



GOBIERNO DEL  
ESTADO DE MÉXICO

**EDOMÉX**  
DECISIONES FIRMES, RESULTADOS FUERTES.

“2018. Año del Bicentenario del Natalicio de Ignacio Ramírez Calzada, El Nigromante”

**ESCUELA NORMAL SUPERIOR DEL ESTADO DE MÉXICO**



## **ENSAYO**

USE OF VOCABULARY ACTIVITIES TO SHORT TEXTS PRODUCTION IN 3<sup>RD</sup> GRADE SECONDARY SCHOOL STUDENTS

QUE PARA OBTENER EL TÍTULO DE:

**LICENCIADA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)**

PRESENTA:

**MARÍA DEL CARMEN ARRIAGA RAMÍREZ**

ASESORA:

MTRA. DORIS TOVAR ORTEGA

TOLUCA, MÉXICO

JULIO 2018

## **ACKNOWLEDGEMENTS**

To my parents: thanks! For all your support in all my decisions. You believe in me and give me advices to grow up, and never give up even in the most difficult situations.

To my sister, brother and my niece: for all your love, your care and because you are always by my side

To Diego: for being my support, my advisor, for all your love, because you always understand what I want to do, for meet you and be the best complement of my live.

To Jessy: because she taught me: never give up, never say I cannot, and fight to make my dreams come true.

To God: for give me a chance to live and give the opportunity to share nice experiences with the best people.

# INDEX

INTRODUCTION.....	5
TOPIC OF STUDY: WRITING .....	6
Thematic line.....	6
Objectives.....	7
Research questions .....	7
Contexts.....	8
Community context.....	8
School context.....	8
Students´ context.....	9
Review of the selected literature .....	10
Write process through the use of vocabulary activities.....	10
Writing.....	10
Writing process.....	10
Controlled writing.....	12
Guide composition.....	13
Vocabulary .....	14
Vocabulary activities .....	14
How to teach vocabulary? .....	16
How to review vocabulary?.....	17
Test vocabulary.....	18
National English Program in Basic Education cycle 4.....	19
Characteristics of the program.....	20
Purposes.....	21
Curricular standards.....	22
English Teaching approach.....	23
Assessment .....	24

INTERVENTION .....25

    Teaching experiences with vocabulary activities as a tool to students could write .....25

        First practice .....25

        Second practice.....32

        Third practice.....39

        Fourth practice.....45

CONCLUSION .....60

REFERENCES .....64

APPENDIXES .....66

## **INTRODUCTION**

According to the NEPBE cycle 4, students of secondary school, the “purpose of English language teaching in Basic Education is for students to get the necessary knowledge to engage in social practices with written and oral language to interact with native and non-native English speakers by means of specific competencies with the language “(SEP, 2011, p.102). One part of the program promotes writing skills in students and also gives the necessary elements to communicate with others. Is not easy what we mention before, probably one of the solutions is to give students general and specific vocabulary, so they know how to say or write their own ideas.

It is important that students realize productive vocabulary because is necessary for their academic life. During the observations I could identified some difficulties that students have to understand some tasks and writing exercises. Another important feature is that those students need more help because they require more items to pass the admission exam to obtain a place on a High school.

I select writing to analyze the develop of this skill in students. In secondary school students are frustrated when they have to face writing exercises, I want to avoid their reaction. That is way I do activities to bring them a good environment to students learn aspects as vocabulary or grammar and they write short text at the end of the activities.

In my teacher practice, I saw that the students don't have enough vocabulary for writing. For them is difficult to write a simple sentence. Lehr, Osborn, & Hiebert, (2004), cited in Hanson and Padua 2011, p. 5 “Vocabulary from the written text was produced during the retelling even when the written text could not be consulted and some of the vocabulary items were previously unknown”.

The vocabulary is necessary to learn another language because, our first acquisition language was just with words; those help us to build basic sentences to communicate with other people. The

English learning process must be completed, so students have to improve four skills: speaking, writing, listening and reading.

## **TOPIC OF STUDY: WRITING**

This essay is focus in learning techniques for vocabulary acquisition to produce a short text. But, how to teach vocabulary to encourage short text production in students of 3<sup>rd</sup> grade Secondary School? As National English Program in Basic Education cycle 4 mentions “Writing involves the production of short texts that respond to personal, creative, social, and academic purposes, in which it is possible to express thoughts, judgments, and opinions based on sequences of statements and using appropriate registers depending on the text”. (SEP, 2011, p. 108).

This essay is located in line 2: “Analysis of teaching experiences”. This essay pretends to show vocabulary activities that students of 3<sup>rd</sup> grade Secondary School use to produce short text (experiment instructive, write phrases in past simple, make an invitation for a party and schedule for a trip). It also pretends to analyze the result of different instruments of evaluation in order to know if the vocabulary were understood and make short texts using previous vocabulary.

The main purpose of this essay is to apply some activities to encourage vocabulary in students of 3<sup>rd</sup> grade Secondary School. According with National English Program in Basic Education cycle 4 “This entails using activities that involve the production and interpretation of spoken and written texts of a familiar, academic and literary nature– so students will be able to satisfy basic communication needs in different every day, familiar, and known situations”. (SEP, 2011, p 102).

The general objective is:

- ✚ To teach enough vocabulary to produce short English texts.

The specific objectives are:

- ✚ To choose strategies to teach vocabulary
- ✚ To use teaching sequences as a way to learn new words
- ✚ To create interesting materials to inspire the student's interests.
- ✚ To assess the students' progress in written exercises.

Research questions:

- How to use new vocabulary to write short text?
- Which activities are the best to teach new vocabulary?
- Which materials should be used to teach new vocabulary?
- What is the teaching sequence recommended to teach new vocabulary?

## CONTEXTS

### COMMUNITY CONTEXT

I did my teaching practice in Secondary No. 0001 “Miguel Hidalgo”. It is a public school. It is located downtown, on No. 9 Santos Degollado street, Barrio de Sta. Barbara, 50050, Toluca de Lerdo, Mexico (See Appendix 1).

