or do something fun together.

In Japan, Mother's Day is celebrated on the second Sunday in May, just like in the United States. It is a day to show appreciation for mothers and to give them gifts. In Japan, it is traditional to give mothers red carnations, which are a symbol of love and gratitude.

Mother's Day is a special day to show appreciation for mothers all around the world. It is celebrated in many different ways, but the message is always the same - to say thank you to mothers for all the love and care they give.

1) What is mother's day, according to the text?
Mother's Day is a special day for the mothers in the world

2. When is mother's day celebrated in the United States and Canada?
is celebrated on the second Sunday in may

3) When is 'Mothering Sunday' in the United Kingdom?
is celebrated on the fourth Sunday of lent

4) When is Mother's Day celebrated in Mexico?
Mother's Day is always celebrated on May 10th

5) What traditional gift is given to mothers in Japan on Mother's Day?
is traditional to give mothers red Carnation which are a symbol of love and gratitude

DESCRIBE THE MOTHER'S DAY IN COLOMBIA? HOW DOES YOUR FAMILY CELEBRATE IT?
the mother's Day is celebrated in colombia on May 8th. in this day the familys colombians give clothes, flowers, chocolates, and travels in the country and also prepared Tipic foods in the region which are a symbol for demostration love and gratitude. In my family the mother's Day is celebrated in a restaurants eating the favourite food of the mothers in my house, although also of my part give cards and gifts creatives for my MOM.

(Appendix 25)

Cultural activity

Card

	 ***(Appendix 21)***			

4.5.3 description planner 2 debate (migration problem)

In the previous class, students received detailed guidelines to develop a debate focused on the topic of migration, a cultural topic of great relevance. ***(Appendix 26)*** This issue is not only significant on a global level, but also locally, considering the migration dynamics that have affected both Colombia and other countries in the region, especially with the arrival of Venezuelan people due to the economic situation in their country. The main objective of the activity is to promote an open space where students can express and debate their points of view, as well as improve their oral production, perfect pronunciation and correct common errors in the use of the language.

During the development of the activity, the classroom was divided into groups to allow students to discuss their opinions on the proposed topic. Each group expressed their points of view, arguing for or against different aspects related to migration. This dynamic facilitated an enriching

exchange of ideas and allowed students to learn new concepts while exploring the cultural and social implications of migration. The active participation of students contributed to creating a dynamic and collaborative learning environment, where critical skills of analysis and oral expression were fostered.

At the end of the debate activity, the teacher introduced the next activity for next class, preparing a celebrity interview in a dramatized way. For this activity, each student will receive the name of a famous person from different countries. In the next class, students must dramatize the assigned character, using the researched information.

4.5.4 Format planner 2 Debate

Table 15 planner lesson 2 Debate

GROUP: eleventh grade **Teenagers**	**LEVEL:** **B1**	**CLASS N:** **2**
PRE-SERVICE TEACHER: Andrea Vanessa Otero Gelves	**TEACHER:** Amanda Gomez	**DATE/ DAY** 13 May – 17 May
COMMUNICATIVE OBJECTIVE To be able to talk about a currently issue.	**CULTURAL OBJECTIVE:** To identify where are the most affected countries with the migration.	**LINGUISTIC OBJECTIVE:** To express your point of view about ‘’migration’’
GENERAL COMPETENCES	**PREVIOUS TOPIC** Festivities around the world	**TOPIC-TASK** Make an interview to a famous person.

Linguistic/ Cultural/ Communicative		

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
OPENING	First of all, the teacher will greet the students and take list to see is someone is missing.	5 minutes	- Speaking	
EXPLANATION OF THE TOPIC	The teacher explains and give the paper with the guidelines and also, she says to them each guideline for the development of the debate. she says: that they are going to dived the classroom by doing 2 groups, after she gave them the worksheet with the guidelines and also some time for reading and think on the answers. **Guidelines** ***(Appendix 26)*** **Guidelines for 11th Grade Students - debate** **Assignment:** you are going to be part of a debate **Date: 16 may** **Guidelines** -Preparation: the classroom is going to be divided in 2 groups (one group 13 and the other 12 students) students should read a paragraph related to the migration issue, they will have some minutes for write their ideas and after each one is going to share their point of view. **Topic (migration)** **What is migration?** Migration is the movement of people from one place to another. Migration can be within a country or between countries. Migration can be permanent, temporary or seasonal. Migration happens for a range of reasons. These can be economic, social, political or environmental. There are many factors that drive migration. Migration impacts both the place left behind and the place where migrants settle. These impacts can be both positive and negative. Some people decide to migrate, e.g. someone who moves to another country to improve their career opportunities. Some people are forced to migrate, e.g. someone who moves due to famine or war. A refugee has left their home and does not have a new one. Often refugees do not carry have possessions with them and do not know where they will finally settle. **Questions** **-What is migration?** **-Do you agree with the migration? Yes, or not, explain why.** **-Do you have family that live in a foreign country? Share information that you want to tell.**	15 minutes	- Speaking -Writing - Listening	-Hand support

PRODUCTION AND ACTIVITIES Cultural component	They have to speak and give their point of view. 	30 minutes	- Speaking	- hand support
Closure	The teacher explains and give the guidelines for the next class, she says the information about the interview of famous people, and say good bye to them	5 min	- speaking	

4.5.5 Description planner 3 interview

in the previous week, the teacher introduced an innovative dynamic focused on conducting interviews with celebrities assigned to each student. Each student had to searched and prepare a role-play and speak as that character for six minutes. This activity not only challenged students to apply research and oral presentation skills, but also allowed them to explore English-speaking culture through biographies of notable people from English-speaking countries.

The class was structured so that each group, formed according to the assigned celebrities, carried out a dramatized interview following the instructions previously provided by the teacher. This approach not only encouraged active participation, but also cultivated an environment where students could experiment and express themselves creatively while learning about important figures and their cultural contexts.

After each presentation, the preservice teacher gave feedback on each group's performance. This feedback not only reinforced the concepts learned, but also allowed students to reflect on their own skills and areas for improvement in terms of oral expression and cultural understanding.

This active not only transformed the class into a more dynamic and participatory experience, but also demonstrated how activities focused on role play and the use of culture can significantly enrich learning compared to traditional methods**.** ***(appendix 27)***

4.5.6 Format planner 3 interview

Table 16 planner lesson 3 interview

GROUP: eleventh grade **Teenagers**	**LEVEL:** **B1**	**CLASS N:** **3**
PRE-SERVICE TEACHER: Andrea Vanessa Otero Gelves	**TEACHER:** Amanda Gomez	**DATE/ DAY** 27 May – 31 May
COMMUNICATIVE OBJECTIVE To be able to introduce a famous person	**CULTURAL OBJECTIVE:** To identify the most famous people around the world	**LINGUISTIC OBJECTIVE:** To produce oral sentences using the grammar of the interview.

GENERAL COMPETENCES Linguistic/ Cultural/ Communicative	**PREVIOUS TOPIC** Debate	**TOPIC-TASK** Make an interview to a famous person.

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
OPENING	First of all, the teacher will greet the students and take list to see is someone is missing.	5 minutes	-Speaking	
EXPLANATION OF THE TOPIC	The teacher explains give the paper with the guidelines and also, she says to them each guideline for the development of the interview. she says: the time: 6 minutes per couple the date: 30 May, 2024 the countries and the character too.	15 minutes	-Speaking -Writing -Listening	-Hand support -Board -Marker

