ESCUELA NORMAL DE AMECAMECA

ENSAYO ANALÍTICO EXPLICATIVO:

VOCABULARY EXPANSION THROUGH LUDIC APPROACH ACTIVITIES. A
DIDACTIC PROPOSAL TO ENHANCE STUDENTS' ORAL PRODUCTION

QUE, PARA OBTENER EL GRADO DE LICENCIADO EN EDUCACIÓN SECUNDARIA
CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)

PRESENTA:

OSVALDO CRUZ ROMERO

ASESOR:

DANIEL ROSAS REYES

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Chapter III

Oficio de autorización del documento recepcional

PRESENTATION

In this document, there is a developed topic embracing some of the main ideas though to work with secondary students during the seventh and eighth semesters. This topic allowed me to implement the principal characteristics of it as a result of the work in the different practicum terms throughout the career. Through the analysis of some experiences besides the proposals to work in a secondary school, there were some ideas to consider into the English teaching and learning process; this analysis supported me to look for the words to get the main topic, as a result of a long process involving what I wanted to work and achieve, this document is called *"Vocabulary expansion through ludic approach activities. A didactic proposal to enhance students' oral production."*

It is relevant to mention that before choosing the main topic, there were many ideas that involved some similar ones. However, based on the support and teachers' experience, I was helped to choose the better one. This process came from an extensive brainstorming to try to involve those relevant aspects. Those ones were focused on some of the ideas that I observed in some practicum terms, even some personal experience when I study at secondary school and high school involving the English learning. Also, the work of some teachers that I admire; they had the ability to involve the students by using different strategies, among them, there were the ludic activities regarding on my recent knowledge about this concept.

Every part of the meaningful experience that was related to this topic, I decided to choose those which included the "ludic" considering that in a future as an English teacher, I could use those ones with students demonstrating the advantages or maybe the good points to implement them in the lessons. For this reason, I began collecting some of the ideas about these activities that involved the students' enjoyment and the learning as well, regardless the subject, the most important thing was based on the activities.

Then, throughout the research, there were some important aspects to consider before putting in practice every activity. Some of the relevant points were focused on

the theory, the new ideas, the activities, the practice, the lessons and the students as a learners and their reactions to the activities at the same time

Those aspects brought with themselves the starter steps to follow by choosing the best ideas from the authors to support my own ideas and practice with the students, besides the results were collected considering the students' progress. Nevertheless, it is important to mention, there were some positive and negative points faced during the process of the vocabulary learning as well as the activities implemented that were focused on ludic approach to enhance the oral production.

Regarding on the main topic, some of the main purposes were focused on the students' vocabulary expansion considering the range of the words they could identify in different lessons depending on the main topic and on the practicum term. Some others were based on the ludic activities implementation as a proposal to support students to work in a different way. It gave them the opportunity to begin using the new words they were familiarized before to use them in the lessons. In other words, the ludic had to be used in some of the activities in relation with some other ones that could help students to start using their English oral production.

Moreover, the use of different activities was implemented and at the same time, those ones were being part of the research and they are proposed in this document as a list of the activities applied. Also, some of the models were applied in order to support the vocabulary learning. It was a part of the research and the methodology's lessons abroad. Although, it is important to mention that considering the results, there were some positive points during the application and some others that need to improve regarding on the results got and students' reactions.

Finally, it is relevant to consider that the development of this research supports the work in a class as a teacher. Besides, it provides some proposals about the use of the ludic activities allowing to know which ones worked and the ones that need an improvement to become better in the implementation for the English learning to increase the positive results. Also, it embraces the content about the possibility to

develop more activities in the classrooms trying to improve the students' learning as well as the teaching by using another approach involving the academic purposes.

Topic

Vocabulary expansion through ludic approach activities. A didactic proposal to enhance students' oral production in 1st "B" at 1015 secondary school "Maestro Eusebio Benítez Albarrán".

Thematic line

Línea temática 2. Análisis de experiencias de enseñanza (Analysis of teaching experiences).

According to what the chosen topic is about, there are some specific characteristics linked to this thematic line because it is focused on the experiences I have had during the teaching terms and the interventions I had at secondary schools in the different supervised assessed teaching terms throughout the semester at Normal school.

During the different interventions, I noticed that students are interested in some non-traditional activities, considering that English is a subject that can be kind of difficult to understand because they are not in contact with the language; I consider and based on what I have experienced, some ludic activities are very useful and interesting to students since they are involved and embraced at the same time because they get some different classes getting in touch with some materials and they discover a new way to learn a second language since students look for an innovative or different way to learn this subject.

Through this topic, I pretend to demonstrate that the implement of ludic activities or English classes through the ludic approach can be useful to students giving them better opportunities to be interested in the subject and the use of the language, learning through some different strategies and considering another approach.

Purposes

According to my experience and every intervention, besides the experience I have had during the English learning, I have noticed that the use of the vocabulary is important to expand what we want to communicate giving more ideas. Getting inside the knowledge, we could have many words to use them. Through the vocabulary learning I realized, it is one of the important items that an English learner needs to enhance the oral production because of the words and the use of them when a learner tries to build some sentences or ideas since the learner has the correct word to be said.

- o To enhance students' oral production by working through the ludic approach activities using vocabulary.
- o To build imaginary contexts where students can use the vocabulary learnt in the classes reusing some other words checked in the English classes.
- o To prove that ludic activities are useful to enhance students learn a second language giving them more opportunities to increase their vocabulary by working with different strategies, methods, materials and resources that can provide them a meaningful learning.
- o To prove that teaching by using the ludic approach can or cannot be productive and constructive during each lesson at secondary school with the students when they are learning a second language where some of them are interested in or not.
- o To demonstrate that ludic activities are not based just in games since the ludic approach can be applied with some other different activities avoiding to do or make some traditional activities, also it is important to consider that through the ludic approach the vocabulary learning can be meaningful.

Questions to be answered

1. What is vocabulary?
2. How is the vocabulary taught through the ludic approach?
3. What are the elements embraced into the ludic approach?
4. Are the ludic approach activities meaningful for secondary students?
5. How is the ludic approach applied with secondary students?
6. How do the students react to the ludic activities?
7. Are the ludic activities appropriate for secondary students?
8. What is the purpose of ludic activities during the English sessions?
9. How are the contents linked with the ludic approach into the English sessions?
10. How do the students increase their vocabulary throughout the English sessions by using ludic activities?

CHAPTER

I

1.1 Introduction

The following essay explains and it is going to be focused on the use of the vocabulary and its expansion in the English learning process; it is important to consider that the vocabulary taught in the English lessons is going to be linked to the topics to work according to the educational program, in this case it is "*Aprendizajes Clave*" for first and second grades, also other English topics are going to be worked as a complement providing students more words (Lexis focused on English words) expanding the range of them in order to enhance the students' oral production at secondary school by the vocabulary learning through different ludic activities and the use of them considering their classification and what each one involves establishing a link to apply them in the lessons.

This document is based on getting results by applying a variety of activities in one group of first grade at secondary school; considering the characteristics of the group and the abilities and skills they have and show during the different sessions, I expect to exploit those ones by using the ludic approach activities getting the students' attention to be involve in the lessons in order to increase and provide the opportunities during the teaching and learning process to learn a second language (English) being focused on the vocabulary teaching and learning as a help to enhance the students' oral production.

To achieve the second language acquisition, I approached to the ludic activities as a strategy to provide students better opportunities to learn vocabulary allow them an increment in the words to be part of their knowledge as the basis to know what to say or mention considering some English vocabulary (lexis), besides the approach is related to the learning through the games (academic purposes) and ludic activities creating sceneries or contexts to use them during the English lessons, this approach is a strategy to get closer to speak and get confident to express some ideas using the foreign language.

In terms of ludic approach, it is important to consider different kind of activities that can be applied in different lessons establishing a link between the class, the topic, strategies, students' way to work, interests and the ludic and what it involves around of

it as a strategy to teach and learn English, such as the classification of those ones using different materials, resources, aids, etc. providing students more tools to acquire a second language, besides the enhancement to help secondary students to use the oral production as the crux to achieve embracing all the elements mentioned before.

The document is going to be based on some different references putting in practice different strategies and suggestions, taken from them and in some cases modifying or adapting those activities in order to get better ideas to improve the way to teach a second language by using a different approach emphasizing the use of the ludic to learn as the main point to achieve providing students a vocabulary learning considering and supervising the students' reactions to the activities and how they are useful to help them to the language acquisition.

The strategies to be applied such as the use of materials, resources and ways to work will be put into practice in the English lessons with the chosen group at secondary school to be focused on what the ludic approach can achieve with first graders applying a variety of activities considering their different learning styles, interests and likes about how they would like to learn a foreign language by using the different English skills providing contexts or situations even practices about it to try to use the pieces of vocabulary checked during some lessons.

Also, it is important to consider that the use of the ludic approach and the focused to learn a foreign language (English), in this case vocabulary (lexis), it needs support of the grammar to give a meaning to the idea of what a person want to say or communicate, therefore the main part to achieve is the vocabulary learning to enhance the oral production by the ludic, therefore students and teacher need to clarify what it involves according to some different authors.

In addition, another aspect to embrace in the document is the vocabulary understanding, since it needs to be comprehend on what it involves to be taught or what this element is and why it was taken as a support for students to learn a second language.

1.2 Community context

Chalco, according to *pueblos America* website is one of the 125 municipalities in the State of Mexico, located in the east of the state and it is part of the Metropolitan Zone of the Mexico Valley. The territorial extension of the municipality is 234890876.72 km^2, its coordinates are 19 ° 09 '- 19 ° 20' north latitude and 99 ° 41 '- 99 ° 58' west longitude, its altitude is around 2,500 meters above the level of the sea until reach a maximum of 3 400 meters in the mountains of the east of the municipality. Chalco limits with other municipalities around of it, like Valle de Chalco, Ixtapaluca, Tlalmanalco, Cocotitlán, Temamatla, Tenango del aire, Juchitepec and Mexico City.

This municipality is integrated by some towns like La Candelaria Tlapala, San Gregorio Cuautzingo, San Marcos Huixtoco, San Juan and San Pedro Tezompa, San Pablo Atlazalpan, San Lorenzo Chimalpa, Santa María Huexoculco, San Mateo Tezoquipan, San Mateo Huitzilzingo, San Lucas Amalinalco, San Martín Cuautlalpan, San Martín Xico Nuevo, Santa Catarina Ayotzingo and the municipal head, Chalco de Díaz Covarrubias. The big patronal celebration take place in the last mentioned place on July 24th and some days of August; it is something meaningful to people who lives around the municipal head.

The main location to be mentioned is "Paseos de Chalco", it is one of the housing complexes located in this municipality. This housing complex is located to 2.6 kilometers, in the north direction, from the town of Chalco de Díaz Covarrubias, which has the largest population in the municipality. Surrounding of "Paseos de Chalco" there are some big lands used to sow corn, also near to the house complex there are some houses that are not a part of it aside from two private schools considering a high school, a primary and a swimming school.

Closer to the house complex, in front of the entrance of it, there is a CFE power plant besides they offer services about electricity; there is a farm where workers raise chickens and sell the product (eggs) according to people who live near, also there is another house complex near called "Villas de Chalco", behind "*Paseos*" there is a

religious boarding school called "Villa de las niñas" and next to the housing complex there is sewage channel.

"*Paseos de Chalco*" has 109 units, where 207 men and 228 women live, besides it is important to mention this place is the 68 place in the ranking that is the most populated considering the towns in the municipality according to "pueblos America" website; also, the population in this housing complex, the relationship between women and men is 1,101. The female fertility rate is 1.63 children per woman. The percentage of illiteracy among adults is 0.23% (0% men and 0.44% women) and the level of education is 9.64 (9.84 men and 9.49 women). Considering the population and indigenous culture in Paseos de Chalco is 1.15% of adults who speak some indigenous language. In the town there are 109 homes, of which 2.99% have a computer.

In this place there are some basic services since it is a housing complex, it has stores, grocery stores, drainage, water, public transport to Chalco center and to Mexico City that is just located outside the housing complex, aside from, there are some vans, taxis and some other little cars that transport people inside this place, besides through the observation of the context and people who live in the housing complex, some of them have the facility to transport by their own cars.

There are some markets in charge of some people of the house complex made on Saturdays and Sundays also some other basic places like basketball courts, parks, other schools like kindergartens, elementary schools and some other secondary schools. Therefore, as the secondary school is the main place to be located it is near to the entrance of this place and next to it there is park; behind the school there is the sewage channel and finally in front of there is the street with two avenues.

1.3 School context

Escuela secundaria No. 1015 "Maestro Eusebio Benítez Albarrán", C.C.T. 15EES1534J is a public school located in the housing complex "Paseos de Chalco" in avenue Santidad and avenue Caridad. The school offers its services from Monday to

Friday since 7:00am to 13:10pm and it works just in the morning shift with nine groups where three of them are first grade, three are second grade and the last three are third grade, those ones are divided in three different groups "A", "B" and "C"; each group has its own classroom considering the designation of the places to the groups in every building.

According to information provided by the school administration and turning to the PEMC (*Programa Escolar de Mejora Continua* [appendix 1]), there are 386 students registered in this school considering that there is a different number of students in the different grades and groups; first and third grades have 129 students in each one and second grade has 128 students.

Therefore it is important to mention that according to the observation and taking the information about the population and the school context, not all of them live in this housing complex, there are students who live surrounding since during the morning when students arrives to the school and in the afternoon when they leave it, some external scholar transports leave or pick up students in front of the school besides particular cars or people (in charge of the students) who do the same; even some students who do not live in the house complex and they study in the secondary school, they live surrounding the school, it is something observable during the journey to arrive or leave the town.

1.3.1 Infrastructure

In the secondary school, talking about infrastructure, I can consider the observable aspects and the information of the PEMC. There are two buildings and each one has two floors; the first building has the principal and sub principal offices and the reception, also there is a big space where the secretary stays and in some cases it is used to the teachers' meetings, besides there are two bathrooms for teachers, next to the offices there is a space divided into two parts since in the front there is the stationery and behind of it there is a cellar where there are some materials and tools stored; there are bathrooms for students and a little space under the stairs that is not used, next to

them there are the stairs towards the second floor and finally two classrooms on the right. In the second floor, to the left of the stairs there is a classroom for classes, then the computer lab; to the right of the stairs there are two classrooms and finally a room with some offices that was designated for supervision used for meetings, it was just until last year.

In the second building, in the first floor there is a big space, actually it is the library and a multi-purpose classroom, next to it there is a little space used as an office for the counselors, then there are the stairs towards the second floor and next to them there are bathrooms for the students and next to it, there is a big space used for the practices since it is the lab; into the lab there are some tables and some benches also a little cellar where the materials to the practices are kept. In the second floor to the right of the stairs there are two rooms, one is the teacher's room and the other is a classroom, to the left of the stairs there is a little office to the counselor, then there are three classrooms for first graders.

