Teaching vocabulary through PBL and ICTs in seventh-grade students from the

Emilio Cifuentes Institution in Facatativa, Colombia

By

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Universidad Nacional Abierta y a Distancia - UNAD

Escuela de Ciencias de la Educación - ECEDU

Maestría en Mediación Pedagógica en el Aprendizaje del Inglés

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Jury   Jury

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Dedication

I dedicate this research work to the two women who are no longer with me and left a deep void in my heart but forged in me the necessary values to be the woman I am today. I would have liked them both to see this outstanding achievement in my life as they would feel very proud to see me climb one more step in my professional life, and I would be delighted to see their happiness.

Acknowledgments

Firstly, I thank God for giving me health, and strength, guiding me on my path,

and allowing me to complete my goal.

Through these lines, I also want to thank all those people who made this research

possible and who, in one way or another, were with me in difficult, happy, and sad

moments. These words are for all of you.

I thank my husband and children for their love, understanding, and support. Thank

you for your patience throughout our difficult times as we have grown as a family. Still,

we have also sacrificed time and space to achieve one more goal in my life.

In the same way, I thank all the tutors I have had throughout this master's degree

process; all of them have seen me grow. Thanks to their knowledge, I can feel proud and

happy today.

To my fellow Master Cristian Urueña, with whom we share knowledge and

experiences at any time of the day, with whom we fight in the distance to achieve this

personal and professional goal, infinite thanks for all your help and goodwill.

I cannot stop thanking my students from the Emilio Cifuentes Municipal Educational

Institution, especially those who participated in this study since they mainly motivate a

project like this and the educational vocation as a teacher.

Resumen Analítico de Estudio RAE

1. Información General	
Tipo de documento	Proyecto de investigación
Acceso al documento	Proyecto de investigación para optar al título de Magister en Mediación Pedagógica en el Aprendizaje del Inglés.
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2. Descripción	

La forma en que las personas adquieren nuevos conocimientos en la actualidad tiene mucho que ver con el desarrollo de las tecnologías en línea, las habilidades comunicativas, entre otras, cuyo impacto ha trascendido todos los ámbitos de la vida cotidiana del ser humano, especialmente en el de la educación y el aprendizaje de idiomas. Esta investigación centró su atención en la enseñanza de vocabulario en inglés en los estudiantes de séptimo grado de la Institución Emilio Cifuentes, aplicando el ABP y mediado por recursos TICs utilizando la plataforma Google Classroom. El proyecto se basó en las categorías de actividades de instrucción de vocabulario y los productos de aprendizaje de los estudiantes y de allí las subcategorías del proceso léxico y de la competencia léxica. La población estuvo conformada por estudiantes del grupo 706. Las

herramientas seleccionadas para la recolección de datos fueron la Observación Directa no estructurada y una prueba de inglés teniendo al grado 706 como grupo de referencia o de investigación y al grado 703 como grupo comparativo. Finalmente, se desarrolló la propuesta a través de talleres y se impulsó el ABP, el trabajo colaborativo y el aprendizaje significativo, y se desarrolló un proyecto de aula que aumentó el vocabulario de inglés para estos estudiantes. Se finaliza el proyecto con las conclusiones y recomendaciones pertinentes.

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4. Contenidos

Con el propósito de lograr que los estudiantes enriquezcan el vocabulario del idioma inglés, se

presenta este estudio de investigaciòn, respondiendo a los requerimientos de innovación, tecnología

y cambio, que el fenómeno educativo está adquiriendo mediante la aplicación del ABP y las TICs.

Se iniciò con una observación de la actitud comportamental de los estudiantes en las clases de

inglés, evidenciándose la gran apatía que demostraban por esta área. Se definió así el problema y

se determinaron los objetivos a trabajar para ocuparse de ellos, realizando una delimitación de

espacio, tiempo y conceptos.

Posteriormente, se consultaron los antecedentes bibliográficos, empíricos y conceptuales para plantear bases teóricas que permitieran al desarrollo de un proyecto para dinamizar las clases de idioma extranjero tendientes a explorar la enseñanza de vocabulario. La estrategia pedagógica es una táctica que se utiliza para lograr implementar el dinamismo activo en las clases. Por medio de las nuevas tecnologías, la Internet, la plataforma Google Classroom y la implementación de la ABP para lograr desarrollar en el educando un aprendizaje significativo donde pueda interrelacionar los conceptos previos con nueva información del tema.

Varios autores han coincidido en que el aprendizaje significativo y el constructivismo son parte fundamental de todo conocimiento y que sus características proporcionan una experiencia de comunicación ligada a la vida.

En la metodología se expone el tipo de investigación, el uso de instrumentos como la observación directa y una prueba de competencias en inglés, que permitieron obtener y analizar información para efectuar una propuesta pedagógica implementando las TIC´s y la plataforma Google Classroom, como una estrategia para dinamizar las clases de inglés.

Se planteò el diseño y la ejecución de la propuesta ofreciendo una visión del desarrollo de la pedagogía con ópticas innovadoras que motiven al estudiante conscientemente a ser protagonista de su propio desarrollo y vivencia conceptual.

Posteriormente, el último capítulo se refiere a las conclusiones y se dan recomendaciones para futuros maestros con deseos de incursionar en el mundo de la tecnología, que no temen al cambio para lograr mejores capacidades comprensivas en sus estudiantes.

5. Metodología

Para llevar a cabo este estudio de inevstigaciòn se ha estimado la investigación descriptiva

como método relevante para lograr los objetivos trazados. Los instrumentos seleccionados para la recolección de datos fueron la observación directa no estructurada y la prueba de inglés.

En este tipo de investigación se describe sistemáticamente las características de una población, situación o área de interés; busca describir condiciones o eventos, no está interesado en verificar explicaciones o hacer predicciones. Las descripciones se pueden utilizar para probar hipótesis y explicaciones. Esta metodología descriptiva permite profundizar en el análisis de los datos recolectados a través de las actividades realizadas por medio de la observación directa, a través de una descripción que detalla el problema detectado. Se eligiò este desarrollo metodológico porque responde con cierta precisión al trabajo que se pretende realizar ya que se orienta a diseñar una herramienta dinámica que contribuya a la participación y socialización del inglés específicamente.

Los participantes de esta investigación fueron estudiantes de séptimo grado (706) de la Institución Educativa Municipal Emilio Cifuentes. Para poder desarrollar la prueba de competencias se hace necesario involucrar al grado 703 como grupo de comparación.

6. Resultados

Durante el desarrollo del estudio de investigación los estudiantes tuvieron una participación espontánea haciéndose artífices de su propio conocimiento en la construcción e instrucción de actividades de vocabulario facilitando su proceso léxico al identificar, recuperar y elaborar textos a partir del nuevo vocabulario adquirido, basándose en la exploración e interpretación de la canción seleccionada y complementándolo con la consulta del material didáctico (diccionario, textos); y en el trabajo reflexivo individual y grupal. El producto de aprendizaje se viò reflejado en la construcción de su propio conocimiento al desarrollarse su proceso y competencia léxica, así como la calidad de sus composiciones lingüísticas. La ampliación y socialización del tema se realizó

partiendo del conocimiento implícito en la canción. La evaluación se desarrolló de acuerdo con logros por alcanzar establecidos en cada tema. El progreso de los estudiantes se evidencia en el avance del desarrollo de cada taller.

7. Conclusiones
La estrategia pedagógica que se ha llevado a cabo en este estudio es la investigación descriptiva haciendo énfasis en la pedagogía del ABP. Teniendo en cuenta las observaciones que se llevaron a cabo, se diseñaron actividades en las cuales se utilizaron la plataforma Google classroom como herramienta pedagógica. A través de la observación directa, se pudo detectar el bajo desempeño y la deficiencia que los estudiantes tenían en el vocabulario, por lo tanto, se utiliza la plataforma de Google classroom para aprovechar los diferentes recursos tanto en la plataforma como los contenidos en la letra de la canción seleccionada y así lograr captar un mayor interés por parte de los estudiantes ya que con el trabajo colaborativo se desarrolló la pedagogía del ABP y consecuentemente, una mejora en su aprendizaje. Se diseñó un test de competencias para lo cual se hizo participe al curso 706 como grupo de referencia obteniendo resultados satisfactorios en el grupo de estudio. El avance cognitivo de los estudiantes hizo relevante el presente estudio de investigación por lo cual, se ha recomendado aplicarlo no solamente, a esta área, sino por el contrario en las otras áreas del conocimiento. A futuro inmediato es posible generar programas, campus virtuales o equivalentes que permitan la interacción de jóvenes científicos y exploradores no solamente en el área de inglés, sino, en todas las áreas de interés pedagógico y cultural proporcionando al estudiante el roce con otras culturas y la investigación conjunta.

Elaborado por:	Angela Lucia Moreno Ruiz			
Fecha de elaboración del Resumen:		14	04	2023

Abstract

The purposes of this research study was intended to describe a pedagogical strategy based on the PBL and ICT tools to teach vocabulary in the English classroom. The main objectives were the following: To design the pedagogical proposal strategy based on the PBL and ICT tools to facilitate teaching English vocabulary, to specify through direct observation the English vocabulary instruction in the seven grade of the Emilio Cifuentes Municipal Educational Institution and the relationship of learning with the environment, and to apply an-English skills test as a reference for the research group, grade 706 and grade 703 as a comparative group.

The pedagogical proposal is designed through workshops that stimulate vocabulary learning.This research study was expanded with the application of ICT, and the Google classroom platform was proposed as a pedagogical tool, all framed within school legislation. The research study was based on the categories of vocabulary instruction activities and student learning outcomes through the lexical process and lexical competence. The instruments selected for data collection were unstructured direct observation and the English test. The instruments and their research techniques were applied, analyzed, and interpreted as a basis for the proposed development.

The results showed that the present research study was satisfactory, considering that 80% of the students reached the indicators of the activities of Vocabulary Instruction and Student Learning Results through the subcategories lexical process and lexical competence, where they could identify, recover, elaborate, and reproduce short sentences with the new vocabulary learned. On the other hand, the oral productions memorized by the students and learning new vocabulary gave way to significant learning since they remembered the new words more efficiently, appropriately appropriating the language.

The findings of this research study showed the description of vocabulary instruction activities such as noticing, retrieving, and elaboration activities and students' learning outcomes were related to linguistic competences and test results. The appropriation of knowledge through meaningful learning, the use of the PBL methodology, and the use of the Google Classroom platform were very valuable for vocabulary teaching. This research study could be interrelated with other areas of knowledge if the institutions had computer laboratories.

Keywords: Constructivism, Meaningful learning, PBL learning, Tics, Google classroom

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Introduction

ICTs are currently those tools used worldwide to facilitate communication in all areas. It is considered extremely important that high school students develop skills that allow them to function in this area. Considering its global reach and the fact that they are increasingly looking to reach more users, the English language is the preferred language to achieve this goal, so learning this language provides even more opportunities not only within the workplace but also in the workplaces different aspects of life that allow a more significant personal and professional growth.

Information and communication technologies in education have become the support that can be provided to both teachers and students when carrying out more participatory teaching since it facilitates the flow of knowledge. This research study focused on teaching vocabulary through PBL and ICT tools so that vocabulary learning is favoured in seventh-grade students of the Emilio Cifuentes Municipal Educational Institution of Facatativa, Cundinamarca, Colombia. The implementation was carried out through the projects proposed in the English area and using the technological resources available during the virtual teaching-learning process due to the COVID-19 pandemic.

The objective of the research study was to describe an educational proposal based on implementing project-based learning and using ICT resources to teach vocabulary in English to seventh-grade students of the Emilio Cifuentes Municipal Educational Institution and see the effectiveness of PBL and ICT tools in English learning. This educational system focuses on developing the strengths and knowledge of students through projects. The method provided the opportunity to create real-world situations and projects to develop understanding in comparative

contexts. It also provided students with tools to improve their autonomy and elements of collaborative skills, which are crucial for teaching and learning vocabulary. The difficulties in learning English and the low oral production in Colombia are not new. Therefore, developing interactions in which students increase their vocabulary and oral interventions in English between students should be essential in teaching English. The main objective of this research study was to describe a pedagogical strategy based on the PBL and ICT tools to teach vocabulary in the English classroom.

Context of the research problem

At the Emilio Cifuentes Municipal Educational Institution, it has been noted through direct observation that high school students are very involved in using the Internet to search information download their favourite music, copy it onto their iPods or cell phones, and be able to listen to it even on class hours. They also pass the time by watching TikTok videos and posts. Traditional class practices do not allow the students' spontaneity; the little opportunity they must demonstrate their creative abilities and the unattractive consultation of specific texts do not invite the reading and interest of the class.

A direct observation was made to the seventh-grade students of the Emilio Cifuentes Municipal Educational Institution, and it was concluded that the demotivation continues, the students fail to acquire a temporal-spatial location essential for the contextualization of their environment and the neglect in the performance of their homework does not promote understanding in all subject areas. In the foreign language, students do not become dynamically involved in their environment, leading them to gradually lose their sense of belonging and their intrinsic values.

This research study is a description of a pedagogical strategy based on the PBL and ICT tools to teach vocabulary in the English classroom. It suggested to allow students to experience some of the topics presented in the English class using the Google classroom platform and the PBL. The appropriation of knowledge was active and participatory, and they had a sense of belonging in their interaction with the environment. Some authors like Guarin & Ramírez (2017) affirm that one of the shortcomings or difficulties in teaching English lies in the vocabulary; hence in the first grades of schooling, the process of teaching the English language is based on the memorization of vocabulary, which does not generate authentic learning since students fail to give it an appropriate meaning to the global context. This research study found that memorizing vocabulary in English is essential, but other learning methodologies must accompany it.

The Emilio Cifuentes Municipal Educational Institution is a public school in Facatativá, Cundinamarca, which has within its structured scheme the compulsory and fundamental subjects determined by the MEN as well as its study plan as an integral part of the PEI in which strategies are designed and implemented to support students with difficulties according to their performance during the process since even in the institutional vision it is stipulated that the institution be recognized for its B1 level in the foreign language.

The Emilio Cifuentes Municipal Educational Institution is a public school in Facatativa, Cundinamarca, recognized as a "National School" with 84 years of tradition that provides education from preschool to eleventh grade to an approximate population of 2100 students in

two shifts belonging to strata one, two and three, among which are children of police officers, soldiers, teachers, flower company personnel, among others.

The Institution is located one hour from Bogota with a close access by Calle 80 crossing El Rosal, between the neighborhoods of Las Piedras, Chapinero and La Arboleda, to the east of the Archaeological Park of Facatativa, an important tourist spot in the city and the department (previously called Las Piedras del Tunjo). To the north of the Municipal Stadium and to the south of recognized National Educational Institutions such as UNAD and SENA.

It is an institution that offers a comprehensive education that involves the development of skills, abilities and values in different areas of knowledge.

For all the above and already entering the Institutional context, the development of this research study rises from the academic shortcomings in the English vocabulary taught in the institution's seventh-grade classrooms. In class moments and outside of it, students indicated that learning English is difficult due to the lack of time due to the other tasks they have, the lack of motivation and the fact that they do not understand the texts. to work or simply because they are lazy to use the dictionary to be able to do the proposed task.

In some cases, the vocabulary lists are strategies used by the student with a specific purpose, which is to obtain a good result in the exams. This is problematic; since students are not learning the lexicon in a meaningful way. For these reasons, this research study wanted to delve into this topic, since it is important to look for spaces that favor the conditions or the ideal environment for learning to be meaningful. In addition, this research study wanted to investigate this topic to identify if indeed tics and a methodology such as PBL serve as a means for the

student to develop learning processes of a foreign language autonomously and in turn collaboratively.

In the vast majority of institutions, teachers focus more on teaching the grammatical part, which, although it is true, is an important aspect, it is not the only thing a foreign language teacher should focus on since learning vocabulary contributes to the development of other skills. Based on the above, it was important to highlight that among the studies found, the fact of paying attention to learning through projects was very important precisely to improve the teaching-learning processes of new vocabulary due to the difficulties that were evident in the seventh grade students of the Emilio School Municipal Educational Institution. In this regard, an author like Wilkins (1972) affirms "Without grammar, very little can be communicated, without vocabulary nothing can be communicated" (p. 112).

Research question and objectives

How to teach English vocabulary through a pedagogical strategy based on PBL and ICT tools to seventh-grade students of the Emilio Cifuentes school in Facatativa, Colombia?

General objective

To describe a pedagogical strategy based on the PBL and ICT tools to teach vocabulary in the English classroom.

Specific objectives

To design the pedagogical proposal strategy based on the PBL and ICT tools to facilitate teaching English vocabulary.

To specify through direct observation the english vocabulary instruction in the seven grade of the Emilio Cifuentes Municipal Educational Institution and the relationship of learning with the environment.