	Guidelines for 11th Grade Students - Celebrity Interview **Assignment:** Conduct a celebrity interview representing a famous assigned to you. **Guidelines** -Preparation: in pairs, students must dress up as the celebrity and learn personal information, including full name, date and place of birth, and other relevant details. (by memory, DO NOT READ) **Research:** The USA: Donald Trump – Beyonce – LeBron - Jennifer Aniston - kylie Jenner - Miley Cyrus, Barack Obama. Australia: Nicole Kidman – Margot Robbie Canada : Justin Bieber– Avril Lavigne – Celine Dion – Pamela Anderson - Evangeline Lilly Jamaica: Usain Bolt - Merlene Ottey - Sherone Simpson Barbados: Rihanna South Africa: Charlize Theron, Candice Swanepoel, Zozibini Tunzi. The United Kingdom: Kate Middleton, J.K. Rowling, Adele, Emma Watson, Lady di (Diana de Gales) Gather comprehensive information about the celebrity's life, achievements, and impact. **Preparation:** Dress up and looks like the celebrity. Pay attention to clothing, hairstyle, and overall appearance. Memorize key personal details such as full name, birthdate, birthplace, and notable accomplishments. **Script Development:** Create a script for the interview that includes questions and responses based on the researched information. Practice the interview with your partner to refine delivery and timing. Interview Date: May 30 th Time: 6 minutes per group Criteria: including costume, dialogue, pronunciation, time and interaction during the interview. ***(Appendix 27)***			
PRODUCTION ACTIVITIES **Cultural component**	They have to create the script of the monologue for the interview. They have to wear costume and learn by memory the script. **Students' presentation**  ***(Appendix 27)***	15 minutes	-Speaking	- Physical material
Closure	The teacher says that next class is going to make an exposition about her cultural experience	5 min	-speaking	

4.5.7 Description planner 4 Cultural experience

In the class on the cultural exchange program as an Au Pair in the United States, the pre-service teacher began with a PowerPoint presentation that ranged from a general introduction of the program to the requirements necessary to participate. ***(Appendix 28)*** She highlighted the various opportunities this experience offers, as well as the iconic places that can be visited in the United States while being an Au Pair.

Using videos, the teacher showed the typical free-time activities of Au Pairs in the United States, providing a comparison with common activities in Colombia. Additionally, popular sports in American culture were explored and contrasted with Colombian sports, followed by a presentation of holidays such as Thanksgiving and Halloween, comparing them to similar celebrations in Colombia.

The main objective of the class was to highlight the cultural differences between both countries, highlighting how this program not only provides an opportunity to learn English, but also to immerse themselves in a new culture and broaden the students' global perspective.

4.5.8 Format planner 4 Cultural experience

Table 17 planner Lesson 4 cultural experience

GROUP: eleventh grade **Teenagers**	**LEVEL:** **B1**	**CLASS N:** **4**
PRE-SERVICE TEACHER: Andrea Vanessa Otero Gelves	**TEACHER:** Amanda Gomez	**DATE/ DAY** 3 June – 7 June
COMMUNICATIVE OBJECTIVE To be able to talk about the cultural experience	**CULTURAL OBJECTIVE:** To identify the activities that American people do To identify the programs that in Colombia exists for going abroad	**LINGUISTIC OBJECTIVE:** To produce talk about their own experience

GENERAL COMPETENCES	PREVIOUS TOPIC	TOPIC-TASK
Linguistic/ Cultural/ Communicative	Interview	Listen and take notes about the exposition

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
OPENING	First of all, the teacher will greet the students and take list to see is someone is missing, and also the pre service teacher Andrea congrats the students for the interview, she says that some of them got a five.	5 minutes	-Speaking	
EXPLANATION OF THE TOPIC	The teacher Amanda said to Andrea that she wants to me to share my experience living abroad as an au pair. The preservice teacher Andrea makes some videos and some slides in that class she explains all the process and payments, everything related with the au pair program **Slides**	15 minutes	-Speaking -Writing - Listening	-Hand support -Board -Marker



(appendix 29)

Links videos

https://drive.google.com/file/d/19e1aXrayQerhwkVQrbZ7T_ORwlqHVmcj/view?usp=drive_link

https://drive.google.com/file/d/13QkENcI-Ec4v5rDmPEnBKIV5cgZ-0gvb/view?usp=drive_link

https://drive.google.com/file/d/1GbuHl-0VsvNPhx9BNbrnTO0eLxtBirH-/view?usp=drive_link

https://drive.google.com/file/d/1vT024PVjYEqa4SHE-X11VBkWEa3hXPqK/view?usp=drive_link

(appendix 30)

Closure	The teacher says thanks for the participation and give the information and they are so happy and excited	5 min	-speaking	

4.6 Results

The results of this cultural project, focused on an initial intervention on holidays in English, is promising in terms of motivation and learning for students. By incorporating dynamic cultural elements, such as the celebration of internationally recognized holidays, a more stimulating and relevant learning environment is achieved for students.

Students' active participation in cultural activities like valentine's Day, the debate, the interview with them and creating interactive activities like a kissing booth, demonstrates a strong commitment to learning English through culture. This approach not only gives them the opportunity to improve their language skills, but also allows them to explore and understand English-speaking culture in a practical and meaningful way.

The development of communication skills in English is reinforced by the emotional connection that students establish by participating in activities related to popular festivities. This approach not only encourages language acquisition, but also strengthens your cultural identity and your understanding of the globalized world in which we live.

In summary, the cultural project has proven to be effective in its objective of showing that English can be taught in a more dynamic and involving way when cultural components are integrated. This provides an authentic context for language learning and motivates students to actively participate in their own learning process.

4.7 Conclusions

It was evident to notice that by incorporating cultural themes in the learning of English, the teaching and learning process was significantly facilitated. This dynamic not only allowed students to acquire new vocabulary related to English-speaking culture, but also improved their pronunciation by interacting with authentic documents and participating in practical activities. This provided them with a deeper and more authentic understanding of the language as they applied what they learned in real-world contexts relevant to their educational experience.

In addition, a positive impact could be observed in the four English language skills: speaking, listening, reading and writing. The integration of linguistic skills with cultural elements significantly enriched language learning and motivated students to become more actively involved in the learning process. Through interacting with biographies and performing role-plays such as celebrity interviews, students practiced not only speaking and listening comprehension, but also improved their reading and writing skills by researching, organizing, and presenting information coherently and persuasively. This comprehensive experience strengthened their command of English and provided them with effective tools to communicate in both every day and professional situations, preparing them to successfully face linguistic and cultural challenges outside of the school environment.

Through cultural activities such as debates, interviews, and holiday celebrations, a significant improvement in interaction between classmates was proved. These dynamics not only strengthened the learning of the English language, but also created a favorable work environment, encouraging group work, preparation and collaboration. Students not only benefited linguistically

from practicing diverse communication skills, but they also built stronger bonds with each other. Active participation in these activities not only allowed them to better understand English-speaking culture, but also gave them the opportunity to share experiences and perspectives, promoting a sense of community within the classroom. In fact, these experiences not only expanded their language proficiency, but also enriched their educational experience by strengthening interpersonal relationships among students.

Chapter V: Intra-Institutional Activities Component

5 Introduction

The intra-institutional component offers the pre-service teacher the opportunity to acquire knowledge and skills to understand and perform the educational role. Through this opportunity we can demonstrate responsibility and all our mental and creative abilities by participating in extracurricular activities, which will contribute to comprehensive training as an educator.

As future educators, we are responsible for acquiring and developing all the functions performed by teachers in both primary and secondary education. It is essential to familiarize ourselves with the techniques and strategies employed in the classroom, as they will be our bases for future professional practice. Immersing ourselves in the intra-institutional environment will provide us with valuable guidance and experience, which will enrich our curriculum vitae. In addition, it will allow us to learn how to evaluate, maintain order in the classroom, participate in institutional events, and communicate with parents in an empathetic and respectful manner. These activities will give us a greater appreciation of the hard work done by teachers, a perspective that we as students sometimes fail to fully appreciate.

5.1 Justification

The INEM school creates various activities during the school year which include the administrative part, teachers, students and even parents, the activities are with the purpose of uniting the educational community and accompanying the evolution of each participant both in the work, academic and personal development.

currently, with the development of the role of pre-service teacher, this makes us part of the school's community, subjecting ourselves to both the disciplinary rules that exist and being part of the extracurricular activities, the institution will provide the experience of covering this area a little differently than we usually did in the university in which we were previously involved. Therefore, we must assume this opportunity with respect and a sense of belonging to the present education in this case at the INEM school which was alma mater of the current pre-service teacher. In addition, this experience will allow us to live all the moments that are part of the teaching role in: festivities, sports, pedagogical a recreational activity and know that teaching goes beyond teaching a class and grading a job, it is a work that links values and love for students.

5.2 Objectives

General Objective

- to take part in the administrative and extracurricular activities proposed by the INEM Custodio García Rovira high school.

Specific Objectives

- To help with the organization of extra-curricular activities that involve students and teachers.