In the middle of the buildings, there are some trees and some bushes, besides some benches, also there are a few green areas; there is a basketball court that is used every week to do the civic ceremony and next to it there is a big space where students can play football or they can do other activities considering the observation about some art and physical education classes or during the break. Next to the entrance there is a room where the porter lives, then there is a door that has the access to the parking; in the same side there is a "talud" and the store where students can buy their food. Talking about the parking, there is a big space where teacher park their cars and they access through a big door that belongs to the school.

In the entrance, there is steel door to access to the school and in front of it, there is a middle space where there are some benches and a tree, according to the observation during the morning this space allows the students stay while the school´s door is opened.

1.3.2 Organization chart

In the secondary school there are 20 teachers who give different classes in the different grades and groups teaching different subjects, therefore it is important to mention that the form is not completed with all of the teachers needed to the school; there are three counselors, each one is in charge of different groups and grades according to the school organization, and there are seventeen teachers who teach the same or different subjects, it is mentioned considering the comments of the teachers, the observation of the school's work and the CTE (Consejo Técnico Escolar) comments and arrangements because of the academies.

Also, there is principal as the person in charge of the school administration and a sub principal as the person in charge of the school administration too and serve as one of the three counselors mentioned before; also, there is a secretary and a concierge.

1.3.3 Classroom infrastructure

The 1st "B" classroom is in the second floor of the second building and it is on the lab (Ground floor), considering the building structure, this room is the second one after the counselor´s office to the left, between the first grade, group "C" and "A". There are 42 chairs and a desk, also there is a whiteboard which is located in front of the students and a chalk board which is behind them and it is commonly not used. Considering other materials into the room, there is a shelve next to the desk and a chair with it, but it is closed, besides there is clock on the top on the wall where the whiteboard is located.

The place has four lamps, two big windows just in two sides, in one of those, there is a door next to the column. The room is made of bricks painted of red color and concrete painted in some parts with green color, the floor is made of concrete too. On a wall, there are two electrical outlets and a damper close to the door, besides there is a trashcan.

1.4 Chosen group

Some specific characteristics were taken to choose, considering that it was not the first option, therefore this group has some particular features since some students are focused on the subject considering not just the works delivery, also the participation and how students try to express their ideas using the second language; in some cases, they have some trouble to do it, therefore they try even combining Spanish and English.

Besides, the chosen group has some students who are interested in the class considering the lack of materials, attention, behavior, works delivery, participation and work in class; this reason is a challenge to support and assist students by giving them more opportunities to be involved in the process to learn and as a consequence, to be part of the English learning process considering that those students could be embraced to be interested in.

The challenge is not just involved some students since the learning is more important when they are in, for that reason the use of the ludic approach activities is considered trying to teach classes in an enjoyable and pleasant way.

1.5 Group profile

In 1st "B", there are 42 students of which 25 are women and 17 are men. Students are seated by the roaster number and in some cases some of them are changed because of some particular situations and the counselor's organization.

According to the tests applied during the first term in the secondary school, students differ in some skills but some others have the same because they share some of them, it is important to mention that the test applied is focused on visual, kinesthetic and auditory skills that is helpful to know about the learning style of each student and which is the most predominant in the group. Students are visual according to the test results since it is the dominant percentage considering the answers and the data gotten from the test and the graphics since the general result shows 53% in the visual

percentage, 32% auditory, 10% kinesthetic and 5% with two predominant visual-auditory learning style (see appendix 2).

Also, according to the suggestions they wrote at the beginning of the school year, they are focused on some visual resources and materials that help them to understand what they are going to learn during the English classes. Therefore, there are some other percentages where the auditory is the next number that follow the first as I mentioned before, so students have the bigger numbers between the visual and the auditory learning style leaving the kinesthetic at last with a low percentage. Contrasting the information with the suggestions, students are focused on visual resource and dynamics using different material by using different colors, handicrafts, handiworks, English books etc.

Talking about the English level that students have, a placement test A1 was applied at secondary school with 1st "B", analyzing the information that students got, they have some basic knowledge about the second language (see appendix 3). Based on the results gotten from the test, some students got good results, others got an average considering the number of the items and few students got low results even I could mention that some of them have pieces of knowledge about the topics worked in the second language consulting the program used for this grade.

Examining the results gotten and according to the graphics, students got diverse results positioning 1st "B" in the third place taking the reference that the test was applied to four different groups getting 40.8% in the general average (see appendix 4).

Analyzing what the chosen group mentioned before got in the A1 test, just three students are in the highest scores taking a limit of 20 answers from the total of 30 questions (see appendix 3).

1.6 Topic conformation

To get the main topic that is mentioned in this document which is the principal point to develop the document, it is important to consider that during this conformation

some different situations and problems appeared because in every correction the topic needed more time to be applied in a secondary school considering the results and what the main topic could have involved during the development.

Through some different points of view, embracing a pedagogical and theorical emphasis, the context of the secondary school and the possible results were analyzed to be focused on something more probable to achieve during the different interventions even considering the activities to apply and the strategies to use such as the bibliographic material to work and develop the document taking some suggestions of those ones to be put into practice in the English lessons.

Some considerable changes were taken since the beginning until the main topic was designed in order to get an order about what I as a future English teacher want to achieve with students during the process to learn a second language, embracing and involving all the elements wanted to work with secondary students regarding that students are one of the main points to use strategies and activities to involve them in the English learning process.

In addition, after a difficult process to know what to embrace in a topic, it was done limiting some terms to be concentrate on what is the main thing to achieve, in this case the principal focused is on the vocabulary.

1.6.1 Vocabulary learning

Embracing all of the elements to be a part of the document and what it is going to show and demonstrate, all of those are going to be analyzed considering that English education needs to be supported by different strategies and methods that involve students and teachers during the learning and teaching process giving more opportunities to acquire a second language and be interested in as a subject that provide secondary students basic knowledge to try to communicate simple ideas by using it.

In terms of the English teaching, many strategies, methods, activities, dynamics and some other theory and practical aspects are the crux to be a part of the experience to teach a subject scored by some students as difficult and where they do not understand anything about it because of the language and how the subject is worked during every different lesson, therefore another important thing to mention is that there some aspects to consider to talk about English learning since there are some positive points to considering the teachers work and development in the lessons, the use of different resources and materials that keep students attention and catch it grasping them to learn.

More other aspects have started to be a part of the language learning process embracing different strategies to work with students using different materials, aids, resources, technology, songs, something which is in contact with students, methodology among others that provide new or other ways to teach a language converting the English lessons in something where students start to be part of; therefore, it is important to know how to apply the different activities avoiding to convert them into the traditional way to teach.

An important aspect to sum to those which convert the English teaching is the innovation by exploiting many elements and resources to catch students' attention giving them pieces of knowledge and interest in the English learning process using as much as possible, even considering a simple material to keep the interest in a second language learning and implementing some other ways to use them in order to improve the teaching lessons.

CHAPTER

II

2.1 Introduction

Vocabulary learning and the increase of this in a second language subject has its origins as an idea to work, considering the experience in different secondary schools and how students participated and reacted during the English lessons. In a variety of practicum terms in different semesters throughout the career at Normal school, where the interventions were made with some groups in many contexts, and every class was designed considering the student's characteristics and interests based on observations and information collected; all of those aspects and features have to be considered since pre-service teachers have to get the data involving the observations, interviews, tests, journal and through interventions. Involving all of the aspects mentioned before and regarding on the school I am assigned, the purpose is to enhance students' oral production by the vocabulary learning providing them English words they can use while an oral production putting in practice the experience and the different pieces of knowledge acquired in the practicum.

Some relevant aspects to consider in this document development, it is related to how students are embraced during the English lessons, activities and the participation they have. Retaken what they know and their previous knowledge and their resources to learn and use a second language, regarding on what students can or cannot know to express their ideas pointing out the vocabulary learning focused on lexis, limiting this extensive field only to get a main point since it is based on common and simple words, and the lack of these to be enhance and produce English language by using different strategies, methods, activities and the ludic, providing the tools to do it.

Considering, what I have mentioned before, regarding on the different topics embraced by the school program (Aprendizajes Clave) and the way those are worked in the lessons, this could be a tool that help students to learn a second language giving them more opportunities to be part of the learning process which they could express, perhaps, some English words to try to communicate, talk or exchange some ideas with other classmates. Recognizing the importance of the vocabulary learning and how it can be helpful to enhance the oral production by using some different activities that are non-common in the classroom, offering the students the opportunity to be involved in

the ludic activities process and how this approach could develop a better process in English learning to support them.

The ludic approach linked to the vocabulary expansion pretend to be focused on the students' vocabulary learning process by generating some different ludic activities and games where students can interact with a variety of materials, through some dynamics and other didactic resources. Also, some simulated contexts to use the second language to practice it, improving the process to learn and the students' involvement in some non-traditional classes improving the English teaching and students' learning.

2.2 What is vocabulary?

Vocabulary is part of English language that learners acquired during the second language learning because it is well-known that it is helpful to increase a range of words used during an oral exchanging while speaking, expressing ideas even in the writing tasks, therefore it is important to know what vocabulary is. Considering a main concept getting the definition and what it involves since there are some other concepts related to, pointing out *lexis or lexical units (lexical items).* Therefore, it is relevant to know the meaning of those, clarifying if the definition is related to words checked in different lessons, classified them according to each topic worked.

Supporting to what I have mentioned before, Scrivener Jim (2005) mentions, *"Vocabulary typically refers mainly to single words (e.g. dog, green, wash) and sometimes to very tightly linked two-or three-word combinations (e.g. stock market, compact disk, sky blue, go off)."* So, it is likely to consider that vocabulary is focused on words on the lexical units if the concept needs to be considered as a specific part of lexis, even the combinations that express a meaning joining some words to get it, considering those ones which need to be together to give a meaning since if those are not, it can lose what it is or means because if the words are not together the meaning is not the same or it is different from the principal.

Besides, I would like to emphasize that some authors define vocabulary as words, single ones, lexical units or lexical items and in some cases, those are combinations that allow a meaning to understand in the communication process, therefore it is important to clarify the meaning of vocabulary since another point of view, considering that it involves words and also the concept lexical unit but I would like to point out that those concepts mentioned before are similar as regards Centro Virtual Cervantes *"El vocabulario o léxico puede definirse como el conjunto de unidades léxicas de una lengua. Las unidades léxicas comprenden lo que normalmente entendemos por palabras (unidades léxicas simples) y también otras unidades mayores formadas por dos o más palabras con un sentido unitario (unidades léxicas pluriverbales o complejas como quinta columna o manga por hombro; el Marco Común Europeo habla, entre otros elementos, de fórmulas fijas, modismos, metáforas lexicalizadas, elementos gramaticales y locuciones prepositivas: encantado de conocerle, quedarse de piedra, por medio de...)."*

Supporting the ideas mentioned and the vocabulary definition, embracing all the elements involved, there are some similarities establishing some main concepts as vocabulary and lexical units as the crux to be focused on, even by making some comparisons, vocabulary involves different single words that can provide a meaning in a message as the other necessary combinations of them that allow them to be part of vocabulary, however, it needs to be help by the grammar to understand it better since those are not together an idea cannot be transmitted or express a complete meaning even to say or write something to be understood in a clear way, besides the lexis, lexical units or lexical items that are also made up of words and some combinations.

Retaken the vocabulary definition, during the different courses and classes it has been understood as words that can increase the range of them to produce oral and written communication; in other words, vocabulary needs to be understood considering the approach and the use of it and the impact in the teaching and learning process in the second language acquisition knowing the features included in, like meaning, words, items and lexis in advance; according to *Scrivener Jim (2005), "vocabulary is a powerful carrier meaning to manage a communication and the effective use of the accumulative*

individual words", regarding on the communication and how it is useful to use a range of words considering the difficulty that it involves as the author mentions since the words can have different meanings, for that reason it is important to look the context around trying to identify if it is common to use the words.

In addition to this, considering the points mentioned about what vocabulary is, embracing the words and their combinations that have a meaning in a spoken or written sentence including grammar and the importance of it in the use of words, there is a certain point to clarify, emphasizing in the use of them in both areas, therefore there is a difference to point it out because the grammar uses words that can have a meaning only if there is an entire context or they have to be linked with some others to get a sense as "of, these, that, as, or" in advance, and according to Lewis Michael (1993) *"there are words traditionally recognised as grammatical, rather than vocabulary items –this, one, of. Such words are almost always devoid of signification, deriving their meaning almost entirely from context".*

For this reason, it is important to know what is the difference between words in a grammatical point and the words focused on the vocabulary approach considering that both include words (single or combinations), but those are different and with a different meaning.

The single words or the combinations are some common ones that we as English learners need to know because they are part of the second language learning to increase a range of words to use them in an oral exchanging, when learners have to write a text or essay, during the reading to comprehend recognizing different words or in the listening practice to identify words, etc.; but in this case the main part is the oral production enhancement, so it is linked with speaking and the vocabulary expansion.

In addition to what I have mentioned before and according to C. Richards Jack & A. R. W (2002) "*Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without and extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language*

learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television" compared to what is the principal point, the contexts are part of the basis to use the language putting in practice the vocabulary checked in different lessons working through some activities by using drills and the ludic providing enough opportunities to identify the words; for that reason the contexts are important because in some lessons, those are created as some simulations where students can interact with their classmates exchanging oral ideas by creating sentences as a part of the learning, therefore the main approach is the vocabulary and the use of it.

During the teaching and learning process considering a second language, the vocabulary is important to express and communicate some ideas, therefore it can work in a non-correct way since it needs to be helped by other language aspects and some English micro skills, producing sentences that allow a good communication and interaction; According to Nation Paul & Waring Robert (1993), *"Vocabulary knowledge is only one component of language skills such as reading and speaking. It should also not be assumed that substantial vocabulary knowledge is always a prerequisite to the performance of language skills. Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on"* the fact is that the definition is clarified mentioning the aspects involved not just based in an author since there is important to mention that some of them make a contrast because both concepts considering vocabulary and lexis are used therefore the clarification is made putting the main elements together to learn how to difference or find the similarities between those ones according to the authors' approach.

In addition, the way that it is worked in a school besides the program, part of the class is used to check vocabulary or some lexical units accomplishing with the terms explained before linking those single words or the combinations establishing limits in it avoiding the use of complex phrases and the extensive characteristics that lexis involves besides the field around of it to determine the used of it.

2.2.1 What vocabulary involves

In this main term to discuss, the vocabulary is involved by some different parts that allow the learning process providing the opportunity to get it or produce it. There are some terms to qualify those actions, the receptive and productive vocabulary. The way to acquire it, it is important considering that it can be produced using most of the words in a communication process or it can be acquired knowing the range of words got, but most of them are not commonly used in an oral exchanging, perhaps it is demonstrated in a written communication.