To apply an-English skills test as a reference for the research group and grade 703 as a comparative group.

Rationale of the study.

Locke, 2013 affirms that vocabulary is essential to develop grammatical constructions, expressing ideas and feelings, and interacting with others. Basic speaking skills are interrelated. Words such as verbs and nouns are part of the vocabulary; without them, it would be impossible to develop communication. The vocabulary then favours framing phrases, sentences, speeches, and dialogues and building thoughts. The PBL helps students develop all those skills.

(Grave et. al, 2012) mention that through vocabulary, students develop fluency and accuracy, and to help them obtain vocabulary, teachers must facilitate a set of experiences to teach individual words, leadership tactics when speaking, and awareness of what is said.

Williams (2006), for his part, states that grammar is an instrument that reinforces knowledge about vocabulary and grammar. Grammar learning occurs when speaking through reflection and practice and becomes a pedagogical tool that improves communication skills.

The students conducted a diagnostic test about verb tenses such as future "going to," "will," and the "simple past with was and were" evaluated. The test was presented by 70 students, of which 35 correspond to the reference group and 35 to the comparison group. The test was carried out to verify the efficiency of using the google classroom platform in 703 students who passed it, 80% with excellent performance, 10% good, regular 5%, and 5% deficient. The comparison group obtained 5% excellent results, 20% good, 25% regular, and 50% poor.

Diagnosis test

1. Read the following going-to questions and rewrite them using the words tomorrow and next week.

Are the girls listening to the teacher?

Participant 1   Are the girls going to listen to the teacher tomorrow?

Am I writing?   Participant 1   Am I going to write next week?

Is Miss Smith walking?   Participant 1   Is Miss Smith going to walk tomorrow?

Is Mr. Jones Leaving?   Participant 1   Is Mr. Jones going to leave next week?

Is it snowing?   Participant 1   Is it going to snow tomorrow?

In this part of the test, the participants were asked to change the questions with the correct future tense structure with going to and to add words like tomorrow and next week so that this participant (reference group) decided to use these words. Interspersed, but it was evident that the participant understood and was clear about the exercise to be carried out.

2. Answer the questions in entire sentences, beginning with yes.

Are you going to leave soon?   Participant 1   Yes, I am going to leave soon

Is Mr. King going to arrive next week? Participant 1   Yes, Mr. King is going to arrive next week

Is it going to rain?   Participant 1   Yes, it is going to rain

Is Mrs. Vance going to visit the class next month? Participant 1

Yes, Mrs. Vance is going to visit the class next month.

Are we going to study arithmetic?   Participant 1   Yes, we are going to study arithmetic

In this other part of the test, the participants were asked to answer the questions with complete affirmative answers. It was equally easy for this participant to complete the answers, and they had no problem understanding each answer's correct and complete structure. This participant has improved his lexical competence by identifying, retaining, and reproducing the vocabulary he has been working on in the synchronous and asynchronous activities and using various resources on his Google classroom platform.

3. Fill in the blanks in the following sentences with was or were

There _____ a lot of magazines in the store last week   participant 1 were

Ann _____ sick last month   participant 1 was

It _____ raining yesterday   participant 1 was

She sang because she _____ happy   participant 1 was

Fred and I _____ absent yesterday   participant 1 were

In this part of the test, the participants were asked to fill in the blanks in given sentences using the simple past tense of the verb to be or were. It was a simple exercise for the participant since he quickly recognized the given vocabulary and understood the simple past tense sentences, as evidenced by his answers since he did everything correctly.

In this other example, a student from the comparative group had difficulties understanding the instructions and the questions and sentences to work on since he needed to learn the vocabulary they contained. This participant could not correctly write the sentences, which can be deduced since he belongs to the group that did not have face-to-face class practices or does online activities using the Google Classroom platform. He demonstrated his low comprehension by having difficulties organizing the different sentences in different grammatical tenses.

The other participants in the comparison group also provided evidence and examples of activities they participated in that did not allow them to learn vocabulary in class and not have the opportunity to use ICTs tools.

1. Read the following going-to questions and rewrite them using the words tomorrow and next week. Are the girls listening to the teacher? Participant 1   They girls going to listen to the teacher

Am I writing?   Participant 1   I am going to I writing

Is Miss Smith walking?   Participant 1   They miss going to Smith walking?

Is Mr. Jones Leaving?   Participant 1   He is going to Mr. Jones leaving?

Is it snowing?   Participant 1   They are going to is it snowing?

2. Answer the questions in complete sentences, beginning with yes.

Are you going to leave soon?   Participant 1   going to yes leave soon

Is Mr. King going to arrive next week? Participant 1   going to yes arrive next week

Is it going to rain?   Participant 1   going to yes rain

Is Mrs. Vance going to visit the class next month? Participant 1 going to visit the class next month.

Are we going to study arithmetic?   Participant 1   going to yes study arithmetic

3. Fill in the blanks in the following sentences with was or were

There _____ a lot of magazines in the store last week   participant 1 was

Ann _____ sick last month   participant 1 were

It _____ raining yesterday   participant 1   was

She sang because she _____ happy   participant 1   was

Fred and I _____ absent yesterday   participant 1   were

(Batista, 2018) states that Google classroom has gained great acceptance around the world, thanks to the versatility of the application and dynamism, aspects encourage students to participate actively in classes due to the digital era that is going through and the best way to innovate in education and arouse interest in young people through the technology.

The purpose of involving the Google classroom platform as a pedagogical tool because through direct observation the apathy towards the English class was appreciated with its consequence of a deficiency in vocabulary management. This tool was considered necessary as a dynamic to achieve meaningful learning that helps the students of the Emilio Cifuentes Educational Institution to become aware of themselves and understand their existence in the world using the Internet and the Google Classroom platform.

While developing this research study unstructured direct observation has been taken as an initial pedagogical to achieve an exploratory and approximate knowledge of the participation and dynamism of students in English classes. In the practical classes (4), the teacher's use of an expository methodology was verified while the students took the pertinent notes. The workshops were left to solve at home, which was later shared in class through a reading. The evaluation was made with questions related to the topic that the students answered orally or in writing. During the development of the classes, the students denoted a general tiredness and apathy towards it; in the activities in which they had to investigate vocabulary, they showed little disposition, and, in the presentations, they did not master the subject, they began to read in a barely audible way. The classmates' attention at the time of exposure was very dispersed, and they were constantly called to stop listening or pay attention to the class.

The participation of the students was always very passive; when the teacher asked about vocabulary, few indicated to answer it, and in the formation of groups, it was necessary to form them by list order since they were not very spontaneous. As for the English class's relationship with their daily lives, the students did not find any connection and stated that they did not know what this knowledge was for them. Students need more motivation to change their attitude in developing English classes.

It is highlighted that approximately 60% of students use IPods and cell phones to listen to music in their breaks and that they must always be warned not to use them in class. Students show greater interest in music than in studying.

Although different strategies can be used to approach the English classes with the students, it was found that the seventh-grade students of the Emilio Cifuentes Municipal Educational Institution had been having great difficulty in the development of the foreign language classes precisely because they did not have good vocabulary bank to advance in the different proposed activities.

That is why it was proposed that students search for a song they like in English, selected and worked on unknown words and thus be able to create short texts in English based on the message of the same song. In their group participation, they recorded the definitions of the words they did not know and found in the song, wrote the translation in Spanish, and used it to complement the activities on the Google Classroom platform.

Rationale of the research problem

The educational community recognizes that using ICTs is essential in current learning and teaching processes. They allow breaking schemes, developing different strategies in class, allowing communication, exposing, approving, and adjusting daily pedagogical practices. For teachers, the methodology plays a significant role in planning since it allows the teaching and learning process to become coherent with the needs and interests of the students, thus achieving learning by discovery, constructivism, and flexible activities between teacher-student., interdisciplinary with other areas, carrying out different learning styles and collaborative work.

Tics, and within them the Google classroom platform, are means that facilitates learning and knowledge, forge other proposals, and foster friendly and close environments for both students and teachers; they facilitate memorization as well as use and propose other activities and get used to other contexts. Pedagogically speaking, ICTs were justified in this research study since it is a dynamic tool that allows innovation and creativity, facilitating meaningful learning. Coll (2004) affirms that the pedagogical use of ICTs serves as a fundamental tool to improve learning and teaching processes because it allows the teacher to improve their pedagogical practices, generating a more dynamic, interactive, motivating, and flexible learning environment where students can develop and potentiate their capacities individually or collectively.

Students' survey determined the importance of using ICTs and the Internet as a form of knowledge. The survey was carried out to determine the tastes and preferences of the students. The following was found: Regarding the first question, the participants' preference to use the Internet for their research and homework is 100%.

Preference for using the internet for research and homework.

Figure 1
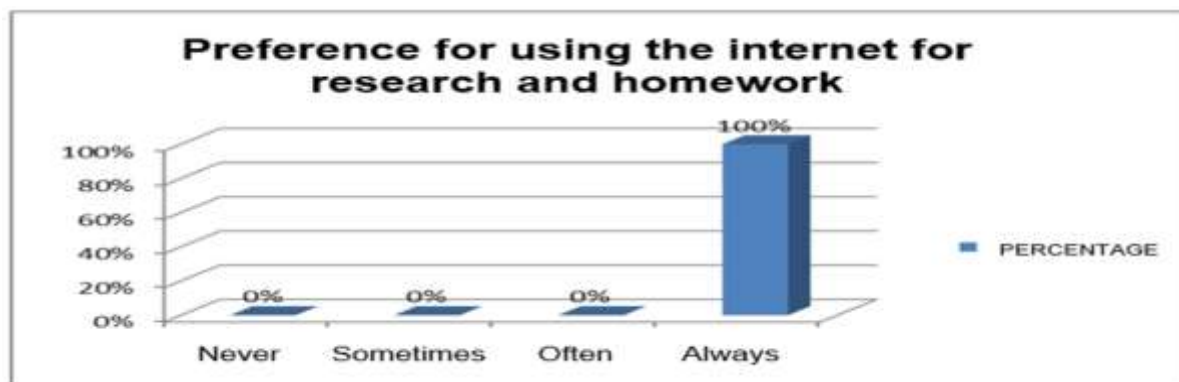
Note. Percentage of preference on the Internet used to do research and homework.

Here 100% of those surveyed prefer conducting research and online tasks. This response showed the favouritism that the internet has over books. It was essential to use this tool as a learning method.

Regarding the second question about the use of an iPod or telephone to listen to music, was found: To the question, 70% of the students enjoyed listening to music on their iPods or cell phones. This response showed that young people enjoy listening to music during their break and are warned not to use it in class. Students showed more interest in music or games than in studying. It was considered fundamental to use that taste for music to involve the teaching of English.

Use of the iPod or cell phone to listen to music.

Figure 2
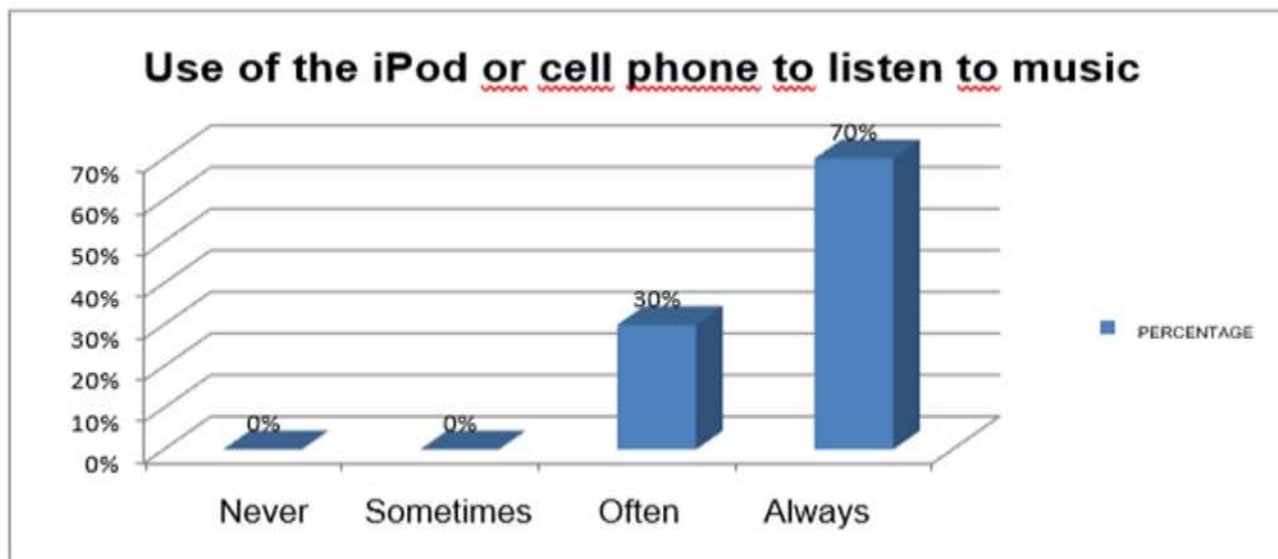
Note. Percentage of use of iPod or cell phone to listen to music.

Regarding the third question about the frequency with which they visit the Google

Classroom platform, the following was found:

The frequency with which students visit the Google Classroom platform.

Figure 3

Note. Percentage of the frequency with which students visit the Google Classroom platform.

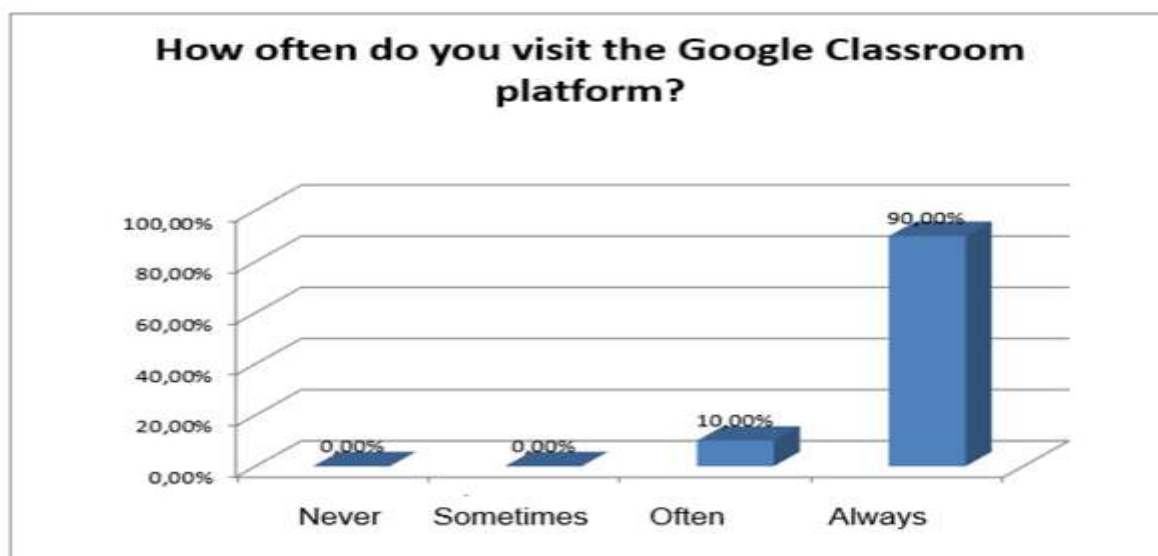90% of students reported that they visit the Google Classroom platform regularly. Students' constant use of the Internet was evident in such a way that it is essential to involve this element as a valuable tool for learning a foreign language.

Regarding the fourth question about the attraction that students feel for the new new information and communication technologies found the following:

The attraction towards the use of new technologies.

Figure 4
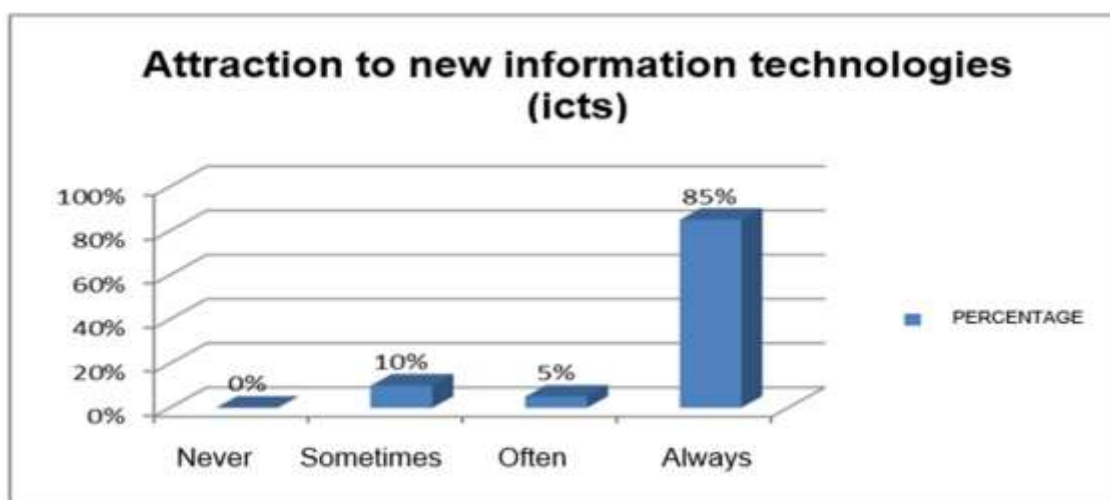
Note. Percentage about the attraction towards the use of new technologies.