The neighborhood is a little bit dangerous. It means that sometimes students have behavior problems during the classes. This school is in an excellent location and for that reason many students want to study there. We can find cultural places, a market and a lot of commercial establishments

### SCHOOL CONTEXT

This Secondary school is one of the first in Toluca. It started working in 1942 but It was built as a convent in the XVII century. That why it is considered as a cultural heritage. As a consequence, the community are not allowed to use it freely, for example the library is like a museum ornament, and likewise the language laboratory is only made as an annex that gives prestige to the school.

The building is very big. It has 18 classrooms, a lab, two computer classrooms, the principal’s office, a teacher’s classroom, three counselors’ offices, cafeteria, auditorium, parking lot for more than 50 cars, a big library, 10 bathrooms for girls and 10 for boys, three teachers’ bathrooms (See Appendix 2).

The classrooms are so different, they do not have a correct distribution; some of them are squares, other are large rectangles. It is important to mention this because is uncomfortable for students.



They are distributed in five lines of 10, as a consequence I do not have the monitoring and the visual control of all the students. (See Appendix 3)

There are six groups of each grade. Each one has between 45-50 students. I worked in four groups: 2° 1, 2°3, 2°5 and 3°3. I chose 3°3 as a study group. I applied them a social test and it gave me the following information: more than 50 percent of students have a medium-high economical level but just the 20 percent study English in private schools in the afternoons.

### STUDENT'S CONTEXT

I decided to work my essay with the third-grade group, because the cycle 4 of the NEPBE (National English Program in Basic Education) says that one of the most important skill to develop in students is writing.

In this group I have 47 students, 25 girls and 22 boys. They are around 14 and 15 years old. In my opinion those students have a proper classroom to work because it is in the first floor and it is one of the biggest.

An English class needs the best conditions of the environment. On advantage of this group is that the English class is early in the mornings and before the break. Another one is that they have good relationships between them, they share their free time, they respect each other, I mean it is easy to work with them.

## **REVIEW OF THE SELECTED LITERATURE**

Write process through the use of vocabulary activities

### **Writing**

Writing is in general, the ability of any language to transmit a message or communicative ideas using graphic words taken into consideration aspects that increase their function as; grammar, spelling, vocabulary, etc. Many authors have different concepts of this questions what is writing?

These are the most representative definitions of writing.

At least six meanings of ‘writing’ can be distinguished: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation. (Coulmas, 2002, p. 1.)

### **Writing process**

The writing process is not just to do it. It requires a complete composition and should be planned, written on paper and checked it before the final product. The process has different phases, teacher needs to use correct activities to encourage students write correctly.

Our role as teacher is to provide opportunities for students to develop workable strategies for getting started (planning the content and organizer the information’s that was searched) drafting, revising and editing. We are encouraged to have students work through a process of writing (Nation, 2008, p. 214)

This process is so logical to write any text, because when we start to write in the first language we made an unconscious process that probably takes more time in the childhood, this process was develop on the primary school.

The process is unconscious because we never think like “now I need to do my second draft because the first one was so horrible” on the other hand probably the most conscious process was grammar in primary school because teachers teach how to write well, without grammar mistakes.

The table below explains a summary of all information of the writing process. Even all the academic and theory aspects of each process I prefer this kind of summary because is more practice and direct, it says just the activity and some important factors as the motivation to do it.

Table 1. Phases of the writing process

<i>Phase</i>	<i>Definition</i>
Pre-writing	Structured activities to provide motivation, content, fluency, language practice.
Writing	First draft.
Revising	Review or rethinking content; second draft.
Editing	Refinement and attention to writing conversations, including grammar and vocabulary; third draft.
Post-writing	What students and teachers do with finishes pieces.

(Cushing, 2014, p. 227)

Analyze the process is an excellent way to improve this ability; taking in consideration that students have basic level of English and the use of drafts it is an option to correct their mistakes. Writing is not the most important skill the students must develop the others at the same time.

## Controlled writing

Writing has two types; controlled writing and free writing. I select the first one because it has many benefits to improve this complicated skill. For example, this could base on a model to create easily an original product in an easy way. Controlled writing for me is a guide to have a good experience to make a text, because honestly to face a new challenge is important to know how students can make it.

Controlled writing is all the writing your students do for which a great deal of content and/or form is supplied. It is the opposite of free writing, where students generate, organize and express their own ideas, in their own sentences. In controlled tasks, more is given to the students: an outline to complete, a paragraph to manipulate, a model to follow, or passage to continue, for example. (Raimes, 1983, p. 95)

The other is free writing, this one is for students with high English level because they write sentences naturally. They just write that first comes from their mind. Also, students could write a vacation experience, but again, the real students of secondary school cannot do the task because before teachers explains them, that is the reason that I prefer controlled writing to guide students in the writing process.

Controlled writing can fit into a composition curriculum at any level of student ability in these two places:

1. Before free writing, when students practice a grammatical point or syntactic structure within a text and not just as a sentences exercise, and, at the same time, use that text as a source of vocabulary, ideas. Idioms, and organization to help them in planning their own piece of writing;

2. After free writing, when we see what problems our students are having and assign a controlled task to give them practice with the problem areas. (Raimes, 1983, p. 96)

### Guide composition

I select this type of controlled writing because according to the National program of English at the end of cycle 4, students need to develop all the skill to level B1 based on the Common European Framework of Reference. Analyzing the natural order in childhood, to produce a text, the last skill to develop is writing. The students have many problems with the four skill, but specially with the one I talking. That guide writing composition will help the students finally could write effectively.

Guide composition is an extension of controlled compositions. It is less controlled than others types of controlled composition in that is gives students some but not all of the content and form of the sentences they will use. Their finished products will thus be similar but not exactly alike. Students are giving a first sentence, a last sentence, an outline to fill out, a series of questions to respond to, or information to include in their piece of writing (Raimes, 1983, p. 103)

I think that students must check a model to inspire and create another with similar characteristics but no exactly the same, because a guide composition is not just rewrite a paragraph. But if they rewrite, students do not think about aspects to write by themselves.