- To become familiar with the regular activities that take place in the school.
- to create new activities and festivities to encourage the students

5.3 Methodology

As an essential part of the practical phase as a future teacher, we have to complete one of the main purposes of the program in foreign languages (English – French), taking into account that this is the last part we must finish and continue with the educational process through immersion in an authentic educational environment.

This stage requires notable effort, commitment discipline and responsibility to fully achieve all the objectives that have been established. In addition, the future teacher will actively participate in the activities planned by the institution throughout the school year, which may include events such as language days, civic celebrations and other extracurricular activities.

5.4 Chronogram

Table 18 Chronogram extracurricular activities

Event or activity	March	April	May	June
Saint Patrick's Day	19 March			
Teacher's day			15 May	
English corner				3 June
Sport's Day				7 June

5.5 implementation of the extracurricular project

In this micro project we carry out a series of activities in which as a pre-service teacher we will be participating, whether they are extra-academic or sports activities, they will be described below.

This part of the project demands practice participation and engagement from the pre-service teacher, we use as an instrument the observation and physical support in the activities.

5.5.1 description first activity “Saint Patrick’s Day”

In the celebration of Saint Patrick's Day, the pre-service teacher helped in the preparation of posters and contributed financially with certain materials that were needed for the development of the celebration, on the other hand, she collaborated with maintaining surveillance of the sixth-grade students during the parade, which was carried out throughout the institution.

In this event, banners, speakers with music were used, and the 11-year-old students corresponding to the PBL modality all had to wear a green t-shirt, ***(appendix 31)*** it was a recreational activity in which they had to search for a treasure, so the students had stops and in them questions which allowed them to advance and follow the path until they found the treasure which had chocolates.

It was a very pleasant activity as it allowed us to learn about the Saint Patrick's Day holiday and its meaning.



Figure 13 Saint Patrick

5.5.2 description second activity “Teacher’s Day”

The teachers' day activity was very special because the modality of music was included in this event, the music students played a long repertoire of old songs in which the teachers and students were able to delight for a few hours. In addition, the teachers were given a day off in the following week, and there were decorations at the school, they made a very nice painted poster on which they wrote an encouraging message to the teachers. In addition, the students gave small chocolates as a gift for our work. Personally, I really liked listening the school orchestra and see how students of approximately 16 to 18 years old have so much talent, which the school has been able to take advantage of and see how these kids will also be the fruit of the hard work of all the teachers, this work is very gratifying despite which is quite hard and heavy.



Figure 14 Teacher's day



Figure 15 Teacher's Day

5.5.3 description third activity "English corner"

The English Corner was a project carried out by language students, designed to encourage the constant use of English outside the classroom. Each student contributed colorful posters that decorated a special corner, transforming it into a creative space full of information in English with the idea of developing it throughout the school year. This initiative not only encouraged continuous learning of the language, but also promoted an environment of interaction and fun among the students, who were enthusiastic about actively participating in the preparation and decoration of each corner of the English Corner with personalized ribbons and posters.

Personally, participating in this activity was an enriching experience. Observing the joy and commitment of my classmates in getting involved in the creation and maintenance of the English Corner allowed me to appreciate how the project strengthened our connection with the English language beyond regular classes. The combination of creativity and practical learning made the English Corner much more than just a decorated space: it became a focal point where the student community could continue their language development in a fun and effective way.

figure 16 English corner





5.5.4 description fourth activity “Sport Day”

Sport Day was an exciting extra-curricular activity in which the sixth graders actively participated in a series of sporting competitions. From the start of the games to the exciting final, the girls threw themselves into handball while the boys showed off their skills in football, ensuring that all students had the opportunity to participate and enjoy the event. Accompanied by our supervising teacher, we attended these events that took place in the afternoon hours, providing a dynamic and competitive environment that stood out outside the usual classroom environment.

Personally, it was rewarding to support the students during Sport Day. Listening to their songs in support of their team and seeing their faces light up with happiness while they played and competed showed the importance of these activities for their overall development. Beyond classroom learning, these initiatives promote values such as teamwork, sportsmanship and competitive spirit in a positive way. These experiences strengthen the school community and enrich the personal growth of students, demonstrating that sports and recreation are fundamental components for their comprehensive education.

Figure 17 sport day





5.6 Conclusions

With the development and participation in extracurricular activities, emotions and feelings are first incorporated with the students. Those were moments in which fine motor skills, recreation and creativity of the students were privileged, therefore they stopped seeing me as the teacher who only gives a class to a friend, to whom they told their victories and these moments allowed them to get closer to me, they even wanted to take photos with me to remember those days, as a future teacher being part of these extracurricular activities helped to reaffirm that being a teacher is not just going to the classroom and teaching a topic, it goes beyond that, it is being part of their journey and accompanying them in the activities that the institution carries out.

In addition, being part of extracurricular activities allows the future pre-service teacher to create moments in which they prioritize making students' abilities known, for example recreational activities such as sports, showing talent in skills such as singing, dancing, all of this is part of the cultural component of teaching, these moments promote student well-being. Participating in these activities can significantly improve the emotional well-being of students by offering them a space to express themselves freely, reducing academic stress and fostering a sense of belonging in the school community.

Finally, these moments help to highlight a fundamental part that is teamwork, improving the relationships between us as professionals with our coworkers. As a professional, getting involved in extracurricular activities, had given the opportunity of collaborating with other colleagues and school administrators with it strengthening the educational community and working towards common student development goals.

Chapter 6: reflective approach to comprehensive practice

6.1 Narratives

In this section titled narratives, in which the pre-service teacher has described each of her experiences each week, experiences for continuous improvement including academic activities and also her professional part as a future teacher, this instrument helped the development part of the project to keep a weekly order of all the execution and progress of the project, all in order to self-evaluate the performance and for the practitioner herself to demonstrate her work. In this ***(appendix 32)*** you will find the compilation of all the narratives in a detail way.

Throughout the weekly narratives of my work as a school teacher, I experienced both personal and professional growth. These reflections allowed me to not only evaluate my teaching methods, but also to understand the individual needs of each student and how to adapt my strategies to meet them. Through these reflections, I learned the importance of flexibility and adaptability in the classroom, as well as the value of continuous feedback as a fundamental tool to improve my teaching practice. Additionally, the weekly narratives taught me to recognize and celebrate my students' small achievements and advances, which is an essential element to maintain their motivation and foster a positive and enriching learning environment. These narratives have not only documented my progress as an educator, but have also been an invaluable source of learning and professional development.

7 General conclusions

The systematic use of flashcards and games proved to be highly effective in improving the oral production of sixth grade students. These tools not only facilitated regular practice of vocabulary and grammatical structures, but also fostered a dynamic and participatory learning environment

that encouraged students to communicate more fluently and accurately in English. The implementation of recreational activities such as games and the use of flashcards also contributed significantly to increasing students' motivation and interest towards learning English. This methodology not only provided them with the opportunity to actively participate in classes, but also showed an increase in their confidence when expressing themselves orally and in their ability to use the language effectively in real communicative situations. The results obtained underline the importance of integrating interactive and student-centered pedagogical methods to improve oral production in English. This approach not only improved students' language skills, but also promoted a more inclusive and collaborative educational environment, where learning becomes an enriching and meaningful experience for everyone involved.

The use of cultural activities proved to be an effective strategy to improve oral production in eleventh grade students. These activities not only provided authentic contexts for practicing the English language, but also enriched cultural understanding and appreciation of linguistic diversity among students. The integration of cultural elements not only motivated students to actively participate in the activities, but also strengthened their ability to communicate effectively in English in various social and cultural contexts.

The participation of the teacher in the implementation of pedagogical and intra-institutional activities was essential for the success of the project. The teacher's commitment and dedication not only facilitated the effective planning and execution of the activities, but also promoted a collaborative and supportive environment within the educational institution. The teacher's active involvement not only directly benefited students by enriching their educational experience, but also strengthened the school community by fostering cooperation and knowledge sharing among colleagues and school administrators

8 Appendices

Appendix 1 planner 1

https://drive.google.com/file/d/1F-bmiC_VnMbZ6LakaiYGF7lIuDnhjJeS/view?usp=drive_link

GROUP: Sixth grade kids	LEVEL: A1	CLASS N: 1
PRE-SERVICE TEACHER: Andrea Vanessa Otero Gelves	TEACHER: Amanda Gomez	DATE/ DAY 22- 25 April
COMMUNICATIVE OBJECTIVE To be able to introduce themselves using the nationalities and talk about countries.	CULTURAL OBJECTIVE: To identify the most common countries over the world.	LINGUISTIC OBJECTIVE: -To produce oral sentences using the grammar of the topic nationalities. -To use the countries' vocabulary.
GENERAL COMPETENCES Linguistic/ Cultural/ Communicative	PREVIOUS TOPIC Verb to be in affirmative, negative and interrogative form.	TOPIC-TASK Do a flag that represent the country. Vocabulary about countries and nationalities.