In this question, 100% of the students are attracted to new technologies. Incorporating these new technologies into English classes is essential to improve students' academic performance.

A diagnostic test on the management tenses, such as future and past simple in basic English sentences, was also applied, and the corresponding record of results was made.The students had to give their answers considering the statement and the instruction was given, as well as considering the grammatical tense to be used to write the simple sentences correctly. These were the results found:

In this example, student 1 of the participating group could write the sentences correctly thanks to the face-to-face class practices and the online activities using the Google Classroom platform. It demonstrated their understanding by needing help organizing sentences in different tenses. The other group participants also provided evidence and examples of how their activities enabled their vocabulary learning through synchronous and asynchronous encounters, and they used different ICT resources within their Google Classroom platform.

Project-based learning is a methodology in which students work more actively and can plan, implement, and evaluate projects that have real applications beyond the classroom. This is how PBL was chosen to teach vocabulary, considering that PBL is related to Cooperative Learning by involving all students and focusing them on solving the same activity for which they need cooperative work with their peers; thus, all members of the group are responsible for the result of the project that is carried out.

Maldonado (2008) states that using PBL in the classroom has multiple advantages, including: It allows the achieving of significant learning since the project is integrated by special activities for students, with objectives and extracurricular content facilitating interdisciplinary work and allowing activities to be established around a common purpose determined by student interests and their responsibility to complete them, favours cooperative work, critical capacity, individual responsibility, and creativity.

Allows interaction between students during the development of activities, allows experimenting with various forms of interaction demanded by today's world, allows students to search for their identity and improve their self-esteem, allows combining the learning of content and the development of skills that favour autonomy in the construction of learning.

The PBL favours the construction of student learning between their individual qualities and strengths while they explore their centres of interest. The students' better disposition and motivation in the teaching-learning process are achieved by not relying only on rote learning but on promoting an interdisciplinary approach and stimulating collaborative work (Maldonado, 2008). The PBL constitutes a valuable tool for teachers and is an essential means for learning not only academic subjects but also the effective use of ICT. Marti et al. (2010) pointed out the benefits of carrying out a project supported by ICT:

Students increased their level of knowledge and skills not only regarding vocabulary in English but also in their digital skills; they developed their research skills not only in English but in various topics. Students increased their analysis and synthesis capacities; they strengthen their knowledge and skills using ICT; students learnt to evaluate and co-evaluate, taking responsibility for their work. Students actively engaged in carrying out the proposed project work.

Rationale of the methodologies to address the problem.

Direct observation determined the importance of using ICT and the Internet as a form of knowledge. Students expressed their predilection for carrying out research and tasks on the Internet. They showed the favouritism that the internet has over books. It is essential to use this tool as a teaching and learning method.

The students enjoyed listening to music on their iPods or cell phones. It was observed that young people enjoy listening to music during their break, and they are warned not to use them in class. Students show more interest in music or games than in studying. Now it is considered fundamental to use that taste for music to involve the teaching of English.

The frequency with which they visit the Google Classroom platform is notorious. Students' constant use of the Internet is evident in such a way that it is essential to involve this

element as a valuable tool for learning a foreign language. Students' attraction to new information and communication technologies is evident. Incorporating these new technologies into English classes is essential to improve students' academic performance.

Pedagogical Strategy

The pedagogical strategy was a proposal used to implement active dynamism in classes. New technologies, the Internet, and the Google Classroom platform were intended to develop meaningful learning where students could interrelate previous concepts with new information.

The PBL Methodology

William Heard Kilpatrick developed the concept and became famous through the text "The Project Method" (1918). However, there are traces of other people who preceded it through various studies to understand its origin such that it is necessary to go back a few years. Kilpatrick (1918) was an educator who promoted this didactic approach and was the one who defended that PBL in school was the best way to harness the innate potential of students and prepare them to become responsible and motivated citizens to learn.

Project Based Learning can be essential to help students develop various skills. In the case of language classes, through the technique, activities can be planned that will serve to activate multiple brain functions. For example, reasoning, setting goals, making decisions, organizing, anticipating, memorizing, and flexibility. As a suggestion, language teachers can develop specific activities using the PBL methodology.

Here is a look at the steps in this process: Start with questions that motivate and incite: Questioning is a way to arouse curiosity and draw attention. Students often think about how to answer a question, and that thought can spark discussion, stimulate memory, and increase

knowledge. Increasingly, the potential of PBL or project-based learning methodology is recognized as an alternative to traditional teaching in such a way that it is essential to learn to apply it in the language class.

Meaningful learning

The theory of meaningful learning is David P. Ausubel's proposal in 1963 in which, faced with the prevailing behaviourism, a teaching/learning model based on discovery was proposed as an alternative, which privileged activism and postulated that learning is what is discovered. Ausubel understands that the human learning mechanism par excellence to increase and preserve knowledge is significant receptive learning, both in the classroom and in everyday life Ausubel (1976, 2002).

Meaningful learning is a process of interaction between the individual and the environment, which later, when internalizing the result of this interaction, will form a specific cognitive structure. The student assumes an active role in describing their environment and appropriate knowledge; by acquiring skills that will help him function better in his social context. It teaches students to become autonomous, independent, and self-regulating learners, capable of learning to learn. It implies the ability to reflect on how one learns and acts accordingly, automating the learning process using transferred and adopted strategies in new situations.

Constructivism

Lev Vygotsky and Jean Piaget were the authors who originated and promoted this theory during the 20th century, especially in the second part. They both had different approaches. Lev Vygotsky focused on studying the influence that the environment and the social environment had

on the internal construction generated by people, which, of course, influenced their behaviour. On the other hand, Jean Piaget focused on assessing how people create their mental maps by relating to what surrounds them.

Although they also had one point in the joint. This common point was considering human beings as an active part of having the capacity to develop their knowledge.

It is the learning achieved through processes, where the individual-environment interrelation prevails, whose concepts acquire meaning and meaning for the student, with the mediation of parents, teachers, and social factors, and where he builds his concepts and their learning. The constructivist school learning conception is based on the idea that the purpose of the education provided at school is promoting the processes of personal growth of the student within the framework of the culture of the group to which he belongs. Learning occurs only if a series of conditions are satisfied: that the student can relate, in a non-arbitrary and decisive way, the new information with the previous and familiar knowledge and experiences that he has in his knowledge structure and that he has the disposition to learn meaningfully, and that learning materials and content have possible or logical meaning.

ICTs New Information Technology and Communication

Currently, constructivist learning theory is one of the main theories supporting the development of information and communication technologies and training models based on web technologies. The theory of constructivism has supported the benefits of b-learning.

The teaching and management of New Technologies from the essential primary are considered as an instrument that strengthens the integral formation of the human being, which allows him not only his socio-affective growth but of development in the thought processes that

allow him to learn and get to interact with individuals from diverse cultures. This last fact should

be interpreted as the network's cultural and multi-social opening. Using ICTs in education is the

search for equity and social justice. It is overcoming inequalities of access and permanence in the

educational system. It is a way to guarantee all students equal opportunities to access universal

information at various educational levels.

ICTs provide tools for the development of collaborative and cooperative activities in

teaching, facilitating student interaction from a constructivist perspective, inexorably linked to

Vygotsky's theory (1978), or said, in other terms, the importance of providing individual support

or scaffolding to facilitate the cognitive development of students during the learning process.

Literature review

This chapter addresses and analyses the current literature that outlines this research's theoretical and conceptual basis. The reviewed literature also allows us to understand and interpret the connection between traditional learning, English vocabulary learning, using ICTs, and the possibilities these offers. Firstly, this chapter presents the state of the art in learning English and the use of PBL intersects with others, given the focus of the research. These areas are 1) PBL as a methodological model that is part of the field of active learning. 2) Meaningful learning is a type of learning that allows the construction of new knowledge. 3) Constructivism as a functional social theory that explains the nature of knowledge 4) ICTs: information and communication technologies in English language learning and 5) Vocabulary acquisition in language learning.

Then, some findings are listed in the national and international context, related to the problem statement of this research with the idea of providing theoretical validation to the study. Secondly, a review of the theoretical principles and critical assumptions that support and account for this research study is carried out. The theoretical part that frames this study is based on project-based learning, which has its roots in constructivism and meaningful learning. Finally, the concepts fundamental to this research are entered, and the most important are mentioned within the Conceptual Framework, among which are: Acquisition, Learning, and Lexical Competence.

State of the art

Some previous studies have been taken as a reference for the work since they are a source of indisputable support to carry it out since the investigations have been based on the projection of pedagogical knowledge. The dynamic tools and the motivation of participatory creativity in

teaching Spanish and English provide the project with lights that guide the development of the proposed activities.

The studies taken here as a reference have been carried out at a national and international level concerning using ICTs and developing skills in a second language. In this sense, some research studies will be mentioned to strengthen the productive ability and the use of vocabulary through PBL and ICTs using the google classroom platform in seventh-grade students of the Emilio Cifuentes Municipal Educational Institution.

Villagra Ferreira (2019) carried out a study entitled "Applying new technologies as pedagogical tools for the development of classes with Google Classroom" In that study, the objective was to describe the experience of using the blended learning pedagogical tool (Google Classroom) in the development of the classes (Villagra Ferreira, 2019. p.63). The researcher obtained, as a result, the approval by students of the use of the implemented learning methodology, and the increase in class participation by 70% was evidenced.

In conclusion, it states that participation increased considerably when comparing the students' results before and after the implementation. The value of pedagogical innovation in the development of academic activities is confirmed, benefiting the learning of the students through the acquisition of habits and self-regulation of processes; also, the use of technological tools that optimize the work of teachers, thus highlighting the importance of incorporating ICT to streamline learning processes and promote the achievement of objectives.

Norato and Ramos (2016), in their study "Interaction strategy for the development of oral production in English of the students of course 602 of the Nydia Quintero de Turbay District educational institution", studied the impact of a strategy based on the interaction of a group of 36 (17 girls and 19 boys) sixth-grade students. The students had to participate in different

communicative situations based on dialogues designed to provide opportunities in which the students interacted orally during the development of the conversations and the use of English as the target language.

Among the most critical conclusions found in this project, it was clear that it is easier to express their ideas orally when students interact in authentic contexts. The dialogues also helped develop autonomy in the students, which implies a significant advance in their oral production from the moment they took the diagnostic test until the end of the research project. Likewise, it was found that group activities increase cooperation and support among students to avoid pronunciation errors or incompetence.

In addition to the more critical conclusions found in this project, it became clear that it is easier to express ideas orally when students interact in authentic contexts. The dialogues also helped develop autonomy in the students, which implies a significant advance in their oral production from the moment they took the diagnostic test until the end of the research project. Likewise, it was found that group activities increase cooperation and support among students to avoid pronunciation errors or incompetence.

The previous project contributed several elements that characterize PBL, such as cooperation between students and their autonomy. In addition, there are some similarities, such as the age of the population in this project, as well as their low levels of oral production and difficulties in being able to navigate easily in the target language, problems that English as a foreign language or EFL students may experience in countries where English is a foreign language. Additionally, PBL provided students with a stress release. They could develop oral production in a more comfortable environment without the oral stress that activities such as presentations often cause.

On the other hand, Ramírez and Artunduaga (2018), in their study "Authentic tasks to promote oral production in English as a foreign language," presented a proposal to develop oral production in tenth-grade students from a public school in southern Colombia. During the project development, the students affirmed the usefulness of the verbal output but also stated that despite understanding what the teacher was saying in English, they had great difficulty interacting with him in most cases. The problem lies in lack of vocabulary and pronunciation because fear of speaking in front of the whole class has been generated.

The main objective of this project was to improve oral production through activities in which students had to interact and use the language to achieve a common goal. In addition, the study population expressed a lack of space to practice and interact in English. The problem was solved by implementing tasks where students were supposed to interact in some contexts of their daily life, such as sports championships and the planning and organization of the graduation party of eleventh graders. The results showed that students are more willing to talk in real-life situations.

This project established the importance of communication when learning a new language and knowledge of vocabulary. In addition to that, the project demonstrated students' progress in their oral production when they interacted and motivated each other to achieve a common goal, as expressed in the article: "This is how, by actively participating in the teaching-learning process, students become engaged decision makers in terms of content, as well as evaluators of their performance (Ramírez and Artunduaga, 2018 p. 65).

Such interaction combined with PBL could lead to relevant interaction between students and, therefore, to significant learning.

The model in which classes are developed also strengthens the interaction and development of oral production in EFL lessons. The moments to make the oral presentation are limited only to following conversations that hardly generate an accurate exchange of information and hardly adapt to the context of the students.

Finally, Maida (2011) conducted a research project, "Project-based Learning: critical pedagogy for the 21st Century". The study aimed to explain the impact of PBL and its importance in facilitating the learning production of knowledge by the students. This article showed the importance of PBL, in the school context and other contexts such as work and society itself, as a tool to strengthen students' potential in terms of personal development, creativity, and social transformation.

This study demonstrated how PBL facilitates the learning process, motivates students, and develops other essential characteristics for their personal and social development. Additionally, the PBL allows the development of values, good customs, and respect among students, fundamental aspects for reconstructing a new society, considering the context and situation Colombia is currently experiencing.

Theoretical Framework

Some theories found during this research study supported the study to validate assumptions. Each approach is considered complementary to what is required by the participating students. In this way, vocabulary teaching to seventh-grade students was established as a unit of analysis.

Thus, the present research study aims to find learning strategies that help strengthen vocabulary learning in seventh grade students of the Emilio Cifuentes Municipal Educational Institution, since they are the ones who have experienced difficulties expressing their ideas by not having a good lexical base.

This section addresses the theories that support this research study that was considered necessary since each one supports the development of this project. PBL and ICTs were used with the Google Classroom platform to improve vocabulary learning and oral production in the students selected as the participating population of this project. Then there is information about lexical competence and its importance as a basis for communicating and expressing language-related communication skills. Communication is the goal of any language and is often superseded by other linguistic aspects, such as grammar.

ICTs are responsible for studying, developing, implementing, storing, and distributing information through hardware and software as a computer system. According to the American Association of Information Technologies (Information Technology Association of America, ITAA), it would be "the study, design, development, promotion, maintenance, and administration of information using computer systems. It includes all computer systems, not just the computer. This is just one more medium, the most versatile, but not the only one: cell phones, television, radio, digital newspapers, etc." (ITAA, 2008, p.39).

In a few words, ICTs use computers and computer applications to transform, store, manage, protect, disseminate, and locate the necessary data in any human activity. Technological instrumentation is a priority in today's communication since communication technologies differ between developed and developing civilizations. These have the characteristic of helping us communicate because geographical distances and time disappear.

The technology is dual by nature. The impact of these will be affected depending on the use given by the user. How can a rural community be helped to learn through television -good service-; you can also explode a bomb using a cell phone. Technologies are also dual since they can serve as a means of information and entertainment.

Either aspect depends on the users who offer quality content; the audience determines and demands the type of content desired. For this reason, we speak of the implication of technologies within social construction. The audience must be educated creatively to require quality content and eliminate market marginalization, where programming - in the case of television and radio - is aimed only at specific consumers.

ICTs in Education

New technologies can be used in the educational system in three ways: as a learning object, as a means of learning, and as support for education. In the current state of things, it is customary to consider new technologies as an object of learning. It allows students to become familiar with the computer and acquire the necessary skills to make it a valuable tool throughout their studies, work, or continuing education as adults.

Technologies are used as a means of learning when it is a tool for distance training, non-face-to-face training, and self-learning, or they are repetition exercises, online courses through

the internet, videoconference, simulation, or practice programs, etc. This procedure is part of traditional teaching as a complement or enrichment of the contents presented.

However, where the new technologies find their proper place in teaching is learning support. Technologies understood in this way have been pedagogically integrated into the learning process, have their place in the classroom, respond to more proactive training needs, and are used daily. The pedagogical integration of technologies differs from training in technologies and is framed in a perspective of continuous training and personal and professional evolution as knowing how to learn.

The search and treatment of the information inherent to these training objectives constitute the cornerstone of such strategies. They represent one of the essential components for effective and transparent internet use in the school environment and private life. For each of these elements mentioned, the new technologies, especially those in the network, constitute a source that allows varying ways of doing things to meet the desired results.

