Implementing games in English classes to teach vocabulary to 4th graders in a private school

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Licenciatura en Bilingüismo con énfasis en inglés

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TABLE OF CONTENTS

ABSTRACT v

RESUMEN vi

INTRODUCTION 1

JUSTIFICATION 2

OBJECTIVES 5

LEARNING OBJECTIVES 5

TEACHING OBJECTIVES 5

LITERATURE REVIEW 6

CONCEPTUAL FRAMEWORK 10

Vocabulary 10

Stages for teaching vocabulary 11

GAMES 12

METHODOLOGY 15

Context 15

Setting 15

Participants 16

Students 16

Practitioners 16

DESIGN 17

Implementation 17

Assessment 19

Reflection and instruments of data collection 20

RESULTS 21

Professional growth 21

Strengths 21

Challenges 22

Material Designing 24

Strengths 24

Challenges 25

Lesson Planning 25
Strengths 25
Challenges 26
Students' responses 26
Strengths 26
Challenges 27
Linguistic outcomes 28
Strengths 28
Challenges 29
CONCLUSIONS 29
Appendix # 1: Lessons Plan and Reflections. 31
Appendix # 2: Photos and Work Sheets 51
References 63

ABSTRACT

This classroom project aims at implementing games to teach vocabulary to young learners, since vocabulary is a continuous process necessary to achieve the basis to improve the four skills of any language. Moreover, games have many advantages and are a great vehicle to foster communication and learning. The participants were 34 female students from a 4th-grade private school in Pereira, Colombia. In respect to the methodology, the focus was mainly on practicing speaking and listening using the model of Presentation, Practice, and Production to include the vocabulary games. Throughout reflection, we concluded on aspects related to the benefits of rewarding learners' strengths, the difficulties of disruptive behavior and the overexcitement caused by the games. Moreover, we noticed a learner's centered scenario where learners can achieve autonomy. Nevertheless, some activities were challenging for their level and the use of L1 and translation was commonplace.

RESUMEN

Este Proyecto de aula tiene como objetivo implementar juegos para enseñar vocabulario a niños, ya que el aprendizaje de vocabulario es un proceso continuo y necesario para alcanzar las bases para mejorar las cuatro habilidades de un lenguaje. Además, los juegos tienen muchas ventajas y son un medio importante para estimular el aprendizaje y la comunicación. Los participantes fueron 34 estudiantes de grado 4to de un colegio privado femenino de la ciudad de Pereira, Colombia. La metodología, se centro principalmente en la práctica de las habilidades de habla y escucha utilizando el modelo de Presentación, Práctica y Producción para incluir los juegos de vocabulario. Durante las reflexiones, concluimos en puntos como los beneficios de reconocer a los estudiantes por sus fortalezas, además, los problemas de disciplina y aun la extrema emotividad causada por los juegos. Además, se generaron escenarios propicios a la participación de los estudiantes, donde se noto autonomía. Sin embargo, algunas actividades difíciles para su nivel, además el uso de la lengua madre y la traducción fueron frecuentes.

INTRODUCTION

This classroom project strives on the search to implement methodological procedures that will guide to reflections about the context included in those procedures of incorporating games to teach vocabulary. Concepts such as ‘vocabulary’ and ‘games' are quite simple to understand. We will discuss concepts associated with both ‘vocabulary’ and ‘games’ and to link some characteristics which will help us to apply this project in a classroom. The reasons and arguments that justify this classroom project are presented next. Then, the views of the experts and concepts with related studies. After, the context, design, and methodology are explained. Finally, the results will be based on our reflections about our professional growth, student´s responses, and linguistic outcomes.

JUSTIFICATION

The English language is becoming a priority in schools around the world since it is well known as an influential language for global communication. The bilingualism policies in Colombia such as the National Bilingual Program 2004, have implemented an agenda by creating frameworks, curriculums, and manuals with the precise standards to teach and learn the English language. However, many students and teachers are still pressured to improve their English level. The project is aimed to teach vocabulary to fourth graders in a fun and flexible way through the use of adapted methodologies for the students this level.
English is well known as the global language and Colombia is not an exception to the great influence of it. The language is present in the current technology available to almost everyone through the so-called social networks such as Facebook, Instagram, etc. In other words, the communication media are the window to the world and part of that communication is prompted in English.

To implement this program some guidelines have been and still, today are created in the form of resources such as booklets, textbooks, suggested curriculum practices, etc. These materials are designed to apply the required language competences and skills to fulfill the levels of English in the schools. The products provided by the Government through the Ministry of Education (*Colombia Aprende*) can be adapted to fulfill the needs of the school curriculum.

The parameters established by MEN also pint point linguistic competences in which vocabulary learning is included. One of the most important booklets is the basic standards of

English as a foreign language edited by MEN (2006), which has created a series of clear guidelines and objectives for each skill.

In spite of the importance of the efforts made by the Ministry of Education to improve the learning of English in Colombia, the levels of proficiency are still low. These are based on the results given by standardized tests in private and public institution, ICFES (2016). Some articles agree on the view that levels of students and teachers are still in the need of raise in spite of the ambitious government policies. (Portafolio 2011, El Tiempo 2015, Dinero 2015)

The National Reading Panel (NICHD, 2000) points out how vocabulary is one of the most important components of reading. The last is clearly documented and agreed by experts (Baker, Simmons, & Kame'enui, 1998; Anderson & Nagy, 1991). In that sense, it is not possible for a reader to understand what the words mean without knowing most of the vocabulary, since vocabulary is a key aspect for comprehension. Children can improve their vocabulary when they start naming objects and through interaction with the words and their environment. Cameron (2001) explains that students first learn single words and then they start to articulate them in sentences to convey meaning. It is important to mention that vocabulary development is a continuous process that not only involves adding or learning new words, but also building up knowledge about the words already known.

On the other hand, using games has been proven to be helpful to practice and introduce vocabulary in the language classroom. According to Chen (2005) some of the advantages that language games have is that they are learner centered, promote

communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, integrate various linguistic skills, encourage creative and spontaneous use of language, construct a cooperative learning environment, etc. Also, Prasad (2003), points out that games introduce motivation and competition to the language learning class which provides valuable impulse to a purposeful and meaningful use of language.

The activities derived from a game perspective can be quite significant for learning and interaction. Interaction, action, and reflection are the results of using games in the language classroom and they enhance unconscious achievement of inputs. "Learning through performance requires active discovery, analysis, interpretation, problem-solving, memory, and physical activity and extensive cognitive processing" (Foreman 2003: 16). It could be concluded that games are a great vehicle to foster students' communication and language. In addition, it is also pertinent to reinforce the other skills and subskills while teaching games through vocabulary.

During this implementation, a backward design will be used for which our main aims are both teaching new vocabulary in the classroom, and designing classroom activities that involve guidance and practice in learning vocabulary through games. To accomplish this objective and to achieve this aim, the lesson plans will be based on a model defined by Harmer (2011) in which a sequence of activities are created. We are using a methodology for vocabulary and games implementation proposed by Hall (2012), Thornbury (2002) and Cameron (2001), which will be explained further in our project.

OBJECTIVES

LEARNING OBJECTIVES

GENERAL

- Improve students' elementary vocabulary through the use of games

SPECIFIC LEARNING OBJECTIVES: at the end of the implementation students will be able to:

- Understand basic vocabulary and sentences related to specific needs.
- To use key vocabulary to communicate meaning with simple sentences.

TEACHING OBJECTIVES

GENERAL

- To design classes using games based on vocabulary.

SPECIFIC TEACHING OBJECTIVES:

- To identify students’ vocabulary weaknesses so as to guide them to enhance their weaknesses.
- To foster students vocabulary through the activities develop in English classes.

LITERATURE REVIEW

In this section we will describe related studies to our project, there are two related studies in which the concepts and the population are similar, the first one is a quantitative research 'Vocabulary Recollection through Games' with concise results and the second one is a qualitative research "Teaching vocabulary to very young learners through games and songs"

First study

1-The first study is called Vocabulary Recollection through Games, it was developed by Tuan (2012). The main purpose is investigating whether lexical games could be an effective method to improve vocabulary recollection; that means to find concrete methods that allow learners to collect, use and memorize new words. The implicit purpose was to find the impact on learners' motivation towards the games, especially with those who do not usually participate in English classes.

Regarding to relevant data, this study highlights the importance of repetition in the acquisition of vocabulary learning and acquisition. Many experts agree that learners practice and use the words quite a few times before learning them. (O'Dell, 1997, Rubin 1987, Schmitt 2000). So the words to be learnt need to be recycled a number of times, (Sökmen, 1997). Therefore learners can benefit from activities such as games in the classroom. The author's research is also based on the theory of Thornbury (2002) related to the acquisition of vocabulary and the three stages: labeling, categorization and network building.

The method Presentation, Practice and Production which is also explained by Thornbury (2002), for the application of each stage (PPP) in relation to vocabulary teaching. First, the vocabulary is presented through a variety of visual or verbal techniques. Then, learners go through practice and training with matching, classification, crosswords, grids, etc. Using performing tasks such as: identifying, selecting, matching, sorting, ranking and sequencing. The focus of the production stage is to develop fluency with high level tasks like creating and completing or other tasks such as comparing and summarizing.

Regarding games, the author explains the categories of language games and implies the importance of engaging students in the learning process, use cooperative skills and be an enjoyable learning experience, (Bradley, 2010). To learn vocabulary learners need to be involved in a variety of task based activities. In this sense, games can be a great tool to enhance vocabulary acquisition since they are fun, competitive and memorable. Moreover, games play an immense role in respect to motivation and an intensive meaningful practice of language, (Wright, Betteridge, and Buckby, 2005).

The participants of this research were 121 students in six classes of Way Ahead at Ngoi Nha Thong Thai Elementary School (The House of Wisdom Elementary School). Two of the classes of Way Ahead were selected to carry out this research. One class with 32 students was selected as the experimental group, and the other one with 31 students was selected as the control group. The average age of students in both groups was 7. In order to select the subjects for the study, the method implemented was non probability sampling,

where researchers select the subjects to be involved in the project. To develop the activities the experimental group (Class Way Ahead 2A) was exposed to vocabulary games, whereas the control group (Class Way Ahead 2B) used other kind of exercises. Finally, the quantitative data collection instruments were pre-tests and post-tests implemented in both groups.

The results indicate that in the pre- tests were at a similar for all students since they were in the same vocabulary level, nevertheless, in the post tests the experimental group recollected more vocabulary control than the other. Other Finding was the increasing motivation that was provoked by the vocabulary games. Concluding this section, it is important to admit that games are also used to learn in a relaxed environment. Finally, teachers need to select the appropriate games based on the themes and taught subjects to help learners improve their vocabulary range.

Second study

Children are singular learners since they bring a great deal of skills to the language classroom. In other words they are "natural learners", full of qualities such as energy, curiosity and spontaneity, therefore, the classroom should fit the learner's level. Tavıl and İşısağ (2009), conducted a research study on the concepts of teaching vocabulary to children. The authors explain important aspects on how important is to conduct these kinds of research.