In other words, students can know a variety of words considering the vocabulary in different topics. Therefore, it supposes that they can practice with them during the lessons in every term. The way to be focused on students and their vocabulary acquisition needs to be prove, confirming they caught some words in a successful way. They can demonstrate their acquisition by practicing and using the vocabulary in the oral exchanges. This is the main part which the receptive vocabulary is converting in productive, for this reason the vocabulary used in the classes try to be closer to context. In this way, students can identify and link the words with items or things, regarding on the main purpose that it is related to the receptive engaging them to produce it.

As regards López Campillo Rosa (1995) mentions, *"We must take into account that even native speakers of a language can understand many more words than they actually use. As a result, there is an important distinction to be made between productive/active vocabulary (i.e. the words learners need to be able to use and understand) and receptive/passive vocabulary (i.e. the words they need to recognize only)."* It is one of the most important characteristics to be focused on embracing the vocabulary learning and its expansion, therefore the receptive vocabulary provides students the opportunity to recognize the English words. Something that engage students to expand the range of words and if it achieves correctly to be produced, they will demonstrate the ability to put into practice the productive vocabulary establishing a link with an oral production.

One of the most important thing, it is the attention on the use of the vocabulary, considering the reuse of the words in some different terms in order to help them to remember, use and practice what it was checked in other lessons. Therefore, if they use them in a repetitive way, it can support the receptive acquisition.

Even, there are some characteristics included in the receptive vocabulary or receptive knowledge as Paul Nation (1990) mentions *"knowing a word involves being able to recognize it when it is heard or when it is seen. This includes being able to distinguish it from words with a similar form and being able to judge if the word form sounds right or looks right. Knowing a word includes being able to recall its meaning when we meet it. It also includes being able to see which shade of meaning is most suitable for the context that it occurs in. In addition, knowing the meaning of a word may include being able to make various associations with other related words".* Considering the aspects mentioned by this author, some of them need to be work during the lessons, however some partial things are accomplished. It means, that the English level is not high to work with all of the aspects but this process collects the one which help students to identify the words when those are listened to or seen. Although, all of the aspects are not consider, some of them provide students some basic tools to learn vocabulary.

Equally important, the meaning is another thing that students identify in the vocabulary lessons. The way to prove and check if they understand the meaning, it could happen by asking some questions related to the words to verify if they catch it. Also, the form it is written, it needs to be check carefully during the vocabulary stage. Furthermore, the pronunciation as an important thing to work. It can be applied by some activities in order to get the pronunciation of the words. Altogether, it forms the model MPF (Meaning, Pronunciation and Form) to establish vocabulary (lexis focused on words).

In addition, the other part of the vocabulary that engage the students´ oral production is related to the productive knowledge as Paul Nation (1990) mentions *"Productive knowledge of a word includes receptive knowledge and extends it. It involves knowing how to pronounce the word, how to write and spell it. Productive*

knowledge also involves not using the word to often if it typically a low-frequency word, and using it in suitable situations. It involves using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any".

As I mentioned before and regarding on my own experience at different secondary schools in the practicum terms, the use of vocabulary needs to be linked with the context and some common things that students already know. It can be meaningful because they just match the English words with a meaning in Spanish, so the results in the lessons are better. This is related to what Paul Nation mentioned. The receptive vocabulary or knowledge as he calls it, it is linked with the productive and it can be more functional if the words are common or basic, they are repetitive, so students can use them frequently.

In addition, another thing to add in the involved features, it is the difficulty that students can face when they are learning vocabulary. Some important things to consider is that students have some aspects to consider in the English learning. In some cases, it is the subject which they are not interest in or it is difficult for them because of the instructions, techniques, way to work, the minimum contact they have with the language, among others. Regarding on Paul Nation (1990) in teaching & learning vocabulary, *"The learning burden of a word is the amount of effort needed to learn and remember it. This depends on three things: (1) the learners' previous experience of English and their mother tongue, (2) the way in which the word is learned or taught, and (3) the intrinsic difficulty of the word".*

This is the way to prove that there are some different factors involved in the language acquisition. In this part it is based on the vocabulary learning. Just if students are in touch with the language and with common words, it can be more useful than learning those which are not. Even because they can find the link between the Spanish and English version. Although, the teacher´s role is important considering this is the principle center that students have to learn English. Also, the use of the activities and the way they are managed during the lessons can provide better results. For this purpose, the use of the ludic in combination with the vocabulary learning to enhance the students' oral production will be mention later.

2.2.2 Vocabulary in context

The context is an important aspect to consider while teaching because it can be useful to understand what students need to learn. Indeed, it needs to be considered in the lessons and how they are planned for students. In the same way, the content is also important because if they are linked, a good result can be got by using some strategies to enhance the second language acquisition. Specifically, the vocabulary is the main point to embrace in this development. According to the context the words can be used and learned, even by creating or generating some simulations of some contexts, it can support students to identify the words and discovered the meaning. For this reason, the use of common words of items needs to be centered on the students' context besides the use of them.

According to Harmer, Jeremy (2007*), "Students need to see words in context to see how they are used. Accordingly, the best way, perhaps, of introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action."* This is the reason to give students the opportunities to use checked vocabulary in different lessons by implementing different activities, generating contexts where students can practice the vocabulary words in a simple use linking them with the grammar and a part of reading, listening, speaking and pronunciation, getting a limitation among those ones. The micro skills are taken just a part of the process to get in touch with the second language putting in practice what students learn being focused on the vocabulary acquisition and its expansion using the different words by keeping them in some common contexts where students are related to.

In fact, this main idea could be related to the last point mentioned before in the previous sections. It is about the repetitive words used to teach vocabulary as a strategy to help students acquire the words. This idea is focused on use the common words considering that those are frequently written or spoken allowing to recognize them. If it happens, they will be easy to remember and use in an oral production.

2.2.3 How to teach vocabulary

Teaching vocabulary is part of the main task to achieve during the development of this document and in the professional practicum in the secondary school. To get a result where students can learn different words according to their context and some common things, they can link them with some others in their mother tongue by applying different activities. It can happen by embracing the ludic approach and establishing a relationship with the strategies to teach vocabulary that support students in the main task enhancing their oral production.

Regarding on Nation Paul (1990) *"vocabulary learning has the goal of supporting language use across the skills of listening, speaking, reading and writing, and there has been considerable debate especially first language teaching how this can be done. The core of the debate involves the role played by deliberate, descontextualized vocabulary learning. The argument against such learning usually include the following points.*

1. *Deliberate learning can only account for a small proportion of the vocabulary knowledge of learners.*
2. *Deliberate learning not in a communicative context does not result in much learning.*
3. *Deliberate learning not in a communicative context does not help later vocabulary use in communicative contexts."*

Considering this point, it is important to develop different strategies to teach vocabulary focused on the learning and the use of this. Therefore, because of the context and the students in the secondary school, the use of the second language outside the school context is difficult since they do not use it. On the other hand, during the lessons there are some specific sessions to make some simulations and the words taught are related to some common things they can find where they live. In the writing task, it is focused on some sentences by giving some examples and using materials.

Therefore, considering the communicative activity, learners need more practice to produce it. Although they do not have the opportunity outside the school, so inside

the school it can be done three times during the week by implementing different activities, simulations, practice, strategies and methods.

Equally important, it is important to know the way about how to teach vocabulary, but since the very beginning there are some important aspects to embrace before the lessons. Those aspects can be useful to plan what students need to know or learn and which strategies, methods, games or activities could be proper to apply with them being focused on their interests, way to work and the things they rather do in the classes. Supporting the idea mentioned before and regarding on Paul Nation (1990) *"Before testing it is important to be clear about what the learners are being tested and what the information will be used for. Here are some of the reasons for testing.*

1. *To find learner's total vocabulary size.*
2. *To compare vocabulary knowledge before and after the course.*
3. *To keep a continuing check and progress.*
4. *To encourage learning by setting short-term goals.*
5. *To see the effectiveness of your teaching.*
6. *To investigate learning.*

Testing has usually two effects: (1) it provides information to the teacher and learners, and (2) it influences the teacher and learners' attitudes."

Embracing those different testing ways, the teacher can get the main points and key information about students to start working with something they can feel confident to do. Besides, it provides details about which range of words is and what they need to reinforce about the English learning acquisition focused on the grammar to start planning the better for them as an assistance for the vocabulary lessons.

Considering the vocabulary learning, there are different strategies to teach. Many of them are related to some games or some techniques that can be used in the lessons by using the words. There are different authors that suggest ideas about how to teach vocabulary, however those can be taken to applied them or not. It means, in my personal experience, some of them are functional and in some cases they are modified

them in order to adapt the content and the use of material to provide students new activities in the English lessons.

Some of the activities are propose by Jim Scrivener (2005) in Learning teaching "*After students have seen and heard a new lexical item for the first time, they will need opportunities to become more familiar with it, to practice recognizing, manipulating and using it. Many simple lexical practice activities are based around the following ideas:*

- *Discussions, communicative activities and role-play requiring use of the lexical items;*
- *Making use of lexis in written tasks.*

There are many published exercises on lexis. These includes:

- *Matching pictures to lexical items;*
- *Matching parts of lexical items to other parts, e.g. beginning and endings;*
- *Matching lexical items to others, e.g. collocations, synonyms, opposites, sets of related words, etc.;*
- *Using prefixes and suffixes to build new lexical items from given words;*
- *Classifying items into lists;*
- *Using given lexical items to complete a specific task;*
- *Filling in crosswords, grids or diagrams;*
- *Filling in gaps in sentences;*
- *Memory games.*

Some of those activities have been used in the different sessions in the secondary school. Some more than others but the main idea is to prove that they are functional in combinations with other kind of activities. According to the experience as a teacher, students react in a good way when they have the first tasks in an easy way, also because it is important that they recognize the words and the meaning. During the development of the tasks, it is observable that students can struggle to understand, however, with the use of different resources, activities and materials, they can support them to catch the purpose of the activities quickly.

Although, the activities try to be based on avoid some traditional activities, it is important to recognize that some of them are very useful. Some activities can provide students a better way to understand the topics even if those are traditional but at the same time, those can be adapted by own ideas in order to make them innovative or more productive. Considering the experience in teaching English, students react different when they have not the same activities to work in every class. Although, those could be common, they could get good results because of the effectiveness, otherwise they could not be used more.

One of the most common but functional, it related to visual. As Rosa Ma. López Campillo (1995) mentions *"In teaching the meaning of words, especially at the elementary stage, we should try to establish a link between the word and the meaning by using one of the following means or techniques depending on the word to be taught:*

a) Realia, i.e. objects in the class, including the SS themselves, and others brought to class;
b) Pictures, photos, BB drawings, flashcards, slides, wallcharts, transparencies, etc.
c) Mime, gestures, actions, facial expressions, …}

Of course, not all vocabulary can be presented in this way. According to Doff (1988: 14) vocabulary should only be presented visually if it can be done quickly, easily and clearly, however for suitable vocabulary, it is a very effective method: it is direct, interesting and makes and impression on the class.

Those options mentioned before are the most effective in the lessons, considering that help in a visual way to comprehend a meaning and to see which is the form. So, the vocabulary can be taught by a variety of ways embracing many strategies and materials. Some games can be included to practice the vocabulary, also it can be checked orally or with some translations. However, the purpose is linked to students' acquisition using the other resources (strategies, activities, materials, dynamics, images, etc.) before translations.

2.2.3.1 Materials (Input & Output)

In different cases and considering the experience in the different secondary schools in the practicum terms, the use of different materials is a part of the teaching development skills that help teachers to create something innovative and creative in the lessons by designing material according to the topic to work in, besides it has been converted in a good strategy to catch students' attention and a way to involved them in the class because an important idea to consider is that materials need to support students to learn and understand a topic as the purpose of the materials and their use in the different lessons.

Therefore, there are some classification depending on the different point of view considering the purpose that materials could have to achieve something specific in the lessons, according to Tomlinson Brian (2013) *"material designed for vocabulary learning from input thus need to provide quantity of input, needs to encourage deliberate attention to vocabulary, and needs to have low numbers and densities of unknown vocabulary"*, regarding on the point mention before, through some different materials some skills can be worked while students can be learning some new vocabulary, some suggestions to work with, it is reading where the new vocabulary can be used establishing a relationship between those for a future output if the students use it for the oral production.

Even when the task looks a bit difficult, it can be adapted according to the students because it is important that they know the vocabulary or they have to be familiar with, regarding on Tomlinson Brian (2013) *"graded readers typically cover a range of levels beginning at around 300-500 words and going to around 2,000-2,500 words. For vocabulary learning, learners should be familiar with 98 per cent of the running words"* even this idea includes a range of words that learners need to know, there some typical words they already know, so, it is an opportunity to start working with them using those words and implementing the new ones in a basic way starting with input for a future output.

In addition, the input is based on the reading materials where students can improve the reading skill, helping them to increase the range of words (vocabulary) and those can be used in an oral production when students have a better per cent knowing the words.

For the output activities, it is going to be based on the oral production and how it is helpful to speak considering the steps worked in the input tasks supporting students to produce the spoken language; in this case, there are some main steps to follow in order to design an output activity, as Tomlinson Brian (2013) mentions *"recent work on spoken communicative activities has shown that careful design of the written input for such activities can have a major effect on vocabulary learning. There are some reasonably straightforward design requirements to ensure that the vocabulary will be used in the activities and that it will be used in the ways that set up the most favorable conditions for learning"*.

Moreover, and considering the last point presented, there are some relevant parts to consider since this is a process to follow to enhance students' oral production by starting with a reading task where the vocabulary is involved helping students to understand it; in a classroom, during a lesson some readings have been worked highlighting the vocabulary as the main part to grab with a simple content, involving the same kind of sentences that they have to write in the writing task as some examples they can consider to write their own sentences, so that later, they can do their oral production activity.

The process involves some different steps that the author suggests to work during the lessons:

1. *The written input to the task contains about 12 target words.*
2. *The vocabulary is highlighted and repeated in the written input where possible to increase its chances of being notice and used.*
3. *The communicative task has a clear outcome which encourages the use of the written input.*

4. *Split information, jobs or roles are used to make sure that all learners are actively involved.*
5. *The task should be broken into a series of steps to give a chance for the words in the written input to be re-used at each step.*
6. *The communication task supports the understanding of the target vocabulary.*

Every step has different features and development to work in a process to get a final result in a communicative activity, in this case, in the secondary school is worked by some different aspects where students checked the vocabulary at the beginning, then the written task is based on the sentences using the same vocabulary and final result is based on a communicative activity where they used their sentences made by themselves and in the next sessions some words or phrases are taught to use them, complementing the use of the main sentences.