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	First of all, the teacher will greet the students and according to the previous class the teacher is going to do a short revision of the homework. The teacher is going to encourage the students to participate and motivate them to not feel scared for participating even if they make mistakes.	5 minutes	Speaking	
Warm up	The teacher is going to explain the guidelines for the activity of warm up, first of all, for this activity the students are going to be divided into seven groups of five students, they are going to be organized in a line in the classroom and they have to stand up, the teacher will have some cards in her hands with the flag of the most famous countries	6 minutes	- Speaking	-Work cards.

Appendix 2 nationalities slides

https://docs.google.com/presentation/d/1cEiyLq88dCbKWIfa_Ez2ToGH8SilWoAU/edit?usp=drive_link&ouid=107084646192606764265&rtpof=true&sd=true



Appendix 3 nationalities worksheet

https://drive.google.com/file/d/1cenTUKRWFd9mFBJyp7NtSbj2g_MWbrf0/view?usp=drive_link

INSTITUCIÓN EDUCATIVA
INEM CUSTODIO GARCÍA ROVIRA BUCARAMANGA
GUÍA DE CLASE # 1
ENGLISH SIXTH

PRE SERVICE TEACHER: Andrea Otero Gelves	
TERM: 2	DATE:
STUDENT:	GROUP: 6-11

TOPIC: COUNTRIES NATIONALITIES
GOAL: Identify the countries and nationalities

COUNTRIES & NATIONALITIES

1. Match the countries to the flags.



The Uk	Italy	Japan	Turkey	Russia
Poland	China	Australia	Iran	Spain
Brazil	Peru	The USA	Canada	France

Appendix 4 students' homework

https://drive.google.com/file/d/1p5aMgp0MGYDrk-9pIef9KD6RhW4gpKJJ/view?usp=drive_link

Appendix 5 Evidences 1 lessons

Where are you from? Nationalities and countries

HOMEWORK



Appendix 5 planner Lesson 2

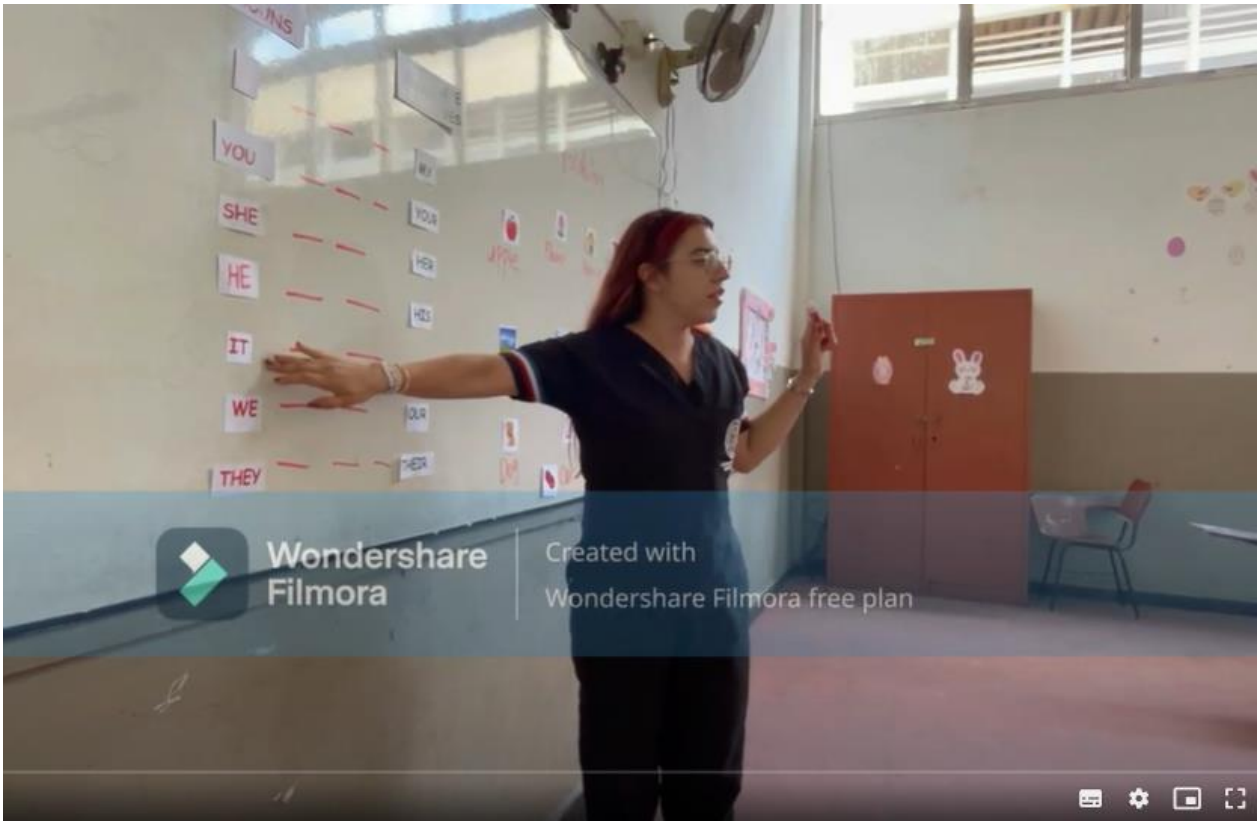
https://drive.google.com/file/d/1qQaEPpdcGqEJKg6TD2LUOM_EiOpi_3L6/view?usp=sharing

GROUP: Sixth Grade Kids	LEVEL: A1	CLASS N: 2
PRE-SERVICE TEACHERS: Andrea Vanessa Otero Gelves	TEACHER: Amanda Gomez	DATE/ DAY 29 April - 3 May
COMMUNICATIVE OBJECTIVE To present your family To talk about your own things	CULTURAL OBJECTIVE: To describe the different members of your family	LINGUISTIC OBJECTIVE: To say oral sentences using the possessive adjectives. To use the family's vocabulary
GENERAL COMPETENCES Linguistic/ Cultural/ Communicative	PREVIOUS TOPIC Countries and nationalities	Make the draws of the 10 objects and learn by memory the new words

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	First of all, the teacher will greet the students and according to the previous class the teacher is going to do a short revision of the homework. She will check the flags of the students and will listen their presentation of the country	10 minutes	speaking	The flags.
Warm up	For this activity, the classroom will be in a round table, the teacher has a ballons and the students will pass it to each other without falling and the student who drops the bomb will go to the front, the teacher will have a flashcard with an image corresponding to the family	10 minutes	speaking	flashcards. Ballons.