Among the most used instruments in the school context, we highlight word processing, spreadsheets, databases, information, didactic, simulation and exercise programs, electronic presentations, Html page editors, authoring programs, discussion forums, the digital camera, the videoconference, etc. Among the activities to be developed, we mention school correspondence, documentation search, production of a class or school newspaper, carrying out projects such as WebQuest or others, exchanges with classes from other cities or countries, etc.

Currently, authors such as Serrano Sánchez et al. (2016) argue that educational technology is a discipline that studies media, materials, web portals, and technological platforms at the service of learning processes. In this field are the resources applied for training and instructional purposes, originally designed to respond to the needs and concerns of users. These

authors agree on the study of the use of ICTs in the teaching and learning process in various contexts, as well as the impact of technologies on the educational world in general through educational technologies. They argue that everything lies in a socio-systemic approach, where mediated processes are always analyzed with and from a holistic and integrating perspective.

Two fundamental reasons

There are two significant reasons governments should go far beyond equipping school libraries with Web access. On the one hand, precisely due to the many changes caused by the ICT revolution, the skills required of graduates of Latin American school systems have changed. Moreover, those school systems must meet these new demands so that young people are better enabled to lead valuable personal, productive, and civic lives in the 21st century.

In addition, ICTs, with the full range of hardware and software tools they contain, are converted into instruments of the mind, used to enhance it and facilitate the creation of enriched learning environments that adapt to modern learning strategies, with excellent results in the development of cognitive abilities of children and young people in the traditional areas of the curriculum.

ExperTICia

It is proposed to call ExperTICia the condition of a competent person in the new training demands that originated in the ICT revolution, demands that, as has already been said, must be satisfied by any modern quality school system. However, as was also stated above, there is another fundamental reason for governments to bet on the massive incorporation of ICTs in their school systems: ICTs, when used well, can significantly enrich learning environments at a low cost. Furthermore, those enriched environments would enable higher learning and skill development levels.

The costs of computers, their peripheral equipment, such as scanners or printers, and many digital devices, such as cameras, sensors, probes, organizers, and cell phones that work with or instead of computers, have fallen dramatically. Pilot programs are already beginning to be seen with computers specially designed for school use, such as that of the "One Laptop per Child (OLPC)" Foundation or the Intel Classmate Eduteka, 2007. These computers have several valuable built-in devices, technical specifications appropriate for school use, and sufficient software programs for various applications.

Project-Based Learning (PBL)

The PBL has a long history, and its first proposals appear at the beginning of the 20th century. Dewey (1933) highlighted the importance of experience in learning and opted for multidisciplinary projects, making it easier for students to work on different concepts and areas of knowledge. In addition, he emphasized social learning, so his projects were collaborative. Another pedagogue who promoted this didactic approach was Kilpatrick (1918), who argued that PBL in school was the best way to use students' innate potential and prepare them to be responsible and motivated citizens toward learning.

The PBL methodology aims for the student to learn and develop better and to be able to identify and solve problems, understand the impact of their actions and the ethical responsibilities involved, interpret data, and design strategies. In all this, you can mobilize to put into play the theoretical knowledge you are acquiring in your training. Generally, it follows a particular teaching procedure and can be implemented very differently.

William Heard Kilpatrick developed the concept and became famous through the text "The Project Method" (1918). PBL's first applications and developments were at Case Western Reserve University School of Medicine in the United States in the early 1950s. It is how project-

based learning had its roots in constructivism and meaningful learning, which grew from psychologists and educators such as Lev Vygotsky, Jerome Bruner, Jean Piaget, and John Dewey. This methodology allows students to develop essential knowledge and skills of the 21st century by developing projects that respond to real-world problems. Project-based learning and teaching are part of active learning. In addition to project-based learning, there are other methods in this area, such as task-based, problem-based, discovery, or challenge-based learning.

Meaningful Learning

It is a proposal by David Ausubel (1963) in a context in which, given the prevailing behaviourism, a teaching/learning model based on discovery was proposed as an alternative, which privileged activism and postulated that what is discovered is learned. It combines the individual's previous knowledge with the new knowledge he is acquiring. When related, these two form a connection that fosters conceptual change and allows the development of the subject.

Students' behaviors towards English Language Learning

Through direct observation, attention could be paid to the behaviour of the study group. Attitudes such as: student apathy towards linear classes, discouragement in the development of class activities, failure to complete homework, reluctance to take notes, aversion to the English language, low academic performance, poor interpersonal relationships, among others. All the behaviors observed and named above are the fundamental basis for the development of the research study.

Authors such as Gardner and Lambert (1972) argue that the ability of students to learn a language does not only refer to mental competence, but that there are other factors involved, as well as the students' beliefs and attitude towards the language. (Quoted in Hosseini, &

Pourmandnia, 2013). It is important to highlight then that the environment is essential for success in language learning.

For authors such as Oxford and Shearin (1994) attitude is one of the factors that influence motivation in language learning. The role of the teacher has also been a fundamental component in pedagogy since it is the one who controls the behaviour of the students and produces influential changes in their learning competence and is responsible for guiding their behavior towards language learning (Dornyei 1994.)

Constructivism

Lev Vygotsky and Jean Piaget were the authors who originated and promoted this theory during the 20th century. It is a model that indicates that knowledge is developed from the different constructions an individual makes about what surrounds him, from schemes that he already has previously defined. The theory of constructivism applied to education indicates that it is necessary to offer students a series of tools to build and express their learning. The goal is that they can deal with any problem or situation that arises in the future.

ICTs

Various investigations have indicated that educational policy is testing ICTs in curricula. Some positive elements that using ICTs in education bring with it are listed. However, it should be noted that the effect is not the same in Latin American countries, as some authors suggest Carneiro, Toscano, and Díaz, 2021. ICTs in education are somewhat complicated because it was not initially designed for them; everything requires access, resources, training, and interest. Implementing ICTs in schools brings some benefits, such as physical presence versus virtual presence, greater access to certified virtual training, interactive learning, lower costs, the

inclusion of ICTs in curricula, teaching strategies that promote education, autonomy, and work collaboration of teachers, students, and content.

PBL with ICTs

This section highlights the idea of William N. Bender (2012) among other authors for whom PBL should be considered as a tool to develop competencies, including the ability to investigate, foster collaborative work, problem-solving, creativity among other skills that will be enhanced in the 21st century in the different educational systems.

Taking into account what Hurtado (2014) states "when active techniques are introduced within the traditional teaching methodology, such as playful participation, collaborative learning and the use of ICT, they arouse the curiosity of the students, promoting interaction between their peers, improving the quality of learning and academic performance in these. (p.1)

Digital technology has created a new possibility of increasing the subject's own creative capacity, this phenomenon constitutes a revolution in the forms of communication, construction and socialization of knowledge and seeks to achieve something intended; In this case, the students acquire vocabulary and know how to overcome the difficulties that are presented to them during the workshops, as well as the acquisition of skills in the development of the PBL, as stated by Moursund (2007) "that you do not learn about something, rather, it focuses on doing something" (p.14).

The PBL has a perspective oriented towards the use of ICT, which facilitates the integration of the student with the technological world, offering a series of tools that allow the learning of a specific topic to be achieved more easily. In this regard, Salinas (2004) suggests that "each technology or combination of them configures its own coordinates that not only affect

where and when learning takes place, it affects all elements of the teaching system: organization, student, curriculum, teacher" (p.1).

Compared with traditional teaching environments and those in which project-based learning is used, it has been shown that students show better abilities to solve problem situations (Finkelstein et al., 2010) and describe themselves as more engaged, attentive, and self-sufficient (Thomas, 2000; Walker et al., 2009). Traditional learning methods are linear, relying primarily on the textbook, which is generally designed to be read from cover to cover.

The use of ICTs is based on the assumption that the student can discover knowledge and build or rebuild it as needed. The discovery challenge enhances the motivation to learn and turns the learning challenge into entertainment. What one discovers by looking for the solution to a problem (PBL)quires a greater meaning. The new means of digital technology, Tics, capture the attention of students and awaken their new interest in learning.

The student is no longer limited to listening to the teacher and taking note of what he teaches, but through the different platforms, he faces a world of information in which he finds answers to his questions. The teacher ceases to be a transmitter of knowledge to become a facilitator of learning experiences that students carry out, a counselor on the search paths and forms of socialization.

Theories that contribute to the importance of ICT in education

Ferrer, 2014 in his article "Theories of Learning and ICTs", expresses that starting from the fact that educational communications are not impartial, one arrives at the idea that they occur in a sociopolitical context in such a way that technological means are considered instruments of thought and culture, and must serve for processes of democratization and liberation. This is how some theories contribute their postulates on the importance of ICT in education, among them:

Skinner's Behaviorism

It is based on exercise and practice programs, supported by repetition, with sequences of linear resources, and sanctions depending on the student's responses, whether positive or negative. Among its advantages are ease of use, a certain degree of interaction, learning sequence according to individual needs, immediate feedback, ease of systematization of basic skills for more complex learning and individualized teaching.

Ausubel's Meaningful Learning

Meaningful learning, which goes against rote or rote learning, is one in which the content must incorporate the subject's knowledge in relation to previous learning. It influences the design of software with limitations, since, although it recognizes Computer Aided Instruction (CAT) as effective, it thinks that programmed teaching through books is better. He criticizes the fragmentation of content that can occur in Computer Assisted Teaching (EAO) and defends the need for the teacher as a guide.

Bruner`s discovery learning

Emphasizes the importance of action in learning. He affirms that the resolution of problems depends on how they are presented, that they represent a challenge that stimulates their resolution and promotes transfer. It proposes a spiral curriculum, which must revolve around major problems, principles and values of society. Regarding its influence on educational software, he proposes cognitive stimulation that trains basic logical operations through different materials. He defends the creation of instructional sequences with characteristics such as: arranging the sequence in such a way that the structure can be appreciated, promoting transfers, using contrast, it must go from the concrete to the abstract, it must enable the experience of the students, make periodic reviews of the concepts learned.

Regarding the teaching process: it must capture the attention, must analyze and represent the structure of the content in an adequate way, so that the student describes for himself what is substantial to solve a problem, it is essential to elaborate an effective sequence, the reinforcement and the feedback arise from success.

Piagetian theory

It is based on knowledge of the world through the senses, following an evolutionary perspective. The development of intelligence is the adaptation of the individual to the environment, in said development two basic processes stand out: adaptation or input of information, and organization or structuring of information. It describes three primary stages of development: sensorimotor, concrete operations, and formal operations. He defends instruction sequences such as the following: be linked to the development of the individual, be flexible, consider learning as a process, the activity has a relevant role, the media should stimulate learning and consider the influence of the environment.

Gagné's theory of information processing

It ensures that in order to obtain results in learning, the following must be known: the internal conditions that intervene in the process and the external conditions that can favour optimal learning. Although it is located in cognitivism, it makes use of concepts from other theories:

From Behaviorism: the importance of reinforcement and task analysis

From Ausubel: the importance of meaningful learning and intrinsic motivation

From information processing theories: the basic explanatory scheme on internal conditions.

Regarding the Internal Conditions, it recognizes the existence of different phases in the learning process, among them: motivation, comprehension, acquisition, retention, memory, generalization, execution, and feedback.

Regarding the External Conditions, he considers them as the actions of the environment on the subject that allow learning, and that it is necessary to order to improve each phase of learning.

The process components (prerequisites) must be identified, which depending on the task will be intellectual abilities, verbal information, cognitive strategies, attitudes, motor skills, etc.

Papert's constructivism

He affirms that the computer reconfigures the learning conditions, and supposes new ways of learning. Part of Piaget's postulates consider the subject as an active and constructive agent of learning but gives it an intervening character, affecting potential mental structures, and learning environments.

The Internet has characteristics of a constructive learning environment since it allows the principles stated above to be put into play. It is an open system governed by interest, initiated by the one who wants to learn and is considered intellectually and conceptually attractive. The interaction will be attractive to the extent that the design of the environment is perceived as provoking interest.

Vocabulary learning

Language acquisition is the process through which we acquire our native language, which we learn from our parents or caregivers as babies. Language acquisition occurs naturally and unconsciously. Young children become aware of the sounds and patterns of their first language by hearing it around them and internalizing those sounds and patterns for later use. They will actively build their language by repeating words until others understand them. Language learning is a term that describes the formal study of a language, like an experience most of us remember from the classes we took in school as children. This is usually a highly structured process in which students memorize vocabulary lists, grammar rules, and sentence structure.

Basic Learning Rights (BLR)

Fundamental learning rights are those rights that constitute the knowledge and skills that students must acquire in their educational processes in our country. The Colombian Ministry of Education (2016) has adopted them as essential tools to ensure quality and equity in education for all children. They are the ones who describe the elements and skills necessary to achieve a communicative performance in a foreign language.

Legal framework

The legal framework is protected by Law 1341 of 2009, the New Law of Information Technologies and Communications in Colombia. The ICT Law is undoubtedly one of the most anticipated legislations in recent years due to its exceptional regulation area, information, and communication technologies. It establishes the much-needed legal framework of the Information and Knowledge Society for our country, and proof of such recognition is expressly seen in article 3, stating that: "The State recognizes that the access and use of Information and Communication Technologies, the deployment and efficient use of infrastructure, the development of content and

applications, the protection of users, the training of human talent in these technologies and their

transversal nature, they are pillars for the consolidation of information and knowledge societies."

, (2009). Without a doubt, it is a law that brings significant changes.

Rationale of the literature review

Communication technologies (ICTs) are responsible for studying, developing,

implementing, storing, and distributing information through hardware and software such as a

computer system. Information and communication technologies are part of the emerging

technologies that are usually identified with the acronym ICTs and refer to the use of computer

media to store, process, and disseminate all kinds of information or educational training

processes.

Using a platform such as Google Classroom to strengthen vocabulary learning processes

in seventh-grade students and to achieve the objectives of this research study and involve

students in the learning process, the use of technology is the strategy that allowed the

achievement of the goals. Therefore, the methods were implemented using the resources

available on said platform since it is a web-based interactive tool that can be used

asynchronously and synchronously to engage students in active learning. It has a positive impact

on both teachers and students. The technology breaks traditional one-way communication where

teachers are the only speakers and students are the listeners. This platform can change classroom

dynamics or online education, promoting participation, engagement, and enjoyment.

Some skills needed to use the internet.

Some basic skills are necessary to take advantage of internet educational possibilities,

some of which require a long learning period that should start at school early. In addition to a

good predisposition and capacity for self-learning and the essential instrumental knowledge of

the operating system (Windows or Mac) and text editors, we highlight the following skills and expertise:

Know how to use and configure the main Internet tools: browsers, email, File Transfer Protocol (FTP) is a network protocol for transferring files between systems connected to a network: distribution lists and newsgroups, chats, videoconferences, offline browsing programs. Know how to download information from the internet: texts, images, and programs. Respect the rules of netiquette when using the mail.

Know the essential characteristics of the computer equipment and infrastructure necessary to access the internet: computers, modems, and telephone lines. It will also be helpful to know specific aspects of how networks work, such as the hours of least traffic and, therefore, higher speed on the telephone line or specific servers, the existence of mirrors (local mirrors of international servers) that serve the most quickly.

Know how to take advantage of information sources on the internet. Diagnose when information is needed. Define what is required: what am I looking for? Why do I need it? Determine the information that needs to be searched for and identify the related key concepts and the area of knowledge to which it belongs. Narrow the search as much as possible.

Evaluate the suitability of the information obtained to be used in each specific situation, organize it, and use it: what have I found of what I was looking for? What new information do I have? How do I organize it? How do I apply it to problem resolution? It is not enough to find information; you must know how to collect, structure, and organize it so that later, once it has been prepared, you can retrieve it when appropriate and apply it to solve the problems presented.

Know how to take advantage of the communication possibilities offered by the internet (email, discussion lists, news groups) in work, cultural and recreational activities. Evaluate the

effectiveness and efficiency of the methodology used in the search for information and communication through the internet. This review will progressively improve the techniques and strategies, and action will be taken to increase effectiveness and efficiency.