I compare the writing process with riding a bicycle, sometimes or probably always we need wheels to have balance and support and then with the practice, we could remove the wheels and try to do it without help, to students feel confidence with this process, having less stress and motivated all time to achieve the goal of this essay.

I hope that when students start high school they write by their own, using the imagination and means. The students will be able to use some models to make an original product.

## Vocabulary

Learning a second language is necessary to review and select aspects of the language as learner are interested in, but in my opinion one important aspect is to have meaningful vocabulary and meaning. In the classroom there are many activities to learn it, probably one of the most famous and easy is just memorizing list of words with the meaning in our first language, but students do not use the language in real situations.

Vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking. (Lehr, Osborn, & Hiebert, 2004, cited in Hanson and Padua 2011, p. 5).

The vocabulary is indispensable to learn and understand, readings, newspapers, movies, songs, videos and if the students do not have enough vocabulary, they feel frustrated and lose the interest. It is important to check first the vocabulary before the activity with the students begin.

## Vocabulary activities

In order to learn vocabulary, the teacher has different ways to do it in classroom. My responsibility is select the activities according to the student's interest, level and age. Some activities are difficult, others are easy to apply in the English class. The most important is the teacher enthusiasm. One advantage is that in the literature there are different options to take into consideration.

“Vocabulary activities that require very little preparation by the teacher. Note these activities have been organized according to the aspects of what is involved in knowing a word. Many of these activities involve learners working together in pairs or small groups”. (I S. P, Nation. (2008). Teaching vocabulary: strategies and techniques. Heinle Cengage Learning., p. 101.)

The previous idea is because the activities below are very simple, but they have a great useful to teach vocabulary in a funny way, that students have a different view of their processes of learning a foreign language.

Table 1.1. Activities examples

Word card testing	The learners work in pairs. Each learner gives their pack of cards to their partner who test them on their recall of the meaning by saying the word and getting them to give the translation.
Using the dictionary or picture dictionary	When a useful word occurs in a reading text. The teacher trains learners in the strategy of using a dictionary.

(Nation, 2008, p. 101.)

In the first activity when students start their process of learn English is good to use the first language to try to understand better the meaning, this one is not a stressfully activity for students, because they know the meaning of words, even if it is in the first language that is why it is acceptable to use.

And in the second activity also is a great idea to use a picture dictionary because learners can infer the meaning of the word without text explanation, because they see the image. Just checking the image students could predict what could be the meaning of that word. This activity does not have a specific level of English but I consider that is helpfully in firsts level to introduce the students in a new language.

How to teach vocabulary?

To teach vocabulary is indispensable show materials or do activities with the students, sometimes they are simple and boring activities, I think that do in unusual ways to students have a meaningful learning. The teacher thinks about students, he or she knows what they like and dislike and adapt activities that are in some important and recognized text.

As teacher we have many options but is depends on the following factors: the level of learners (whether beginners), the learners' likely familiarity with the words (learners may have met the words before even though they not part of their active vocabulary), the difficulty of the items – whether, for example, they express abstract rather than concrete, or whether are difficult to pronounce, and whether items are being learned for productions. (in speaking and writing). (Harmer, 2002, p. 77).

The next two activities are related to teach and learn vocabulary:

- Picture dictionary
- Definitions

Those activities are very flexible because, the teacher will adapt them depending of the characteristics of the students, the materials that teachers count in classroom. Those activities are very brilliant, because the students just repeat words many times like routine and they do not learn.

Probably at the beginning it was a good strategy to memorize some words, but if teachers just take the repetition as only way to learn English, it could be boring, and students' learning will interrupted because they do not have the necessary motivation and consecutively teacher lose the original objective.



How to review vocabulary?

The next two activities are an example of creative way to review vocabulary, one characteristic is that the teacher has the opportunity to adapt the activities according different factors. For example, the ages of students, social context, background of learnings and absolutely level of English, and so students have a better and strong learning.

#### Beetle hangman

Is an activity to keep students motivated, so they can answer and remember vocabulary of previous classes, this activity also has many options for students to guess the word that teacher chooses and start in the class as a warm up. Giving it in the classroom a good environment during the class.

Choose a word the students know. Write on the board series of dashes representing the letters of the word. If they get a letter right, write it in a place of the appropriate dash. If they get it wrong, ass a bit to the drawing of the hanging man or the beetle. (Ur. Penny, 2004, p. 233.)

#### Scramble words

This activity is a funny manner to make students remember the previous vocabulary it is useful and the students cannot forget it soon. Instead of check the vocabulary again in a classic way as just repeat many times.

Teacher writes on the board ten or more words that you want practice, but with the letters in the wrong order or scrambled in a circle. Put students into pairs or small groups and give them three to five minutes to look at the items and see if they can work. Finally elicit the answers from students. If there are any they can't solve, tell them the answers. (Ur. Penny, 2004, p. 235.)

## Test vocabulary

This kind of test helps teacher to understand what students need. Also, for me a test gives a fast view of what aspects students must improve, and as a teacher thinks about activities to make students understand the vocabulary easier.

Testing provides a form of feedback, both for learners and teachers. Testing motivates learners to review vocabulary in preparation for a test. If teaching vocabulary, it may be argued that there is little call for achievement tests of vocabulary. At the same time, it is to be hoped that vocabulary learning is taking place. (Thotnbury, S (2002). p. 129)

I agree with the author because he said that test the vocabulary checked:

1. The feedback of the students when they finish.
2. The reason to learn that vocabulary was useful or not.

The most important is that students could use in a real product and related with writing, this aspect was analyzed with final products of many topics, for example if the topic was “laboratory material” the teachers first gives the specific vocabulary and then organize and check writing products where students need to apply the previous vocabulary in a real situation, in this case write an instructive to make an experiment.

The final products that students create in each practice have the purpose that students demonstrate their real learning at the end of escolar year. Finally, they could write easier than at the beginning.

## National English Program in Basic Education cycle 4

At the end of the cycle 4 according to the NEPBE, the students must have developed specific skills for example: first grade listening and speaking in second reading and speaking and finally in third grade develop writing and reading.