The aim of the study was to determine whether games or songs are more effective in teaching vocabulary to young learners. It took place in an English as a foreign language class where the researchers selected two groups of 23 pre-school students. They implemented their project by exposing learners to songs in one of the groups and games on the other. The method of data collection was a simple pre-test and post-test in which learners pointed

towards different colors and professions to be practiced on the songs and games.

The authors based their research on various authors who support the benefits of vocabulary games in the language classroom. The principles of Cameron (2001) are reminded on how actively children construct meaning and learn indirectly with pleasure and imagination. Uberman (1998) names a variety of visual techniques such as flashcards, pictures, realia, mimes and gestures. Also, (Sari, 2006) mentions factors to be aware of while using vocabulary games; those are: number of students, proficiency, context, time, topic, and classroom setting. Finally, Nguyen and Khatu (2003) points out how games bring authentic context to the classroom making it more communicative. On the other hand, Tavıl and İşısağ (2009) also mention theory on how to teach vocabulary to young learners through songs.

Even though the use a post-test and pre-test the study had an analytic conclusion and not showing quantitative. These methods to teach young learners should be focused in games and discovery concluding that games are more successful than other methods.

Conclusion of related studies

Some of the first research's theory is similar to the one discussed in our project, for instance the PPP method was selected for our methodology and some of the concepts are based on theory regarding vocabulary. However, there are differences such as the age of the participants, the context and that it was focus in getting quantitative data findings. The second research was more qualitative and analyzed the importance of the concepts and gave us plentiful tips to take into account.

CONCEPTUAL FRAMEWORK

Vocabulary

Vocabulary is usually defined as the knowledge of words and meaning. In language teaching it is used to refer to words that students are required to know in order to increase their comprehension (Kamil & Hiebert, 2005). On the other hand, Stahl (2005) explains that "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." P.45

Wilkins cited by Thornbury (2002) explains that vocabulary is more important than grammar to convey communication and that most teachers have not recognized the significance of teaching vocabulary. Since the beginning of the communicative approach vocabulary has had particular value. Moreover the author also cites Swan & Walter (1984), and it is explained that the word as an unit of meaning has been recognized as "the largest and most important task facing the language learner" (Thornbury, 2002 p.14). Previous methods to the communicative approach gave more importance to grammatical structures and encouraged the teaching of few vocabulary items. Nowadays, the syllabus usually include high frequency vocabulary and lexical chunks to achieve more fluency.

Also, it is important to mention the ideas of Thornbury (2002) on how vocabulary is learned. The first step is to 'label' the words then to categorize them to understand a variety of terms related to subordinates and superordinates allowing networks built. However, this is truth for a first language, and becomes more complex to learn vocabulary in a second language since there is already a system of codes and networks and the challenge is to build a

second lexicon which is based on the words that are known in L1. Moreover, the author mentions studies on how words are learnt and explains the process involved to learn vocabulary. First, the words go through the short term memory then selected according to the importance and needs by the working memory and then to an articulatory loop, this loop capacity is the responsible for the ability to learn new words and the aptitude to learn new languages.

In addition, to achieve a successful learning process in learners, the words need to be learnt every day in different ways. Also, Nation cited by Cameron (2001) suggested that a new word needs to be met at least five or six times before it has any chance of being learnt. In others words, when recycling words in different contexts there are more chances for the word to be reminded later. Due to that, is important to recycle and practice the new words to help them in this process.

Studies exposed by Butler et al. (2010) in a synthesis by the National Reading Technical Assistance Center explain scientifically based foundations on multifaceted vocabulary instruction. The authors explain how direct instruction, multiple exposures, going beyond definitions and using technology are proven modern techniques to improve vocabulary. However, although repetitions are important it is unclear how vocabulary is learned while not using explicit teaching of lists of words. (Nagy, 2005)

Stages for teaching vocabulary

Vocabulary instruction requires to be presented in a sequence which guarantee the

comprehension of input in learners, Doff (1988) cited by Tuan (2012) states that there are four stages in teaching vocabulary, named presentation, practice, production, and review.

Presentation: Is considered by Thornbury (2002) as the most essential and complex aspect which is needed at time to introduce new lexical units since, learners are required to have plenty knowledge of the meaning, grammatical and real form in which is used. In this stage is important the level of the learners and also, the complexity of the language to be introduced.

Practice: Thornbury (2002) underlines the popular belief that "*practice makes perfect"*; he highlighted that vocabulary can be appropriately activated whether the teacher provides opportunities to practice the lexical items presented during the lesson over and over again, through the implementation of different activities and exercises.

Production: As suggested Thornbury (2002), learners need to produce a final outcome by their own in order to evaluate whether the goals of the lessons were successfully achieved or not.

Review: Davies and Pearse (2000) stated that the most important role is played by the teacher giving the fact that he/she helps learners to acquire productive and meaningful vocabulary by giving feedback, taking as reference the old language in order to improve the final outcome.

GAMES

In order to expose learners to vocabulary we will be using tasks which also include games to enhance learners' attention. In this sense, a task has several definitions regarding grammatical aspects, performances, productive and receptive skills; however, in this project a

task is going to be defined based on the communicative sense. According to Nunan (1989) and Nunan (2005) as cited in Torky, S. A. (2006, p. 54) define a task as a classroom activity which involves learner comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on "meaning" rather than "form". In others words, tasks are activities designed in order to promote vocabulary learning.

Following the idea, games are also tasks which can bring meaning, competition, vocabulary and many other advantages to make tasks more appealing. Based on Applied Linguistic Dictionary, "games are an organized activity that usually includes a particular task or objective, set of rules, competition between players and communication between players by spoken or written language". Therefore we conclude that games can be used to promote productive and interactive skills.

According to Hadfield (1999), there are two main types of games which are competitive (a race to be the first) and cooperative (working towards a common goal). The activities that are used to learn vocabulary could be linguistic or communicative. The expert also mention that games can be used during any stage of the English learning process and it is an opportunity to use language freely and practice.

These are some of the most common vocabulary games:

Guessing games

Information is withheld and learners need to find the correct answers.

Search games

The information is distributed by pieces and learners should recollect information in order to

find the answers.

Mingling Games

In relation with this games, the learners have to move around the classroom, with their classmates by finding a partner they have not worked with, ask questions to each other.

Find someone who: This activity allows students to interact each other in a funny way.

Matching games

As the name implies, participants need to find a match for a word, picture, or card.

Hang man

The old favorite. Very good for reviewing vocabulary from past lessons. Learners guess words by using letters as clues.

Unscramble

Students have to unscramble the word and shout out the answer to win a point. This works well in a team game.

Mora & Lopera (2001) stated some of the benefits of using games in the classroom. The use of games in class contributes to the development of a series of language skills and competencies. In addition, the implementation of games can encourage students through the interaction to be autonomous in their learning process. Concluding the authors contributions, games are learning methods or organized tasks that allow students to learn through the exploration which facilitates their learning process. Additionally, it helps students to develop their creativity and to improve their cognitive skills and competences in the English class.

METHODOLOGY

Context

This project took place in a private school located in downtown Pereira. The school has an extended shift with a total nine school hours from 6:45 am to 2:30 pm. Most of the students of this school belong to middle and working-class families. Its current population is 363 female students and 20 teachers, including two coordinators who are in charge of academic and disciplinary issues. The institution fulfills the legal requirements to offer elementary and secondary education and has lots of years on the trade.

Setting

The school is known by its satisfactory academic level in all areas, which is also truth for English as a subject. One of the practitioners involved in the project, is currently working as an elementary teacher. The English curriculum is set by four levels, low, basic, high and superior achievements. English is taught two hours per week to preschoolers and three hours per week in primary. The program is divided in four terms with clear objectives and teachings each bimestrial. The intensity of the English classes from sixth to eleventh grades is four hours per week and for primary three hours per week. The curriculum is aligned with MEN (2006) and with a methodology mostly focused on teaching high frequency vocabulary and expressions.

The physical plant is located in an antique monastery and occupies an area of one block, it has many classrooms, which include a library, an English room, a computer room and two patios where students practice sports and spend time during their breaks. There is

also a catholic chapel a large auditorium and bathroom facilities.

Participants

Students: This project is being developed with thirty-four fourth grader females whose ages range between 9 and 11 years old. They seem significantly motivated towards the language and get easily engaged in the proposed activities. A variety of learning styles was evidenced; most learners enjoy drawing and coloring in their notebooks (artistic). Some others are very active since they get up their chairs and walk around (kinesthetic) or like to play games and sports that involve movement. Most students are always attentive to answer questions elicited by teacher (verbal).

Practitioners: Two pre-service teachers were in charge of the project while cursing the ninth semester at 'Universidad Tecnológica de Pereira'. The implementation was focused on games to improve vocabulary range in learners. Each teacher had a different role during the process, while one of us implemented the project the other was the observer and conversely did peer observations. Also, both of us were in charge of designing the materials and the lessons plans for the classes. The implementation took nine sessions of 45 minutes with a frequency of two times per week.

DESIGN

This project was structured under a Backward Approach, which is defined by Buehl (2000) as a method of designing educational curriculum by setting goals before choosing instructional methods and forms of assessment. In other words, the outcomes come first in mind before planning the input. Although the four skills were implemented in this project, the focus was mainly on speaking and listening skills due to the learner's age. Additionally, the P.P.P (Presentation, Practice, and Production) model defined by Harmer (2011) is taken as the model to follow a sequence to achieve the goals set.

Implementation

Although the idea was to learn vocabulary by playing games, there were other activities included such as using Total Physical Response (TPR), lexical games, and group dynamics. Besides in the implementation of our project we made use of flashcards, posters, realia, worksheets, card games, images, and needed for the classes.

The detailed steps to perform the games are based on Hall (2012) who explains how it is necessary to make arrangements before the game start and then follow some specific rules to follow before, while and after implementing this types of activities.

The rules include awareness in aspects such as classroom setting, introduction and the giving of instructions. It starts from moving aside desks or organizing the space and preparing the surroundings, then, if more space is required learners can be moved outside the classroom. It is also necessary to plan how the activity will be introduced to learners, how to motivate and engage them.

On the other hand, we believe that it is important to transmit instructions clearly to get this games more workable. Scrivener (2005) proposes steps to simplify the given of instructions. The first step is to be aware of your own words while giving the instruction. Second, it is important to preplan instructions by including only essential information, the use of clear language and a proper sequence. Then, teachers need to wait until learners are silent, make eye contact and use a confident tone of voice to give the instructions. Fourth, it is important to model or show the activity. Finally, make sure students have gotten your instructions by asking concrete confirmation of understanding.

On the other hand (Hall 2012) explains that there are also some specific rules which can be used during the activities by explicitly telling learners what to do in order to have a better outcome. For instance, pacing the time of the activity by letting students know the time allowed. Learners need to be encouraged to constantly follow the instructions of the game (stand up, walk around, find someone to talk, grouping, etc). Finally, in some occasions the teacher is encouraged to join the games. All these strategies are useful to manage the classroom, maintain motivation and order.

The games will be selected from teaching English websites such as those proposed by Hall (2012) and some of the lexical games provided by Scrivener (2005). In addition, we will select some games proposes by Watcyn-Jones (1993). Finally, activities and games provided by Hadfield (2012) will be implemented during the process.