The ten rules of digital behaviour

a. Respect. Use ICTs to respect others, respect me, and make myself respected: When using ICTs, respect yourself and others, being aware that we are all worthy people. Know that insult, slander, and defamations are crimes or offenses against people's honour and good name. Know that the outrage of deeds or words disclosed through technological environments can harm and disrespect the rights, privacy, and dignity of a person or organization.

b. Freedom. Exercise the right to freedom and respect that of others: understand freedom as the possibility of doing what does not harm another, having the option to decide whether to participate in any activity that technological environments offer and having decisions respected, always respecting that of others.

c. Identity. Use identity safely in interactions with others in technological environments: protect the essence by using confidential information. Identify clearly and honestly, safeguarding personal information. Do not use false identities to impersonate people in specialized domains. Do not share security passwords for access to technological environments with others to prevent them from supplanting, and do not do so with those of others. Please do not violate the privacy and confidentiality of others in technological environments, even when it has not been duly protected.

d. Integrity. Protect personal integrity and safety and that of others: Take care in technological environments when going outside, using criteria to choose the places to visit and

the people with whom to interact. Take the necessary precautions in relationships established with other people in technological environments.

e. Privacy. Be responsible with privacy and that of others: In technological environments, share information without affecting the privacy or that of others. Respect the information from the people know and do not publish it without their authorization in technological environments.

f. Autonomy: Use ICTs for the free development of personality and autonomy through recognizing and respecting beliefs, thoughts, and others when participating in technological environments freely, respectfully, and responsibly expressing preferences, always respecting the diversity, opinions, ideas, and ideas of others.

g. Quality of life. Use ICTs to improve quality of life, ensuring a healthy and peaceful environment: Use ICTs for comprehensive personal development, recognizing them as an aspect of life without affecting another area of effect. Appropriate use of ICT to improve quality of life. Take advantage of ICTs to support intellectual growth and strengthen learning in all areas of knowledge. Rely on ICTs to work in groups and collaborate with the members of work teams. Self-regulate the time dedicated to using ICTs, ensuring time for developing other aspects of life.

h. Care and support. Be aware that minors require special care and support in using ICT: As a digital citizen of legal age in a relationship with children and adolescents (NNA): Be a good digital citizen and be an excellent example for minors. Guide and accompany minors to develop skills for using ICTs safely and enrichingly. Define rules for the proper use of ICTs for children accompany. Report threats against them and crimes on the internet to the authorities before www.internetsano.gov.co, in the virtual CAI, The Virtual Immediate Attention Centre is a service that the National Police has provided for the attention of computer crimes or cyber incidents that affect citizens found at www.delitosinformaticos.gov.co, writing to

caivirtual@correo.policia.gov.co or directly at an-office of the Dijin of the National Police - Computer Crime Investigative Group. Learn and know about the use and experiences they have with it.

i. Respect for the law. Do not use ICTs to promote, consult, view, buy, or share activities related to the exploitation of minors, child pornography, child prostitution, human trafficking, promotion of self-destructive behaviour, organizations, and activities outside the law, or any other conduct that violates human rights. Use ICTs for healthy, safe, and constructive activities within the framework of Colombian law. Do not accept or disclose virtual sites that promote self-destruction, xenophobia, exclusion, child pornography, human trafficking, intolerance, or any activity outside the law.

j. Copyright. Respect copyright and use products, tools, and software from legally acquired technological environments. Do not copy or market ICTs products that are protected by copyright. Make the necessary citations when copying a fragment of work on the web or a text. Do not buy or promote pirated software. Support the development of content and legal software, and I know that I have the option to generate it. Protect the integrity and personal safety of others. Be responsible for the privacy and that of others. Use ICTs to improve quality of life, ensuring a healthy and peaceful environment. Be aware that minors require special care and support in using it.

Conceptual Framework

Learning

Learning occurs as a formal and intellectual process in which a language is learned through formal education in which students do it consciously and can explain grammar rules. For Krashen (2015), this situation causes people to produce limited conversations without developing communicative competence compared to native speakers. These new speakers focus on the form, not what they want to express (Oliveira, 2007).

Lexical competence

According to the Common European Framework of Reference for Languages (2001), mastering languages, including English, requires several skills. Within these competencies are linguistic competence and, as part of this, lexical competence. Lexical competence, which is the knowledge of the vocabulary of a language and the ability to use it, comprises linguistic and grammatical elements (Council of Europe, 2001).

Lexical competence is composed of grammatical and linguistic elements. Lexical items include frequently used expressions such as greetings with fixed structures and idioms, those whose meaning is symbolic. Likewise, polysemy must also be considered since a word or phrase can have different meanings. The grammatical elements belong to closed terms: articles, quantifiers, demonstratives, personal pronouns, relative pronouns, interrogative adverbs, possessives, prepositions, auxiliary verbs, and conjunctions.

PBL

PBL is a learning model with which students actively work, plan, implement, and evaluate projects that have real-world applications beyond the classroom (Blank, 1997; Harwell, 1997; Martí, 2010). Project-based learning is one of the most influential and increasingly

widespread active methodologies in the educational system. This methodology focuses on students learning in an entertaining, holistic, democratic, and motivating way. Time is needed for students to develop their projects related to their school, community, and the real world. In this type of learning, the student is expected to build his knowledge from real-life situations and do so with the same reasoning process he will use later in life.

The literature reviewed here is relevant for developing and interpreting results for this research to emphasize the conceptual framework since it determines the variables used and the relationship between them. The concepts presented here have been strengthened throughout the research process, which has provided scientific, academic, and theoretical information and support and deepening of the research topic. The selection of concepts is pertinent since they support the answer to the research question and the objectives set.

Research Design

This section describes the methodological design, the research method, and the approach that supports the study. This chapter defines the data collection techniques, stating the instruments and their corresponding validation. Ultimately, it was necessary to demonstrate the pedagogical strategy and its application. It is mentioned that the teacher developed the study with group 706 because she knew more about said population, their needs, and their academic difficulties. During this academic period, the teacher worked with them throughout the process.

According to this, the researcher applied the instruments to collect data and analyze the findings. Different instruments were designed and validated for this process before its implementation. The first instrument was a direct observation, and the researcher must record many details and comments about the classes and pedagogical interventions.

Methodological design

Descriptive research

The research study was framed in a descriptive investigation. For this purpose, Danhke (cited by Hernández, Fernández and Baptista, 2003), affirms that "descriptive studies seek to specify the properties, characteristics and important profiles of people, groups, communities or any other phenomenon that is subjected to an analysis" (p. 117). In other words, they allow the information collected to be measured and then systematically describe, analyze and interpret the characteristics of the phenomenon studied based on the reality of the proposed scenario.

It is proposed in this type of research to systematically describe the characteristics of a population, situation, or area of interest. This type of study only seeks to describe conditions or events; basically, it is not interested in verifying explanations, testing specific hypotheses, or

making predictions. Surveys often make descriptions, although these can also be used to test hypotheses and explanations.

This research study adopts a descriptive methodology since it allows deepening the analysis of the data collected through the activities carried out, including direct observation, through a description that effectively details the problem detected. This methodological development has been chosen because it responds more accurately to work intended to be carried out since it is aimed at designing a dynamic tool to contribute to the participation and socialization of English specifically.

Context of the Research

The quantitative-qualitative duality currently adopts new forms, and the approach is progressively produced through a third way (Serres, 1991) contemplates both positions as compatible and complementary. Thus, it is assumed that neither quantitative nor qualitative research is superior to the other; both are equally scientific (King, Keohane, and Verba, 1994, p. 4), and both can provide helpful information. If, in addition, their data are integrated when they converge, there is a reinforcement in the results and conclusions.

Among the qualitative methods that were used are observations, which consisted of recording what was seen, heard or found in detailed field notes. For (Ruiz Olabuenaga, 1999:121), the way to obtain information in qualitative methods is carried out based on the idea that the "socially situated researcher creates reality through interaction" The qualitative analysis of the strategic data that has a significant content of great wealth is then carried out. With this purpose, different qualitative research techniques are used, including observation and analysis of documents aimed at deepening the meaning of situations and the meaning that people attribute to them.

Triangulation consisted of combining the data collected to obtain a more complete and valid understanding of the phenomenon studied. For Pérez (2000) triangulation implies gathering a variety of data and methods referring to the same topic or problem. It also implies that data is collected from different points of view and making multiple comparisons of a single phenomenon, of a group, and at various times, using diverse perspectives and multiple procedures.

Among the quantitative methods, a test was used with the corresponding statistical description to obtain numerical data. Representative authors of ethnographic research such as Goetz and Lecompte (1988:178-179) also recognize the role of numerical data, stating that "once the elements are identified, it is possible to reduce them to a quantifiable form examining them, making lists, coding them and assigning scores to them".

In the development of this research study qualitative and quantitative research methods were implemented; the participants were seventh-grade students of the Emilio Cifuentes Municipal Educational Institution who have experienced difficulties writing short texts or expressing simple ideas on specific topics in English class.

Population and sampling procedure.

For the development of this research study, the population under study corresponds to 35 students from the Emilio Cifuentes Municipal Educational Institution in total, whose ages range between eleven (11) and thirteen (13) years of age, who are in seventh grade degree of Basic Education, in secondary education. The group of participating students was chosen based on criteria such as whether they were young people with two or more years of experience in the institution; another aspect is that they had had a lower performance in the subject. The vast majority of students correspond to children of teachers, police, army personnel, and flower

workers, among others who correspond to socioeconomic strata one, two and three between rural and urban areas inside and outside the municipality of Facatativa, Cundinamarca.

The selection of the sample was of a non-probabilistic type and the sampling was for convenience since this type of sample consists of selecting the participants of the research study according to their ease of access or proximity to the researcher. This is how Johnson, 2014, Hernández-Sampieri et al., 2013 and Battaglia, 2008 p. 176 state that in non-probabilistic samples, the choice of items does not depend on probability, but on causes related to the characteristics of the research or the researcher's purposes.

This group of students worked with the researcher through the proposed classroom project to teach English vocabulary through PBL and ICTs. The parents of the participating students were asked to read the informed consent to participate in the Research study and, in the same way, obtain videos, photos, etc., necessary for the present study. Some data collection instruments were applied, and the researcher reviewed and evaluated the information.

This Research study was with two groups: one group was the control group with which the traditional activities carried out, which made up of students from another grade of the same level, and another group, the base group, was the one that uses the platform Google classroom as a tool to see if the strategy allows a breakthrough.

Researcher's impact

The researcher can believe in something natural that is present in the world and can report its existence. It leads qualitative researchers to search for methods that allow them to record their observations precisely and will enable them to see the meanings that subjects give to their life experiences. It is how qualitative research allows a series of interconnected methods to interpret and find better ways of understanding the world of the experiences studied.

Howard Becker (2000) discusses the various problematic dimensions that researchers encounter. Various dimensions, including personal, emotional, ideological, and even political as they, impact research projects in sometimes unpredictable ways. Some of the researcher's impacts on their project are considered here. In the qualitative research literature that examines interviews, focus groups, and similar methodologies, scholars identify that various factors influence the interactions between researchers and their projects.

Academic debates about internal/external positions in research are significant here. The complexity in the research relationship is presented and argued considering that complexity. The researcher may find a bind that he is as much a part of the research data as his participants. From their own experiences, it is intended to highlight the researcher's impact on their data and the relationships between researchers and the researched (Becker-Howard, 2000).

Ethical Protocol

In the development of this research, different aspects were considered, including ethical elements that correspond to all those moral actions that must be guided responsibly. It was how the researcher followed the ethical protocol. Before developing the research process, parents were invited and asked for students' participation and thus had the information of this study and then be able to obtain informed consent with all the required data and the signature of the legal representative of each child. For the data analysis, a table was used in which the researcher's teacher protected their names and particular observations.

An invitation letter was prepared in which participants' parents were invited to read the informed consent to decide whether to participate in the study. It complied with ethical considerations. It was emphasized in the letter of invitation and the informed consent that the participation of the students was completely voluntary. The students were told that they could

withdraw from the study at any time and that their decision would not have any repercussions in the course.

Data collection Techniques

In the present research study, the data have been obtained through direct observation, Unstructured direct observation, and English tests. In the first phase, information was collected on the type of online technological resources students use. This research study obtained the data through the application of the following instruments:

Unstructured direct observation for students was carried out in four sessions to identify the participation and relationship of ICTs and technology with the environment, see (Annex B).

Unstructured direct observation and English tests worked with two groups. One group will be the control group with which the traditional activities are carried out and the base group with which the Google Classroom platform to be used as a tool.

The data collection process was divided into phases, making this a sequential process in which the data collected from applying the first instrument helped the teacher researcher move forward. Information was collected on the type of online technological resources that seventh-grade students of the Emilio Cifuentes Municipal Educational Institution prefer to use to carry out activities and tasks in English.

Description and rationale of the instruments

In obtaining qualitative information, direct observation was implemented in four sessions. This information gave way to carrying out the pedagogical proposal, the subject of this study. Then the English test was applied to the reference and comparison groups.

Unstructured direct observation.

The type of observation achieved an exploratory and approximate knowledge of students' participation and dynamism in the English classes and developed a proposal. In the practical classes (four), the teacher verified using an expository methodology while the students took pertinent notes. Workshops were left to solve at home that was then shared in class through a reading. The evaluation was made with questions related to the topic that the students answered orally or in writing.

English test

The English test allows teachers to analyze the skills, aptitudes, and motivations to define the cognitive progress of their students through various questions. For this study, the questions aimed at handling basic grammatical structures that students should handle by seventh grade, including the simple past and the simple future.

Validation Procedures

The first instrument used was a direct observation, and the English test was applied to the participants at the beginning of the process. The sample for this investigation was the totality of 2 groups (706 and 703) of seventh-grade students of the Emilio Cifuentes Municipal Educational Institution. The answers obtained gave rise to the analysis.

Once the questionnaire was applied, the information collected was organized to begin the analysis of the information then proceeded to the design and implementation stage of the strategy for teaching vocabulary in English using PBL and ICTs through the google classroom platform.

Pedagogical Intervention and Application

The main objective of the pedagogical proposal, the PBL, was to implement a tool such as Google Classroom Platform to teach vocabulary in English to seventh-grade students so that they can express short ideas or at least obtain basic oral productions in English. Regarding the problem in seventh-grade students, vocabulary learning through PBL and ICT was the primary need.

The methodology of this pedagogical proposal to achieve that students participate dynamically and have significant learning in English classes was implemented with the development of workshops to facilitate access to materials on the subject and make to realize that teaching action that increasingly requires an approach to theoretical aspects dynamically for greater efficiency in your work. The object of knowledge is not things in themselves but the relationships of things.

The methodology was designed considering the following parameters, and each workshop was carried out in three classes of fifty minutes each.

First class

1° Previous request for research in Google Classroom of a song, downloading the text in English and Spanish from the network.

2nd Presentation and group interpretation of the musical text incorporating the song's rhythm in English.

Second class

3rd pedagogical component:

Group analysis of the song lyrics, identifying literary figures, vocabulary in Spanish and English, translation, and grammatical differences.

Third class

4° Group or individual evaluation through different dynamics where they can determine the relevant aspects of each topic and give their opinion on specific topics: in the third class (50 minutes). Promoting collaboration and group work is necessary since it establishes better relationships with other students, they learn more, they like school, feel more motivated, their self-esteem increases, and they learn more effective social skills when working in cooperative groups.

Data Analysis and Findings

In this section of the Research study, the data obtained from the investigation will be presented,

with a total sample group of the population of ten students as part of grade 706 (See Appendix

A) of the Emilio Cifuentes Municipal Educational Institution. The analysis will allow a finding

of organization and their implications in the results from what was observed and worked with

said students during application instruments.

The analysis gave an idea about the teaching of vocabulary using some resources such as

an iPod, a cell phone, or a computer to be able to include activities in your Google Classroom

platform where the practice and learning of new vocabulary motivated by new technologies are

shown, in front of the traditional learning and the use of the PBL methodology. It is how the

research study arises from the need to use various technological resources in synchronous and

asynchronous classes on the Google Classroom platform, which allows students to acquire

significant learning of new vocabulary and, in the same way, recognize their writing and

meaning.

Instruments used in data collection.

For the development of this research study the following instruments were used:

Unstructured Direct Observation of students, carried out in four sessions, to identify the

participation and the relationship of ICTs and technology with the environment. (See Appendix

B).

Language skills test: the work was carried out with two groups. A group called the

control group, with which traditional activities were carried out, and a group called the base

group that used the google classroom platform as a tool (See Appendix C).

Data management procedures

The analysis and data collection of the research study is based on quantitative and qualitative information and tries to give information about what was found during four weeks in English classes through direct observation (See appendix B) to make decisions later. In the practical classes (four), the traditional methodology was used with the teacher's presentation while the students took the pertinent notes. Workshops were left to solve at home and shared in class. The evaluation was conducted with questions related to the topic that the students answered orally or in writing.

Categories Analysis

In this section, the selection of the categories, subcategories, indicators, and criteria was made, analyzing how to teach vocabulary to seventh-grade students can be favored according to the implementation of the Google Classroom platform through PBL and ICTs in Classroom. The categories of Vocabulary learning and students' learning outcomes were organized as shown in Table 1. It describes the subcategories' Lexical processes and competence as a result obtained by identifying, comparing, and contrasting the initial information that allowed the observation of some classes regarding the problem.