2.3 Ludic approach

Regarding on the main topic, ludic approach activities are focused on something very important to develop during the English sessions. The ludic can be a good resource if it is used in a proper way, considering the activities and the materials used for. Therefore, as one of the things to clarify in some definitions included in, it is related to games, games as a support in education and ludic activities, although those could have some similarities, there are some differences and purposes among them; the first ones are some activities to get entertain without achieving any knowledge because those are done to get fun in a combination with other feelings.

The second ones are related to the use of games in education as a support or strategies for learning. In the same way, those need to be given by the educational purpose or the way it could work in the lessons. In brief, the purpose for learning needs to be done considering this is the way to prove the use of games in some classes. Finally, the third one is an expanded topic that embrace different resources and

concepts, those could be achieve if they are used for the correct purpose. The games, activities and learning are altogether having the academic purpose as the crux.

As Carlos Bolivar Bonilla (1998) mentions in "Aproximación a los conceptos de lúdica y ludopatía", *"Un primer equívoco que debe evitarse es el de confundir lúdica con juego, pese a que semánticamente los diccionarios tratan estas expresiones casi como sinónimos. Al parecer todo juego es lúdico, pero no todo lo lúdico es juego. No se trata de un simple malabarismo de palabras, se trata de empezar por reconocer que la lúdica no se reduce o agota en los juegos, que va más allá, trascendiéndolos, con una connotación general, mientras que el juego es más particular".* As I mentioned before, there is a link between games and ludic, but they are not the same. The ludic is based on people´s development in a context where the entertainment is not the principle point to be focused on or achieve.

The ludic expects more than getting fun, it is based on some different processes, where a variety of aspects are taken into account to people can communicate, learn, feel, create, get satisfaction of what they can do or make, among others. Linking education with this main term, it needs to provide students a satisfaction in the learning context which it is based on their interest, learning styles and way they like to work. For that reason, the principle achievement is to involve students in a second language learning process by the ludic approach activities. One of the points to accomplish is not to be centered in some common and traditional activities.

Students need to be enhance by giving them some other experiences, where they can interact with some materials, communicative activities and non-traditional activities from the old school. In other words, working with the ludic approach could benefit secondary students by applying different activities related to some things they could have or see in their context. All of this in order to ease students the second language learning and enhance the oral production. Therefore, the ludic and the games as a support for education, considering they are synonyms, both are the center to work with.

In simpler terms, it is better to understand supporting the ideas mentioned before by knowing the different definitions of ludic. Those are taken regarding on Eunice

Ascensão Nascimento Miletic (2017) in The role of ludic activities in primary English classrooms – do they really help children to learn? *"Ludic is defined as of, relating to, or characterized by play according to the Oxford Dictionary, ludic shows "a tendency to play and have fun" and is "spontaneous". Dearden (1967, p. 59) defines play as "a non-serious and self-contained activity which we engage in just for the satisfaction involved in it." As stated by Bernardo (2009, p. 60) "ludic is everything that allows the construction of knowledge in a freer and spontaneous way".*

The ludic element adds feelings of joy, satisfaction and enthusiasm, enabling at the same time knowledge and understanding of the world. Therefore, ludicity is of great value to the learning process since it is rich in meaning (Bernardo, 2009). A ludic activity involves children in a way that fosters their creative imagination and enables indirect learning, for students are not focusing on the language but using it for real (Constantinides, 2009; Halliwell, 1992). Following Halliwell's (1992) suggestions, a ludic activity allows children's creative use of limited language resources, promotes indirect learning and makes the most of the children's need to play and have fun."

One more time, there are some differences between games and the ludic. Pointing out the main features explained over about which is the purpose that each one has. Considering the experience at secondary school in the different terms, students are interested in the activities that are non-common. They enjoy the activities in which they can interact and do something different than sitting down and writing from the board to the notebook. However, there are some things that teacher needs to be careful with as the rest of the activities develop in the class avoiding to get the opposite of good results. If it happens, the purpose of ludic could lose its essence because of the contrary things, it can get.

Equally important, this approach emphasizes different features in the classroom that prove what students can develop by the use of games or the ludic approach. Something to point out, it is related to the use of terms because games to support education and ludic approach have the same purpose to achieve when they are applied. Besides a way to see the linking between those, it is that games are part of the ludic, when they are applied, the purpose is focused on learning. Considering those

terms and supporting those ideas, according to Lovato Junior Antonio (2015) in *El juego y su importancia en una propuesta de educación preventiva, "El juego es importante porque su práctica nos sirve como ayuda en el proceso de educación y desarrollo de cada uno de los aspectos de nuestras vidas. La acción de jugar, además de ser algo divertido y gracioso, también hace parte de aspectos fundamentales de nuestro existir como el psicológico, el físico, el intelectual y el social. Además, a través de la relación con cada uno de estos aspectos, el juego se torna en un importante aporte al crecimiento de la persona, a su desarrollo, su crecimiento, su proceso educativo. En efecto, la educación necesita del juego y este tiene en la educación uno de sus campos de mayor actuación y presencia.".*

Furthermore, the use of different strategies, methods, materials or something else around ludic, it can guarantee the students learning if they are put them into practice in a proper way involving the students' interests. Considering there are more ideas defending the use of ludic to teach classes, the use of it in the second language learning can support the interest and the acquiring. On the other hand, it is important to know that there is not a good combination between the common and traditional school involving the strategies or way to teach because in those activities the center is the student. Strengthening what I have mentioned before and according to Bolivar Bonilla Carlos (1998) *"La lúdica en la escuela o en la institución escolar, es una necesidad y un requisito indispensable, desde las perspectivas pedagógicas constructivistas que pretenden una formación y un desarrollo humano armónico, equilibrado y sostenido.*

Pero la lúdica es un imposible para la escuela centrada en las pedagogías de la racionalidad instrumental que ven la educación como adiestramiento, control y conducción".

So, the ludic needs to be applied in a freeway, using different resources, materials, games, among others; with the purpose to get some pieces of knowledge. However, it is important to know how to apply this approach considering what teacher expects to achieve with students embracing the objectives of the lessons, the main skill to improve or develop with them, their interests, learning styles as a second option to

support or complement the approach and the content; it can be adapted considering many features around it.

In addition, the idea to use the ludic approach has been used in different activities in the lessons, however the purpose for this, it is focused on a second language acquisition to enhance the oral production. Therefore, as I explained before, the use of ludic can support this process involving all of the aspects around this term. Even, when it is related to games, there are some other items included in to manage the lessons I different ways avoiding to use one thing in a repetitive way, converting the lesson in a traditional one.

Regarding on Yesser Alcedo and Carmen Chacón (2011) *"Por enfoque lúdico entendemos todas aquellas actividades didácticas, amenas y placenteras desarrolladas en un ambiente recreativo y cuyo impacto pedagógico promueve el aprendizaje significativo que se planifica a través del juego. De allí que, una propuesta lúdica debe incorporar juegos didácticos, títeres para narrar y dramatizar cuentos, canciones infantiles acompañadas gestos y pantomima; además, del coloreado, el pegado y las manualidades entre otras experiencias pedagógicas, que pueden organizarse en "rincones" tales como el rincón del dibujo, y el rincón de la música para guiar al niño o niña a explorar, investigar, descubrir, organizar y conocer su entorno mediante el uso de la LE."*

All in all, the ludic involves the games as a part to be called by this way, however there some different purposes to achieve each one considering the approach. So, in the second language learning, the ludic can take place with the purpose to help or support the English learning process trying to ease the way to understand and comprehend the different topics. Pointing out the vocabulary words, the ludic activities can be implemented by combining these ones with the strategies or methods to teach it. Also, it is relevant to mention that it is possible to do the correct adaptations in order to offer a variety of activities avoiding the repetition. It has the aim to try not to convert the activities in some traditional ones.

2.3.1 Activities

There are some things to point out considering the use of different activities, games and staff can be applied in different lessons. In particular, in some experiences there are some students' reactions about the activities. Some of them enjoy them and some others do not. It is something important to verify in certain way because there are some other aspects around involving learning styles, the way to work, the students' interest, students' mood, materials, among others. Those can benefit or disfavor the development of the class during the ludic stage. Into the activities can be some advantages and disadvantages since students can enjoy the activities in order to learn and put into practice the checked topic or they could just get relax and get fun with the class.

Some of the activities can be develop in the lesson and in the ludic approach are based on games and the use of materials. According to some authors, those activities can be useful to learn a second language by implementing them thinking of students and their language acquisition. It is focused on vocabulary words in order to enhance their oral production by supporting this, in relation with the other skills in a limited way.

Embracing the activities to learn vocabulary as the strategies to support it including the ludic approach, it is based on some suggestions by some authors. According to Jeremy Harmer (2007) *"There are many games which are appropriate for use with collections of vocabulary items. Sometimes games which are not designed especially for language students work equally well in our lessons. These include dictionary (where players have to draw words which their team then have to guess), Call my bluff and charades (where players have to act out the title of a book, play or film). The three game examples in this section are designed to engage students, though only one of them involves the kind of guessing which many games (such as the ones mentioned above) often include."*

Above, there are some options or suggestions to apply in the lessons considering the games and the use of the vocabulary words or items (lexis). These suggestions proposed by the author help students to be involved in the lesson by interacting with

the class and showing their creativity by using materials. Likewise, it is important to regard on the ludic characteristics and features as the strategies used to teach vocabulary.

There are some other suggestions proposed by David Snow (1998):

- *Bingo/lotto (play as a whole class): it can also be a useful way of practicing those words which are more likely to be needed for the receptive skills than the productive skills. In this case, the words would be printed on the bingo grid instead of numbers.*

- *Word searchers (individually or in pairs): because word searchers are popular with children and because they keep them quiet they are often allowed to take more time they are worth. However, getting the pupils to make their own word searches to try out on each other is an excellent way of encouraging accurate copying for an obvious purpose, when the other pupils actually do these searches, they should be instructed to write down the words they find, rather than just to put a line through them.*

- *Crosswords (individually or in pairs): these can be very useful way of reinforcing vocabulary for the abler language learners. They are also popular with people of any age. They do have the advantage of making the learner think, particularly when the clues are also in the TL, and as is mentioned elsewhere getting pupils to give definitions of words is an excellent way of making them associate word and meaning, if the teacher has access to appropriately targeted crosswords, they will be useful alternative in terms of discrimination.*

- *I went to market, and I bought some bananas… (played in groups or whole class): each individual repeats the previous statement and adds an item of his own. The effort of memory creates an immediate purpose for the activity. There is an infinitive number of ways in which this game can be adapted for practicing vocabulary needed for listening and speaking goals.*

For the activities mentioned before, those are meaningful for students because they could be concentrated in looking for words or using them to complete a sentence. In a classroom context, students often compete to be the first in a competition to be price; it can be a good option to help them to use the vocabulary. According to the experience in the secondary school, students like those activities because they can use colors, they are focused on the words and they feel confident when a sentence is made in a right way by themselves. Besides, those can be adapted by adding images or making them in a big size, even in an interactive way.

Many different activities have been applied and modified according to the content, some of those include materials designed by the teacher. Also, as I have mentioned before, the combination is important to do something different. Students can interact with the materials, with their classmates, in some interaction patterns and with the dynamics. In particular, there are some activities used in the lessons involving the topics and using materials. Those were implemented and some of them are related to printed materials like worksheets, handouts, crosswords, word searches, bingo cards (grids) and many others considering the changes could be done to them.

Considering the materials and some other resources used in the lessons, there are some adaptions to involved students in the class. Some examples are related to the combinations between games and materials, for example:

Cards (letters) with a lanyard to each student, they get together with other classmates to make some sentences or make words using the cards.

"Some students said…" (buttons and competition): the class is divided into two teams and in front of the class there are two buttons, teacher asks them a questions and the first who push the button have the chance to answer. If the person answers in a right way, they win a point, but if they do not, the other person have the opportunity to answer.

Playing with dictation (Spanish and English words): teacher dictates students some words but if he/she says a word in English, students write it in Spanish. It is the same for the Spanish words, and so on.

Circle drilling (whole class): students make a circle in a big place. In the center, the teacher shows students images or indexcards and whole class does choral repetition. Then, the teacher asks students to pass the cards on and repeat words again when they have the card individually.

Word salad (whole class): students make a circle in a big place, the teacher gives them a word of the vocabulary. The person in the middle of the circle says a vocabulary word and people who correspond to that word had to run and take another place. If a person does not get a place, he/she stands up in the middle of the circle and do the same.

Crystal ball (predictions): in this case, the task was designed to a specific topic. Students design and make their crystal balls by using materials and write some predictions to put them into the crystal ball (simulation). Besides, this activity was linked with the "fortune tellers", in this activity students act out as a fortune teller using the crystal ball to make some predictions.

"Order & Win" (individual, pairs): students have a worksheet with some charts in a horizontal way and a list of words. Students choose some words and write them in the chart. Teacher chooses some words randomly and the students who have the right order of the words mentioned before, they win.

Tombola (Material): this is a resource that can be used for different activities. This is a material to introduced some words or images inside to play bingo, even "order & win". Some other games can use this material; those need to have the characteristic of choosing words randomly.

Vocabulary circles (individual): students have a worksheet with the sample. They design their vocabulary circle. They can write words or make some drawings.

Foldable (individual): using pieces of paper, students design and make their own foldable using their creativity to write the vocabulary words. There are different kind of foldable and those can be adapted according to the task, content and the expected result following the right instructions.

The activities mentioned before, those are part of the modifications and some suggestions that I have implemented during different lessons. Some of the them are more functional than others, considering the time and the students' interests. It is important to recognize that they have the same objective, pointing out the words by practicing them. Using the activities and staff could support students to improve in a written practice and pronunciation of the vocabulary.

Equally important, it is the use of another resources that help the language learning acquisition making students feel confident in the lessons. Also, by working with the ludic it can have better points and possibilities to embrace students in the English learning. It is related to the use of methodologies and its activities providing other opportunities to work in the classes in a different way. Considering that ludic approach is focused on games and some non-traditional activities, there is methodology based on communication, but also in the vocabulary practice by offering contexts where students cannot feel stress about the situation. According to Diane Larsen-Freeman (1986) in techniques and principles in language teaching, *"teachers who use total physical response believe in the importance of having students enjoy their experience in learning to communicate in a foreign language. In fact, TPR was developed in order to reduce stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency"*.

Regarding on this methodology, it is a fundamental part worked in the lessons, as I mentioned before, there are some possible combinations that allow students to be interested in the lesson by using some ludic activities giving them the opportunity to work in a different way. Besides, it is an aspect to be focused on since it is related to be patient with students enhancing them to speak, to produce something about the topics in an oral way.

To be clearer with the ideas about the methodology, the same author mentions some important points to consider about it. It embraces many different features, among them; when the students are ready to speak, they will do it and when it happens they could be prepared to deal with some other activities. Those activities could be a bit complex but the environment need to be functional to help each other if some struggles start taking place in the process. Besides, the teacher and the classmates work together as a whole group or individually but the interaction needs to be implemented during this sessions (when the methodology is taking place in the class).