To conclude, the teacher needs to be aware of signs when the activity is not working

as planned but mainly if the enthusiasm levels are getting low. On the same idea, the games or activities should not be followed by another one. To increase motivation learners can help choose the next participant. It is also good to ask for feedback of the students when a game has finished asking learners whether they liked it, or if they would like to play it again. Finally, since learners are active participants they could be asked for ways to make the game better or to propose new games based on the given rules.

Next, we will explain the steps that we consider important to assess and evaluate the impact of this implementation and design.

Assessment

According to the CEFR (2006) in order for an assessment to be effective it needs to be valid, reliable and feasible. Since the focus of the project is learning through games, we need to adapt this concepts to this classroom project and find ways to assess the activities. For our assessment to be valid we also need to assess learner's competences of MEN (2006) and take into account the classroom context and learner's needs and adapt this objectives to the vocabulary games. To be reliable, the project needs to assess similar games to those practiced in class. Also to be feasible, the assessment needs to be easy to grade and use activities that are practical. These three are important factors which are required to have a successful assessment according to the Council of Europe (2006).

To conclude, Rufo (2015) explains that assessment no necessarily needs to be the focus on the game. The important aspect is to create functional and authentic tasks in which

learners not necessarily need to know that they will be assessed. Also, if learners were not assessed during the game it could be a post-game assessment that can show evidence of what they learnt. The assessment could be checking weather learners understood and achieve the required vocabulary. Finally, just by observing and taking notes we can record aspects in which learners are having problems; also, we can notice competences and skills that are being accomplished during the activities, this is known as **formative data**. This is pertinent and beneficial in many ways such as being more objective and have a more clear observation. Another advantage is to give proper feedback to learners based on clear aspects to improve.

Reflection and instruments of data collection

The instruments used in the data collection of our project are: peer observations, a diary and the students' responses toward the activities. To begin with 'observation' is defined by Taylor and Steele (1996) as way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. In this way of thinking, peer observation is a part of quality assurance and professional development since it allows to observe each other and the project in deep in a non-threatening environment. Thus, while one of the practitioner was implementing the activities, the other was observing and taking notes based on a simple format of reflection. These events were described on specific categories such as professional growth, student´s responses, and linguistic outcomes.

Through the reflections made in each implementation we as teachers tried to improve our teaching style and at the same time we reflected about our teaching process. In addition, we wrote reflections where we express our feelings and thoughts regarding the development of the activities in the classes.

RESULTS

This project aims to evidence the results of implementing games to improve vocabulary in a class of fourth graders in a private school in Colombia. This section presents the results based on our reflections during the implementation of our classroom project. It is focused on three main aspects: professional growth, students' responses and linguistic outcomes. For all of them, we provide evidence for their strengths and challenges.

Professional growth

By practicing and implementing we started by recognizing the positive aspects of our teaching, and started to be involved in the reality of being English teachers. The last requires a lot of reflection and we mainly focused our reflections on three aspects. So, in this first part there are results in relation to the practitioner's' professional learning in connection with classroom management, material design and lesson planning. The information here is given taking into account strengths and challenges as a result of our performance during the implementation of games to improve the vocabulary range of the students.

Classroom management

Strengths

Rewarding Students was a helpful strategy to encourage their positive behaviors in the classes. It was effective giving the fact that students felt more motivated in participating and paying attention. It was observed that students seemed happier and willing to obtain the rewards. Also, learners felt motivated to finish the tasks when being given rewards. This can be evidenced in the following passage taken from a class observation:

> The students were given some happy faces and they really loved them, and seemed to be more competitive and participative. Also, when we highlighted student´s achievements this encouraged the other girls to participate. Even some students that seemed distanced told us that they wanted to get a happy face. (Observation, class number 4, May 05).

> When students were constructing sentences with the verb like, we praised them with words of affection and support telling them in front of the group: ' you can do it, you can do it..' or just by telling them ' good job , great job, very good or congratulations'. So they felt more motivated and happy to continue participating and learning. (Observation, class number 6, May 11).

This was effective since the teacher got both students' attention and willingness to participate, that according to Cameron, Banko & Pierce (2001) rewards produced an increase in measures of intrinsic motivation and at the same time students were learning. The implementation of this strategy helped us to conclude that the use of rewards worked with young learners because most of them showed the willingness to obtain the compensation. Finally, these rewards can be simple motivational utterances which show learners that the teacher is on their side and that they are doing it well.

Challenges

Controlling disruptive behavior and managing time was challenging since we first focused our attention much on teaching vocabulary through language games but forgot to

address discipline issues. In some cases, students came back from their break time and took extra time to be prepared for the class and it was difficult to handle due to our inexperience. Also, students got excited and noisy during the activities and this made sessions last longer. Due to disruptive behaviors the activities were not always carried as planned in the expected time, since students were noisy during some activities, spent time playing or talking, and we as teacher decided to control disruptive behaviors through constant classroom rules recalling and framing.

> When learners finished their break, it took too long to organize them and to be prepared for the class, also, the teacher had to address noisy students and give golden rules and chat about discipline issues, however, we believe that this needs to be done more often, for that reason the activities could not be carried out as planned due to short time issues. (Observation, class number 3, May 04)

> The class started at 7:40am because it took too much time to check for attendance list and to address disruptive behaviors, due to that teacher had to mix the activities in order to achieve the aim of the class. (Observation, class number 4, May 05)

> They were focused and motivated to participate, also the way teacher explained the topic engaged students and all of them wanted to participate at the time, however, due to over excitement the teacher cancelled the activity and it was not possible to continue. (Observation, class number 6, May 11)

Although students' participation in classes was a strength and it helped us to develop the activities successfully, in certain moments keeping the learners organized while playing games was challenging due to the noise and misbehavior. It was evidenced during the session implementation number 8 that the teacher had to cancel the activity because of the excessive noise due to the fact that students were over-excited. Halliwell (1992) considers that the teacher needs to keep a balance between stirring and settling activities in order to avoid students' misbehavior and to manage the class all the time. It raised teacher´s awareness

about planning extra activities. Also, we noticed the necessity to establish clear rules before implementing the activities and to keep telling them to the learners when learners seemed to behave disruptively. Finally, now we believe that to give clear rules is not enough, it is necessary to warn learners about the consequences of their actions.

Material Designing

Strengths

Even if it took time to create, design and develop activities, material, or techniques to implement in the classroom, we noticed great results with most of them. If the material and the activities are well prepared, the activity can run itself and allow students to work without much teacher´s help. Scrivener (2011). Based on the reflections made, it was noticed that by designing activities based on students' interests and ages, they can achieve a successful learning process and apply the knowledge they already had and need.

> During this class, in one of the activities students had picked up a balloon and reorganized the words inside of it to make a sentence. The sentence was in disorder and with some unscrambled words (i.e: dare= read, listen=seltin, dance=nedac, etc.), so they had to organize those words to make a clear sentence. They were engaged and were autonomous to organize the sentences. (Observation, class number 7, May 12)

Sometimes the activities required the division of the vocabulary in groups such as sports, action verbs, parts of the body and parts of the classroom. They had to do a review of the words learnt during the implementation. This skill is mentioned in an analysis of Bloom's taxonomy by Anderson et al. (2001) as a higher order thinking skill which is usually performed in a simple way.

> ...students draw connections and get to conclusions, they kept raising the hand to participate and most of them did it right in their notebooks while playing this classification game. (Observation, class number 9, May 19)

Challenges

Nevertheless, some of the activities created were not appropriate or easy for learners, since the idea was for them to simply learn vocabulary. They were confused about what they had to do and in general the activity required to write short paragraphs but at this level learners are just focused in learning vocabulary according to the curriculum. Although they can create simple sentences, they did not have the necessary level required for writing short paragraphs. Learners finally did the activity as a homework assignment but it was noticed that many of them copied the activity from the internet due to its complexity so it was not taken into account.

> The activities could not be carried out as planned because learners needed a higher level in order to write short paragraphs and even sentences, for now their curriculum just focuses on teaching vocabulary and mostly oral and listening language, therefore the activity wasn't proper for this context. (Observation, class number 3, May 4)

Lesson Planning

Strengths

We based our planning according to MEN (2006) and aligned with the school´s program. Favorably for us the contents of the curriculum of the school for primary school English courses is mainly focused on vocabulary. The lessons included the main stages to teach vocabulary, presentation, practice and production. Also, there were coherent and organized and through the reflections we noticed few things that needed change and it was

included later on. In conclusion, for us is clear now the importance of planning, designing and creating in advance and we are also aware how important is to acquire expertise on this matter. (See appendices on lesson plans)

Challenges

As mentioned the importance of planning cannot be underestimated and this lead us to reflect about the major challenges while working in our plans. The main problem was that the plans were to general and lack of details that could have guided us to a more concise implementation. Sometimes we assumed that to have a general idea of what we were trying to implement was enough. However, in occasions it is necessary to be more detailed in how to achieve the desired objectives. As mentioned before, we also had problems with time management and some activities were either too long or too short. Another challenge in our lesson planning was that many times we did not think about anticipated problems and solutions. Therefore, it is clear for us that we need to improve many aspects in our lesson planning.

Students' responses

Learners were committed to English language learning since they were motivated and eager to learn. Motivation was a constant in all our lessons in fact the excess of participation and motivation caused over excitement which brought us both positive and negative reactions.

Strengths

The learners' motivation to participate in the vocabulary games cause learners to use

L1 in repeated occasions, however we kept trying to create an environment in which English was used.

> In occasions students translated many of the words to L1 since learners did not understand and tried to help each other, later they were doing part of the game in Spanish, and still we continued to emphasize the use of English in the classroom (Observation, class number 1, April 24).

Regarding the mentioned issue, Harmer (2007) explains how using L1 is a natural process that although necessary and positive needs to be minimized.

> The first thing to remember is that, especially at beginner levels, students are going to translate what is happening into their L1 whether teachers want them to or not. It is a natural process of learning a foreign language. On the other hand, an English-language classroom should have English in it, and as far as possible, there should be an English environment in the room, where English is heard and used as much of the time as possible (p.38).

In this case Harmer (2007) explains that the use of translation is going to happen and that in fact it has a potential value, however, we as teachers are in charge of keeping the students exposed to the English language.

Challenges

In relation to the learners' extreme motivation or over excitement which has many positive aspects there can also be a challenging side. Some of the effects are taking the floor interrupting others, speaking out of turn and misbehaving this is coherent with some of the classroom management challenges previously mentioned. To summarize this we started thinking about creating some rules to improve misbehavior.

> First, all the students wanted to participate at the same time so the main problem noticed is turn taking without being called so we had to stop the activity. (Observation class number 4, May 5)

In fact, we continued to notice the need to improve throughout many of the implementations. However, many times we were just focused in implementing but forgetting that learners also needed a formative part. Nevertheless classroom rules were created and given at the beginning of the class in order to control misbehavior.

Linguistic outcomes

In this final section is evidenced the way students could apply the vocabulary taught throughout the process in order to solve a task or communicate with their partners using the target language.