Appendix 6 Recording class

https://drive.google.com/file/d/1oXWbG-2Gh1ajAEKe_9RjfBaNnIsSYsqH/view?usp=drive_link



Appendix 7 family members slides

https://docs.google.com/presentation/d/1BKWGosyowu3PUBxXHa45OsqKROdYpRPk/edit?usp=drive_link





Appendix 8 possessive adjectives worksheet

https://drive.google.com/file/d/168loQC2RL_FzL5MR9UNu7S5MBpKe5VCO/view?usp=drive_link

INSTITUCIÓN EDUCATIVA
INEM CUSTODIO GARCÍA ROVIRA BUCARAMANGA
GUÍA DE CLASE
ENGLISH SIXTH

PRE-SERVICE TEACHER: Andrea Otero Gelves	
TERM: 2	**DATE**:
STUDENT:	**GROUP**: 6 -

TOPIC: **POSSESSIVE ADJECTIVES**
GOAL: - family members - Identify the possessive adjectives

POSSESSIVE ADJECTIVES



Subject Pronouns	Possessive Adjectives
I	My
You	Your
He	His
She	Her
It	Its
We	Our
They	Their

FILL IN THE BLANKS WITH MY – HIS – HER - ITS – YOUR – THEIR - OUR

Appendix 9 homework possessive

https://drive.google.com/file/d/1dwMmxuMckwTITqaYj226cKvce1FM6M7_/view?usp=drive_link



Appendix 10 planner lesson 3

https://drive.google.com/file/d/1Q6ZpqImPAH6Or2yt3fRan4JjXfr2LXnG/view?usp=drive_link

GROUP: Sixth Grade Kids	LEVEL: A1	CLASS N: 3
PRE-SERVICE TEACHERS: Andrea Vanessa Otero Gelves	TEACHER: Amanda Gomez	DATE/ DAY 6 May – 10 May
COMMUNICATIVE OBJECTIVE To say the parts of the house To talk about the things, you have in your house	CULTURAL OBJECTIVE: To describe the different parts of your house	LINGUISTIC OBJECTIVE: To express sentences using the in definitive articles A and AN. To perform sentences using there is and there are. To use the house's vocabulary
GENERAL COMPETENCES Linguistic/ Cultural/ Communicative	PREVIOUS TOPIC Family members Possessives nouns	TOPIC-TASK To create a draw in the notebook with the parts of the house

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	First of all, the teacher will greet the students and check the assistance of the students and according to the previous class the teacher is going to do a short revision of the homework.	10 minutes	speaking	
Warm up	the teacher will play hangman which consists of guessing a word in this case, using the parts of the house. In this way the student has to give the teacher a consonant or a vowel of the alphabet and if the letter exists in the word, we fill it in, then we will start drawing the hangman. This sentence will be the title of the class. What do you have in your house?	15 minutes	speaking	Table Markers

Appendix 11 a and an articles slide

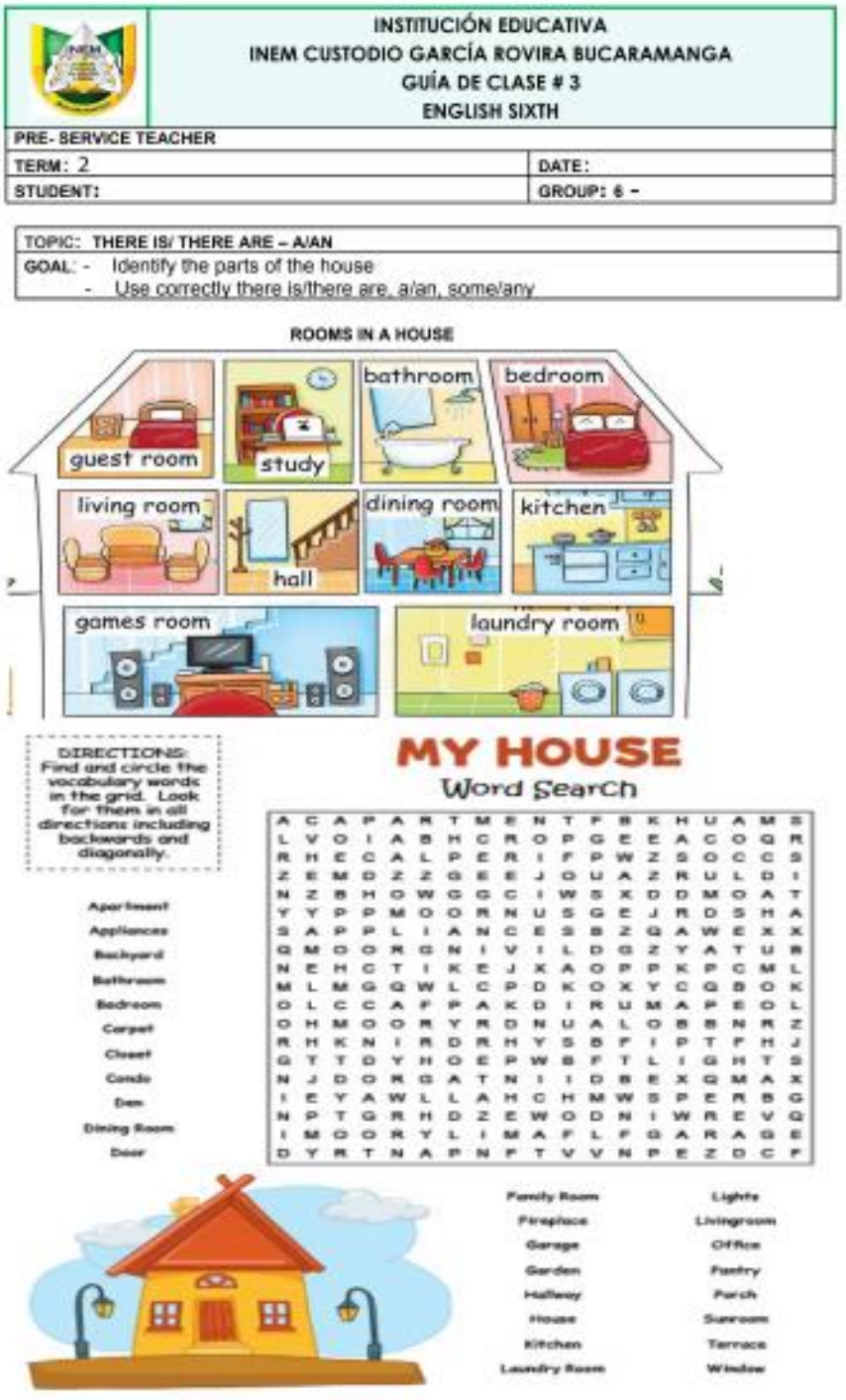
https://docs.google.com/presentation/d/1FJMAx27WTL0iuTdnbuHAb--BNMOnrWDn/edit?usp=drive_link&ouid=107084646192606764265&rtpof=true&sd=true





Appendix 12 worksheet

https://drive.google.com/file/d/1jj8Zj-31rmCSGt_yRZ--oKcgRJ6hAuSB/view?usp=drive_link



INSTITUCIÓN EDUCATIVA
INEM CUSTODIO GARCÍA ROVIRA BUCARAMANGA
GUÍA DE CLASE # 3
ENGLISH SIXTH

PRE- SERVICE TEACHER

TERM: 2 | DATE:

STUDENT: | GROUP: 6 -

TOPIC: THERE IS/ THERE ARE – A/AN

GOAL: - Identify the parts of the house
- Use correctly there is/there are, a/an, some/any

ROOMS IN A HOUSE

guest room, study, bathroom, bedroom, living room, hall, dining room, kitchen, games room, laundry room

MY HOUSE
Word Search

DIRECTIONS: Find and circle the vocabulary words in the grid. Look for them in all directions including backwards and diagonally.

Apartment
Appliances
Backyard
Bathroom
Bedroom
Carpet
Closet
Condo
Den
Dining Room
Door
Family Room
Fireplace
Garage
Garden
Hallway
House
Kitchen
Laundry Room
Lights
Livingroom
Office
Pantry
Porch
Sunroom
Terrace
Window