Besides, the language is important because it helps students to improve some language areas, although it is focused on vocabulary and grammar, the priority is the first one as a clue to develop in all of the progress to learn it. Involving this, it can be productive by using some of the techniques mentioned by Diane Larsen-Freeman (1986), she lists three of them:

- *Using commands to direct behavior: it should be clear from the class we observed that the use of commands is the major teaching technique of TPR. The commands are given to get students to perform an action; the action makes the meaning of the command clear.*
- *Role reversal: students command their teacher and classmates to perform some actions. They will want to speak after ten to twenty hours of instruction, although some students may take longer. Students should not be encouraged to speak until they are ready.*
- *Action sequence: take out a pen, take out a piece of paper, write a letter, fold the letter, put it in an envelope, seal the envelope, write the address on the envelope, put a steam on the envelope and mail the letter. This series of commands is called an action sequence, or an operation. Many activities can be broken down into an action sequence that students can be asked to perform.*

Those activities can be implemented in the lessons while some instructions need to be given. In the secondary school, students need to follow some instructions to do

the tasks, however if they receive some long instructions, they do not probably do it. Also, the commands need to be clear, in a real intervention, students who are not native students have some problems to develop the tasks because of the understanding. A strategy put into practice in the lessons for the first sessions, the teacher gives students instructions using English, but then the same instructions are repeated in their mother tongue. For the next sessions, the same instructions are used but in English and using body language until students comprehend what each command means. Obviously, it he lessons, student tend to be help each other when they struggle in this part and it is converted in something meaningful for them.

In summary, there are different activities, games, resources, materials, strategies and techniques to use in the English lessons. Therefore, the combinations of these are better when they are applied in the lessons, even because of the variety of them that a teacher can get by adapting them according to the content and students' way to work. Most important, it is the way to consider, use and establish the ludic activities in the classes as a resource to teach students with another approach. It is important to enhance students English learning and their involvement in it as the ludic approach.

2.4 Oral production

For the oral production topic, there are some terms to clarify considering what it involves and the approach the main topic gives it. It is important to mention that the oral production is used to enhance the students by using the ludic approach and its combinations with the vocabulary activities and what it involves itself. This enhancement is linked with the speaking skill which involves students in some communicative activities or simulations. Those can be helpful to students communicate or express ideas in an oral way. Knowing that oral production is a part of the speaking skill, it is based just in students' communication by using the vocabulary words. Even, the grammar is important as the structure of an oral exchanging as the other language skills (writing, listening and reading) the purpose is to give students the support to

produce some ideas using the second language considering the vocabulary as one of the relevant and important part to communicate as written as spoken way.

During the lessons, the oral production is observable when students participate or say some structure sentences orally. As I mentioned before, this a part of speaking, however it is not focused in the total skill. If students can express their ideas in the correct form, it will be the plus in the lessons recognizing the students' effort. But if they do not do it in the correct way, they will be support in the different lessons until they are ready to do it. For these reasons, some speaking activities are put into practice considering the oral production development throughout the course.

There are some important aspects to consider in the lesson, as the oral production as the way students react to do this task, however a structure needs to be designed involving the students in this process, as Jeremy Harmer (2007) mention *"Getting students in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task. However, at other times it is not so easy to get students going. Maybe the class mix is not quite right. Perhaps we have not chosen the right kind of topic. Sometimes it is the organization of the task which is a fault. But a problem that occurs more often than any of these is the natural reluctance of some students to speak and to take part."*

This is an important point to take it into account considering the students' participation and involvement in the class. It is true that some of them tend to participate because of the English level they have, so it is probably a reason for students who do not do it. Regarding on the last point, the importance of the class structure starts taking place, it is the development of the class and according to this, students can be considered for this plan or not. If students are considered, teacher has to be patient to wait until the student are ready to speak, therefore the lessons need to be focused on creating favorable situation and activities that enhance students to participate. The way to enhance them is by using the ludic activities and their combinations with the communicative activities.

According to Nation I.S.P (1990) *"There are two reasons why learners may not be able to say what they want to say. First, they may not know enough vocabulary. If it is the case, then the teacher can work on ways of increasing their vocabulary, like using controlled activities and techniques for receptive learning of vocabulary. There are several teachers who suggest that spoken production should be not encourage until learners have had a lot of opportunity to listen to the language and develop their own hypotheses about it. When the learners feel ready to speak, they can draw on this previous learning. So when learners have enough receptive vocabulary, they can be helped to use some of it productively. Second, the learners may know enough vocabulary, but they are enable to put this vocabulary to productive use"*.

Considering this point mentioned before and regarding on the suggested activities to do, there are some similarities that linked each other putting the vocabulary as the first part to develop for a spoken production. Also, the TPR is considered again, it is based on give students the opportunity to speak when they are ready to do it, for this reason many activities are put into practice providing better resources to use them enhancing students to express ideas in an oral way. Consequently, if the process goes well, the oral production can start taking place with some of the students. Then, the rest of the students need to be helped trying to achieve the task of the oral production.

Furthermore, the spoken task need to be develop by offering students these opportunities to do and the way to keep them in contact with the language is through the teacher in the lessons. For this reason, the instructions or commands used start using the mother language, then it starts to be changed by the second language to increase the use of this in the rest of the lessons. And the same happens in the lessons when students participate in some activities where the spoken or communicative activities take place.

In the lessons, during some classes students put into practice some instructions or commands, also the new vocabulary they learn at that moment. It happens firstly in a written way. Then some communicative activities and drillings take place in the lessons to work on pronunciation and structure remarking the vocabulary words. After some lessons working with a topic where the words were put them into practice and

checking the meaning, form and pronunciation, the last activities are focused on communication. Students prepared an exposition or a communicative activity according to the teacher's instructions. So, they do the activity by using what whole class was checking in the different lessons to prove if it was productive or not.

When the productive task is considered, it refers to some communicative actions that students use to exchange some oral ideas. Although, in secondary school is difficult to find a fluent communication, they can use simple sentences and some phrases given by the teacher to use them in the "conversation". After they repeat again and again the phrases, they could realize about the meaning. It happens in the simulations or in the context that students have in some lessons; in this ones, they put into practice what whole class checked during the previous classes allowing to see if the increase in the range of words and how capable they are to start speaking.

According to Jim Scrivener (2005), *"We typically communicate when one of use has information (facts, opinions, ideas, instructions, etc.) that another does not have. This is known as an "information gap". The aim of a communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion".* Above all, the activities are helpful to see which students need more practice and support to enhance their oral production. However, in the secondary school or in the context outside this, there is not an exactly context where students put in practice what they have learnt. The simulative context is in the lesson during the 50 minutes of the class, for this reason there are some designed classes in the lesson plan to accomplish with this part. It is with the purpose to offer students some chances to be in touch with the language.

Considering, what a communicative activity involves and the aspects to observed in them, there are some other activities suggested by the author adding them to the rest of the activities mentioned in the development of this document. Those activities are:

1. Repeating sentences that you say.
2. Doing oral grammar drills.

3. Reading aloud from the coursebook.
4. Giving a prepared speech.
5. Acting out a scripted conversation.
6. Giving instructions so that someone can use a new machine.
7. Improvising a conversation so that it includes lots of examples of a new grammar structure.
8. One learners describe a picture in the text book while the others look at it.

Those activities can be useful in the lessons, however some of them are adapted to use them in the classes considering the students' level and the participation they have in the classes. Besides it is important to consider that students in the first grade of the secondary school have a bit touch with a second language, for this reason some activities suggested by some other authors are modified to make a good sense considering the students' characteristics.

2.5 Vocabulary & ludic approach & oral production

In this document, there are different points about the main topic to work with considering some aspects and features related to students as the context, characteristics, interests, materials and resources available, school condition, among others. Those help the teacher to plan the lesson by pointing out what is necessary to teach. The purpose is to enhance the oral production after some other activities and processes in which student work by using different things. Those lessons are focused on the students providing a different way to work. It is based on avoiding the traditional activities and using some innovative things for students, considering the way to teach, to work and what is used to do that.

There are three principle aspects to consider in the development of the lessons, the first one is related to the vocabulary learning. The most important thing is to identify what vocabulary is and what it involves to have the main idea on vocabulary learning. It is focused on achieve this learning through the application of a variety of activities,

where students can interact with material and with themselves providing a comfortable environment of learning. It is related to the way the vocabulary is taught in the lessons and how it is used for the next sessions after the first one in which it is taught. The use of some techniques and their adaptations, it is thought of students' development and the progress they can get throughout the classes designed specifically for a topic taken from the main program ("*Aprendizajes clave*").

The second one, it is related to the ludic approach and how it is considered, and the activities it can involve. One of the important thing is to identify what ludic is and the development of the activities around it. Also, finding the differences between games and those embraced by the ludic approach. The activities located in this area have a purpose to achieve during the lessons and in the different sessions when they are applied for a specific content or topic.

Finally, the third one, it is the enhancement of the oral production that students need to achieve during the lesson. For this reason, something important to clarify is the concept and which differences can be found on the contrary with speaking. Even, speaking is another extensive topic, the purpose of this is to be focused just in the oral production and how the other topics can be helpful to achieve it. As in the main topic is mention, it is about the enhancement, it can prove that the vocabulary learning adding the ludic activities can be good or functional tools to support students in the speaking development.

CHAPTER

III

3.1 Introduction

Some important aspects have to be considered because they are related to the current situations based on the society issue and the professional development as an English teacher. For the first one mentioned before, there is a big and global issue about a virus that affects people considering the health status. It involves more situations around the world affecting services, jobs, people interaction, economy and more different sectors, but there is one of the most important, it is education; this problem provoked the classes suspension in the schools. It is one of the most important issue considering that students need to continue with their lessons and the way to solve it, it was proposed to be by online. Something that happens even in Mexico.

Therefore, embracing the aspects that it involves, there are some important points to be focused on. Those are the professional practices, social service and the current situation. Considering those aspects mentioned before, it provoked the suspension of the rest of the practicum in the semester allowing the group of the trainee teachers to have just the first period of the practicum of the second semester of the year, affecting also the social service and the tasks that it involved with the rest of the professional practices.

Regarding on the second point to be mentioned related to the professional development, it is based on the scholarship got in The United Kingdom. It was an intensive English and teaching methodology course for Mexican teaching students plus an IELTS test certification. It was a stay in the country for a month, this period ran from February 28th to March 22nd, however considering the same situation of the virus, it was affected as well. Besides, during that period, the first practicum was taking place over those weeks in the secondary schools, so that period was not finished completely.

On the other hand, it is the research and results got throughout the work developed during the professional practices, there are some important points to consider as the results got between the students' work and the teacher experience, embracing the main topic and the strategies used to work with. Since the very beginning, the objective to achieve was based on the vocabulary expansion by the ludic

approach activities. Those activities were chosen to give students better opportunities to catch the words by facilitating the meaning and the form. Involving the aspects mentioned before, the activities and the vocabulary lessons were linked to try giving students an easy way to see images and words allowing them to match them and have a clear idea of them.

As this topic is developed in the document, the ludic activities are a proposal to improve the vocabulary by learning more words for the understanding to enhance the oral production. This idea is thought in the range of words that students can have as a support to use them in an oral exchanging. Something important to consider, it is based on some common words. Every topic was chosen according to the program "*Aprendizajes Clave*" for first grade and those were developed by my own ideas considering what every topic involves and what can be helpful for students.

First, part of the context is important in the vocabulary learning, for this reason some specific words were chosen for the different lessons. These included the introduction of the vocabulary; considered as the most important and relevant lessons since students had the first contact with the words. As I mention before, the words were chosen for a specific characteristic. Those were selected according to the area, the context, the place where students live expecting they would have the idea or a mental image of every word considering some things they can see around them as a reference.

Second, the ludic activities were chosen as the same way. Those allowed students to interact with physical materials involving some other characteristics as the colors, materials, resources, supplies, etc. Also, it embraced some others which students had to interact each other, whole class, teams and other interaction patterns. These activities were used to be focused on the use of the vocabulary trying to link those with some oral productions activities in order to begin enhancing the oral exchanges considering the students' characteristics of the chosen group and the particular situations that the group had.

3.2 Vocabulary teaching and learning

In different lessons, the work was focused on the vocabulary expansion. It is based on selected words that can be helpful for students considering they have those things around them or those are some common ones they could know or see. Part of the content was chosen to work in a lesson in every period of the professional practices by designing and teaching the first lessons focused on the vocabulary and some other resources to help students understand the words involving the way to write them and what they mean.

The lessons were designing in order to provide students enough resources to identify the words by practicing them. This practice was focused on the pronunciation and the way to write the words (form). Those activities were involved by the ludic approach, some of them were developed outside the classroom and others inside of it trying to look for some different ones. As a reference of this work, it is based on the lesson plans and the journal considering the practice developed in the lessons and the activities done.

Most important, it is related to the way to choose the words. During the different topics the way to select the words, it was focused regarding on what the context is to get a general idea about the things students can be related to considering they could have a previous mental image of the vocabulary. This general idea was the main point to grab some specific characteristics to know which things could be known by the students. Those ones which were selected, they were the words in the vocabulary, it is important to mention that in some cases it could be done.

On the other hand, when some words were difficult to find a good linking between the word and a familiar image they could have known; I chose those which they could have seen, maybe, in a movie, in the TV, on the internet, in a book, in a magazine or other means. It was helpful for some specific topics to work during the lessons when the vocabulary was specific to work considering some other aspects that could be unknown by them. In those cases, more strategies were considered them as some other activities to help students identify the vocabulary and the pronunciation and the

writing form, in order to provide them the better understanding to get them into the topic and for the future activities for the other lessons.

For these lessons, there are some activities designed and they were used to work with the vocabulary. For every introduction, there were some classes designed for the vocabulary words in different periods depending on the practices and the chosen topics. In the lessons, I used to use flashcards and index cards. Those materials were some of the most important resources to use at the beginning of the periods regarding on how much helpful they were to support students in their understanding of the new vocabulary; it is important because this is the way that students have a reference and they can establish a linking between the image and the word. What I mentioned before, it is related with the form and meaning they could understand about the words.

For the development of the beginning, students participated to match the words with the images, to find the correct order, to think and verify the correct word using the drop-down flashcards, by testing them first (TTT) and then the checking, brainstorming to get ideas and giving examples or asking questions to get the word of the vocabulary/ elicit the vocabulary. However, as I mentioned before, in every class of this type I used images and words. It was helpful for students because in the worksheet they had the opportunity to identify the same aspects embracing the images as the first item to get the meaning and the word to check the form and practice the vocabulary (Appendix 5).