Strengths

It was evidenced a successful learning process in students giving the fact that they could practice the receptive and productive skills using new vocabulary. They were able to understand and produce vocabulary, sentences, and utterances, using simple sentences based on a games scaffolded by the teacher. According to Harmer (2005), to implement creative production allows students to increase vocabulary range and to scaffold their learning process. This analysis made us to conclude that learners were autonomous to produce games through vocabulary framed by the teachers.

> While playing the game 'time zone' learners were able to speak simple sentences by looking the images. They also showed a great ability to understand meanings of words and create sentences, sometimes wrong or mixed with Spanish but showing a great ability. (Observation, class number 5, May 9)

> It was evidenced in the way they were engaged and were autonomous to organize the sentences, in this class they did not need for teachers help other than the scaffolding of the games. (Observation, class number 7, May 12)

In respect to us as teachers it was nice to review and practice much of the basic vocabulary. Sometimes, we practiced and even learnt new words together with the learners. The best outcome was to observe a process where students learnt vocabulary and they were able to use it.

Challenges

Nevertheless, it was also evident the use of translanguaging at the moment of interacting in the classes i.e: I like to practice gimnasia todos los dias. In addition, it was stated that instructions sometimes were not clear for students and due to that at the beginning some activities were not carried out as planned. Garcia (2009) stated that the use of translanguaging in education is an important aspect to build up bilingualism and at the same time the first step given by students to achieve a bilingual process. Although it was not possible the complete use of English in the classes, students were open to learn and to practice what were taught during the whole process.

CONCLUSIONS

There were many things we learned during this project implementation, also there are many positive aspects related. First, the use of compliments and rewards showed to be assertive to reinforce learner´s encouragement towards the language. Also, we realized the importance of designing vocabulary games materials to facilitate the activities. As a result, this created a more engaging learning environment and supported learners to be more autonomous. On many occasions, we noticed how learners were really excited and longing to learn the language. In respect to learning vocabulary, it seems to come naturally to them. So

we can conclude that the process of using games was very helpful to reinforce their skills by having a fun approach.

Since the aim was first to engage learners in vocabulary learning some other aspects were overlooked. After all, it was forgotten how discipline issues such as loud students, talking at the same time, standing up from their places, use of Spanish, translating and translanguaging affected the language lesson and the teaching objectives. In the same way, some activities were planned either too difficult or not understandable for the learner's context, others seemed to be too easy to achieve. Also, our lesson planning was too general or lacked detail for the most. Therefore, it is clear to us that we need to improve many aspects. Although other aspects were not related to our practice, still there caused some difficulties in the process. Some of the most relevant are first, quantity of learners and also difficult access to technology.

For further implementations, it is important to understand that teaching vocabulary and games is a serious topic and only requires a lot of effort, but also planning, and research. Moreover, it is important to take into account other aspects such as given learners before and throughout the class clear rules of behavior and particular rules of the activities and how you expect them to act.

Appendix # 1: Lessons Plan and Reflections.

Universidad Tecnológica de Pereira

Lesson Plan

Licenciatura en lengua Inglesa

Date of the class: April, 24th 2017	**Class Number: First implementation** ___1__
AIM: At the end of the lesson the learners will be able to ask and answer question about personal interests, likes and dislikes. To achieve this, students will take advantages of the following structure to ask for the information Do you have pets? Do you visit Cartago?	
Estándares Básicos de Competencias (MEN): **Estándar General:** Participo en conversaciones cortas usando oraciones mi profesor en clase Con estructuras predecibles con estructuras predecibles. **Estándares Específicos:** **Escucha:** Participo en juegos y actividades siguiendo instrucciones simples. **Escritura:** Escribo sobre temas de mi interés. **Lectura:** Participo en juegos de búsqueda de palabras desconocidas. **Monólogos:** Busco oportunidades para usar lo que sé en inglés. **Conversación:** Respondo preguntas sobre mis gustos y preferencias.	
Assumed Knowledge: the verb to- be, simple past, simple present	
Materials: chart, lesson plan, markers.	

DAY/STAGE/ ACTIVITY/TIME	**PROCEDURE TEACHER AND LEARNER ACTIVITY**	**ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS**	**COMMENTS**
Presentation **Introduction 10 minutes**	First of all students will be asked if they had heard about a game called “find someone who”. Later, based on their answers, they will be presented the game. They will be explained the purpose which to know about their classmates and people around them. After that, we will explain them the main characteristics of the game.		as it was the first implementation took more time than expected the first activity, at the beginning students did not understand the activity and were confused, teacher had to explain several times to make her understand and to develop the activity in the best way.

	For this learners need to use as a check list using the following specific questions, find someone who: Lives in Cartago Has 2 sisters Has 3 pets Once students had found someone who matches with those questions they have to write the person's name in front of the question. Then the following rules will be told to learners, students have to walk around the classroom and they cannot ask all the questions to the same person and all the time they have to interact in English.		
Practice Modeling **10 minutes**	On the board teachers will draw a chart and will start asking some students the questions on it and while students answer teachers will write the name of the student on the square regarding the question made. Then, teachers will ask students if they understand the game and that student have to explain what the game is about and how it will be played. Teachers will ask three times and then will ask students to do it by themselves.		This activity was made in a different way while students understood the aim of it.
Production **Game** **25 minutes**	Once students had finished the previous exercise, they will be given a chart with 20 questions. Then they will be asked to walk around the classrooms asking to their partners the information gave in the chart and following the game's		This activity was carried out in a different way because the worksheets were not enough for students.

	instruction. They will be given 15 minutes to complete the chart. While students are walking around the classroom to complete the chart, teachers will be monitoring that they are doing the activity as expected. Once students have completed the chart teachers will ask some of them to socialize the collected answers. This will take 10 minutes.		

What went well: the learner were enthusiastic for the class, since they wanted to learn the language, also they were participating when we asked questions related to the game, who has a family in other countries? Or who has a pet? Many of them tried to become involved and felt related.

What did not go that well:

It was not a clear activity probably because it was the first class, moreover, we were missing some worksheets due to the quantity of learners. In occasions students translated many of the words to L1 since learners did not understand and tried to help each other, later they were doing part of the game in Spanish, and still we continued to emphasize the use of English in the classroom.

How do you know that?

They ran and talk to each other wanting to solve the activity but they were translating like " que quien tiene dos perros, quien tiene dos hermanas" so they wanted to solve the activity using their own negotiations terms, including Spanish if they had to, in fact according to Harmer (2007) this is a behavior that will definitely happen in a beginners class.

What would you do different next time? For next activity I would like to prepare previous activity in order to be clearer without using much translation to L1. Also, we need to continue using English most of the time in the classroom even if students try to translate.

Universidad Tecnológica de Pereira

Lesson Plan

Licenciatura en lengua Inglesa

Date of the class: April 27,2017	**Class Number: 2**
AIM: At the end of the lesson the learners will be able to: identify the parts of the classroom and to mention in simple sentences the vocabulary taught. To achieve this students will take advantages of the following question **¿what is this? this is a…** and the vocabulary such as: **blackboard, desk, chair, window, door, schoolbag,book, notebook,marker, computer, etc.**	
Estándares Básicos de Competencias (MEN): **Estándar General:** Mi vocabulario se limita a temas y referentes cercanos y conocidos. **Estándares Específicos:** **Escucha:** Participo en juegos y actividades siguiendo instrucciones simples. **Lectura:** Asocio un dibujo con su descripción escrita. **Escritura:** Verifico la ortografía de las palabras que escribo con frecuencia. **monólogos:** Deletreo palabras que me son conocidas **Conversación:** Sigo y doy instrucciones básicas cuando participo en juegos conocidos.	
Assumed Knowledge: Students know vocabulary about	
Materials: Flash cards, lesson plan, markert, board.	

DAY/STAGE/ ACTIVITY/TIME	**PROCEDURE TEACHER AND LEARNER ACTIVITY**	**ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS**	**COMMENTS**
Attendance list **5 min**	The teacher will start the class by checking attendance list.		
presentation/	Once teacher finish to check		

rehearsal **12 minu**	attendance list, teacher sill stars introducing the topic "**parts of the classroom"** before that teacher will ask students if they know what the parts of the classroom are? Regarding students' answers teacher will start to introduce the key vocabulary such as: **blackboard, desk, chair, window, door, schoolbag, book, notebook, marker, computer, etc.** students will be asked to write the vocabulary in their notebooks and while they are writing, teacher will explain. Then the importance of the topic and the importance to keep a good classroom environment and to keep it clean.		
performance **8minu**	In order to be sure that students understood the topic, teacher will write a part of the classroom on the board and will ask students to identify it by using the realia, in this stage teacher will provide a general feedback regarding students' doubts.		
Presentation **20min**	In a poster there will be some images about parts of the classroom and its written form, the images and words will be cover with a piece of paper with a number from 1 to 30. With a ball students will be asked to throw it twice and touch 2 different numbers. Then, teacher will show them the image or a word hidden behind the paper and if it matches students will get a point. The game will be played until most of the pairs are found.		

Reflection:

What went well?: when the students started to practicing the activity they showed a lot interest and showed motivation because they were like a competition in which we as teacher noticed that they understood the topic.

The ball game made the activity more kinesthetic and learners are that age definitely like to be moving around which made the vocabulary activity very fun and focused in a language game. Therefore, students showed interest and it was noticed that this activity was enjoyable for them, besides most of the students wanted to participate.

During the class, since most of them tried to participate, they also produced language by pronouncing, and matching many of the words creating sentences and their meaning, we helped them by pointing objects and using the realia in the classroom and some were already knew of many of the vocabulary.

What did not go well?

During the activity the students made a lot of noise and kept speaking or translating to Spanish. Besides they were very excited and wanted to participate all the same time.

What would you do different next time?

I would like to give the students clear rules and the consequences before the class started. We mentioned in the project 5 steps to give clear instructions to learners. Still, this have nothing to do with misbehavior which needed a clear set of rules at the beginning of the class. The classroom rules are given as follows: rule #1 be silent when the teacher is talking, #2 Pay attention, #3 respect your teacher and partners #4 speak only in English.

Universidad Tecnológica de Pereira

Licenciatura en lengua Inglesa

Lesson Plan

Date of the class: May 4 ,2017	**Class Number: 3**
AIM: At the end of the lesson the learners will be able to: create a short story they imagine, using some words of the vocabulary taught about the parts of the classroom, and to put in practice the vocabulary they know. to achieve this students will take advantages of the vocabulary such as: **blackboard, desk, chair, window, door, schoolbag, book, notebook, marker, computer, etc.**	
Estándares Básicos de Competencias (MEN): **Estándar General:** Mi vocabulario se limita a temas y referentes cercanos y conocidos. **Estándares Específicos:** **Escucha:** Participo en juegos y actividades siguiendo instrucciones simples. **Lectura:** Asocio un dibujo con su descripción escrita. **Escritura:** Verifico la ortografía de las palabras que escribo con frecuencia. **monólogos:** Deletreo palabras que me son conocidas	

Conversación: Sigo y doy instrucciones básicas cuando participo en juegos conocidos.			
Assumed Knowledge: Students know vocabulary about animals, places, present simple parts of the classroom.			
Materials: markers, board, flashcards, lesson plan,			
DAY/STAGE/ ACTIVITY/TIME	**PROCEDURE TEACHER AND LEARNER ACTIVITY**	**ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS**	**COMMENTS**
Attendance list 5 min (12:15 to 12:20)	Teacher will start the class by checking attendance list. The classroom rules are given as follows: rule #1 be silent when the teacher is talking, #2 Pay attention, #3 respect your teacher and partners #4 speak only in English.		
presentation/ rehearsal **12:20 to 12: 25**	once teacher finish to check attendance list, teacher will start making a review about the " **parts of the classroom"** asking some student to show some of the pars of the classroom they remember by using the grammar structure **"this is a/an... eraser"**		
performance **12:25 to 12:35**	Once teacher finishes the review, she will explain the next activity which will consist on writing a short story using some words given by the teacher and learners will continue. Teacher will provide an example and will repeat instructions until students understand the activity. **i.e The girl was in the classroom and found an eraser in top of the chair, he put it in her pocket but the teacher was looking….**		
debriefing **12:35 to 1:00**	Students will be asked to choose some words of the vocabulary the already know to write a short story and they will take as a reference the previous example to do it. Teacher will be walking around the classroom in order to solve students' doubts and to help them if it is the case. Once students finish the activity, teacher will select randomly some of them to share their stories. And finally, they will be given a worksheet to assess the activity.		