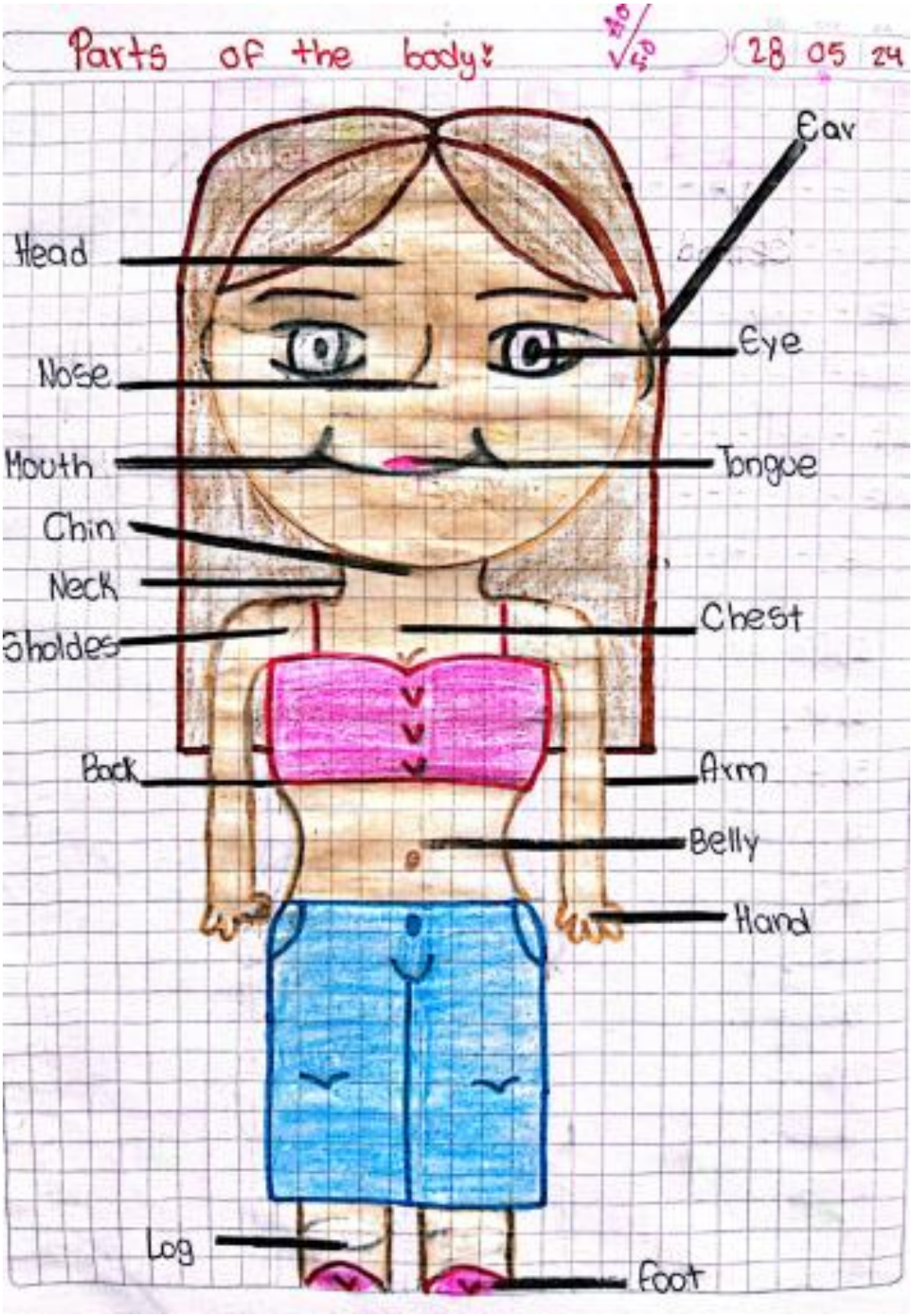
Appendix 13 students' homework

https://drive.google.com/file/d/1kbd293HBTbAnGdddqu7cKOIOFMmYwBwB/view?usp=drive_link



Appendix 14 students' homework

https://drive.google.com/file/d/1F2nJdeIpigWzd2Ims3c8lvYGUII7tQEn/view?usp=sharing



Appendix 15 students' homework

https://drive.google.com/file/d/1ZnAVBKT46lj6gZmiCuJr48zK2Jj-U_WM/view?usp=sharing



Appendix 16 observation instrument

https://docs.google.com/document/d/13Mev1iC1fznJuCk8y2npEYqvr2k9yMrU/edit?usp=sharing&ouid=107084646192606764265&rtpof=true&sd=true

Observation report

FREE OBSERVATION OF A LESSON (Free and indirect observation grid)

Date: From 18 March to 22 March

Hour: 12:15 pm – 6:15 pm

Course: The level of the class corresponds to Basic English less than A1.1 I can say this because the learners can't express ideas and don't understand the simple commands and in addition according to the MEN in sixth grade the students are going to get the level A1. On the other hand, the students of eleventh grade they understand so their level is A2 I can say that this corresponds to this level because the learner is capable of simple interactions; can respond to simple questions about themselves, where they live, the people they know, and the things they have, and can participate with simple statements.

Duration: The duration of the class, according to my observation it varies because sometimes they have only one hour and also the maximum in rolling class is 2 hours for the sixth-grade students, moreover for the students of eleventh grade the time is always 2 hours.

Teacher: A female teacher (Amanda Gomez)

Observation No: 1

Number of students: In this class, there is only one teacher and there are approximately 35 students for each sixth grade so in total I'll be working with 5 groups of 35 students and 25 students from the eleventh grade.

Appendix 17 questionary instrument

https://docs.google.com/document/d/1Q4rF9GhLib7UDm6-L_O-g_sIudlyYeId/edit?usp=sharing&ouid=107084646192606764265&rtpof=true&sd=true

Cuestionario # 1 proyecto de componente investigativo

Use of Games and Flashcards to Enhance the Oral Production and Vocabulary in Sixth Grade Students at INEM Custodio García Rovira High School in Bucaramanga

1- ¿Describe que cosas te gustan de las clases con la profesora Andrea?

Participante 1: a mí me gustó participar en el tablero y su explicación.

Participante 2: me gusta cuando ella nos pasa al tablero, cuando nos trae juegos para ir aprendiendo más y cuando nos explica con imágenes.

Participante 3: me gusta cuando nos explica lo que vamos a hacer con mucha dulzura y tranquilidad también me gusta cuando nos enseña las pronunciaciones.

Participante 4: pasar al tablero, los juegos, los dibujos que hacemos como tarea.

Participante 5: me gusta cuando ella nos pasa al tablero, también cuando nos ayuda con la guía, cuando nos dice la pronunciación y cuando nos explica con imágenes y juegos.

Participante 6: participar en el tablero y aprender en la guía.

Participante 7: como explica, explica muy bien, pone temas diferentes y uno aprende muy rápido porque usa juegos e imágenes.

Appendix 18 document analysis

https://docs.google.com/document/d/1nAeGk4ye_z21G8LMGBZtHCXp4aamEaZQ/edit?usp=sharing&ouid=107084646192606764265&rtpof=true&sd=true

The quiz: the teacher did a quiz, one point was about vocabulary, some students wrote all the meanings and others not.

right score	wrong score
2- Complete the table with the vocabulary. 1.5 Mirror: Espejo ✓ Umbrella: Sombrilla ✓ Ring: anillo ✓ Airport: aeropuerto ✓ Desk: escritorio ✓ Bedroom: habitación ✓ Garage: Garaje ✓ Pencil: lapiz ✓ Flower: flor ✓ participant 1	Participant 8 2- Complete the table with the vocabulary. Mirror: tortuga ✗ Umbrella: Sombrilla ✓ Ring: conejo ✗ Airport: jirafa ✗ Desk: bus ✗ Bedroom: Mariposa ✗ Garage: naranja ✗ Pencil: Lapicero ✗ Flower: Flor ✓
participant 2 2- Complete the table with the vocabulary. 1.5 Mirror: Espejo ✓ Umbrella: sombrilla ✓ Ring: Anillo ✓ Airport: Aeropuerto ✓ Desk: Escritorio ✓ Bedroom: habitacion ✓ cuarto Garage: garaje ✓ Pencil: lapiz ✓ Flower: Flor ✓	2- Complete the table with the vocabulary. Mirror: marron ✗ Umbrella: Sombrilla ✓ Ring: anaranjado ✗ Airport: Rana ✗ Desk: chocolate ✗ Bedroom: bus ✗ Garage: Garage ✓ Pencil: Pincel ✗ Flower: Flor ✗ Participant 9

Appendix 19 Format analysis of instruments

https://docs.google.com/document/d/1EiGucDNSmZfYFw565XwamnuYx60XRBuw/edit?usp=sharing&ouid=107084646192606764265&rtpof=true&sd=true

Documentary analysis	
Project title:	Use of Games and Flashcards to Enhance the Oral Production and Vocabulary in Sixth Grade Students at INEM Custodio García Rovira High School in Bucaramanga
Target vocabulary:	Lesson 1 Countries and nationalities. Lesson 2 Family members Lesson 3 Parts of the house Lesson 4 Parts of the body Lesson 5 Places
Place:	INEM Custodio García Rovira High School in Bucaramanga
Objective:	Analyze the applied homework, worksheet, development of the vocabulary notebook and quiz, designed to developing vocabulary acquisition through physical flashcards and games.
Teacher:	Andrea Vanessa Otero Gelves

Vocabulary acquisition Throw homework's	Yes	No	Other	Comment
It was achieved that the students learnt the new vocabulary through different homework's and games.	X			Most of the students learnt the vocabulary assigned in each lesson.
The students memorize the meaning and use of the vocabulary.	X			The students got the meaning and use the vocabulary in short sentences and real situations.