Tabla 1 Emerging categories

Question	Category	Subcategory	Indicator	Criteria
How to teach English vocabulary through a pedagogical strategy based on PBL and ICT tools in seventh-grade students of the Emilio Cifuentes school in Facatativa, Colombia?	Vocabulary Instruction activities	Lexical processes	1) Noticing in the classroom.	1. Identification can occur in a class when a text is presented with highlighted words or pre-teach vocabulary (Nation, 2001).
			2) Retrieving in the classroom	2. Recovery consists of remembering the word or its meaning, productively or responsively. When we speak or write, we recognize its significance when listening or reading (Nation, 2001).
			3)Elaboration in the classroom	3. Processing can be responsive or productive. It is produced when this word is used in a new context and receptive when new meanings or

			uses are learned (Nation, 2001).
Students learning Outcomes	Lexical competence	Lingüístic Competence	Knowledge of the language's legal resources as a system and the ability to use them to formulate well-formed and meaningful messages. It includes lexical, phonological, syntactic, and orthographic knowledge and skills. This competence implies the theoretical management of grammatical, spelling, semantic and pragmatic concepts.
		Test result comparison	Thanks to this test's results, the reference group performance was highlighted; the students

under investigation have improved their vocabulary. The correct answers of the reference group are of great notoriety, and the ability to understand and manage the English language has increased.

Note. Own elaboration based on vocabulary learning, according to Paul Nation, 2001

Estandares Basicos Competencias en Lenguas Extranjeras, 2006

After implementing the initial diagnostic test and analyzing its results, reviewing the categories and seeing how they would impact the strategy's implementation to teach vocabulary learning became necessary. So that students could improve the production of simple ideas in written and oral form. The categories that guided the development of skills in the seventh-grade students of the Emilio Municipal Educational Institution were classified as vocabulary, spelling, and use of English language connectors.

The data was analyzed to provide reports on the information collected. In this way, the result was that the vocabulary category would guide the study's implementation and, therefore, the subcategory, such as lexical competence, the structure of short sentences, and the production of sentences with simple ideas. Considering the codification of the tools, the project was based on the categories of Vocabulary Instruction activities and Students learning Outcomes, which establish scales for the qualification of vocabulary knowledge and the student's ability to control

said knowledge. The reference and comparative groups were also established for the present study.

In the classroom, identification can occur when words or vocabulary highlighted in previous lessons appear in the text. Retrieval consists of productive or reactive recall of words or their meanings. When students speak and write, they understand what they hear and read. Processing is receptive or productive. The term is productive when used in new contexts and receptive when new meanings and uses are learned.

In this subcategory, students were observed paying attention to their attitudes and the routines acquired through use. The pedagogical interventions were explained at first using simple language. Students must identify the meaning of different words. An attempt was made to reduce the use of Spanish, involving the students in speaking or repeating the words and phrases according to the proposed activities. Some procedures allowed students to memorize the vocabulary, which arose in the lesson's teaching.

At the end of each session, some students could repeat words and simple sentences as they were more motivated to use different resources in class. The researcher found that the time of exposure to learning the words and sentences seen allows their understanding. The performance of the students confirms Paul Nation's theory, 2001. Identification can occur in a classroom when a text is presented with highlighted words or vocabulary from previous instruction. Retrieval consists of recalling the word or its meaning productively or responsively. They recognize its meaning by listening or reading when they speak or write. Processing can be receptive or productive. It is produced when this word is used in a new context and receptive when new meanings or uses are learned (Nation, 2001).

In summary, the indicators were evidenced in the seventh-grade students since the participating population showed their understanding through the vocabulary that led them to respond to the proposed activities. They did what they understood, showing the more significant appropriation of the vocabulary during the process. Also, it is considered that the exposure time was decided to establish the students' learning; the longer the time, the more memorization is allowed, and then the ability to produce short and simple ideas with the vocabulary learned. The influence of the students with a better attitude was also evident since they motivated the others to develop the activities, write a short text and repeat and pronounce a song in English.

The students could imitate the pronunciation of the words in some moments, which allowed favorable learning since the use of resources and motivation among themselves allowed it. Practice and repetition finally achieved a correct pronunciation, which was done and achieved both with the song and with the messages about friendship that were generated from the same song worked on in class.

Through google classroom as a tool, students could investigate, created learning materials, generated new resources for learning, and shared what they have learned through ICTs. It was a way of stimulating the learning of English related to new technologies based on the PBL model. In this research study, a series of stages were overcome, and the use of applications to facilitate vocabulary learning in English was reached.

Comparison Test

In this part of the test, the comparison group participants were asked to fill in the given sentences' blanks using the verb's past tense to be as appropriate. It was a slightly easier exercise for this participant, although he made two mistakes out of the five spaces he had to fill. The tool was applied to one hundred percent of the population: two seventh-grade courses; the first, the

reference or research group, and the comparison group. Each group has a total of 35 students. The evaluation was carried out surprisingly according to what was seen in class. The reference group has applied the technology and the Google Classroom platform; the other has had traditional classes.

The improvement and increase in the English vocabulary of the reference group are very noticeable since the results in this test demonstrate it in this way.

The correct answers of the reference group have become noticeable in front of the other group; it is evident that their ability to understand the English language has increased, including the handling of vocabulary in context.

The performance of the reference group stood out thanks to the results of this test. The students investigated have improved their command of English.

Conclusion of the evaluation

When carrying out the evaluation of the competency test applied to the two seventh grades, the progress of the students belonging to the reference group was evidenced compared to the other group. It is still expected to obtain better results to transmit them to the academic council of the Institution and consider this tool to be handled in different areas.

Protocol of data analysis

Categories

At the beginning of the research study process, Vocabulary Instruction Activities and Student Learning Results were identified as categories, and lexical processes and lexical competence as subcategories. Thus, after the first observations and recorded results of the instruments, difficulties with vocabulary management stood out so much that it was considered the main category. Since the most significant difficulty was using vocabulary to understand or build sentences, this research focused on developing this category by implementing the Google Classroom platform as a learning strategy through PBL and ICT.

Vocabulary instruction activities

One of the emerging categories in developing this research study was the vocabulary instruction activities supported in the five phases of Project Based Learning (PBL). They were considered essential since they resulted in the comprehensive training of each student by performing better in the subject by increasing their vocabulary. This is how understanding the significant associations between the pronunciation of words and their meaning is a trick to building vocabulary. Below is a graph that illustrates and demonstrates the different phases of **PBL**

In the first phase, the presentation of the Project and the problematic identification of working, which was the teaching and learning vocabulary in a foreign language, was carried out for this research. In the second phase, it was proposed to investigate or search for songs of their liking individually and in groups. In the third phase, a series of activities were proposed both in the classroom synchronously and in the virtual classroom through the Google Classroom Platform; asynchronously, students carried out vocabulary practice using different ICT resources.

Said tasks constituted a series of activities in pairs or teams that had to be elaborated during phase four and during the realization of the project and whose evaluation contributed to its qualification. In phase five, the monitoring of the students was complemented by the learning objectives to collect the final products requested both in the classroom and on the Google Classroom platform.

Figure 5. Five Steps of Project-Based Learning
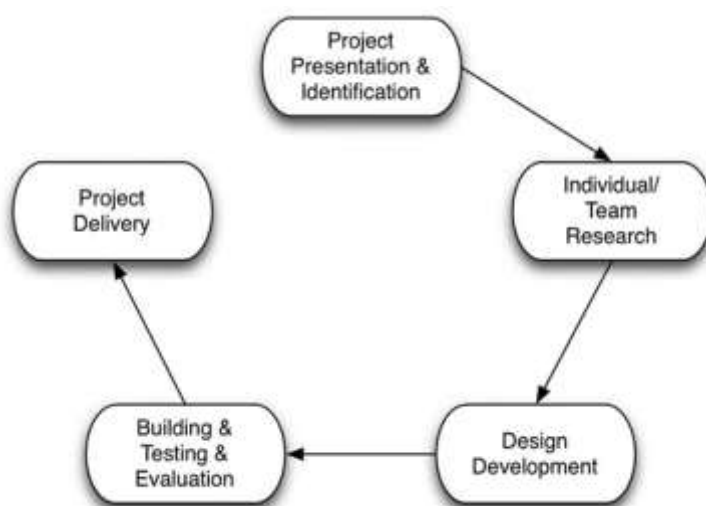
Note : taken from:

https://www.researchgate.net/publication/306117836_Vietnamese_Students_Awareness_towards _a_Project_Based_Learning_Environment/link/57b2b13708aeb2cf17c5aa54/download

In the description of this research study, a test was carried out to define their previous vocabulary. Then they were asked to research songs in English and select one of their preferences. After this, they are invited to memorize and present the song individually and in groups. The next step is to transcribe the song and underline the unknown vocabulary. Finally, they elaborate on short texts based on the song's message. In this way, the students answered
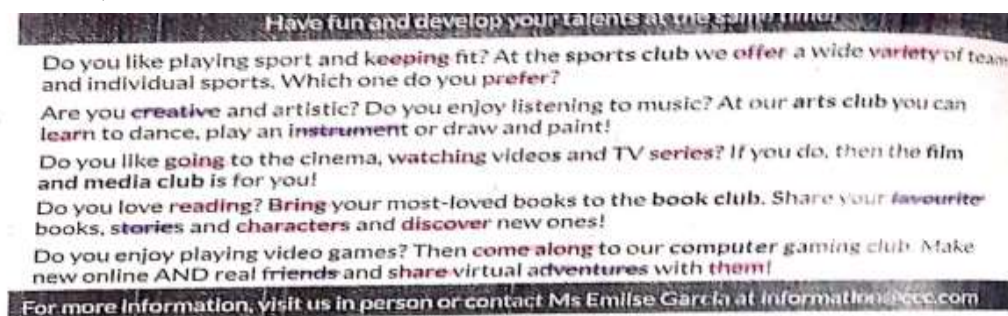
relevant questions and sought to satisfy a need for both vocabulary improvement and using a tool such as Google Classroom to energize their activities.

According to Paul Nation, three necessary conditions for vocabulary learning exist Identification or noticing. In this process phase, students realize the need to learn a lexical unit. In class, this can happen when a text with words highlighted in bold is presented when vocabulary is pre-taught, etc. The second is to retrieve, which consists of remembering, productively or receptively, the word or its meaning. When speaking or writing, the word comes to mind, or its meaning is remembered when listening or reading. The third phase of the process is elaboration, which can also be receptive or productive. It is produced when this word is used in a new context and receptive if new meanings or uses are learned.

Noticing in the classroom

In this indicator called noticing, reference is made to the activity's presentation in which the student must realize what he will work on in the proposed activity. An example of an observation task or analysis activity is used to draw students' attention; hence the term "observe".

Note : Student`s artifact. Activity has taken from  Way to Go 7th grade Student`s book page 11 Richmond, 2016

Have fun and develop your talents at the same time!

Do you like playing sport and keeping fit? At the sports club we offer a wide variety of team and individual sports. Which one do you prefer?

Are you creative and artistic? Do you enjoy listening to music? At our arts club you can learn to dance, play an instrument or draw and paint!

Do you like going to the cinema, watching videos and TV series? If you do, then the film and media club is for you!

Do you love reading? Bring your most-loved books to the book club. Share your favourite books, stories and characters and discover new ones!

Do you enjoy playing video games? Then come along to our computer gaming club. Make new online AND real friends and share virtual adventures with them!

For more information, visit us in person or contact Ms Emilse García at information@ccc.com

4. **Write»** Look at the questionnaire Sara completed about her free-time activities. Write eight sentences about Sara's hobbies.

A noticing or identifying activity will follow an essential task for students to read or hear the main idea of a text. Once you have a general understanding of the main idea of the text content, you can then focus on the language used in that text. An everyday observation activity is to underline the target language you want to focus on in the lesson. Below is an exercise in which the students were presented with a small text in which they had to highlight the unknown vocabulary and then verify it using the dictionary.
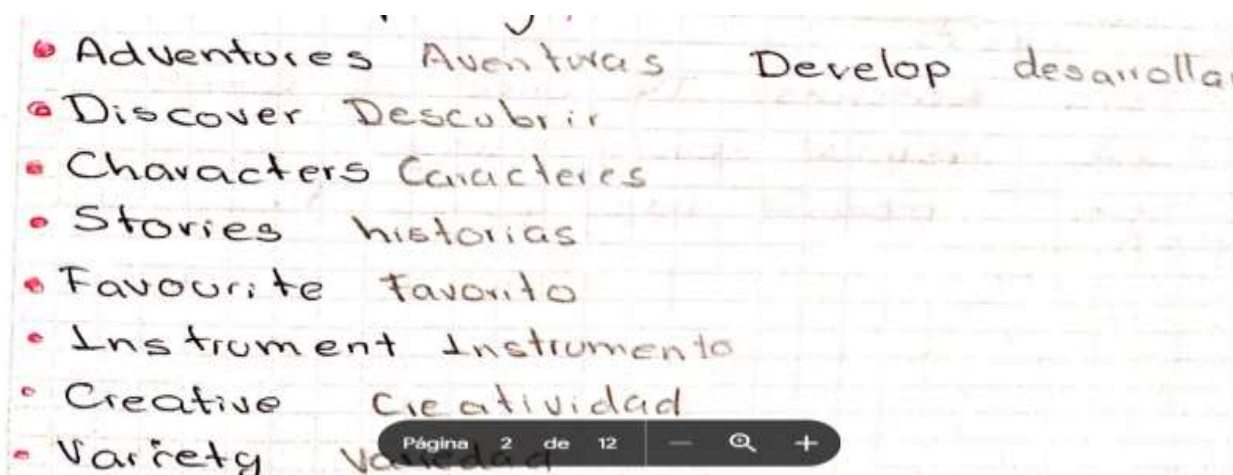
Example of student artifact 1

In this opportunity, a text was revealed, and they were asked to highlight the unknown vocabulary and investigate the meaning of the unknown words using a physical and virtual dictionary. They had to build sentences using the vocabulary bank, enter the new vocabulary in the bank of vocabulary, and at the end, make short compositions with the new words considering the use of the third person singular in the present tense.
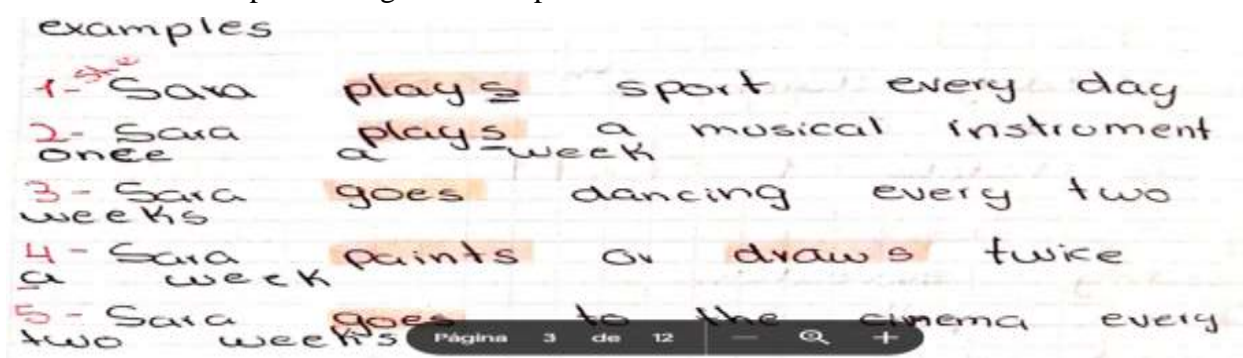
Example of student artifact 2

Retrieving in the classroom

Some research has shown that retrieval practice is a very effective teaching and learning strategy. Memory retrieval produces better long-term retention of the material than simply restudying the material. An essential aspect of retrieval is that students can attempt to access information from their memory and receive no help while completing the assessment. Retrieval practice is a proper way to find out what the student knows and does not know if they do not use notes or help from their peers.