Reflection

What went well?

During this implementation something that went well was the use of clear instructions at the moment of introducing the topic, also students were motivated to participate in all the activities proposed by the teacher.

How do you know that?

It was evidenced in the way students developed the activities, and were attentive to teacher instructions, also they were interested in the activities and asked to clarify their doubts.

What didn't go that well?

The activities could not be carried out as planned because learners needed a higher level in order to write short paragraphs and even sentences, for now their curriculum just focus on teaching vocabulary and mostly oral and listening language, therefore the activity wasn't proper for this context..

What would you do different next time?

It is important to search for games that are adaptable for the student´s needs and context, because the activities need to have an understandable level.

Universidad Tecnológica de Pereira

Licenciatura en lengua Inglesa

Lesson Plan

Date of the class: May 5 ,2017	**Class Number: 4**
AIM: At the end of the lesson the learners will be able to: identify and make simple sentences using the parts of the school. to achieve this learners will take advantages of **present simple, key vocabulary such a: bathroom, library, church, field, teachers room, etc. and adjectives such: big, small, short, etc.**	
Estándares Básicos de Competencias (MEN): **Estándar General:** Mi vocabulario se limita a temas y referentes cercanos y conocidos. **Estándares Específicos:** **Escucha:** Participo en juegos y actividades siguiendo instrucciones simples. **Lectura:** Asocio un dibujo con su descripción escrita. **Escritura:** Verifico la ortografía de las palabras que escribo con frecuencia. **monólogos:** Uso oraciones cortas para decir lo que puedo o no puedo hacer **Conversación:** Sigo y doy instrucciones básicas cuando participo en juegos	

conocidos.			
Assumed Knowledge: Students know vocabulary a places, present simple parts of the school, adjectives.			
Materials: markers, board, lesson plan,			
DAY/STAGE/ ACTIVITY/TIME	**PROCEDURE TEACHER AND LEARNER ACTIVITY**	**ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS**	**COMMENTS**
Attendance list 5 min (7:30 to 7:35)	Teacher will start the class by checking attendance list. The classroom rules are given as follows: rule #1 be silent when the teacher is talking, #2 Pay attention, #3 respect your teacher and partners #4 speak only in English.		
Presentantation/ motivation **7:35 to 7:45**	Teacher will start introducing the topic about the "**parts of the school"** asking some student to name the parts of the school they know. Then they will be asked if they want to learn more?		
Practice 7:45: 8:00	Once teacher finishes to introduce the topic; then, examples will be provided on the board writing simple sentences with the vocabulary taught **i.e.: the library is big, the cafeteria is small.** After that teacher will ask student to do it by their own and teacher will be walking around the classroom to solve students' doubts.		
Production **8:00 to 8:15**	In 2 bags there will be some adjectives and in the other one will be the vocabulary regarding the parts of the school. In this stage we are going to play "**Random pelmanism"** randomly one student will be selected to pick up one piece of paper form each bag and make a sentence on the board with the words she choose.		

Reflection:

What went well?

During the activity many students wanted go and participate at the front line. This time we used clear classroom rules which let learners know what we wanted from them from the beginning and it worked since they seemed more attentive until we started the vocabulary games.

What did not go that well?

First, all the students wanted to participate at the same time so the main problem noticed is turn taking without being called so we had to stop the activity and remind them some rules.

Our lesson plans are not that well-structured, and sometimes we missed to specify steps which made the lesson and the activities slower and in occasions created discipline problems.

Although the ground rules were effective to some point we missed to give them a turn taking rule such as ' rule #5 raise your hand to talk" due to the over excitement to which they are constantly having to participate in the language games.

How do you know that?

I know that because the students' didn´t allowed the teacher to speak, and they were very noisy and didn´t raise their hands to talk. However, it was noticed that the disruptive behavior was because the student were interested in the class and they all wanted to participate. Therefore, we started to notice that it was a common behavior when we implemented vocabulary games in the English class.

What would you do different next time?

Next time I would give the student a more clear set of rules and we need to improve our lesson plan steps in more detail.

Universidad Tecnológica de Pereira

Licenciatura en lengua Inglesa

Lesson Plan

Date of the class: May 09 ,2017	**Class Number: 5**
AIM: At the end of the lesson the learners will be able to: identify and make simple sentences using the parts of the school. to achieve this learners will take advantages of **present continuous, key vocabulary such a: bathroom, library, church, field, teachers room, etc. and adjectives such: big, small, short, etc.**	

Estándares Básicos de Competencias (MEN):

Estándar General: Mi vocabulario se limita a temas y referentes cercanos y conocidos.
Estándares Específicos:

Escucha: Participo en juegos y actividades siguiendo instrucciones simples.
Lectura: Asocio un dibujo con su descripción escrita.
Escritura: Verifico la ortografía de las palabras que escribo con frecuencia.
monólogos: Deletreo palabras que me son conocidas
Conversación: Sigo y doy instrucciones básicas cuando participo en juegos conocidos.

Assumed Knowledge:
Students know vocabulary a places, present simple parts of the school, adjectives, and verbs.

Materials:
markers, board, lesson plan,

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Attendance list and ground rules 5 min (7:30 to 7:35)	Teacher will start the class by checking attendance list. The classroom rules are given as follows: rule #1 be silent when the teacher is talking, #2 Pay attention, #3 respect your teacher and partners #4 speak only in English #5 raise your hand to talk.		
presentación/ rehearsal 7:35 to 7:45	Once teacher finish to check attendance list, teacher will ask students to name the parts of school they remember from last class. Also some common and simple verbs are reviewed through images.		
performance 7:45: 7:55	Once teacher finishes reviewing the topic; she will show students some flashcards in different context at school, and will ask them to identify what actions are students probably doing, and teacher will write the sentences on the board highlighting the main verbs in the sentence **i.e.: they are talking in the bathroom. 'Talking'** **He is walking in the classroom. 'Walking'** **She is eating in the cafeteria.**		
debriefing	In this stage we are going to play "**Time**		

7:55 to 8:15	**Zone"** which consists on show students some images in different contexts at school, and they had to discuss about what the people in the images are doing or if it is the case infer what they could be talking about, and make sentences and drawings in their notebooks.		

Reflection:

What went well?

During the implementation the students were interacting with the teacher and liked the activities.

In respect to following the rules of the class it was more organized. So, they had to say and write and tell sentences of the actions from the images and draw those, many did it correctly and participated positively, they were quieter.

Also the class were guided in the English room and I consider it was very helpful for us, since there was a video projector and a computer which allowed me to project the images a made the class more successful.

While playing the game 'time zone' learners were able to speak simple sentences by looking the images. They also showed a great ability to understand meanings of words and create sentences, sometimes wrong or mixed with Spanish but showing a great ability.

What did not go that well?

The activity could have had a better result if the time assigned were not only 45 minutes. The time assigned for the English class is short and I would like it to be a little longer to complete the sequence of activities.

How do you know that?

I observed their motivation and focus since they were producing and engaged throughout the class.

What would you do different next time?

If it was up to me, I would have more time to teach, because the time is very limited.

Universidad Tecnológica de Pereira

Licenciatura en lengua Inglesa

Lesson Plan

Date of the class: May 11,2017	**Class Number: 6**
AIM: At the end of the lesson the learners will be able to: recognize the action verbs in a single word and in a context sentence, to achieve this, students will take advantages of vocabulary such as part of the school, places, and action verbs.	

Estándares Básicos de Competencias (MEN):

Estándar General: Mi vocabulario se limita a temas y referentes cercanos y conocidos.
Estándares Específicos:

Escucha: Participo en juegos y actividades siguiendo instrucciones simples.
Lectura: Asocio un dibujo con su descripción escrita.
Escritura: Verifico la ortografía de las palabras que escribo con frecuencia.
Monólogos: Deletreo palabras que me son conocidas
Conversación: Sigo y doy instrucciones básicas cuando participo en juegos conocidos.

Assumed Knowledge:
Students know vocabulary about animals, places, present simple parts of the classroom.

Materials:
markers, board, flashcards, lesson plan,

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Attendance list and ground rules 5 min (12:15 to 12:20)	Teacher will start the class by checking attendance list. The classroom rules are given as follows: rule #1 be silent when the teacher is talking, #2 Pay attention, #3 respect your teacher and partners #4 speak only in English #5 raise your hand to talk.		
presentation **12:20 to 12:35**	Once teacher finish to check attendance list, teacher will start asking some student what they like to do by performing some action verbs and providing some examples in order to make her understand. Then, teacher will start introducing the topic **"action verbs"** which are the main verbs in the sentences and write a sentences on the board to explain the topic: **I like to run in the park.** After that, teacher start to introduce some action verbs such as: **read, play, swim, walk, talk, jump, watch, eat, dance, listen, and sing.** Finally, teacher will ask to students to say a sentence about the things they like to do using the vocabulary already introduced.		
peractice **12:35 to 12:45**	Once teacher finishes to explain the topic, she will ask students to practice the vocabulary by playing **"hangman"** and at the same time to practice spelling.		

production **12:45 to 1:00**	After that, students will be given a piece of paper with 4 sentences in which they have to complete it with the missing word in the sentence. Once they finish to do the activity, teacher will ask some of them to socialize the answers.		

reflection

What went well?

During this class, students' were focused and motivated to participate, also the way teacher explained the topic engaged students and all of them wanted to participate at the time. When students were constructing sentences with the verb like, we praised them with words of affection. and support telling them in front of the group: ' you can do it, you can do it..' or just by telling them ' good job , great job, very good or congratulations'. So they felt more motivated and happy to continue participating and learning.

How do you know that?

Students understood the activity and were interested all the time, also the way teacher explained the topic helped them to develop the activities in a successful way, in as much as they were over excited and making too much noise.

What did not go that well?

Again, discipline management was not that going well, due to the fact that during one of the activities students started to make a lot of noise and due to over excitement the teacher cancelled the activity and it was not possible to continue. After the activity, teacher remind them the golden rules and asked them to make a commitment regarding the rules.