Appendix 20 journal instrument

https://docs.google.com/document/d/1I6iKEcA0vW6yL2C1kGbMeOz5yoaDhcGv/edit?usp=sharing&ouid=107084646192606764265&rtpof=true&sd=true

Journals

Reflective Journal

5 week from 22 April – 26 April

Pre- Service teacher: Andrea Otero Gelves

High school: INEM Custodio Garcia Rovira

In this week I gave my first classes, I was excited and also so nervous, I introduced the first lesson plan, it was related to nationalities and countries in English. This week marked the debut of my lesson planner implementation, targeting sixth-grade.

The week kicked off with energetic engagement—I lead my students with the aided of flashcards and an interactive game called "Find the Map." With these tools, we explored the concept of nationalities, bringing countries and their identities to life in the classroom.

In addition to classroom activities, I diligently corrected in-class worksheets, ensuring students' understanding and progress. As part of I leave one homework, each student has to make a flag representing an assigned country and rehearsed introducing themselves, saying, "My name is... and I am from..." This exercise enriched their understanding of national identities and language application.

To be honest working with children demands a commanding voice to capture attention and foster comprehension. By Thursday, I noticed a marked improvement in attentiveness, a testament to the students' growing engagement and my evolving teaching style.

Appendix 21 planner lesson 1 eleventh grade

https://drive.google.com/file/d/19jis0zjxMTA1tVONS4k2c1ZFlSooMJT6/view?usp=drive_link

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
OPENING	First of all, the teacher will greet the students and according to the previous class.	5 minutes	-Speaking	
Feed back	The teacher is going to correct some general mistakes about the oral presentation about the anglophone countries.  *(Appendix 14)*	10 minutes	-Speaking -Grammar	Table markers
EXPLANATION OF THE TOPIC	The teacher is going to explain the importance of the cultural component for learning English, we have to use the culture for the process of learning a new language, she talks about the religion, the costumes of a foreign country, the teacher show some slides about the festivities, they have to choose their favorite for the first activity. **power point**  	15 minutes	-Speaking -Writing -Listening	-Power-point presentation. -Board -Marker

Appendix 22 festivities slides

https://docs.google.com/presentation/d/1J4T-sIKrTvI0uGqNDwqIOMi81wO8I7kj/edit?usp=drive_link&ouid=107084646192606764265&rtpof=true&sd=true





Appendix 23 guidelines festivities

https://drive.google.com/file/d/1SgP0O7mWEyLGqBV3NFgf7jBy_NfuaayH/view?usp=drive_link

Guidelines Valentine's Day

1. You are going to work with all of your classmate, and you are going to simulate valentine's day, you can create kiss cam, the cupid, use your imagination for the event, you should wear pink things that represent the festivity.
   - We are going to use the whole school for the activity during the break time
   - Duration 30 minutes

Examples of the activities

1 Kiss cam



1 kissing booth



Appendix 24 worksheet festivities

https://drive.google.com/file/d/13SkIwhvGhXuGZTsE2itmx_T8sEXDRH2E/view?usp=drive_link



INSTITUCIÓN EDUCATIVA
INEM CUSTODIO GARCÍA ROVIRA BUCARAMANGA
ENGLISH

TEACHER: AMANDA GÓMEZ ARIAS
TERM: SECOND | DATE:
STUDENT: | GROUP: 11th PBI

TOPIC: MOTHER'S DAY IN THE WORLD
GOAL: To celebrate and honor the most important person in our lives around the world

Mother's Day Word Search

MOTHER
AUNT
FAMILY
RESPECT
COOKING

MOMMY
LOVE
PARENT
WISDOM
NURTURE

GRANDMA
SPECIAL
HUGS
KISSES
BEAUTIFUL

Mother's Day

Games 4 esl

Read the passage below and answer the questions on the next page.

Mother's Day is a special holiday celebrated in many countries around the world. It is a day to honor and appreciate all the wonderful things mothers do for their children and families. The date of Mother's Day varies depending on the country, but it is usually celebrated in the months of March, April, or May.

In the United States and Canada, Mother's Day is celebrated on the second Sunday in May. It is a day to give gifts to mothers and to say thank you for all the love and care they give. Children often make handmade cards or gifts for their mothers and families might go out to eat or do something special together.

In the United Kingdom, Mother's Day is also known as Mothering Sunday and is celebrated on the fourth Sunday of Lent. This is a day when people traditionally would visit their

Appendix 25 student's work

https://drive.google.com/file/d/1dAh4RfVCUaUfeEBcX6vEuRMMjufqVsyA/view?usp=drive_link



TEACHER: AMANDA GÓMEZ ARIAS

TERM: SECOND | DATE:

STUDENT: Maria José Ramirez Silva | GROUP: 11th PBI

TOPIC: MOTHER'S DAY IN THE WORLD

GOAL: To celebrate and honor the most important person in our lives around the world

Mother's Day Word Search

MOTHER
AUNT
FAMILY
RESPECT
COOKING

MOMMY
LOVE
PARENT
WISDOM
NURTURE

GRANDMA
SPECIAL
HUGS
KISSES
BEAUTIFUL

Mother's Day

Games4esl

Read the passage below and answer the questions on the next page.

Mother's Day is a special holiday celebrated in many countries around the world. It is a day to honor and appreciate all the wonderful things mothers do for their children and families. The date of Mother's Day varies depending on the country, but it is usually celebrated in the months of March, April, or May.

In the United States and Canada, Mother's Day is celebrated on the second Sunday in May. It is a day to give gifts to mothers and to say thank you for all the love and care they give. Children often make handmade cards or gifts for their mothers and families might go out to eat or do something special together.

In the United Kingdom, Mother's Day is also known as Mothering Sunday and is celebrated on the fourth Sunday of Lent. This is a day when people traditionally would visit their "mother church" and often bring flowers or other gifts to their mothers. Nowadays, it is still a day to show appreciation for mothers and many people will give their mothers cards and gifts.

Appendix 26 planner lesson 2 eleventh grade

https://docs.google.com/document/d/13oXFEihxTTvU20sBkhlDd0v5DJyY6e8G/edit?usp=sharing&ouid=107084646192606764265&rtpof=true&sd=true

GROUP: eleventh grade Teenagers	LEVEL: B1	CLASS N: 2
PRE-SERVICE TEACHER: Andrea Vanessa Otero Gelves	TEACHER: Amanda Gomez	DATE/ DAY 13 May – 17 May
COMMUNICATIVE OBJECTIVE To be able to talk about a current issue.	CULTURAL OBJECTIVE: To identify where the most affected countries are with the migration.	LINGUISTIC OBJECTIVE: To express your point of view about ''migration''
GENERAL COMPETENCES Linguistic/ Cultural/ Communicative	PREVIOUS TOPIC Festivities around the world	TOPIC-TASK Make an interview with a famous person.

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
OPENING	First of all, the teacher will greet the students and take a list to see if someone is missing.	5 minutes	-Speaking	
EXPLANATION OF THE TOPIC	The teacher explains and give the paper with the guidelines and also, she says to them each guideline for the development of the debate. she says:	15 minutes	-Speaking -Writing -Listening	-Hand support

Appendix 27 planner lesson 3 eleventh grade

https://docs.google.com/document/d/1F9-YAViLbwNMPnBJTF9gTJT9SeTI0mJp/edit?usp=sharing&ouid=107084646192606764265&rtpof=true&sd=true

GROUP: eleventh grade Teenagers	LEVEL: B1	CLASS N: 3
PRE-SERVICE TEACHER: Andrea Vanessa Otero Gelves	TEACHER: Amanda Gomez	DATE/ DAY 27 May – 31 May
COMMUNICATIVE OBJECTIVE To be able to introduce a famous person	CULTURAL OBJECTIVE: To identify the most famous people around the world	LINGUISTIC OBJECTIVE: To produce oral sentences using the grammar of the interview.
GENERAL COMPETENCES Linguistic/ Cultural/ Communicative	PREVIOUS TOPIC debate	TOPIC-TASK Make an interview to a famous person.