However, for those activities, it is important to involve some of the unexpected situations or something that usually happens in the classroom during the lessons adding them to some other aspects that a teacher needs to manage in the classes. Regarding on more elements that the job requires when the activities are developed, besides, the students' interest in the lesson and the content adding the teacher's role; then, it allows to explain some situation in the experience during the lessons of the vocabulary introduction.

When some particular situations happened, it is related to those who did not understand the meaning. Considering that it was a common situation that usually happened in the lessons. This time had to be solve at the moment regarding on the

experience in some other practicum terms because if it is not correct, they continue making the same mistake. So, it implied to checked in a quickly way the images and the words again, trying to help students to match each one to get a meaning by identifying the picture trying to activate students' schemata and then, they could go through the linking with the word.

Also, asking for help for the rest of the group, the whole class participated again to link the items, then the students who had questions related to, they participated to prove they could find the matching or linking. In some cases, when it was repeated more than twice, the better way to solve it, it was to ask directly to students to link the items. In some cases, it was functional because students began thinking and they went through their ideas to get the correct answer. However, when it got some negative results, I usually assisted them individually by giving examples and then, they could try it by themselves. Even when monitoring, it was a good moment to verify those ones who did not understand and the teacher supported them by using the images and words on the board and the worksheets to clarify not just the understanding of the vocabulary, also the activity to do.

Then, for the practice of the vocabulary, there were some drills to help students with the pronunciation and to check the way to write the word. Considering the first aspect, the drills were based in the choral repetition as a whole group, randomly, by lines and choosing some specific students and some of this in combination with a game; they sat down if they pronounced a word correctly, by passing the indexcards around, using cards. The purpose of this strategy is considering part of the Audio lingual method just because of the drills besides adding other ways to do it by adapting some of them and implementing others trying to give them a variety of activities to do. It was helpful considering the group and their characteristics as well as the first contact with the words and in some cases with the language taking into account the results of the placement test (appendix 6).

Regarding on the practice using the activities for the drills, it gave me the opportunity to listen students and correct or improve the pronunciation considering some specific words they pronounced in the choral repetition. Also, it supported me to

identify the students who did not participate, it was helpful to involve students in the lessons and in the participation moments to verify and practice the pronunciation of the words. The correction was at the moment when it was necessary because of the easy words and at the last of the choral or in some intermediate chances to correct them. It was by separating the words in syllables orally or just the pronunciation of the word with the whole class.

Nevertheless, the pronunciation was a difficult task that students faced in the lessons and for the rest of the them. Regarding on the first lessons for the vocabulary and rest of the others to work with sentences. In some cases, it was difficult because there were some moments when students pronounce the words, perhaps not correctly but it was closer to the correct way. In some other situations, there were some other problems because they did not remember the pronunciation of the words, they do it but in the same form that those are written or they were just forgotten.

Considering that it was repetitive action done by the students, it needs more practice in some other lessons than just a few classes designed for the vocabulary checking. It could happen just if students need to improve their pronunciation. However, regarding on the main topic, students need to enhance their oral production, even it was not completely done, they could use some of the words although they were not well-pronounced, but students tried to do it in some communicative activities or in the final products. Those were designed to prove what they achieved during the lessons.

Altogether and embracing all the elements mentioned before, besides the experience with the group, the oral production needs to be improve by using the pronunciation as tool for that enhancement. Considering it can be more helpful for them if it is done in more lessons or every lesson avoiding to design just a few of them to do it. Although, everything is based on the vocabulary expansion, those are words they could use them by using the second language in different classes. It is order to try helping them to use those ones and not just for the last lessons or for the product because they begin forgetting the words or the pronunciation of them if they do not continue using them.

Equally important, it is the practice in the written way. For this process, there were some activities involving part of the ludic activities and the handicrafts and handiworks (Appendix 7). For those products, students were focused on them thinking about the design by using materials, colors, papers, drawings, school supplies, among others, that their creativity allows them. Those were based on the written words considering the spelling. However, the most important thing was focused on the meaning and form that might be understood by the students.

When those activities were developed, they usually followed instructions to make the handicrafts or the handiworks. Those were helpful to verify if students understood the meaning and the form. Considering those were some easy tasks, they provided the information to confirm the linking of the images and the words and also the spelling. Involving some other aspects like the form, it is focus on the correct way to write the vocabulary words, therefore through those tasks I verified the form. If students had some mistakes, the teacher marked the mistake and correct it using another color and for the other lessons the words were checked again giving students another opportunity to correct their spelling for the future activities.

Some other ways to verify if students understood the meaning of the words, it was based on some worksheets (Appendix 8). It was the extra reference used to confirm if the linking between the images and words was successful. However, there were some cases that showed this process as a successful task, but in other cases it was not. So, the importance to know this process, it is because there were questions about the tasks. Using this reference, I could notice that some students needed some help, for this reason I used to make a quick checking in different lessons about the vocabulary. However, when there were few students with no understanding, I helped them by explaining in very simple way using their materials and giving some examples when necessary.

As I mentioned before, there were some strategies to work with the vocabulary. One of this strategies was developed at the beginning of some lessons; students stood up and they mentioned a word of the vocabulary, if they did it the could take a seat but the rest of them continued in the game until everyone was sit down. It was useful

considering they made an effort to catch some of the words mentioned before their turn. Also, during this game, it was useful to help them remember some of the words since for the rest of the lessons I used to use them with them with some other activities. Besides, it was a fast activity and everyone participated.

Involving the process mentioned before, for the vocabulary learning, in my personal opinion this is an activity embracing the ludic as well. Therefore, it proves the way to make some links. As the most important part, the vocabulary was reviewed considering that in some cases, it provided the opportunity to check the pronunciation once again in order to work with some of the important aspects mentioned at the beginning of the chapter; form, meaning and pronunciation.

To work with the form, in some cases there were some activities like the dictation, in this activity students showed if they could write the word in the correct form. However, in some cases it was not successful but it was the immediate moment to correct it. If they were checking the answers they corrected themselves but if it was in pairs, they had to do the same. Similarly, it happens with the pronunciation as well. Regarding on the last aspect that is pronunciation, it was more important considering it could enhance the oral production having this as a resource or main point to work with.

All in all, and embracing all of the elements and aspects that this process involves, everything was focused on words. It is as the same time a synonym of vocabulary, proving and defending these ideas since the chapter II. Regarding on Scrivener Jim (2005) mentions, *"Vocabulary typically refers mainly to single words (e.g. dog, green, wash) and sometimes to very tightly linked two-or three-word combinations (e.g. stock market, compact disk, sky blue, go off)."* It proves this part of the main topic referred to vocabulary, besides I used single words and some of them linked or the combinations, remembering they have a meaning if they are together, something that convert that into vocabulary.

Consequently, if those words are vocabulary, they are also a component of the language, considering the importance of this in the sentences structure to have a meaning, according to C. Richards Jack & A. R. W (2002) "*Vocabulary is a core*

component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without and extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television" even, the main topic is not based in all of the skills, it was a proposal to enhance the oral production by expanding the vocabulary, something that help students to increase the range of words as the correct pronunciation as having a tool for English learning.

3.2.1 Vocabulary & Materials

The importance of the material was an extra point used to reinforce the vocabulary learning. It was successful for some activities considering the students' interaction and the way to work in a different way by using some other resources and materials. Those were a tool used to help students understand the words to work with them in the other lessons, taking in account that the others involved more work like making sentences and some tenses and what it involves.

Referring the point *3.2 Vocabulary teaching and learning*, the flashcards were some of the important materials used to show students the image of the things or the words that the class involved. Depending on the main topics, the images were selected establishing a linking between the image, the words and the worksheets. It is important because since the very beginning they could know that the other activities were related to the first one. Retaken the images, those had to have a good size and they were colorful to try to catch the students' attention on the images and the words (Appendix 9).

The last process mentioned before and considering the students' characteristics, they were interested in the lessons. According to the observations and the information written in the journal, students reacted in a positive way when they had images to find a linking between the new words and the original ones from their mother tongue. It was

the way they started to participate joining the words and the flashcards or it was a help for them to start thinking about what we were talking about in the lessons. They could predict the topic before starting when they saw the images. In some cases, it allowed me to ask some questions to predict the topic or to elicit some words.

As an easy process embracing the material or resource mentioned before, the flashcards or images for the lesson, in some cases those were pasted on the board directly and students linked them with the indexcards or it could be in an opposite way. Also, it is important to mention that in every class, considering the vocabulary lessons, they usually participated to interact with the material. Students always enjoy that part of the class, because when the cards were shown, they automatically reacted to go to the board and the paste the images on it trying to find the correct matching. Therefore, I decided to try to include all of the students in different moments allowing that all of them participated in this stage of the lesson.

On the other hand, the other resource was mentioned before; it is the index card (Appendix 10). Using many of these cards, it was a good support to check the form. As the flashcards, those had to be colorful or with some attractive colors or maybe using the strategy to use one color to include them then in a sentence. For some different lessons, students automatically wanted to participate when they saw these cards because they want to go to the board and past them on it matching them with the images. It was interesting because for the first sessions it did not happened, however it was converted in a kind of repetitive activity that students enjoyed to do, therefore it was necessary to include all of the students in the different lessons.

As a result of the use of the materials mentioned before, those were considered as the main part to work to go to the next activities that usually be a bit complex. After the vocabulary checking, students answered a couple of worksheets depending on the topic. Those materials included images, lines and in some cases boxes with words. As a simple activity, they have to demonstrate they understood the matching between the meaning and the form. Embracing part of the crux of the objective, it is related to the images (meaning), the way to write the words (form) and the pronunciation.

Then the rest of the activities were focused on prove, verify and confirm in the aspects mentioned before were accomplished, if those were not, it had to be revised in the moment trying to avoid that mistake. During those lessons, the main important thing to achieve was focused on those aspects, however, not all of the students achieved it because of some different situations related to the material, the attention and the interest. To deal with those different situations, teacher had to observe the class as the same time of the teaching moment.

When the situations were related to the material, students had the opportunity to work in pairs and do the activities in their notebooks noting down the exercises. This tasks were also helpful to verify if students understood the three main things. On the other hand, when it was related to the attention there were some strategies implemented like asking questions to students to prove if they understood the three main aspects. Even, during the feedback, it was a good point in the lesson to verify if students did not have all the ideas clear, so the teacher had to intervene giving examples, repeating the drills, including some extra activities to adapt the content in order to help students comprehended the content.

Equally important, there were some other materials to complement the lessons. Some of them were helpful to check the spelling, the vocabulary, the meaning, the structure of the sentences, to evaluate students embracing the content of the lessons. Those materials included some characteristics and purposes to achieve, between them, they are:

- Badges (lanyard): these cards were useful to prove that students knew how to write the words of the vocabulary. Each student had just four different letters, when the teacher mentioned and showed the word, they had to look for their partners to join the letters getting the correct word. It can be played in different round using the words of the vocabulary. During this lessons, students enjoyed the activity because they joined in big teams to get the word. On the contrary, there were some students who did not want to participate because of the game, but it was an opportunity to join them by using their letters (badges) and playing at the same time. Some of them

realized the activity was interesting and some others continued in the same attitude, so there are some other characteristics to consider when the activities are going to be developed by using the games in teams (Appendix 11).

- Bingo and order & win: one of the common games was used in order to check the students' understanding of the words, embracing the form, pronunciation and meaning. During this activity developed in different lessons, there were some difference. In the traditional game, students enjoy the activity and some of them demonstrated it because they won and some other wanted more opportunities to play and win. Nevertheless, when the activity includes some other stuff to improve it, it is better. This activity was complemented with a tombola. It was helpful because students prepared their cards (worksheets) and by using some images, they could mark the word according to the form and meaning (Appendix 12).

- Vocabulary circles: it was a simple activity that students used to write and drawn. It was related to the vocabulary words and the images. Some students enjoyed them because they usually used their creativity to design the circles. However, some students were not interested in the activity. Just few of them had some particular situations about the tasks considering their work and the interest express in the "*ficha biopsicosocial*" about the English lessons (Appendix 13).

- Crystal ball: it was a material designed for a specific topic. Although, this material was attractive to some of the students not all of them developed this task. It is important to mention considering that the task involved more than just a design. It was a complete activity considering it as a final product in relation with the topic "predictions". Just few students achieve it, even in the participation for the fortune tellers' performance. The result of this activity implied that it needed to be modified and adapted embracing the students' level and confidence to speak English (Appendix 14).

- Handicrafts/handiworks/cut out sheets: those materials were useful considering the students' creativity and the successful they achieved on

those activities. Something observable in the lessons, it is that students were focused on those activities keeping their attention on it, being careful with the design, their materials, the way they could create something creative. In this activity and considering the experience, it is important to involves some rules because of the distractions, the missed material, the deadlines and the specific characteristics that those have to include. Also, the importance of the creativity that students develop when they make them, besides it is something meaningful for them and considering part of the content express in the "*CTE"* sessions.

- Unscrambled words/word search/matchings: materials used to reinforce and verify the students' understanding embracing the meaning and form. Those were simple tasks students had to accomplish by using the vocabulary words. Most of the students found them interesting activities to do and they involved their creativity by using colors to the words. In case of the unscrambled, it challenged students to prove they knew the correct form to write the words considering they had to order the letters (Appendix 15).

- Finger puppets/paper men: material used to represent some of the topics when it allowed the use of these. Students found them interesting and they express their creativity in the design. Besides, they could interact with the material and with their classmates by using this material. Also, it is important to mention as the handiworks and handicrafts, the use of the rules is relevant for these kind of activities. Although, they are not complex, the environment in the classroom needs to be manage to avoid particular situations (Appendix 16).

All in all, materials and the vocabulary learning can have a good linking. The use of this increase the possibilities to help students improve in the students' understanding considering the form and meaning since for the oral production the pronunciation is not well involved by using these activities. It could happen just by adapting the activities and including some of the drills at the same time they were doing the activities, in some cases it happened before in a quickly way.

3.3 Ludic activities as a didactic proposal

"Ludic activities" or just the concept "ludic" is something associated with games, and part of this is true, however considering the research and some other characteristics that this one have, they are related to playful activities that can be more flexible than games. Also, they can be useful or helpful for the vocabulary practice including some activities that students can do or make inside or outside the classroom. Besides, they can be adapted considering the content of the class or something different that can allow students learn.

According to Carlos Bolivar Bonilla (1998) mentions in "Aproximación a los conceptos de lúdica y ludopatía", *"Un primer equívoco que debe evitarse es el de confundir lúdica con juego, pese a que semánticamente los diccionarios tratan estas expresiones casi como sinónimos. Al parecer todo juego es lúdico, pero no todo lo lúdico es juego. No se trata de un simple malabarismo de palabras, se trata de empezar por reconocer que la lúdica no se reduce o agota en los juegos, que va más allá, trascendiéndolos, con una connotación general, mientras que el juego es más particular".* For this reason, it is important to know and understand the difference between game and ludic and the purpose that each one has and provide to the learning and in this case, considering the second language acquisition, just in a part of it.