What would you do different next time?

Before start the activities especially during stir ones, ask some students to socialize the golden rules and write them on the board to make emphasis on them, and in some classes this have to be done constantly.

Universidad Tecnológica de Pereira

Lesson Plan

Licenciatura en lengua Inglesa

Date of the class: May 12 ,2017	**Class Number: 7**
AIM: At the end of the lesson the learners will be able to: identify unscramble words and to write simple sentences using the key vocabulary, to achieve this, they will take advantages of present simple	

structure, verbs such as: read, play, jump, listed. Etc.			
Estándares Básicos de Competencias (MEN): **Estándar General:** Mi vocabulario se limita a temas y referentes cercanos y conocidos. **Estándares Específicos:** **Escucha:** Participo en juegos y actividades siguiendo instrucciones simples. **Lectura:** Asocio un dibujo con su descripción escrita. **Escritura:** Verifico la ortografía de las palabras que escribo con frecuencia. **Monólogos:** Deletreo palabras que me son conocidas **Conversación:** Sigo y doy instrucciones básicas cuando participo en juegos conocidos.			
Assumed Knowledge: Students know vocabulary about daily routines, places, and present simple, verbs and objects.			
Materials: markers, board, balloons, simple sentences lesson plan,			
DAY/STAGE/ ACTIVITY/TIME	**PROCEDURE TEACHER AND LEARNER ACTIVITY**	**ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS**	**COMMENTS**
Attendance list / ground rules 5 min (7:30 to 7:35) Warming up	Teacher will start the class by checking attendance list. The classroom rules are given as follows: rule #1 be silent when the teacher is talking, #2 Pay attention, #3 respect your teacher and partners #4 speak only in English #5 raise your hand to talk. Once teacher finishes he will play Simon says in order to engage students in the class.		
presentación/ rehearsal 7:35 to 7:45	in this stage, in order to make a review of the previous class, in a random way teacher will select some students and will be given a word, the idea is to perform the word given and the rest of the students have to guess what is the perform about.		
performance 7:45: 7:55	After that, teacher will write some words in disorder, students will be asked to guess the correct word and teacher will help them to write simple sentences on the board. **Vocabulary: read=dare. Listen= setinl. Write=ertwi. Eat=tea. Play=lypa. Jump=pjmu. Dance=nedac.**		
debriefing 7:55 to 8:15	Once finished the previous activity, the group will be divided into two groups and in some balloons there will be some sentences in disorder with some **unscrambles** words, each group will select a student who will pick up and pop the		

	balloon and then pick up the paper inside the balloon and write the sentence on the board in the correct order. the group who guess the sentence first will be given an extra point.		

reflection

What went well?

During this class, students understood the activity, were motivated and engaged all the time, also they cooperate each other to guess the sentences and to do the activities proposed by the teacher and the constant giving of golden rules is finally having some effects.

How do you know that?

It was evidenced in the way they were engaged and were autonomous to organize the sentences, in this class they did not need for teachers help to do the activities, in certain moments they made too much noise and at the same time some of them reminded the rest of the group the golden rules and they were more cooperative.

What did not go that well?

The noise made when students popped the balloons, it allows them to talk very loud and to yell during the activity, may be the classroom was too closed and it seemed a little uncomfortable for the activity.

What would you do different next time?

This kind of activity do it but in a wider space.

Universidad Tecnológica de Pereira

Licenciatura en lengua Inglesa

Lesson Plan

Date of the class: May 16 ,2017	**Class Number: 8**
AIM: At the end of the lesson the learners will be able to ask and answer question about personal interests, likes and dislikes. To achieve this, students will take advantages of the following structure to ask for the information Do you like jump in the school? Do you like to eat ice cream?	
Estándares Básicos de Competencias (MEN):	

Estándar General: Mi vocabulario se limita a temas y referentes cercanos y conocidos. **Estándares Específicos:** **Escucha:** Participo en juegos y actividades siguiendo instrucciones simples. **Lectura:** Asocio un dibujo con su descripción escrita. **Escritura:** Verifico la ortografía de las palabras que escribo con frecuencia. **monólogos:** Deletreo palabras que me son conocidas **Conversación:** Sigo y doy instrucciones básicas cuando participo en juegos conocidos.			
Assumed Knowledge: Students know vocabulary about animals, places, present simple parts of the classroom.			
Materials: markers, board, flashcards, lesson plan,			
DAY/STAGE/ ACTIVITY/TIME	**PROCEDURE TEACHER AND LEARNER ACTIVITY**	**ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS**	**COMMENTS**
Attendance list /classroom rules **5 min (11:00 to 11:05)**	Teacher will start the class by checking attendance list. The classroom rules are given as follows: rule #1 be silent when the teacher is talking, #2 Pay attention, #3 respect your teacher and partners #4 speak only in English #5 raise your hand to talk.		
presentation/ rehearsal **11:05 to 11: 15**	once teacher finish to check attendance list, teacher will start making a review about the "**action verbs"** asking some student to perform some actions verbs they remember by using the grammar structure **"I like to sleep"**		
performance **11:15 to 11:30**	Students will be asked to write a short list about the activities they like to do. When they finish, teacher will ask them to share some of the activities they likes to do by using the structure "i like to..."		
debriefing **11:30 to 11:45**	Once students finish the activity, teacher will give them a chart in order to **"find someone who"** do some of the activities given in the chart **i.e. "find someone who like to jump in the street"**, finally, teacher will select randomly some of them to share their charts to the whole class.		

reflection

What went well?

Learners were exposed to different action verbs, and now they seem to identify them easier. This means that they were improving linguistically through the activity which was more to their level and needs.

How do you know that?

They asked for help to clarify their doubts, and identified the images with the students that related more to them. Who liked to skate? Who liked to dance? And they were very attentive to mimics of the teacher in order to clarify some of the questions.

What did not go that well?

The activity have to be explained in L1 since learners do not understand well wh questions and verbs such as find.

What would you do different next time?

Do an activity which is verb related, using more mimics and less complex questions.

Universidad Tecnológica de Pereira

Licenciatura en lengua Inglesa

Lesson Plan

Date of the class: May 19 ,2017	**Class Number: 9**
AIM: At the end of the lesson the learners will be able to:	
Estándares Básicos de Competencias (MEN): **Estándar General:** Mi vocabulario se limita a temas y referentes cercanos y conocidos. **Estándares Específicos:** **Escucha:** Participo en juegos y actividades siguiendo instrucciones simples. **Lectura:** Asocio un dibujo con su descripción escrita. **Escritura:** Verifico la ortografía de las palabras que escribo con frecuencia. **monólogos:** Deletreo palabras que me son conocidas **Conversación:** Sigo y doy instrucciones básicas cuando participo en juegos conocidos.	
Assumed Knowledge: Students know vocabulary about animals, places, present simple parts of the classroom.	

Materials: markers, board, flashcards, lesson plan,				
DAY/STAGE/ ACTIVITY /TIME		**PROCEDURE TEACHER AND LEARNER ACTIVITY**	**ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS**	**COMMENTS**
Attendance list/ ground rules 5 min (11:00 to 11:05)		Teacher will start the class by checking attendance list. The classroom rules are given as follows: rule #1 be silent when the teacher is talking, #2 Pay attention, #3 respect your teacher and partners #4 speak only in English #5 raise your hand to talk.		
presentation/ rehearsal **11:05 to 11: 15**		once teacher finish to check attendance list, teacher will start making a review about the "**action verbs"** asking some student say sentences regarding the activities they like to do on weekends		
performance **11:15 to 11:30**		Teacher will explain students about the category game and will provide some examples on the board. Then, teacher will ask one of the students to do it on the board and the rest of the classmates and teachers will help her. Once students have understood the activity they will be asked to do it by their own in the next activity.		
debriefing **11:30 to 11:45**		So they have now pick up a sheet of paper. After that, teacher will explain the activity that will consist of "**category words".** Teacher will give a category and students have to write the words that belongs to this category: **i.e.,** sports=jump-swim-run-play football and so on. With this activity teacher will make a review not only about the actions verbs, but also about the previous		

		topics.		

reflection

What went well?

All the activities were developed in a successful way, students were motivated and engaged during the class, also teacher before each activity checked for understanding and established a good rapport with students. Categorizing and classifying is a higher order thinking skill that children at this age love to practice this type of activity.

How do you know that?

According to Bloom´s taxonomy this is an analyzing level in which students draw connections and get to conclusions, they kept raising the hand to participate and most of them did it right while playing this game.

What did not go that well?

The activities were shorter than planned so we could have added more activities to follow a better learning sequence.

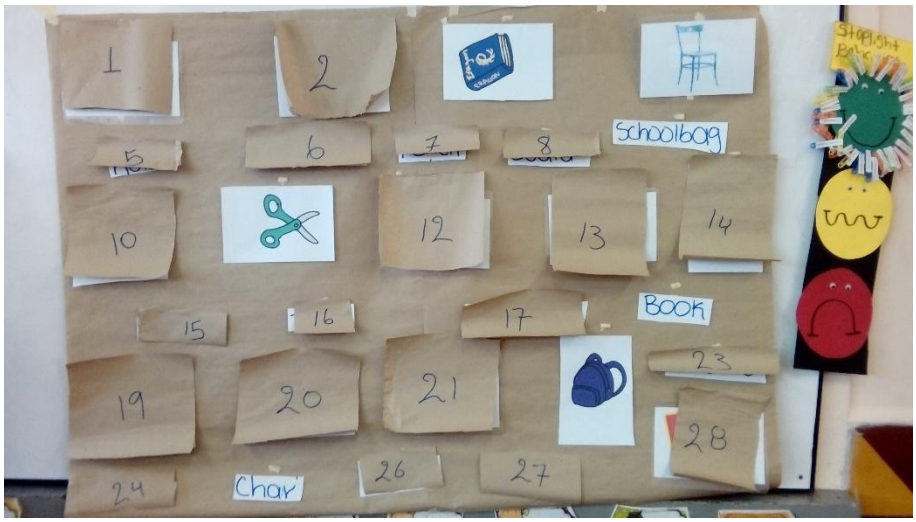
What would you do different next time?