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
OPENING	First of all, the teacher will greet the students and take list to see is someone is missing.	5 minutes	-Speaking	
EXPLANATION OF THE TOPIC	The teacher explains give the paper with the guidelines and also, she	15 minutes	-Speaking -Writing	-Hand support

Appendix 28 planner lesson 4 eleventh grade

https://docs.google.com/document/d/1t2CM-3fCq_oUemJYCyQfyUO7zE8pU7Ka/edit?usp=sharing&ouid=107084646192606764265&rtpof=true&sd=true

PRE-SERVICE TEACHER:	TEACHER:	DATE/ DAY
Andrea Vanessa Otero Gelves	Amanda Gomez	3 June – 7 June
COMMUNICATIVE OBJECTIVE	**CULTURAL OBJECTIVE:**	**LINGUISTIC OBJECTIVE:**
To be able to talk about the cultural experience	To identify the activities that American people do To identify the programs that in Colombia exists for going abroad	To produce talk about their own experience
GENERAL COMPETENCES	**PREVIOUS TOPIC**	**TOPIC-TASK**
Linguistic/ Cultural/ Communicative	Interview	Listen and take notes about the exposition

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
OPENING	First of all, the teacher will greet the students and take a list to see if someone is missing , and also the pre-service teacher Andrea congratulates the students for the interview , she says that some of them got a five.	5 minutes	-Speaking	
EXPLANATION OF THE TOPIC	The teacher Amanda said to Andrea that she wants me to share my experience living abroad as an au pair.	15 minut	-Speaking -Writing	-Hand support

Appendix 29 cultural slides

https://docs.google.com/presentation/d/1OxsrVpQlUDy1g5t2WJpImmsBsyJQE6iH/edit?usp=sharing&ouid=107084646192606764265&rtpof=true&sd=true



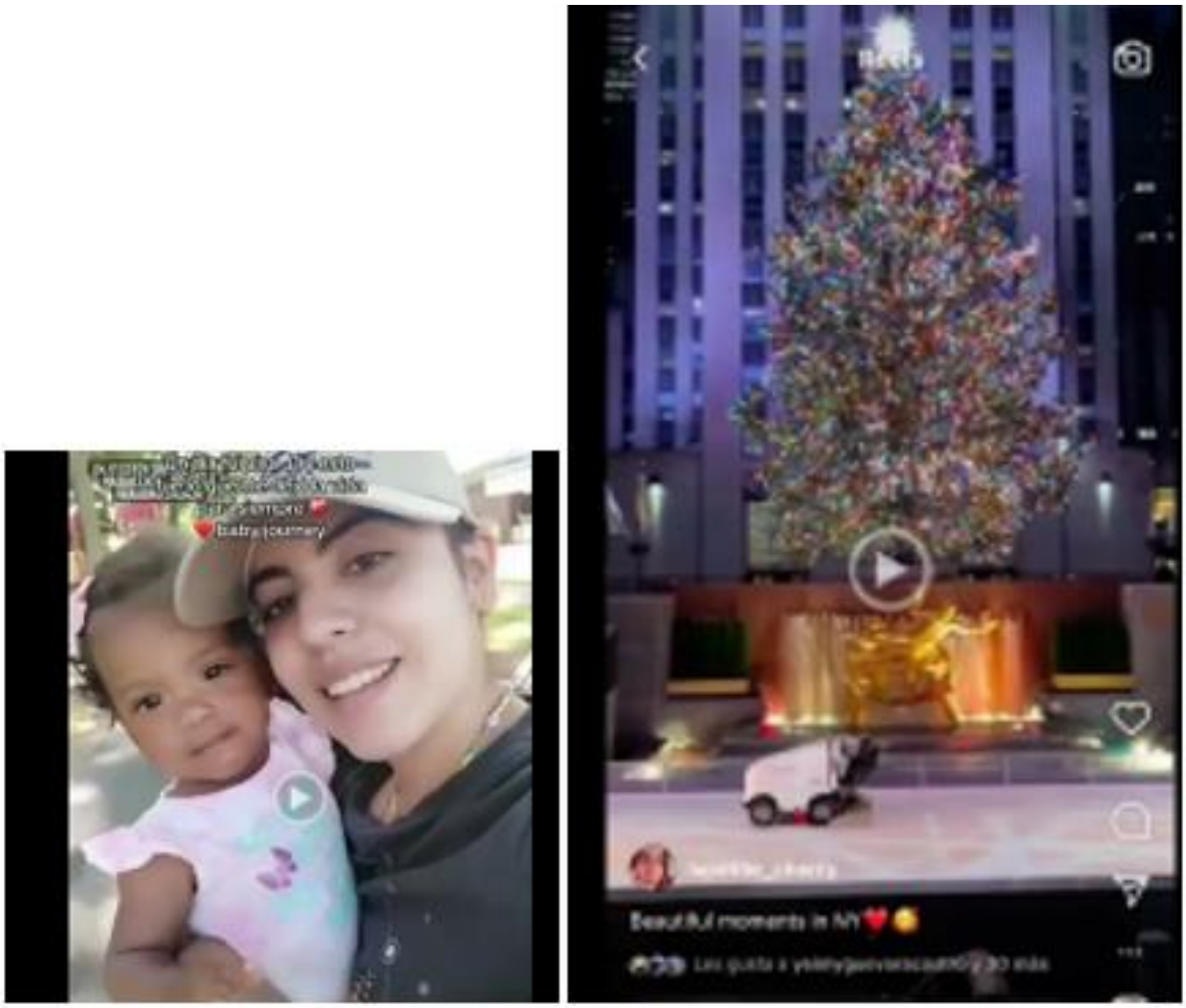
Appendix 30 cultural experience videos

https://drive.google.com/file/d/19e1aXrayQerhwkVQrbZ7T_ORwlqHVmcj/view?usp=drive_link

https://drive.google.com/file/d/13QkENcI-Ec4v5rDmPEnBKIV5cgZ-0gvb/view?usp=drive_link

https://drive.google.com/file/d/1GbuHl-0VsvNPhx9BNbrnTO0eLxtBirH-/view?usp=drive_link

https://drive.google.com/file/d/1vT024PVjYEqa4SHE-X11VBkWEa3hXPqK/view?usp=drive_link



Appendix 31 Saint Patrick's Day

https://drive.google.com/file/d/1OYOjVGKxuPOYBg_UdJyChpS0t77uzGfy/view?usp=drive_link

Saint Patrick's Day

Date: 19 march 2024

Evidence of the 1 extracurricular activity







Appendix 32 narratives

https://docs.google.com/document/d/1qV9EdfNA5nnM8wa_7qtf_SNkFV5KLVcy/edit?usp=drive_link&ouid=107084646192606764265&rtpof=true&sd=true

1 week from 18 March – 22 March

Pre- Service teacher: Andrea Otero Gelves

High school: INEM Custodio Garcia Rovira

This past week was an exhilarating journey as I returned to my alma mater to embark on my practice as a teacher service, the feeling of stepping back into the halls where I once walked as a student brought forth a wave of nostalgia and excitement, the warmth with which the teachers welcomed me back, expressing their happiness at having an ex-student between them, added to my sense of belonging and purpose.

And also, the teacher Amanda Gomez introduced me to the entire language department, which generated an environment of trust and support, for me this action was really important.

While I was working on my observation duties during this first week, I found myself confronted with the reality of the classroom activities, particularly in the lower grades, working with sixth graders is too challenging, these young students, due to the transition from elementary to high school, presented unique behavioral and academic challenges however, their eagerness to learn and adapt was evident, which inspired me to approach each interaction with patience. I was able to observe that the discipline of the sixth-grade students is difficult to maintain but there is an alphabetical organization and it is by rows at all times.

In contrast, observing the eleven-grade class felt like a breath of fresh air. The students have a lot of energy and enthusiasm, making the learning environment dynamic. Their active participation and collaborative spirit made teaching seem effortless. One aspect I noticed was that eleventh grade students are free to sit even with their close friends because their level of discipline is good

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A&url=http%3A%2F%2Fwww.georgejacobs.net%2FMIArticles%2FMaking%2520Games%2520Cooperative.doc&ei=r4cxUpjSMov07AaCm4HYCg&usg=AFQjCNFneqEKXsuLK7DNQXuLEkJbP5gavw&sig2=fevgTAO90tqxzWjUJVKxeg&bvm=bv.52109249, d.Yms

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