The Secretariat of Basic Education acknowledges the necessity to incorporate English as a subject to the curricula of preschool and elementary education, as well as to make suitable adjustments to the English subject curricula in secondary school, with the purpose of articulating the teaching of English in all three levels of Basic Education. By means of this articulation, it is expected that by the time students complete their secondary education, they will have developed the necessary plurilingual and pluricultural competencies to successfully face the communicative challenges of a globalized world, build a broader vision of the linguistic and cultural diversity of the world, and thus, respect their own culture as well as that of others. (SEP, 2011, p 91).

To students could face the communicative challenges of a globalized world is indispensable to achieve the necessary learning of English. I remember that in one conference about the NEPBE a teacher told us that this program has high expectations, because it was designed for students that have English since preschool as a curricular subject. But the reality is other, because almost all the students have their first close up with English language in secondary school.

The most important aspect to do a lesson plan using the NEPBE is that this program is totally flexible, it could adapt the classes depending of the necessities of the students and also taking into account the context of the students.

## Characteristics of the program

When I start my educative process in this school I do not understand the reasons of this program. For me it was unconscious and poor of reality because when I did my first lesson plan and I taught I realized that all students could not did the activities as I expected. But being honest, I never check all the NEPBE and that is why my practice was not successful.

However, the possibility of putting this teaching into practice is limited by the shortage of teachers trained for this purpose. therefore, it is worth explaining that the in-class testing stages and phases of expansion for the syllabuses of English in Basic Education follow a different scheme from those of other subjects. this can be seen in a couple of distinctive features:

1. their design is organized by cycles and not by school grades, which guarantees continuity and articulation in the different grades and levels in Basic Education. thus, the program for Cycle 1 comprises 3rd grade of Preschool, and 1st and 2nd grades of Elementary school; Cycle 2 includes 3rd and 4th grades of Elementary school; Cycle 3, 5th and 6th grades, while Cycle 4 includes 1st, 2nd and 3rd grades of Secondary school.
2. they are open and flexible, since they offer guided sequences of contents that enable the teacher to carry out the adaptations demanded by specific scenarios of the complex Mexican educational system reality. (SEP, 2011, p 94).

If the NEPBE is applicated at it has to, in basic education. I mean from cycle one to three, when students start secondary school, they would be able to do the activities that cycle four says.

## Purposes

In my opinion one of the most difficult achieve but not impossible, is the NEPBE purpose, because students need to have background of English learnings from the preschool and primary school and they do not. So, those learnings are so poor and students do not have any idea of contents and some teachers do not care because they have to follow the program. As a result, the motivation that students could have disappear in short time.

The purpose of English language teaching in Basic Education is for students to get the necessary knowledge to engage in social practices with written and oral language to interact with native and non-native English speakers by means of specific competencies with the language. this entails using activities that involve the production and interpretation of spoken and written texts –of a familiar, academic and literary nature– so students will be able to satisfy basic communication needs in different every day, familiar, and known situations. For this reason, children need to learn to use the language to organize their thoughts and their speech, to analyze and solve problems, and to access to different cultural expressions from their country and others. Besides, it is essential that they identify the role language plays in the construction of knowledge and cultural values. (SEP, 2011, p 102).

Additional is important to adapt the content of the program and check which units are useful for the students consolidate. And giving reasons to understand the importance of learning English.

The purpose of English language teaching for Cycle 4 in Basic Education (1st, 2nd and 3rd grades of Secondary school) is for students to consolidate their proficiency in English in basic communicative situations and develop specific competencies particular to social practices of the language within a range of communicative situations, in which they understand and produce, in general way, oral and written texts about different topics (SEP, 2011 p103).

## Curricular standards

The communication skills give me a landscape of what are the real necessities of this program. Now with the new technologies and modern skills that the world demand, at the moment English is a global language, where do not care if you go to China or India, in every country speak English, because this language provides opportunities to improve in economics or possibilities to work in a foreign country and get more money.

The standards set forth in this chapter reflect the principles established in the curriculum for Basic Education in Mexico, which demands a commitment to:

- Diversity. the development of self-confidence in young people. the development of willingness to learn.
- Activities based on collaboration.
- Problem-solving and a boost towards harmony in social relations.

Standards for Language and Communication (English) provide a model for the attainment of communicative competencies for young people in the XXI century, within a rich cultural context (national and international). In particular, these standards provide a basis for exploring the role of language and other ways of communication in the cultural and social life of young people, as they progress through the education system and their knowledge of the world. (SEP, 2011, p 104).

Besides, that students all the time keep in touch with this language listening to music, watching movies and series, English is not anymore, a language that we could learn, the globalization world shows that English is an important language we must learn. Other point of view in the social part, is where students could have academic exchanges and in that foreign country the environment force to learn the language and also the culture and habits.

## English Teaching approach

The approaches that establish this program is for me one of the most modern than others that were used in the 90's as oral approach, natural approach, etc. I think that this communicative approach, when I checked I consider that takes important part of old approaches to adapt the actual needs that the world requires.

The NEPBE establishes an approach to teaching in which the capacity to reflect on the language is closely related to the communicative functions of language, whose purpose is to analyze and improve the communicative competency of students. From this perspective, to claim that the teaching approach that underpins language studies minimizes or ignores the importance of grammatical learning in the classroom, this teaching approach promotes and encourages reflection on the linguistic aspect of the language, its functions, and communicative uses, considering that both are necessary to attain the effective and successful participation of students in social practices of the language proper to the XXI century societies. (SEP, 2011, p 112).

Writing this communicative approach helps the students to understand the importance of the language and not just to learn by learn, writing is not to translate an English text, it is to produce text that help in real situations.

They also indicate the competencies and levels of proficiency in English established in level 8 of CENNI and - B1 of the CEFR. Consequently, these standards are grouped into four aspects which include a set of attitudes that are equally important in all four key stages in Basic Education:

Writing involves the production of short texts that respond to personal, creative, social, and academic purposes, in which it is possible to express thoughts, judgments, and opinions based on sequences of statements and using appropriate registers depending on the text. (SEP, 2011, p 108).