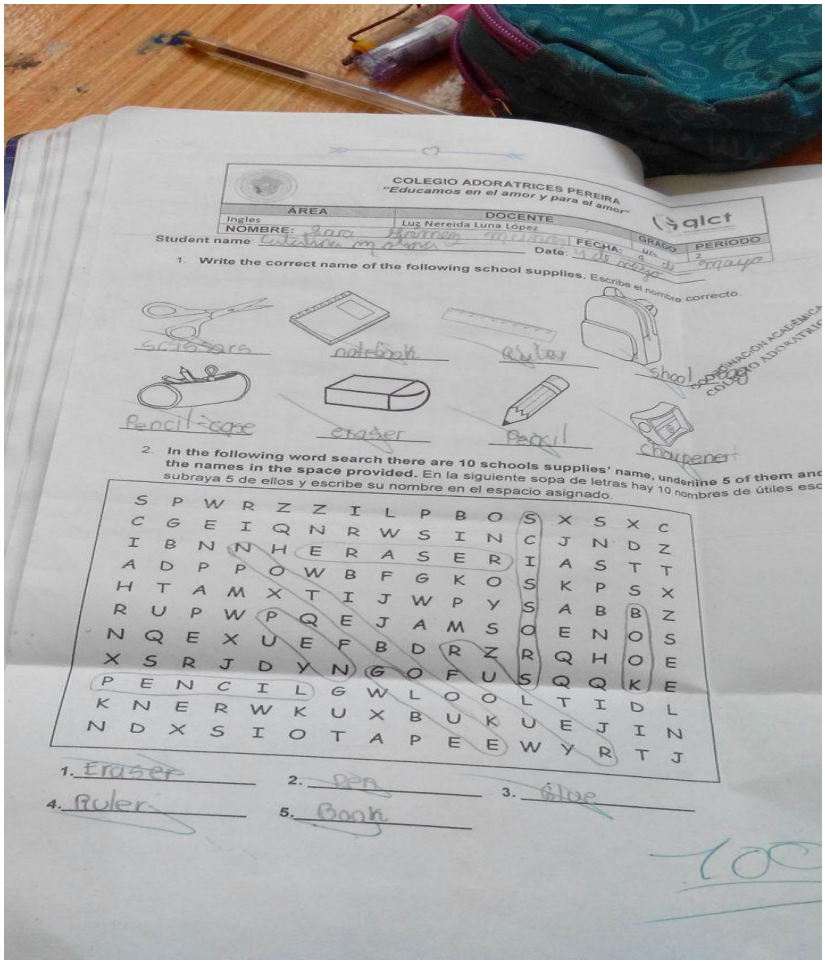
To fgfyhave extra activities and try to create sequences as much as possible

Appendix # 2: Photos and Work Sheets

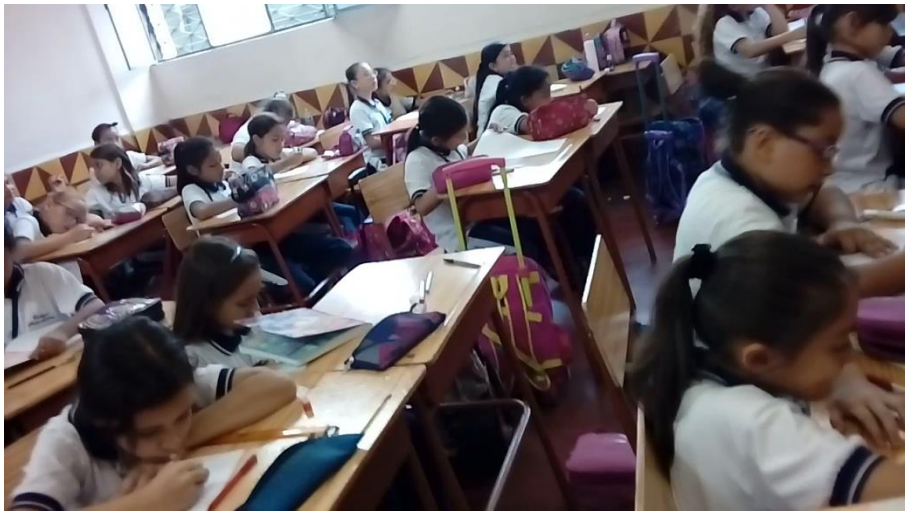
April 24, 2017. Class Number: 1

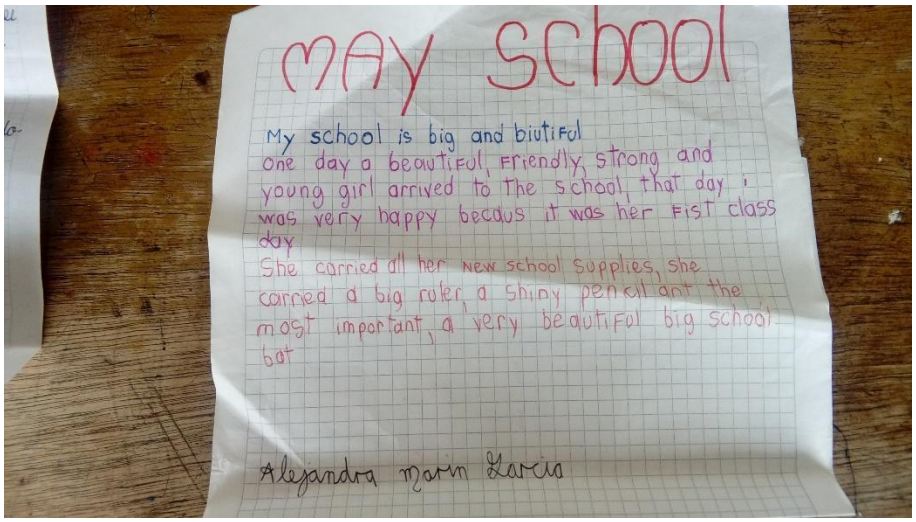
April 27, 2017. Class Number: 2

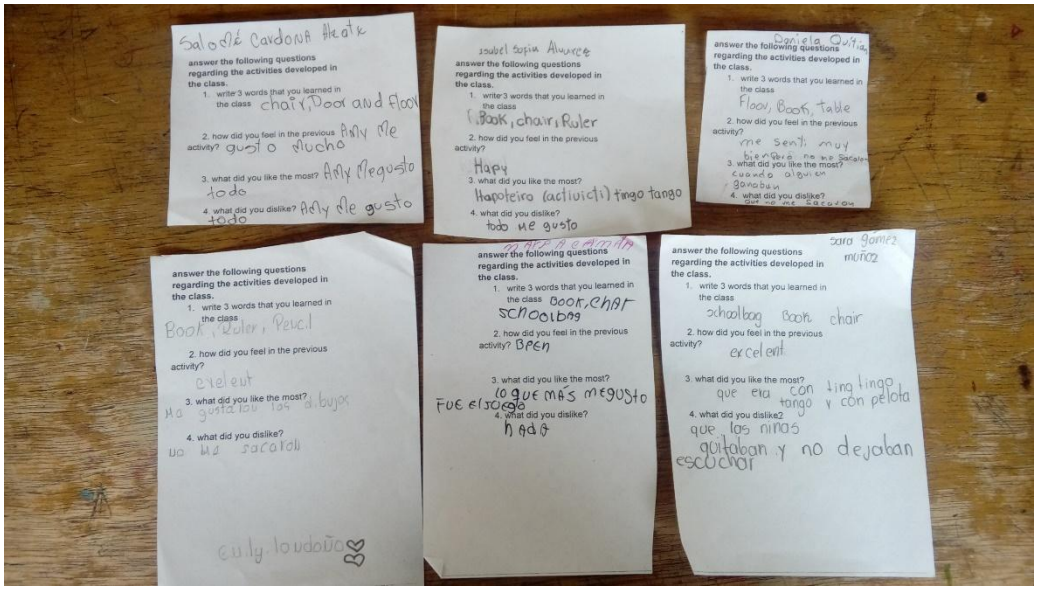




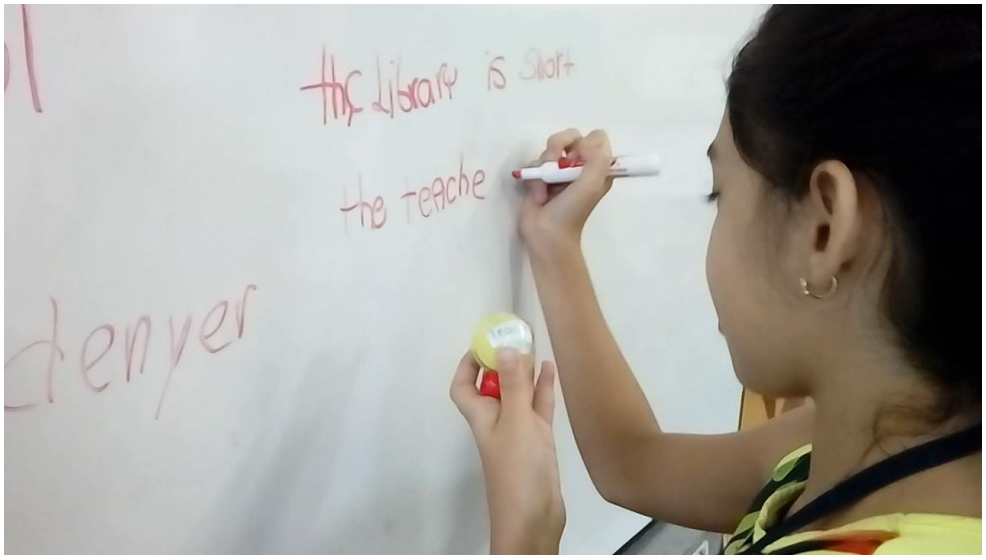
May 4, 2017. **Class Number: 3**




MAY SCHOOL
My school is big and biutiful
One day a beautiful, friendly, strong and young girl arrived to the school, that day i was very happy becaus it was her fist class day
She carried all her new school supplies, she carried a big ruler, a shiny pencil ant the most important, a very beautiful big school bat
Alejandra Marin Garcia

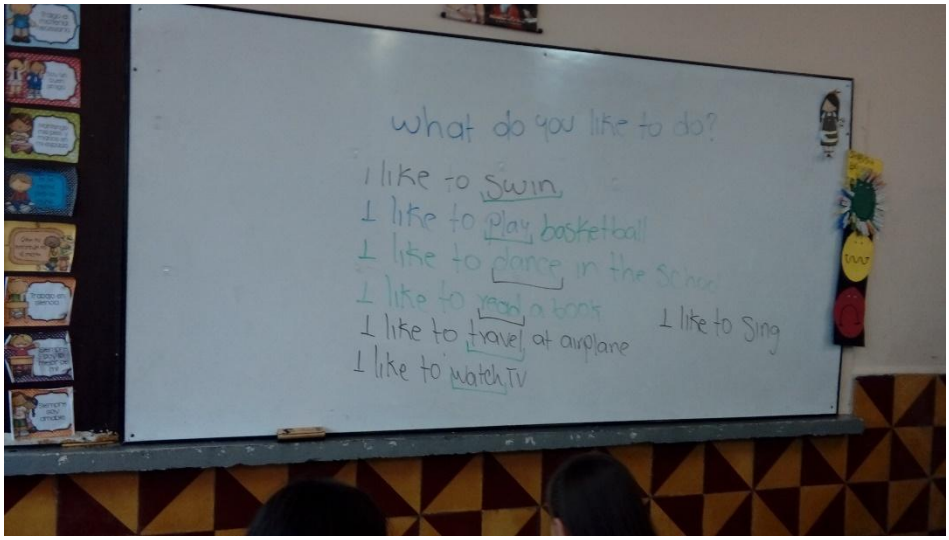

answer the following questions regarding the activities developed in the class.
1. write 3 words that you learned in the class
2. how did you feel in the previous activity?
3. what did you like the most?
4. what did you dislike?
Hapy
todo me gusto
Floor, Book, table
Book, Ruler, Pencil
Book, chair
schoolbag
Book chair
excelent
que las niñas quitaban y no dejaban escuchar