Practicing retrieval within a group of effective learning and memory strategies can help students bring information to mind to boost learning and transform their performance. It is trying to recall information without having it in front of you, and when information is intentionally recalled, students learn to glean knowledge and see what they know. In recovery practice, music should be considered a powerful tool to perform better.
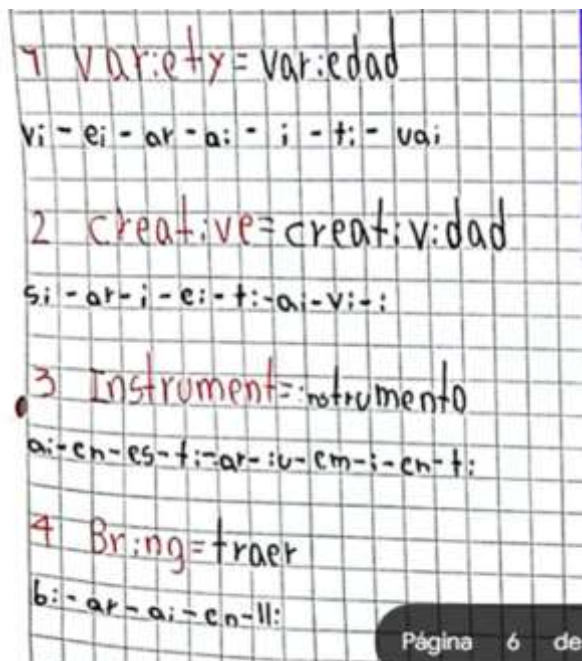
Example of student artifact 3
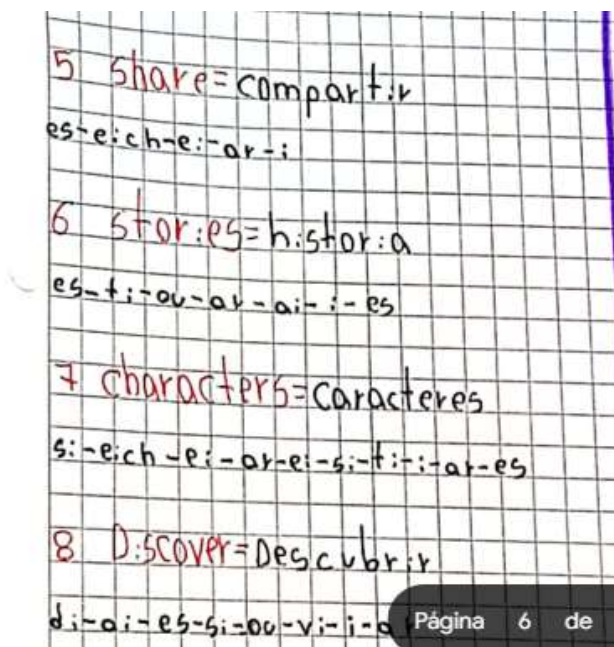
In this exercise, the teacher guided the spelling practice where each letter's alphabet and pronunciation were resumed to practice the new vocabulary through spelling. The students developed the practice of the vocabulary and worked through spelling in pairs. Finally, the teacher did a surprise quiz including ten of the words they practiced using the spelling, and they had to identify the words and write their corresponding meaning in Spanish. Other activities included recovery in the classroom within this project was the practice of the lyrics of the selected song. It was done individually, in pairs, and in groups both in the classroom and through the platform on which they had to memorize the song until they could interpret it without the help of the lyrics.

Elaboration in the classroom

Generative learning or elaboration gives meaning to the information to be learned by mentally reorganizing it and integrating it with prior knowledge, which allows students to apply what they have learned to new situations. Some strategies, such as summarizing, mapping, drawing, and self-explanation, are more effective for students who are less skilled or have little prior knowledge. Less able students may benefit from generative learning strategies but may need explicit guidance or training on using them effectively.

Ultimately, the effectiveness of generative learning strategies depends on the quality of what the student generates; students can build a coherent mental representation of the material during learning. In other proposed activities, students were asked to organize the given information into tables and write sentences including the information from the table.

Example of student artifact 4

They were asked to match the given words with their corresponding meanings in a context related to the selected song. and graphically represent the message that the song they worked on left them.

In this exercise, students were asked to write a message about the song they worked on and represent using a drawing or image.

Example of student artifact 5

This type of exercise was carried out using the Google Classroom Platform; the students had to verify the expressions of the song and relate the columns according to the corresponding meaning. Each student completed the activity using the preferred resource, font, and color.

10. Try to remember the lyrics of the song "Count on me" and complete the ideas.

to help – count on – dark – Find out – sea

a. If you ever find yourself stuck in the middle of the – sea
b. If you ever find yourself lost in the – dark and you can't see
c. –find out what we're made of
d. You can – count on me like one, two, three,
e. When we are called – to help our friends in need

Macth the words (A) and the definitions (B):

1. To be stuck	a. To be unable to sleep
2. To find out	b. To discover something
3. Toss and turn	c. To expect that someone will do something for you
4. To count on someone	d. To be trapped and unable to move.

Example of student artifact 6

On this occasion, the students made their posters in face-to-face class in which they organized ideas about the message of friendship that the song they worked on left them.
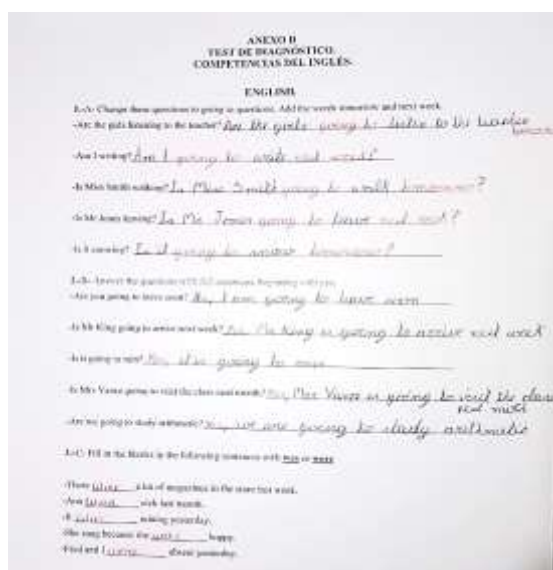

Example of student artifact 7

Students learning outcomes

It was considering that they were exposed to using the platform in the three English classes, searching for information, downloading a song, and learning it by verifying its vocabulary and message. Their learning was evidenced in several aspects when using the PBL methodology, since in their search for songs and vocabulary, difficulties arose that they had to solve.

This pedagogical proposal was applied to this population supported by PBL and ICT and some theories to improve their oral skills.

This is how these theories could guarantee significant vocabulary learning. Project-based learning was a resource to teach English through a context. The pedagogical proposal conceives learning as an individual and collaborative effort in which students focus on improving their performance. It was evidenced that the students felt more motivated by music because they had previous knowledge and worked on vocabulary related to the song. The classroom project adopted a theme such as friendship that framed the development of the proposal's activities.

Answer a test to define what previous vocabulary the student has. Students completed ideas using given structures with going to, will, was, and were.

Example of student artifact 8

Students looked for songs in English and selected one of their preferences. First, previous requests for research on the internet and selection of the song, memorize the song and make a presentation of it individually and in groups, then presentation and interpretation of the song. In groups of three and a maximum of five students, they sang "Count on me" by Bruno Mars. After that, they transcribed the song and underlined the unknown vocabulary. Finally, students prepared short texts based on the message of the song.

Lexical competence

A simple definition of what is lexical competence is provided by the Council of Europe (2001), which defines it as "the knowledge and ability to use the vocabulary of a language" (p.110). It is critical to suggest that lexical competence should be addressed as a fundamental linguistic aspect in the teaching and learning English as a foreign language. Reference is also

made below to the vocabulary descriptors for the sixth and seventh grades according to the Common European Framework that is evident in the project development among them:

I understand short and simple messages related to my environment, unique environment, and academic interests. This descriptor is related to the selected song since the students prefer it. I understand and follow specific instructions when presented clearly and with familiar vocabulary. Reference is made here to the different types of exercises that students developed in synchronous face-to-face classes and on the Google Classroom platform, where they should always be attentive to the instruction to carry out the proposed tasks and use attractive and appropriate resources. I identify the correct meaning of the words in the dictionary based on the context. Here students reviewed the vocabulary of the song in both the foreign language and their mother tongue using new vocabulary awareness. I can extract general and specific information from a short text written in simple language. An example of a short text is the selected song, where the students could identify the words' meanings and the song's general message. I write short messages with different purposes related to situations, objects, or people in my immediate environment. The students wrote phrases alluding to the message that the song left them based on the theme of friendship and made posters, including images or drawings. Once they completed the noticing, retrieving, and elaboration exercises, the students reached lexical competence, improving their learning of new vocabulary.

The seventh-grade students of the Emilio Cifuentes Municipal Educational Institution are at levels A1 and A2, where A1 corresponds to a beginner since they know minimal vocabulary about family, places, and friends in simple language, and A2 that according to the common European framework, corresponds to a basic level in which they recognize a little more vocabulary and understand short texts. This is how the seventh-grade students who are part of the

study developed their linguistic competence more since they worked on the knowledge of legal resources of the language as a system and the ability to use them to elaborate on well-formed and significant messages. It includes knowledge and lexical, phonological, syntactic, and orthographic skills. Said competence implies the theoretical management of grammatical, spelling, or semantic concepts and their application in various situations. (For example, make associations to use the available vocabulary in another context or apply the grammar rules learned in constructing new messages).

Test comparison

In the comparison test applied to analyze the seventh grade's skills, aptitudes, and motivations, questions were used in which the students had to complete statements. The type of questioning where the answer should be affirmative or negative was also used; The other type of question had a multiple choice where the student had to analyze the correct answer. The results obtained with this test were to define each student's vocabulary level, the text's comprehension and assimilation, the knowledge of basic structures such as past and future, and the aptitude and attitudinal position toward learning a foreign language.

The improvement and increase in the English vocabulary of the reference group.

Figure 6
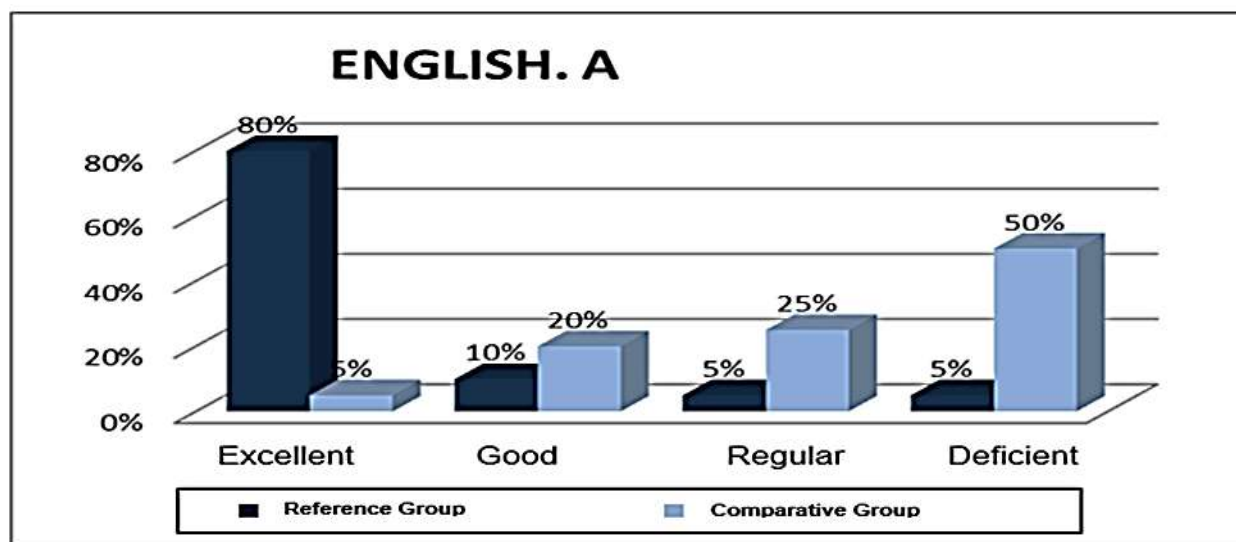
ENGLISH. A

Note. Percentage of the improvement and increase of the vocabulary in English of the reference group.

In this part of the test, the comparison group participants were asked to fill in the given sentences' blanks using the verb's past tense to be as appropriate. It was a slightly easier exercise for this participant, although he made two mistakes out of the five spaces he had to fill. The tool was applied to one hundred percent of the population: two seventh-grade courses; the first, the reference or research group, and the comparison group. Each group had a total of 35 students. The evaluation was carried out surprisingly according to what was seen in class. The reference group had applied the technology and the Google Classroom platform; the other had had traditional classes.

The improvement and increase in the English vocabulary of the reference group were very noticeable since the results in this test demonstrated it in this way.

The correct answers of the reference group

Figure 7

ENGLISH. B
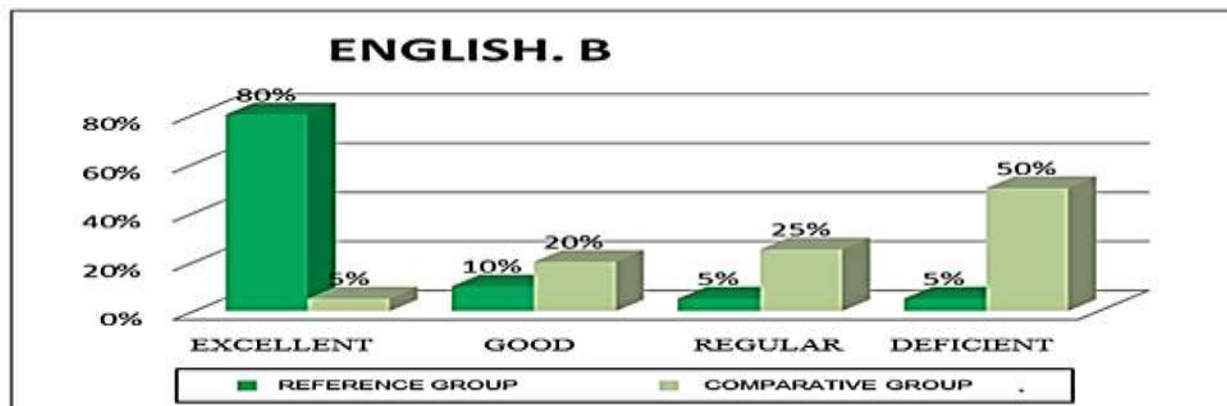
Note. Percentage of correct answers of the reference group compared to the comparison group.

The correct answers of the reference group had become noticeable in front of the other group; it was evident that their ability to understand the English language had increased, including the handling of vocabulary in context.

Results from reference group performance and the comparison with the rest group test.

Figure 8

ENGLISH. C
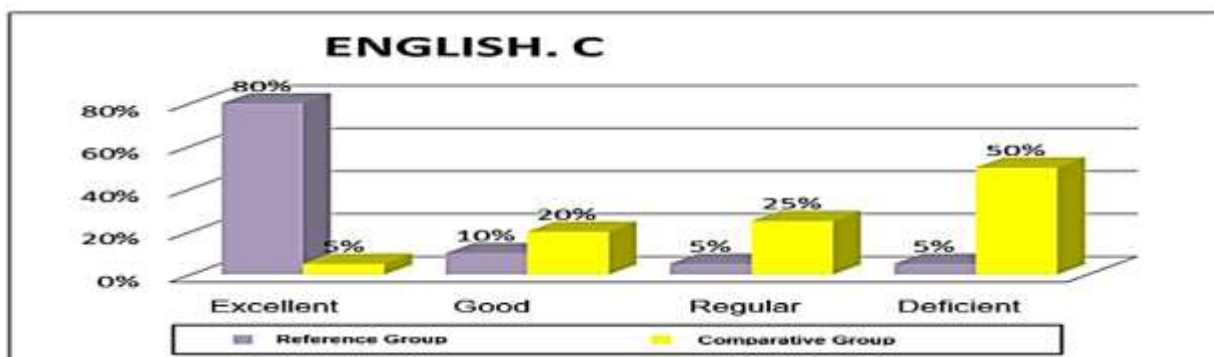
Note. Percentage of the performance of the reference group and the comparison group in the test presented.

The performance of the reference group stood out thanks to the results of this test. The students investigated had improved their command of English.

Conclusion of the evaluation.

When carrying out the evaluation of the competency test applied to the two seventh grades, the progress of the students belonging to the reference group was evidenced compared to the other group. It is still expected to obtain better results to transmit them to the academic council of the Institution and consider this tool to be handled in different areas.

Action plan results

The methodology that was carried out in this pedagogical proposal to ensure that students participate more dynamically and had significant learning in English classes was implemented with the development of workshops to facilitate access to materials on the subject and make it clear that the teaching action requires those who exercise it to address theoretical aspects dynamically for greater efficiency in their work. The methodology was designed considering some parameters, and each workshop was carried out in three classes of fifty minutes each.

The results are also presented based on the diagnostic test in which the students had to give their answers considering the statement and the given instruction, as well as to consider the grammatical tense to be used to write simple sentences later correctly. On the other hand, Google Classroom is a tool that allows students to manage online classes and can be used for both face-to-face learning and virtual learning, including blended learning. In such a way that it allows users to create documents, share information in different formats, and schedule meetings, among other functions. Students can access it from any device, check their assigned tasks, and attach requested information.

In the implementation, the participants used the Google Classroom platform to search for information, select a song and practice it individually. Then it was done in groups both in class and at home. The songs' lyrics and their message were reviewed; participants used a platform to attach their activities following the strategy of writing ideas and messages both in face-to-face

class; in activities assigned on the platform to reinforce and learn vocabulary about what was worked on and share it on that platform.

Discussions and Conclusions

This chapter is directed to the results and conclusions obtained throughout the research process. At this stage, the interpretation of the data and the conclusions reached from the information collected, the application of the conclusions drawn, and impressions must be considered for teaching English in secondary schools, even though limitations were discussed and obstacles arose.