## Assessment

It is important based on this kind of evaluation, because are the proper to check the level of English that students will have in the progress of the course. I will use for the study of students the formative and continues assessment, because both are focused on the feedback and the continues checking of the progress that students are presented faced to the strategies.

It is important to point out that the achievements established in the units of the three school grades issue from the purposes established for Cycle 4 (which correspond to the standards of the B1- achievement level, threshold); therefore, the teacher can monitor and continuously follow the students' progress and performance. (SEP, 2011, p 119).

Also, for me is so important the evidence of the products that students will crate during the classes, that evidence. To improve the weaknesses of students I check their drafts and give them a feedback to enhance their writing skill. The feedback is a panoramic view it helps students and me to do an important analysis to improve learning process and make changes if it is necessary.

From this perspective, the assessment at each stage (understood as a period or school year) of Cycle 4 includes promotion although its main function is formative and should be characterized by being:

Continuous. Because it not only considers the final product but also the work and performance students undertake throughout the development of the different stages of the communicative situation.

Formative. Because it is continuous and it constantly collects evidence and qualitative data on the students' performance; that is, their strong and weak points, so that positive and effective feedback among students and among them and the teacher is guaranteed. (SEP, 2011, p 11).



## **INTERVETION**

Teaching experiences with vocabulary activities as tools to students could write

### **FIRST PRACTICE**

I planned at the beginning of academic year, because the last practice the classes were affected by an earthquake that made a big disaster in some states of Mexico, so, to protect the students the classes was cancelled for almost two and half weeks.

Analyzing the purpose of this essay I found activities to help students to write better. I decided to remember one of the most helpful tool to learn words in English, it was to see words in pictures to predict what could be the meaning. I chose that activity because the study group is of third grade and based on the National Program of English, students supposed to have a good English level but that is not true.

For that reason, I prefer to take an equal level of English supposing that most of them are in basic level. To write any kind of text it is necessary to have enough vocabulary. But how to do it with the academic requirements of the NEPBE? Well, I suggested to create a picture dictionary where students could learn words and use them later to create a short text.

The main teacher gave me themes of those characteristic of the social practice of the language: understand and write instructions, then the environment: academic and educational and finally the specific competency: interpret and write instructions to perform a simple experiment. So, to start this essay I modified a diagnostic test of vocabulary to know the words what students really know the meaning.

## Activity 1: Diagnostic vocabulary

Testing provides a form of feedback, both for learners and teachers. Testing motivates learners to review vocabulary in preparation for a test. If teaching vocabulary, it may be argued that there is little call for achievement tests of vocabulary. At the same time, it is to be hoped that vocabulary learning is taking place. (Thotnbury, 2002, p. 129)

### Lesson plan

Social practice of the language: understand and write instructions Environment: academic and educational Specific competency: interpret and write instructions to perform a simple experiment.	
Objective: Identify students, background about specific vocabulary of laboratory materials	
Teaching process: <ul style="list-style-type: none"><li>• Give instructions</li><li>• Do a test</li><li>• Assess</li><li>• Analyze the results</li></ul>	
Material: Vocabulary – Previous Knowledge Rating	
Time: 15 min	Topic: Laboratory materials

### Experiences

During the lesson plan I prioritized learning through vocabulary but as this topic is very specific the vocabulary I used, was specific too. For that reason, it was necessary to adapt a test to know if it is really useful or not, because they understood many words. The material was created with some specific characteristics:

1. It was in a small format to students could carry on their bag packs without problems of the weight, also one important aspect is the motivation and this picture dictionary was printed on color.

2. Students could have a better idea of the meaning of words and two to involve the motivation of students to they can study all the days.

## Results

First, it was important to check students' vocabulary level. So, a diagnostic test was designed and applied (See Appendix 4), the 19 students really know the meaning of words, on other hand 17 they heard or saw the meaning of those words but just the 11 of them don't know the meaning (See Appendix 5), the mains tasks now it will be that students learn a specific vocabulary and they could use in a writing.

I used a type of diagnostic of vocabulary from physchool online page because the points to evaluate as the "I know the meaning", "I heard or saw the meaning" and "I don't know the meaning", gave me a general vision of student's background.

I did not take the diagnostic test like others formats, because this is simple but direct to know the complete meaning. I thought they had a background with that word that before they could not get the learning but with the classes we are going to check those words to finally students could get the meaning as a significant for all their academic and social lives.

When this practice finished I saw good results from the students and check in the opposite case how can I make modification to plan and make better activities to students archive the learnings and no just learn without clear objectives.

## Activity 2: Picture dictionary

When a useful word occurs in a reading text. The teacher trains learners in the strategy of using a dictionary. (Nation, 2008, p. 101.)

### Lesson plan

Social practice of the language: understand and write instructions	
Environment: academic and educational	
Specific competency: interpret and write instructions to perform a simple experiment.	
Objective: Give interesting material to students study specific vocabulary	
Teaching process:	
<ul style="list-style-type: none"><li>• Show the picture dictionaries</li><li>• Explain the way to work with it.</li><li>• Work it every day</li></ul>	
Material: picture dictionary of laboratory material	
Time: 20 min	Topic: Laboratory materials

### Experience

I considered activities to present and show vocabulary and this one was used as an original design of the English teacher trainer (See Appendix 6). This kind of activity was good in two ways: students use and have a real contact with English because this dictionary is just in English, and probably they do not have enough level to understand everything, they could observe pictures that help them to know the meaning of words.

This picture dictionary was presented in the first day of the practice, and also to develop this activity it is important to taking into consideration:

- Cover each dictionary with paper of gold color and use images to personalize depending their likes of students.
- Add a photocopy of INE/IFE of their parents, this is to involve parents in the process of students' learnings.

- Parents signed their dictionaries each class if their sons and daughters studied it in each session.
- The dictionary is almost completed during the classes and if they did not finish it, they must answer it as homework.
- Checked if they did or did not it, also check it, and using strategies of review vocabulary.