May 5, 2017. **Class Number: 4**

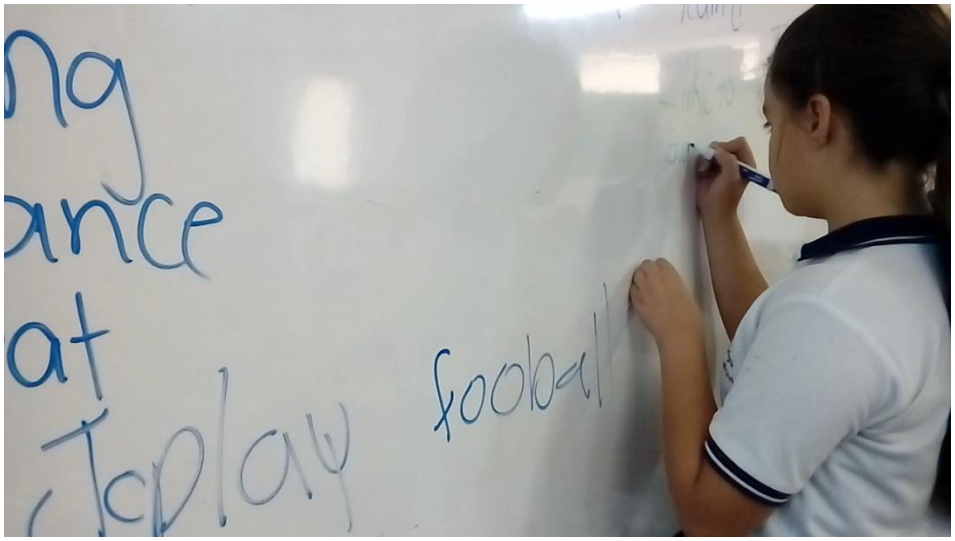


May 09, 2017. Class Number: 5

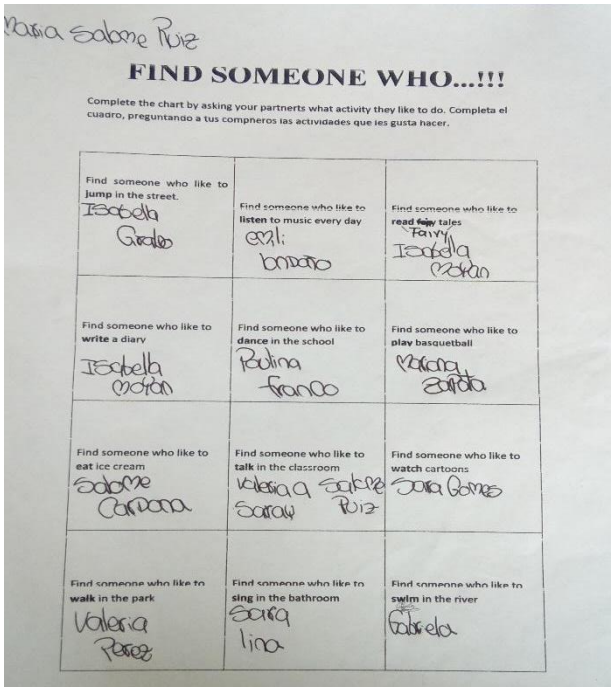
May 11, 2017. Class Number: 6



May 12, 2017. Class Number: 7


ng
ance
at
play
football

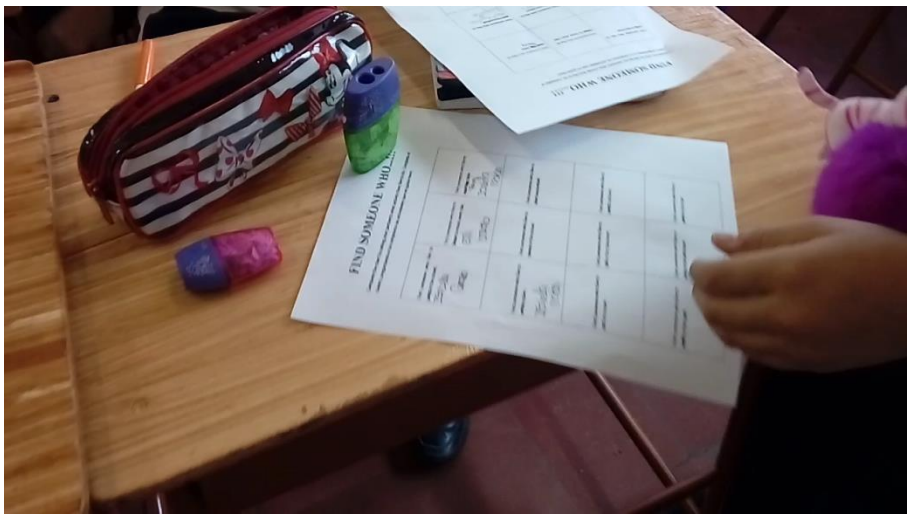
May 16, 2017. Class Number: 8



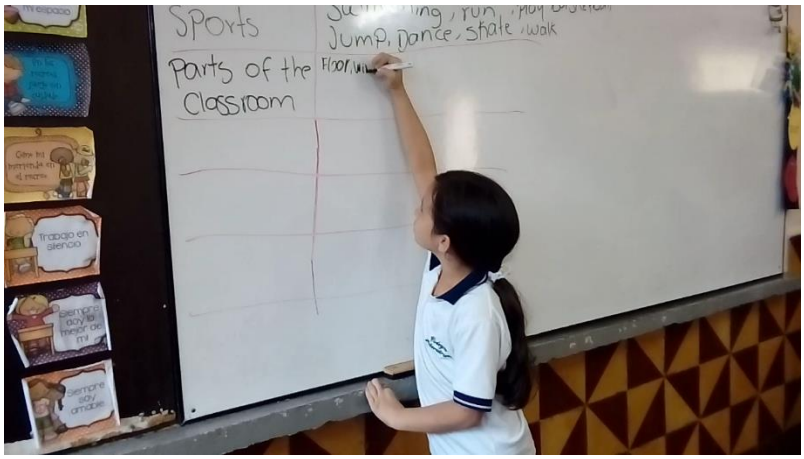
FIND SOMEONE WHO...!!!

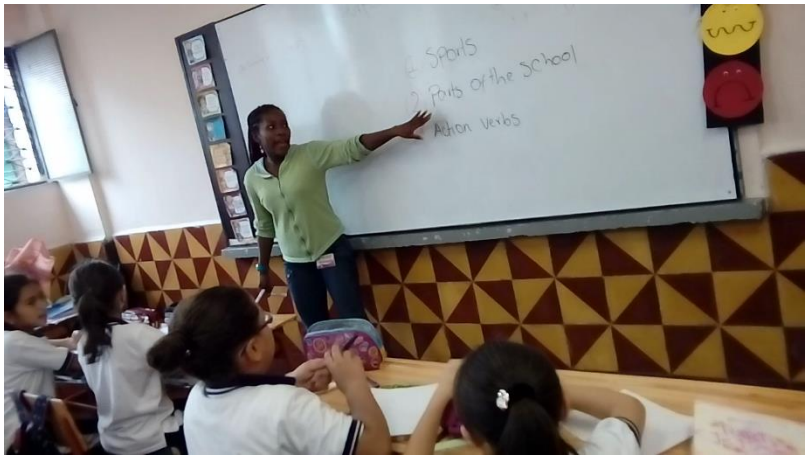
Complete the chart by asking your partnerts what activity they like to do. Completa el cuadro, preguntando a tus compneros las actividades que les gusta hacer.

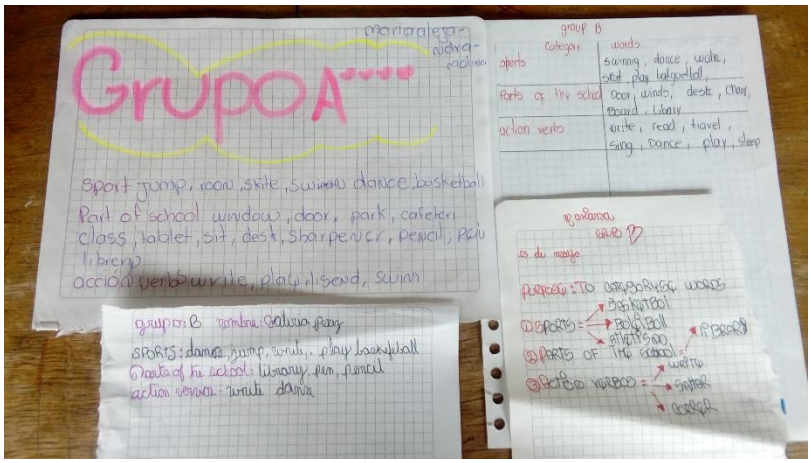
Find someone who like to **jump** in the street. Isabella Giraldo	Find someone who like to **listen** to music every day emili bonano	Find someone who like to **read** fairy tales Fanny Isabella Moran
Find someone who like to **write** a diary Isabella Moran	Find someone who like to **dance** in the school Paulina franco	Find someone who like to **play** basquetball Mariana Zapata
Find someone who like to **eat** ice cream Salome Cardona	Find someone who like to **talk** in the classroom Valeria g Salome Sarah Ruiz	Find someone who like to **watch** cartoons Sara Gomez
Find someone who like to **walk** in the park Valeria Perez	Find someone who like to **sing** in the bathroom Sara lina	Find someone who like to **swim** in the river Gabriela

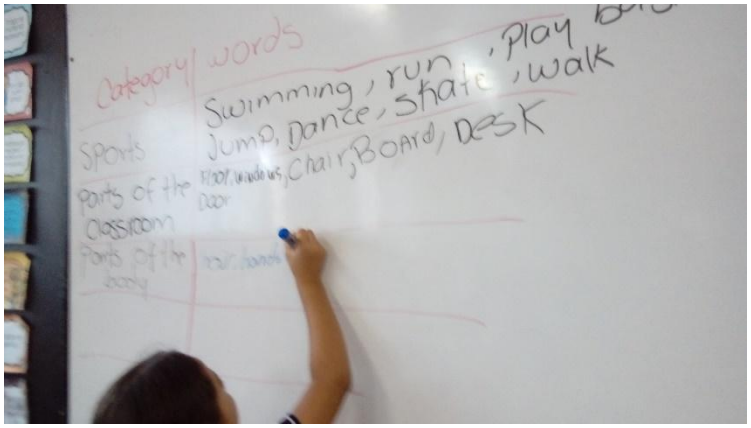


May 19, 2017. Class Number: 9




Sports
Parts of the School
Action Verbs


GrupoA
Sport jump, roon, skite, swimm dance, basketball
Part of school window, door, park, cafeteri
class, tablet, sit, desk, sharpener, pencil, pen
library
action verbs write, play, lisend, swim
group B
Category
words
sports
swimming, dance, walk,
skat, play batgoetball,
Parts of the school
Door, windo, desk, Chair,
Board, Library
action verbs
write, read, travel,
sing, Dance, play, sleep
SPORTS: dance, jump, write, play basketball
Parts of the school: library, pen, pencil
action verbs: write dance


Category/ words
Swimming, run, Play
Jump, Dance, skate, walk
Sports
Parts of the classroom
Chair, Board, Desk
Parts of the body

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