Part of this content was explained in the chapter II considering the theory and the elements and aspects that ludic involves, finding the differences and characteristics of it in comparison with the words "game". Something important that was considered, it was based on the involvement of other resources and materials that allow students to interact. Besides, the linking found between the use of resources and how they could be part of the ludic activities that were implemented in different lessons using materials and games with academic purposes.

Regarding on the idea mentioned before and considering what ludic involves, there is a document that can be helpful to support the ideas; according to Villareal Cedillo, María A. & Gutiérrez Olivares J.D. n.d. en *"Espacios Educativos y Aprendizaje: Es necesario crear un ambiente enriquecido con propuestas y materiales diversos,*

atractivos y sugerentes permitiendo la posibilidad del desarrollo de las potencialidades". So, it is relevant to point it out and embracing the ludic as a concept that means more than just games. It allowed the development of a variety of activities in the classroom, including some other resources and materials in order to provide students other ways to learn by using some other elements to do it by opting for playful activities as a general meaning for the term.

On the other hand, it is important to understand how ludic was considered to work in relation with the vocabulary, besides the idea to establish it as a didactic proposal. First, it was one of the mean to go through in order to work with the practice and learning of the second language, it involves the vocabulary words or items with the purpose to enhance the students' oral production. Second, the didactic proposal offered students another way to work by implementing some other strategies to work and learn a foreign language expecting to give them a resource to be part of the English lessons.

Specifically, why does ludic approach is a didactic proposal? This question can be answer by mentioning some important points. One of the purpose of the document is related to the use of ludic approach trying to avoid some common and traditional activities done in the lessons. It can happen by using some other resources and strategies. Basically, it is based on a proposal that can be adapted and used in the English learning to help students expand their vocabulary to enhance their oral production by using those activities.

The didactic proposal pretended to give more strategies and ideas of this to include them in the activities done inside the classroom or outside of it, in order to avoid the traditional ones as a support for students to be more interested in the lessons and enhancing them to use the vocabulary learned in the oral productions. However, it is relevant to consider the purpose of the activities and the results got in this experience with the students as well as their reactions.

During the lessons that included those strategies, there were some positive and negative points. Pointing out the positives, they are related to the results, considering that students enjoyed the activities when they interact with their classmates in the

activities done indoors and outdoors. Also, the interaction with material made by themselves and how they can use that to include it in the lessons trying to be more meaningful for them, establishing the linking between the material, the interaction with it and what it was checked in the English lesson.

Besides, every activity done, it needed rules considering the students' characteristics, behavior, way to work, the interaction with their classmates, the way they followed the rules and how they were included in the activity. It was necessary because the purpose of the activity was that they learned what whole class were checking in the lessons, embracing the vocabulary lessons or the other which were useful to write sentences and give students a context to use what they were learning or checking in the lessons.

For example, the activity related to the drill which was useful to identify the vocabulary. It was done indoors and students stood up to say a word of the vocabulary having anything on the board, neither on their chairs. Students who said a different word, they could take a seat and the rest continue standing up. It was useful for them because they heard some of the words mentioned, but when they got the turn, student had to mention at least three words to take a seat. This activity was repeated some times to help student remembered the words and also for checking the pronunciation since if a student made a mistake whole class participated to say the word in the correct way.

Besides, a real and repetitive experience was related to student who did not want to participate, however they were allowed to have some more time to think and listen the others. Then, for the next round they could participated saying a couples of words. For the next lesson with this kind of activities, some students felt confident to participate and they did it but other not, and the same process had to be repeated again, even the use of other activities to see in which one they felt more comfortable to participate.

As a result of the didactic proposal, it is based on the students' reactions and how they enjoyed the activities. One of the best examples, it is focused on the competition between themselves getting in teams. Although, it can give them the opportunity to

think more being competent, however, the strategy and game used was implemented to give students the chance to think more in the answers they had to say. This game was focused on a kind of show where students had to think about the family members following the scheme on the board. So, they had to answer the teacher's questions to get a point. To do this, the classroom was divided into two teams and every student participated (Appendix 17).

On the other hand, there some negative points have already mentioned, and the most important it is when students do not want to participate. So, it is an obstacle for them and for the learning process. For this reason, it is important to look for a variety of activities trying to include all of the students in the lessons and the activities. Although, it is a challenge to look for the better or the best one for them, in every activity is a bit complicated to include all of the students in one of those that like to the majority.

Considering this kind of problematic mentioned before, it is reason to use different activities trying to include a variety of them to catch students' attention and their interest to be part of the lessons. For this purpose, the use of materials and games was implemented in order to avoid the extensive repetition of the activities. Considering that they could be converted in some traditional activities in the class instead of provide students some non-traditional lessons with repetitive tasks and works that allowed students interact with themselves and the handicrafts and stuff they made.

All in all, it is the way to provide that the didactic proposal can be implemented to work with secondary students giving them some other ways to work. Therefore, it is necessary to have different ideas to be implemented considering the topic to be taught, the activities to develop during the lessons, the time for each lesson, the product, the material will be used, resources like book, photocopies, cut out sheets, any other material used to do the games and the organization of the lessons as the interaction patterns implemented for the students' work (Appendix 18).

3.4 Enhancing oral production

Accordingly, to the last current situations and the work with the students, besides their characteristics, there are some elements to consider in this part of the document. The use of the vocabulary words chosen for the different topics, those ones were though considering the context and what was more in touch with students. It allowed the linking with the ludic activities and every of them design and implemented in the lessons to check or reinforce the words. For the oral production, in the first terms it was based on the products, considering the checking in the lessons and involving all of the other lessons and the rest of the content.

However, during the first periods was simple to observe that students could deal in a partial way with the content of the vocabulary words. It provided the information about the students and the vocabulary learning but not in a complete way, for this reason the vocabulary was checked in some repetitive way in some of the lessons. Besides, the vocabulary was always retaken to write sentences. Every word was recycled to consider it with the content in order to get a better opportunity to remember the words and the use of them.

Some of the main troubles faced with students, those were related to the pronunciation as the first one and the way to write the words. For the first, during the beginning of the periods, they usually remembered the words even the pronunciation, although it was not in the correct way or just some of them. However, for the rest of the lesson they usually forgot them and they pronounced them as the same way they are written, it provoked the repetition of the words or the implementation of the drills for the lessons to check the vocabulary. As a result, it works in a partial way with some of the students.

Considering what was mentioned before, it needs to be supposed that students need more practice with the words until they understand the meaning and the form to get a connection, allowing them to be more meaningful if it is done in a repetitive way. It can be better if the support is for every student in the lessons and trying to use the

material made by themselves as much as possible. It has the purpose to use the material to get a result in order to use that more than just a work they made.

Besides, the checking of the vocabulary in different lesson as well as the recycle of the words, it can be a better option that help students to use the vocabulary put it in a context by making sentences. However, it is important that students need to know the structure and meaning considering that they are students in first grade, for many of them, that was the first contact with a second language and perhaps for them it is not easy to understand. Also, the practice of the language with the teacher as a support can give students a possibility to understand in order or expecting the students identify the vocabulary to use it for the next times.

Although, this part was not complete in a total way, it is important to consider that some students identified the vocabulary, others remembered the way to write the words, as others knew how to pronounced the words and other do it but pronouncing as the same way they are written. In other words, the task to be solve in this section was partially done achieving with students the beginning of the English learning that allowed them to be in contact with the use of the words of the vocabulary involving some of the things they are related to. All of that allowed some students recognize some English words, therefore it is relevant to consider that for the oral production, students need more practice using the words and the contexts where they can use them.

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APPENDIX

DIAGNÓSTICO

A) CONTEXTO EXTERNO

La escuela secundaria OFIC. 1015 "MAESTRO EUSEBIO BENÍTEZ ALBARRÁN", C.C.T. 15EES1534J, ubicada en Av. Santidad y Av. Caridad U.H. Paseos de Chalco, Chalco. La región cuenta un aproximado de 168,720 habitantes según el INEGI y un índice de marginación bajo en una zona semi-urbana.

La institución brinda el servicio de lunes a viernes de 7:00am a 13:10, cuenta con una total de: 3 orientadores, 1 director escolar y 12 docentes frente a grupo. La mayoría de los docentes tiene su preparación profesional en lengua extranjera (ingles), pero debido a la especificación del nombramiento no todos están ubicados en la asignatura acorde a su preparación. Solo el 2% se encontraba en proceso de actualización previo a la inscripción en el curso de aprendizajes clave. Se atienden a 9 grupos, 3 grupos de primer grado con 129 alumnos; 3 grupos de segundo grado con 128 alumnos y 3 grupos de tercer grado con 129 alumnos danto un total de 386 alumnos.

El inmueble escolar, tiene 1 Talud, escasas zonas verdes y jardineras, 2 módulo de sanitarios para hombres y dos módulos de sanitarios para mujeres, Contamos con 1 espacio administrativo para dirección con 2 computadoras en buen funcionamiento, dos impresoras y pantalla en la que se visualiza la proyección de las 9 cámaras con las que cuenta la escuela; este espacio se comparte con un módulo de orientación y 1 módulo de sanitarios para personal docente. Además de este espacio administrativo se encuentran las oficinas que ocupaba la supervisión escolar hasta hace el año pasado. Para el proceso de enseñanza aprendizaje hay 1 laboratorio de ciencias, 9 aulas para impartir clase, 1 espacio compartido de biblioteca y usos múltiples; un espacio para el taller de ofimática con ___ computadoras, de las cuales ___ son obsoletas y las ___ restantes en mantenimiento.

La comunidad celebra las festividades_____. El contexto social y familiar de nuestros alumnos es diverso ya que va desde núcleos familiares nucleares hasta mono parental y extenso.

La edad de los padres de familia va desde los 25 a los 45 años, mismos que se dedican al comercio _____ el ingreso económico mensual por lo general es bajo, el 4% de los padres de familia concluyeron una licenciatura, 4% con bachillerato terminado y el otro 92% solo cuenta con secundaria concluida. El 30% de las familias se encuentran inscritas en el programa prospera como apoyo económico por falta de recursos.

Los índices de reprobación son bajos, aunque si se han presentado casos de deserción, la mayoría de estos se deben al cambio de domicilio, o la inserción de los alumnos en el ámbito laboral como apoyo a su familia por falta de recursos económicos.

De acuerdo con instrumentos aplicados durante el ciclo, se detecta que el ambiente de aprendizaje y convivencia escolar es favorable. Se establecen los canales de comunicación asertivos en relación con los miembros que integran la comunidad escolar, a través de estrategias y protocolos de acción basados en el contexto inmediato familiar y escolar de los alumnos, talleres, conferencias y platicas informativas en coordinación con el personal del DIF, Preceptoria juvenil, centro de salud comunitario y acompañamiento, orientación y a fin de identificar, prevenir, atender, dar respuesta y solución a las incidencias que se presentan día con día.
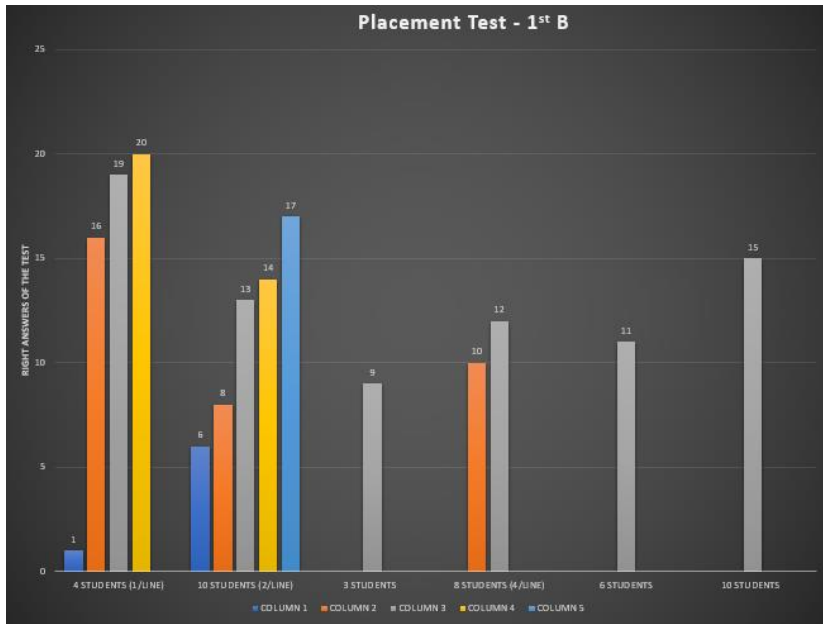
Appendix 1

PEMC (Programa Escolar de Mejora Continua) elements about the school considering some evaluations and the context besides some future projects.
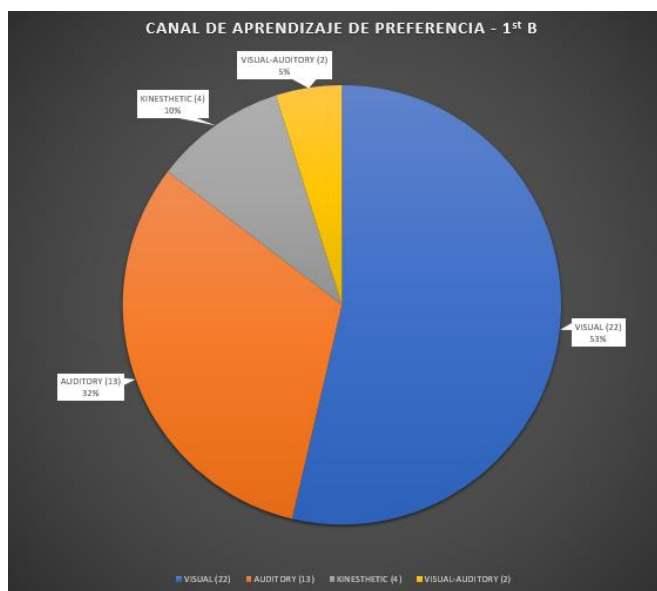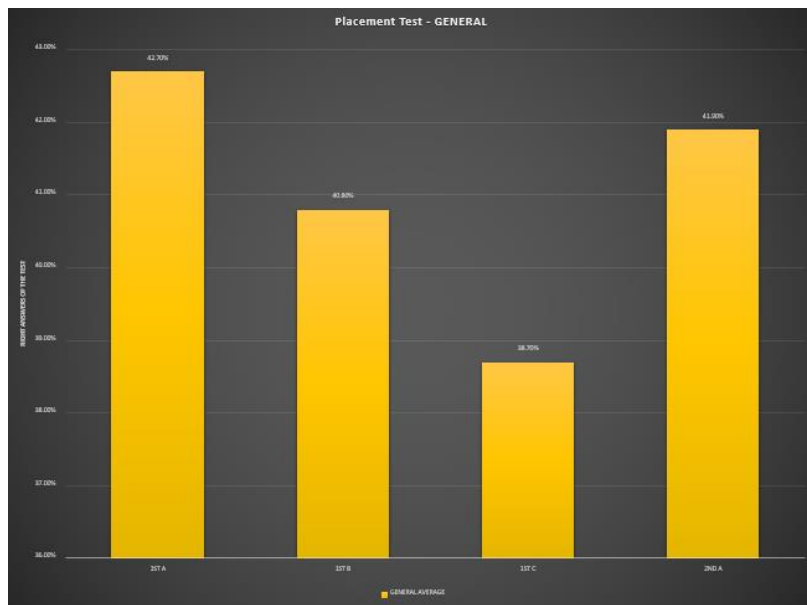

Appendix 2

Students´ learning style considering a test applied and which is the most predominant.