## Results

With this strategy planned to work during the classes and also work on at student's house but when students did it on their houses they don't do the task and that is an obstacle that is necessary to re-planned for next practices. Sometimes they studied at home; but they forgot their material on their houses, so during the class, when I checked, I saw that those students really study. But check new vocabulary is difficult for them because they don't bring the material.

I tried to solve some problems for example when some students forgot their material I asked if they could work with a classmate to check it, but also, I did not know if it was correct, but I asked students to read again and analyze the material, to give an opinion or an answer. Sometimes the next class those students who forgot their materials, now brought it.

Another complication that I have with the characteristics to work this picture dictionary was that some parents work until night or do not to participate with the activity because they had things to do. But I could say that, other part of parents that are really worried about the education of their sons and daughters and they participated with this activity. Also, I did vocabulary test to know the vocabulary knowledge that students had gotten. (See Appendix 7 and 8)

### Activity 3: Beetle hangman

Choose a word the students know. Write on the board series of dashes representing the letters of the word. If they get a letter right, write it in a place of the appropriate dash. If they get it wrong, add a bit to the drawing of the hanging man or the beetle. (Ur. Penny, 2004, p. 233.)

### Lesson plan

Social practice of the language: understand and write instructions Environment: academic and educational Specific competency: interpret and write instructions to perform a simple experiment.	
Objective: Review specific vocabulary	
Teaching process: <ul style="list-style-type: none"><li>• Draw lines depending on how many letters has the word that we want that students guess</li><li>• Ss. guess the word saying letters</li><li>• If Ss. say a wrong letter draw a beetle as a hang man</li></ul>	
Material: Board and mark	
Time: 10 min	Topic: Laboratory materials

### Experience

Teacher explained students completed the first tasks called laboratory materials. For next classes as warm up I included activities to review as beetle hangman and scramble words. I could say that is important the support of the main English teacher because that teacher sincerely was an obstacle to finish it, during the classes the trainer teacher recommended me to do more activities for students but those were not related with vocabulary activities.

### Results

I evaluated this activity at the end of the classes with a diagnostic test, this practice I could see that is necessary to review the words again because more that 40% of students did not understand the meaning in English.

#### Activity 4: Drafting

Drafting is the actual journey. Sometimes you follow the itinerary you mapped out in the prewriting phase. However, the process of writing can occasionally tempt you off the beaten track as you stumble onto side roads you didn't know existed. (Capella University, p. 20)

#### Lesson plan

Social practice of the language: understand and write instructions	
Environment: academic and educational	
Specific competency: interpret and write instructions to perform a simple experiment.	
Objective: Make an instructive for a short experiment	
Teaching process:	
<ul style="list-style-type: none"><li>• Give a model where Ss. know the structure of sentences</li><li>• Monitor the work</li><li>• Make suggestions on works that need help</li></ul>	
Material: Blank sheet	
Time: 20 min	Topic: Laboratory materials

#### Experience

The drafts I checked at home and then I gave their writing feedback, for students checked and in 10 minutes correct them. Then they gave me again to check them at home. And in the next class I give them to corrected just in 15 minutes. At the end they bring their final products to registered them.

#### Results

I needed to plan this writing process of students because many of them used the translator online. Others prefer look for a model from internet and write their names to give me as their final products, so I made materials or others activities to avoid that problem and achieve the purpose of writing.

## SECOND PRACTICE

To remember the main idea of this essay is the students have specific vocabulary depending on: picture dictionary as a way to present vocabulary and then to review that vocabulary and make activities to remember that vocabulary as the warming of each class.

So, for this practice the picture dictionary was related with games. It was a challenge because I have just 2 weeks to complete the work. This topic was related with the national program and has the social practice of the language: participate in language games to work with specific linguistic aspects, for the environment: literary and ludic, the specific competency: participate in language games to comprehend and write irregular verb forms.

The final product was an instructive to play a game. I think in modern games but I choose classic games as: bingo, scramble, hangman, etc. To check the vocabulary, I designed another picture dictionary, and I took into account words like; verbs to play and some things to play a game; for example, board, dice, token, etc. I selected those words because students could have elements to write correctly.

Finally, the students showed their instructive because the trainer teacher told me I had to check grammar, spelling, content and creativity that students showed on their products to could give an assess for their grades. At the end of the presentation I gave a feedback to students improve their job for the next practice.



## Activity 1: Diagnostic vocabulary

### Lesson plan

Social practice of the language: participate in language games to work with specific linguistic aspects Environment: literary and ludic and finally Specific competency: Participate in language games to comprehend and write irregular verb forms.	
Objective: Identify students, background about specific vocabulary of games	
Teaching process: <ul style="list-style-type: none"><li>• Give instructions</li><li>• Do a test</li><li>• Assess</li><li>• Analyze the results</li></ul>	
Material: Vocabulary – Previous Knowledge Rating	
Time: 15 min	Topic: Classic games

### Experience

I made the same type of diagnostic vocabulary, I considered that this diagnostic helped them because one of an annoyance of students is that they are beginners, they do not understand nothing in English; so, I decided, they just identify the words that they know or do not it. Also, the students knew the structure of this test and I asked them to do in consciously. (See Appendix 9 and 10)

### Results

I used verbs and for students is one of the most difficult part of English learning, I could see that they spent more time doing it. I planned 15 minutes, but they ask me for more time, so they spent 21 minutes doing the activity. Also, I checked that they did not know the verbs and they are complicated for them.

## Activity 2: Picture dictionary

### Lesson plan

Social practice of the language: participate in language games to work with specific linguistic aspects Environment: literary and ludic and finally Specific competency: Participate in language games to comprehend and write irregular verb forms.	
Objective: Give interesting material to students study specific vocabulary	
Teaching process: <ul style="list-style-type: none"><li>• Show the picture dictionaries</li><li>• Explain the way to work with it.</li><li>• Work it every day and try to do it just in class</li></ul>	
Material: picture dictionary of games	
Time: 20 min	Topic: classic games

### Experience

The objective to check the picture dictionary in one week of practice and another week working in the process of writing. In the first day students did a diagnostic vocabulary about games the next day students and I checked the aspects of this picture dictionary (vocabulary, verbs and nouns) because at the end of the activity the students wrote an instructive to play a classic game. (See Appendix 10)

But again, the roll of the trainer teacher has is very important, because she asked to me, I made a guide to study and an exam for the students, that fact I had less time to complete this work. Once more the work was not completed, because to finish the work that the main teacher asked was necessary to change the lesson plan and the draft of the instructive was make on their student's house and they just understood that this important work is homework.