Significance of the Results

The results obtained in this Research study were satisfactory, considering that 80% of the students reached the indicators of the vocabulary learning category. 10% of students were more difficult due to their poor performance in the subject even from their first school years, and since not all students have had the same exposure to the language. For the 5% of the students, the performance was regular, and for the 5%, the performance was deficient. It is how the results of about 80% were as expected for the lexical competence subcategory, where students were able to identify, recover, elaborate, and even reproduce short sentences according to the proposed theme. It was determined that the criteria were also met in which the four skills' work in the foreign language teaching-learning process was allowed through the PBL and the use of the Google Classroom platform.

On the other hand, the collected data determined that 80% of the oral productions memorized by the students are since the vocabulary learning category allowed their significant learning to take place. Thus, they will be remembered more efficiently since they appropriated the vocabulary seen. It meant that the subcategory and its respective criteria contributed to

improving their vocabulary acquisition. Therefore, their oral production, as well as a didactic contribution to the English class since, according to the results obtained, 80% of the participating students used different ICTs resources, their Google classroom platform and collaborative learning was promoted through the PBL methodology.

The evaluation was done individually and in groups, and learning was done collectively since all the students showed greater interest in participating and even supported those who were shyer or found it more difficult to understand or produce what was requested. Each student demonstrated their ability to express their short ideas orally and in writing through exercises in synchronous class and creative activities on their Google classroom platform. Thus, 80 % of the students used the English they had learned to express their ideas. In this category, the repercussion of the use of vocabulary worked on in the test, song, messages about friendship, etc., was essential to achieve the given results.

Pedagogical and research implications

This research process favored strengthening vocabulary learning in the seventh-grade students of the Emilio Cifuentes Municipal Educational Institution since they achieved the proposed objectives. The PBL methodology and the management of ICTs resources through the Google Classroom platform was the methodology implemented for the said population. It is how it was thought that in this way, students could be helped to obtain better results in the subject since by strengthening their vocabulary, they could share what they learned in class, and in the same way, it would allow the possibility of building meaningful learning.

This proposal supported the curricular development of the Emilio Cifuentes Municipal Educational Institution since this methodology in English classes immensely helped the students who worked under this approach. This first implementation could facilitate the opportunity to

carry out a similar process in the different secondary grades of the institution, where a group of teachers is being strengthened who will be able to incorporate this strategy in their lesson plans and thus generate a positive impact on the learning process for this educational community.

The results showed that the PBL and using ICTs as a methodological approach could strengthen students' vocabulary since they could interact with different words to those they already know and other elements that this pedagogical strategy contributes to this process. This methodological approach could be shared and socialized not only in the same institution but in conferences or forums, even in Facatativa Cundinamarca, into the ten municipal public institutions. This study provided some elements that other researchers in the area could continue to use in the future since there is an excellent opportunity to develop this proposal at the different elementary and secondary education levels.

Limitations

It is considered vital to highlight the limitations found in the development of this project to overcome the difficulties within the institutional competence and manage those of governmental competence with the serious intention of expanding the project's benefits to other courses and other areas.

The difficulties encountered are the following:

80% of students resist reading texts in English and the possibility of submitting papers and written tests.

The meager existence of computer laboratories in the institutions.

Where these teams exist, the degree of difficulty for their use is very significant due to the decision of managers or administrative staff in charge of the teams.

The regulatory impediment, above all in public institutions to request it as a supply by parents.

Recommendations

It is considered convenient that the English classes in which this methodology was applied will be developed in blocks and, if possible, in the hour before the break or the last hour of the day to have enough time to avoid taking extra time from other classes.

It would have a more significant impact if this activity could be interrelated with other areas of knowledge related to the work that the children are developing, such as the area of philosophy in terms of writing, spelling, and text comprehension; the physical education area to improve their body and facial expression; the music area to achieve a better intonation and interpretation of music as well as the interpretation of instruments; and the area of ethics and values so that they learn to coexist in a group with collaboration and tolerance.

One way to motivate the student and highlight his effort is to show all the learning obtained through the songs learned and allow him to overcome his shyness by singing them in front of his group and other schoolmates. Other difficulties (PBL), such as the insufficiency of musical instruments and the reduced classroom spaces, can be solved with timely and adequate participation of the institution's directives, parents, and teachers.

This experience is aimed at all interested in enriching their knowledge about the best management of learning Spanish and English. The objective will have been fully achieved. Suppose the teachers who read this project feel more committed to joining efforts to ensure that education reaches students. In that case, it means they are the forgers of their knowledge, experience it daily and recognize how the internet, web pages, and social networks are excellent alternatives to enhance the learning and training of students individually.

However, this methodology requires a long-term process to obtain better results, being an alternative solution to stimulate learning and ensure that the student is the creator of his knowledge with the responsibility required.

In an informal conversation with the group of students participating in the project, among other possibilities, they expressed particular interest in virtual order tools to be applied in their daily work, proposing online game creation groups that allow them to learn in a fun way and with an element that they handle very well.

They suggest the more frequent programming of events in which presentations, forums, or conversations are combined, becoming audiovisual tools to be posted on classroom pages.

Expansion of the project's coverage to the entire institution's student population. As a research teacher in this project, I perceive in the conversation with the students a significant interest in its dynamics, becoming an element of conjuncture between traditional and virtual pedagogy.

Conclusions

In the present descriptive research study that was developed with seventh-grade students of the Emilio Cifuentes Municipal Educational Institution who presented notable difficulty in handling vocabulary in the foreign language, the use of ICT tools was carried out as a pedagogical strategy, among them the Google classroom platform and also with an emphasis on PBL pedagogy. Said project-based learning methodology, known as PBL, is "a learning model with which students actively worked, planned, implemented and evaluated their own project which had a real application beyond the classroom". Considering the observations made in the research study in which the Google Classroom platform was recognized as a medium that

allowed the use of tools and virtual media and also a relevant element in the process of learning vocabulary in English through the PBL.

Through the proposed objectives and activities, it was possible to give continuous feedback during the learning process, generating a continuous evaluation system that evaluated the progress in the development of lexical competence, and allowed reorienting and adapting teaching planning to the needs that were going on. arising.

Thanks to the fact that direct observation was used as a pedagogical tool to detect the low performance and the vocabulary deficiency of the students, the classroom platform of Google Classroom is used and thus take advantage of different resources contained in it as well as in the lyrics of the selected song. ; in such a way that it was possible to capture a greater interest on the part of the students since with the collaborative work the PBL pedagogy was developed and consequently, an improvement in their learning.

Considering the need to know the level of English of the students of group 706, a proficiency test was designed for which course 703 was made to participate as a reference group, obtaining satisfactory results in the study group (706). The cognitive progress of the students was relevant; Therefore, its application in this and other areas of knowledge in the institution has been recommended.

The proposal had been implemented as a pedagogical strategy to stimulate vocabulary learning in English through the classroom platform, downloading music with a good message and highlighting a value such as friendship, as well as identifying new words and their application in context. It was effective to achieve the appropriation of knowledge of the students about significant learning since in the development of the workshops and the process of the

guides, the greater understanding and appropriation of knowledge was highlighted, as well as the bonds of friendship and cooperation that arose between them.

Both the interpretation of the songs and the elaboration of the guides served as a stimulus and orientation for the students so that they acquired a better understanding and appropriation, leading them to be more participatory and creative in the English classes. The search for song lyrics and the use of the classroom platform encouraged and determined student participation, taste, creativity, and a better understanding of English topics, both in literary and grammatical aspects, vocabulary and values; thus allowing meaningful learning by discovery.

Some problems that arose in the diagnosis, such as the shyness of the students when singing the songs, and therefore the lack of participation, were overcome through different activities that were carried out through workshops and the pleasure that understanding the lyrics caused them. of the songs' in English, understanding in each of them a story that leaves teaching and values.

In the immediate future, it is possible to generate virtual campuses or equivalent programs that allow the interaction of young scientists and explorers not only in English but in all areas of pedagogical and cultural interest, providing students with contact with other cultures and joint research.

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Appendices

Appendix A: Informed Consent

Apreciados padres de familia

Por medio de la presente yo, Angela Lucia Moreno Ruiz, docente de planta de la institución Educativa Municipal Emilio Cifuentes y estudiante de Maestría en Mediación Pedagógica en el Aprendizaje del Inglés de la Universidad Abierta y a Distancia UNAD, les informo que estoy desarrollando mi proyecto de tesis llamado:

"La implementación de Pbl como estrategia pedagógica para fortalecer el vocabulario en inglés, en estudiantes del grado séptimo de la Institución Educativa Municipal Emilio Cifuentes, a través de la plataforma Google classroom".

Les envío esta comunicación con el fin de recibir su consentimiento para que su hijo o hija participe en este estudio.

Si es su decisión que su hijo o hija participe en dicho proyecto de investigación, solicito leer cuidadosamente el documento anexo y enviar el consentimiento con su firma.

Agradezco la atención y participación en mi proyecto.

Cordialmente,

Angela Lucia Moreno Ruiz

Docente de inglés grado séptimo

Correo institucional: amoreno@iedemiliocifuentes.edu.co

Número de contacto: 3508756227

Consentimiento informado para participar en una investigación

Proyecto de investigación:

"La implementación de Pbl como estrategia pedagógica para fortalecer el vocabulario en inglés, en estudiantes del grado séptimo de la Institución Educativa Municipal Emilio Cifuentes, a través de la plataforma Google classroom".

Nombre del estudiante participante: *Nikol sofia Abril Morales.*

Identificación:

Nombre del padre o madre *Nancy Yaneth Morales.*

Identificación:

Me han informado sobre el proyecto de investigación que se va a desarrollar, en la Institución Educativa Municipal Emilio Cifuentes, que tiene como finalidad optar al título de Máster en Mediación Pedagógica en el Aprendizaje del Inglés, que la docente estudia en la Universidad Nacional Abierta y a Distancia – UNAD.

Este consentimiento puede contener palabras que no comprenda. Pídale al investigador que le explique cualquier palabra o información que no comprenda claramente.

Se le pide que participe en un estudio de investigación. Esta investigación se está llevando a cabo para fortalecer la adquisición de vocabulario en inglés en estudiantes de séptimo grado de la Institución Educativa Municipal Emilio Cifuentes por medio del aprendizaje basado en proyectos y la plataforma Google classroom.

Está invitado a participar en la investigación, por lo que tiene derecho a ser informado sobre los procedimientos del estudio para que pueda decidir si desea dar su consentimiento para participar.

Tiene derecho a saber qué se le pedirá que haga para que pueda decidir si participa o no en el estudio. Su participación es voluntaria. No tiene que estar en el estudio si no quiere. Puede negarse a participar en el estudio y no pasará nada. Si no desea seguir participando en el estudio, puede interrumpir el estudio en cualquier momento sin penalización ni pérdida de los beneficios a los que tiene derecho.

La participación en este estudio es estrictamente voluntaria. Su decisión de participar no afectará su calificación en el curso de ninguna manera. Si en algún momento cambia de opinión y ya no quiere participar, puede decírselo a su profesor. No se le pagará por participar en este estudio. Si tiene alguna pregunta sobre la investigación, puede comunicarse con el maestro de investigación por teléfono o correo electrónico.

Este proyecto tiene como objetivo mostrar la eficacia que se puede lograr mediante el uso de otros enfoques para los estudiantes mientras aprenden un idioma como el inglés. Un enfoque educativo que se centrará en desarrollar las fortalezas y conocimientos de los estudiantes a

través de proyectos. El enfoque no solo brinda la oportunidad de desarrollar proyectos y situaciones del mundo real para generar conocimiento en contextos del mundo real, sino que también brinda a los estudiantes herramientas para mejorar su autonomía y habilidades de colaboración. Estos elementos son cruciales para fortalecer la producción oral en una lengua extranjera.

10 estudiantes de la institución participarán en este estudio.

Se le pedirá que participe activamente en la investigación desarrollando las actividades propuestas para fortalecer la adquisición de vocabulario en inglés.

Este estudio tomará algunas sesiones dentro de las mismas clases y periodos académicos durante los cuales se espera contar con su activa participación en las actividades propuestas en la asignatura.

CONFIDENCIALIDAD

La información producida por este estudio se almacenará en el archivo del investigador y su nombre con información específica sobre usted se mantendrá en un lugar seguro y separado. La información contenida en sus registros no será entregada a nadie, solo el profesor investigador tendrá acceso a ella.
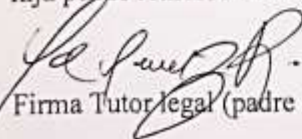
El estudio incluye el uso de fotografías, audios y / o videos.

Además, si durante el estudio se toman fotografías, audios o videos que puedan identificarlo, debe otorgar un permiso especial por escrito para su uso. En ese caso, se le dará la oportunidad de ver o escuchar, según corresponda, las fotografías, audios o videos antes de dar su permiso para su uso si así lo solicita.

Se le entregará una copia de este formulario de consentimiento informado antes de que participe en la investigación.

FIRMAS

He leído este formulario de consentimiento y se han respondido mis preguntas. Mi firma a continuación significa que quiero que mi hijo – hija participe en el estudio. Sé que mi hijo – hija puede retirarse del estudio en cualquier momento sin ningún problema.

Firma Tutor legal (padre o madre) Fecha: 04-03-2022

Firma del investigador Fecha:

Appendix B: Direct Observation

Direct Observation.

School: Emilio Cifuentes School

Observation Number: 1

Date: 04 - 03- 2022

Students:34

Observer: Angela Lucia Moreno Ruiz

Goal: Achieve an exploratory and approximate knowledge of the participation and dynamism of students in English classes

Development Of the English Class.

Participation:

Most students have a passive attitude during the development of the class. Some show more interest. The vast majority take notes of the explanation given. In the development of the classes, the students denoted fatigue and general apathy towards it; in the activities in which they had to investigate vocabulary, they used expressions such as "No me gusta, Me molesta, Que pereza!". (I don't like it, it bothers me, how lazy).

Relationship With the Environment:

Some students try using available resources, including dictionaries, guides, workshops, and modules. For others, it is indifferent, and they do not comply with taking the necessary elements to class for it**.**

School: Emilio Cifuentes School

Observation Number: 2

Date: 11 – 03 - 2022

Students: 34

Observer: Angela Lucia Moreno Ruiz

Goal:

Achieve an exploratory and approximate knowledge of the participation and dynamism of students in English classes.

Development Of the English Class.

Participation:

Some students ask questions about the subject during class, and some answer the teacher's questions. Some of those same students who participate the most try to write first and then speak.

Relationship With the Environment:

For some students, it is not easy to concentrate before the teacher's explanation, and it is evident that their attention, whether for a written or oral activity, is very scattered. Some are distracted by external elements or sounds.

School: Emilio Cifuentes School

Observation Number: 3

Date: 18 – 03 - 2022

Students: 34

Observer: Angela Lucia Moreno Ruiz

Goal:

Achieve an exploratory and approximate knowledge of the participation and dynamism of students in English classes.

Development Of the English Class

Participation:

Previously, workshops were left to solve at home, and in class, they were socialized. For some students, it is already easier to participate more in class, but for others, it is difficult for fear of being teased.

Relationship With the Environment:

Some students sometimes showed tiredness and a little apathy when asked to verify vocabulary using their dictionary since some continued to fail to comply with the materials required for the class.

School: Emilio Cifuentes School

Observation Number: 4

Date: 25 – 03 - 2022

Students: 34

Observer: Angela Lucia Moreno Ruiz

Goal:

Achieve an exploratory and approximate knowledge of the participation and dynamism of students in English classes.

Development Of the English Class.

Participation:

It is evident that for some students, the management and use of the expressions seen in class have been facilitated, and they can make small presentations, but other students went on to read their notes without being understood.

Relationship With the Environment:

Little by little, the interest of some students has been seen in making use of various resources that help them improve their performance in the subject, involving expressions seen in class in their daily lives, such as greetings, commands, and dates, among others.

Appendix C: Diagnostic test

Diagnostic test.

<div align="center">English.</div>

1. Read the following *going to* questions and rewrite them using the words tomorrow and next week.

-Am I writing?

-Is Miss Smith walking?

-Is Mr. Jones leaving?

-Is it snowing?

2.-B- Answer the questions in entire sentences, beginning with yes.

-Are you going to leave soon?

-Is Mr. King going to arrive next week?

-Is it going to rain?

-Is Mrs. Vance going to visit the class next month?

-Are we going to study arithmetic?

3.-C- Fill in the blanks in the following sentences with was or were.

-There _____ a lot of magazines in the store last week.

-Ann _____ sick last month.

-It _____ raining yesterday.

-She sang because she _____ happy.

-Fred and I _____ absent yesterday