Appendix 3

Students' results according to the placement test applied in the first sessions. Results got considering the right statements.

Appendix 4
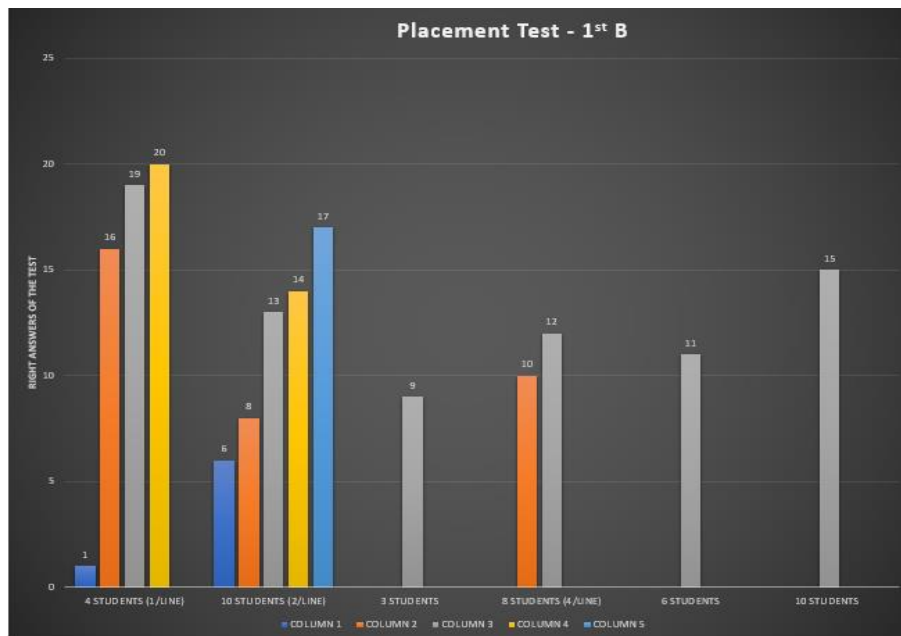
General results considering the four groups, locating the chosen group in the third place since the higher until the lower percentage.

Some of the materials use for different lessons including flashcards, indexcards and definitions
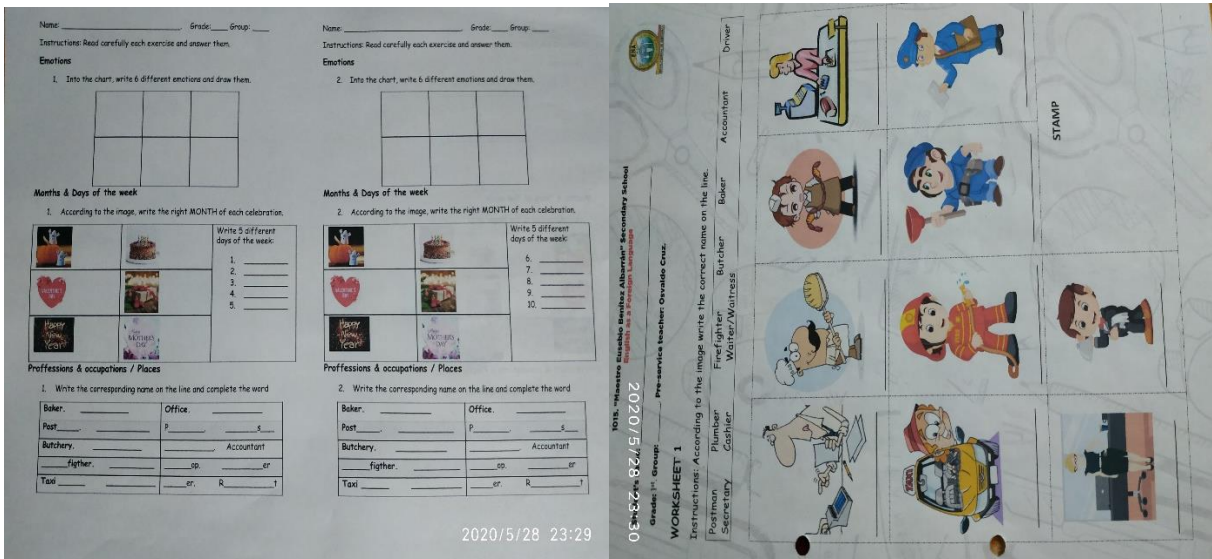
Appendix 6

Students' results got in the placement test according to the chosen group 1st B. it shows the correct answers students got considering the total of the test.

Appendix 7

A couple of material used for the design of handicraft and handiworks. the first one is a crystal ball simulation. The second is a picture of some paper men used for the topic family members.

Appendix 8

Some of the worksheets used in the lessons about the vocabulary. They usually were answered in the first sessions, those which were designed for the vocabulary classes.

Some of the flashcards used for the lessons. Every flashcard was designed using images and in some cases color paper to make them more attractive.

Appendix 10

Design of some flashcards using color papers and attractive font and in a good size to be observable and easy to understand.
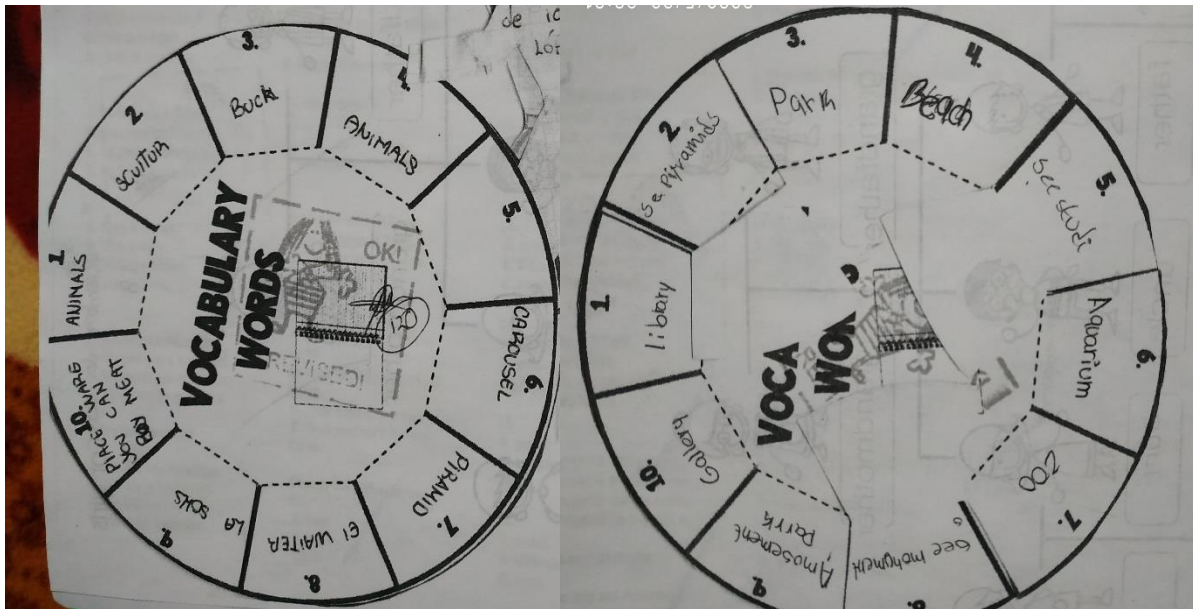
Lanyards used to play with students to form words of the vocabulary. Those are made of paper cards with a printed letter in both sides and every student had 2 cards.

Appendix 12

Tombola designed to play with students using little cards inside. It worked for the bingo game and for order & win game.
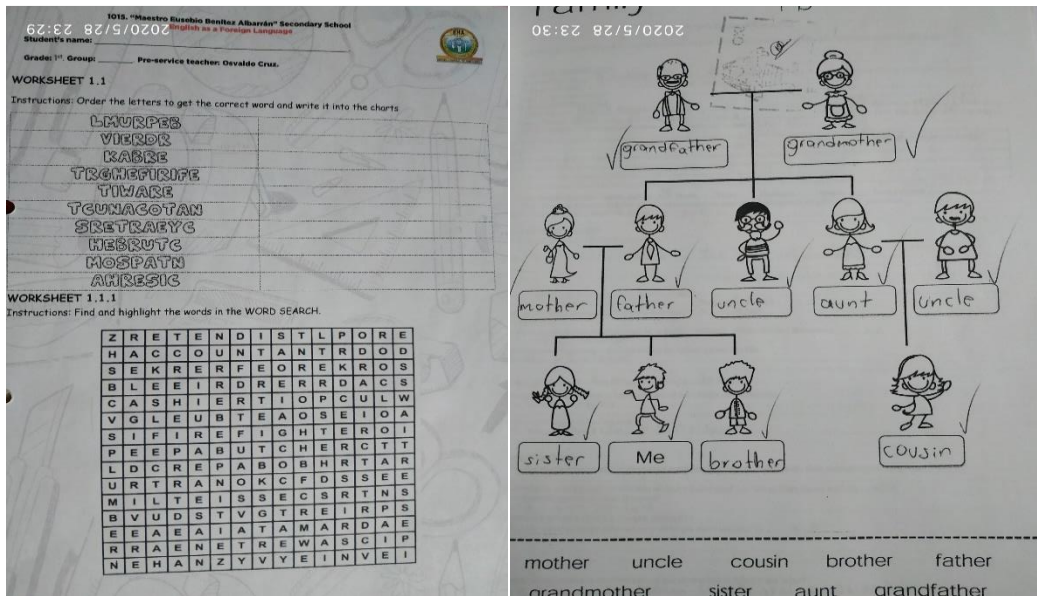
Appendix 13

Vocabulary circles used to write and draw the vocabulary words and their meaning. The worksheet was provided to students and they designed it as they preferred.
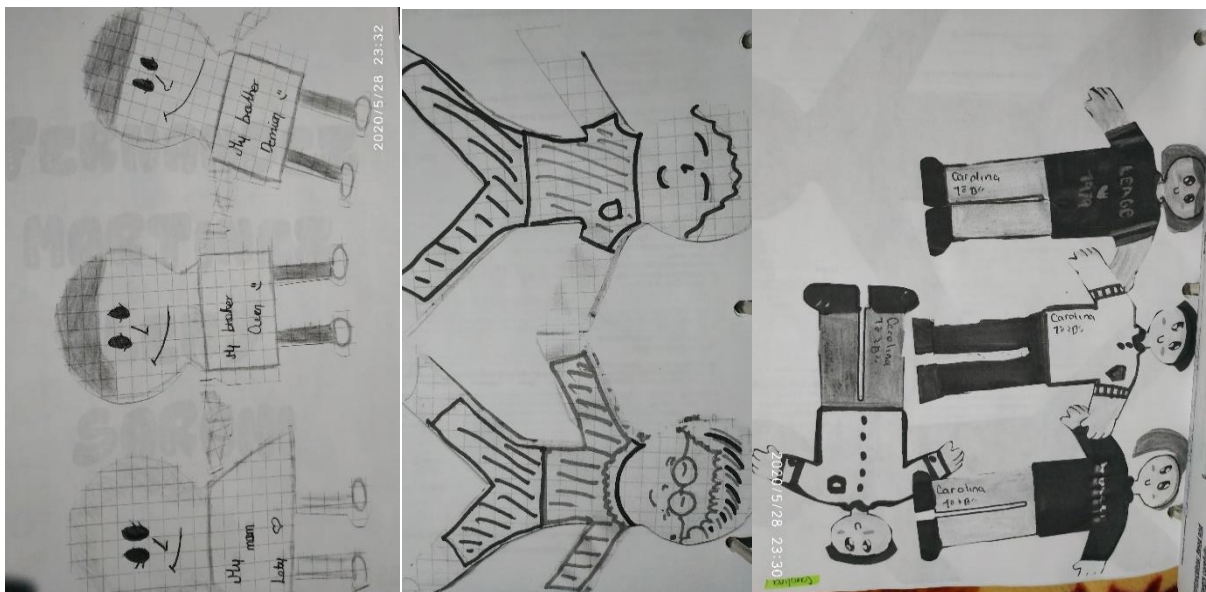
Appendix 14

The crystal ball simulation was designed to introduce some little papers with written predictions, beside the students' own crystal balls.

Appendix 15

Some of the worksheets implemented to work with the unscrambled words, word search and matching in different topics to check the vocabulary.

Appendix 16

Some photos of the students' work about the finger puppets made by themselves related to the topic family members. Those included a small back band to put it in the finger.

https://drive.google.com/folderview?id=1-1eFBq4fE0E_DMEJ1X4hgH2GNFwzmd3

A couple of videos about an activity done, it was useful to practice the vocabulary by using the ludic activity "Some students *dijeron…*", besides the use of some buttons to use them in the activity.

Note: In this video some of the students appeared as some of the participants of the game or activity. Also, they were announced about the use of the videos having the priority of them with an academic purpose to show and demonstrate some of the work done in the lessons.

Appendix 18

Part of the students' team work using materials to design a poster as the final product plus an oral exchanging.

OBSERVACIONES:

_____

_____

_____

_____

ATENTAMENTE

ESTUDIANTE

_____

OSVALDO CRUZ ROMERO

AUTORIZACIÓN

ASESOR

_____

MTRO. DANIEL ROSAS REYES

Vo. Bo.

ÁREA DE ATENCIÓN Y OBTENCIÓN DE GRADO

_____

MTRA. OLIVA MARIBEL PONCE MILLA

ESCUELA NORMAL DE AMECAMECA

Asunto: Se autoriza el trabajo de Titulación
para el Examen Profesional.

Amecameca, Méx., a 29 de Junio del 2020.

C. OSVALDO CRUZ ROMERO
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ESCUELA NORMAL DE AMECAMECA

CARRETERA A LOS VOLCANES S/N., AMECAMECA, ESTADO DE MEXICO. C.P. 56900
TELS. (597) 97 8-25-25 Y 97- 8-48-91
normalamecameca@edugem.gob.mx