## Results

The works gave me a surprise “Yesterday I checked drafts of my study group but some of those were a copy from web-sites. So, I was thinking how to talk with them to improve their drafts. (Arriaga, personal diary, 2018). By the end of this practice the students answered their vocabulary test but this time was designed to answer using their memory of the leanings in 10 minutes. I saw in their results of the vocabulary test that according with their scores of each student, 13 have not quite score, 16 of them has a deficient score, then 3 have good score and finally 11 have an excellent scored (See Appendix 8). This means that this lesson plan was not successfully. Absolutely, I need to change the lesson plan and some activities.

### Activity 3: Word search

#### Lesson plan

Social practice of the language: participate in language games to work with specific linguistic aspects Environment: literary and ludic and finally Specific competency: Participate in language games to comprehend and write irregular verb forms.	
Objective: Review specific vocabulary	
Teaching process: <ul style="list-style-type: none"><li>• Gives a worksheet</li><li>• Answer the worksheet</li><li>• Check the time that students spend do it</li><li>• Check answers</li></ul>	
Material: Word search	
Time: 15 min	Topic: classic games

#### Experience

First, I explained the instructions to students to make the activity but their reaction not was the best, they were boring but when they saw the words were related with the vocabulary they studied, their mood change and they become a good. They did the activity on time.

#### Results

I checked the test, it had 10 words. Finally, I asked them how many correct answers they had; and with that results I could say that more than 60% of students had more than eight, this word search was of 10 words. Opinions from students are important because they enjoyed the activity and when they gave me their activities, students told me “teacher give us more activities like that”.

## Activity 4: Bingo

### Lesson plan

Social practice of the language: participate in language games to work with specific linguistic aspects Environment: literary and ludic and finally Specific competency: Participate in language games to comprehend and write irregular verb forms.	
Objective: Review specific vocabulary	
Teaching process: <ul style="list-style-type: none"><li>• Gives a worksheet</li><li>• Answer the worksheet</li><li>• Check the time that students spend do it</li><li>• Check answers</li></ul>	
Material: bingo	
Time: 15 min	Topic: classic games

### Experience

In all my experience, this kind of activity, the students like too much and this time was not the exception, students worked very well. For this activity I use flashcards of the words that they study. Sometimes I showed the image and I asked any student to said the word it was interesting because students were motivated.

### Results

I just checked who did not participate when I asked directly to those students they did not know the vocabulary and I just commend that for the next activities, they were the first in participate I made to force them to study.

## Activity 5: Drafting

### Lesson plan

Social practice of the language: participate in language games to work with specific linguistic aspects Environment: literary and ludic and finally Specific competency: Participate in language games to comprehend and write irregular verb forms.	
Objective: Make an instructive for a short experiment	
Teaching process: <ul style="list-style-type: none"><li>• Give a model where Ss. know the structure of sentences</li><li>• Monitor the work</li><li>• Make suggestions on works that need help</li></ul>	
Material: Blank sheet	
Time: 20 min	Topic: Classic games

### Experience

I saw that they confused when they used grammar structures and for that reason the revision of drafting was really slowly. I needed to check the structure of final product and taught it for next time. But it is necessary to say that I did not give an example of the final product and I considered that is really important that students know the structure of writing.

### Results

I made a rubric to evaluate the activity, and I can say that probably 35% of students made an excellent job and the other 65% did not know basic rules of grammar and that was a surprised for me because they are the oldest students in the secondary and they have been studying English for three years and they have learnt the basic grammar rules.

### THIRD PRACTICE

Before I planned the activities for the next practice it was important to be objective with the last practices and accept that these activities do not worked at all. I think I have to change the plan better because most of the problems are: time, overload of work, exams to create and check to each student and also give their scores before to end the practice.

First, I really want to know about my last practice. I feel really sad and loose because I think and I know that my results were not good. I mean for aspects of time I could not finish my strategies of writing and that very important for this work. Analyze how will be my next products and picture dictionary. First search on internet some information or examples of picture dictionary. On YouTube I find a video of science picture dictionary and I in love with that dictionary. So, I decide to change my design of that dictionary and also, I change the way to work with them as 1: only work in class, 2: practice the new words by the four skills reading, listening, speaking and writing to be reliable that students are understanding, 3: all days make strategies to remember or review vocabulary previous checked, and 4: make material for writings as drafts sheets to check and write recommendations for this work”

(Arriaga, Carmen, personal diary, 2018).

As I have written before it, is important to make a good and organize lesson plan for all the hole mouth. So now the lesson plan was planned in two parts, the first one considered two weeks to apply a diagnostic vocabulary (See Appendix 11) and check the vocabulary and the last two weeks were to make an invitation for a party using the writing process to have. This time the main English teacher gives just grammar topics but nothing about the National Program of English, for that reason, it takes a product related with the program and it was selected write an invitation for a party, it was selected that product because the main skill to improve in this grade is write for the real life.

## Activity 1: Picture dictionary

### Lesson plan

Objective: Give interesting material to students study specific vocabulary	
Teaching process: <ul style="list-style-type: none"><li>• Show the picture dictionaries</li><li>• Explain the way to work with it.</li><li>• Work it every day and try to do it just in class</li></ul>	
Material: picture dictionary of party	
Time: 15 min	Topic: invitation for a party

### Experience

For the picture dictionary I selected vocabulary about party (See Appendix 10) formal and informal vocabulary, for example, party pooper as informal vocabulary or some traditions for example in Mexico when girls are 15 years old they have a wonderful party with beautiful dresses. And also, I made a vocabulary test to check their results to check if the activities were good to learn. (See Appendix 11 and 12)

But in USA, they have the same party because when the girls are 16 years old has their “sweet 16”. In my opinion those cultural aspects are important that students understand. In first place to know the differences between cultures and have more learnings and vocabulary words.

### Results

For me is important that students used those words, so for this evaluation I checked for the final product, that students must write 10-15 words on their drafts. This time I taught the grammar structure that they use on the products and grammar helps on the time to evaluate though a rubric.



## Activity 2: Cross word

### Lesson plan

Objective: Review specific vocabulary	
Teaching process: <ul style="list-style-type: none"><li>• Gives a worksheet</li><li>• Answer the worksheet</li><li>• Check the time that students spend do it</li><li>• Check answers</li></ul>	
Material: Cross word	
Time: 10 min	Topic: Invitation for a party

### Experience

I planned for this activity 10 minutes, but it was not like that, students spent 15 minutes because they confused in some words, they could do the activity because the instructions were do not use the picture dictionary but then I saw that they have problems to remember the words. I changed the instructions and I asked if they want to use the picture dictionary they could do it. Immediately students could make the activity and finish in 10 minutes.

### Results

This activity was one of the most difficult for students because they did not study from the picture dictionary. Also, students that have a good level of English had problems when they result the task. But my plan was achieved the learnings of the words of this dictionary because is necessary that students know this vocabulary to do the final product.

### Activity 3: Charades

#### Lesson plan

Objective: Review specific vocabulary	
Teaching process: <ul style="list-style-type: none"><li>• Gives a word</li><li>• Act the word</li><li>• Guess the word</li><li>• Give the order of participations</li><li>• Monitor the word</li></ul>	
Material: bingo	
Time: 15 min	Topic: invitation for a party

#### Experience

During the last practices I said that students had problems to learn verbs. Well, I could see with this activity students had an easy way to learn because the time to guess words was one or two minutes. The activity I applied made the students memorized verbs. This activity is perfect to have an idea of the students have a real learning because they use what they know in practice and it is great to see their facial expressions because they immediately know the meaning of the word.

#### Results

I evaluated this activity as a progress because the first time they last in each word but day by day their progress was better and I saw that they know and use more verbs. Sometimes students said the answer in Spanish, I forced them to say it in English.

## Activity 4: Mind map

### Lesson plan

Objective: Mind map	
Teaching process: <ul style="list-style-type: none"><li>• Gives color sheet</li><li>• Explains the instructions</li><li>• Make examples on the board of the word</li><li>• Monitor the works of students</li></ul>	
Material: Color sheet and colors or a pencil	
Time: 15 min	Topic: invitation for a party

### Experience

For this activity I gave students a color sheet where they must do a mind map of a party, I wrote this question on the board: “if you organize a party. What do you like to have? Then I gave an example on the board to students could have a guide to do they owns maps, they used just words and pictures, I asked for 10 words in total and those words selected from their picture dictionaries.

### Results

The students showed all the time enthusiastic, since I told them that the party could be for any reason already a graduation party, sweet 16 or a birthday, that would be the choice that each student would take to be able to do the work and it was there when I noted that they actually made the map very happy because they did not have as such an imposition on what they should do.

## Activity 5: Draft 1

### Lesson plan

Objective: Make an invitation for a party	
Teaching process: <ul style="list-style-type: none"><li>• Give a model where Ss. know the structure of sentences</li><li>• Monitor the work</li><li>• Make suggestions on works that need help</li></ul>	
Material: Blank sheet	
Time: 20 min	Topic: invitation for a party

### Experience

For the process of writing I did 3 worksheets 1: draft 1 (See Appendix 10), 2: draft 2 (See Appendix 11) and 3: final product (See Appendix 13), where students wrote the invitation of a party and also where the English teacher trainer could write some observations and correct the job.

### Results

To evaluate this product, I chose a rubric and I adapted to check the essential characteristics that was ask students do it. Those products were better that others practices. I think that is necessary to plan realistically, because, in other practices I supposed that they knew everything. Because they are students of third grade; but I was wrong and I was really happy with the results because I observed that was easily make their invitation.

In this practice I taught grammar and elementary vocabulary in order to write a correct final product.

#### FOURTH PRACTICE

It was a challenge for me because, the trainer teacher gave me four different projects from units 4a, 4b, 5a and 5b. Organize the didactic sequence was complicated because I need to 1) taught each unit probably in one week, and also applied exams to students and give their scores of 5° evaluation in 12 days, or 2) taught the basic aspects of each three first units and focus them just in two weeks. Another complicated point and a big problem is the missed of classes I had in second and third week because of holidays for example mother's day and teacher's day.

Analyzing the situation, I decided to organize the work with the way that I explained in number two, from the four projects I decided to work with unit 5b that has as the social practice of the language: "interpret and express everyday life instructions", then the environment: "familiar and community", and finally the specific competency: "understand and give instructions to plan a field trip". The reason that I choose this topic is useful in the real life because will have specific vocabulary when they decide to travel in a foreign country. Also, students could learn specific vocabulary about trips to make a final product using an easy grammar structure to write as simple future, this tense is good to review, because a few of students confused the structures with present continuous or present perfect.

Howbeit the complications of this practice I did material to check the process of writing of students, those subjects were created to students make a future plan of a trip using "going to" as the grammar structure. Hereinafter, I gave maps of a tourist place to students choose the places to go and the activities to do, all that information need to be written to organize, drafts and the final product.

## Activity 1: Diagnostic vocabulary

### Lesson plan

Social practice of the language: perform and express everyday life instructions	
Environment: familiar and community	
Specific competency: Understand and give instructions to plan a field trip	
Objective: Identify students, background about specific vocabulary of trip.	
Teaching process:	
<ul style="list-style-type: none"><li>• Give instructions</li><li>• Do a test</li><li>• Assess</li><li>• Analyze the results</li></ul>	
Material: Vocabulary – Previous Knowledge Rating	
Time: 15 min	Topic: Plan a field trip

### Experiences

While I pursue this kind of evaluation, to know they previous learning of the specific vocabulary. My first impression was surprise, because students answered the diagnostic in less time, they just spent 10 minutes, half of the group answered the diagnostic in 6 minutes. Students finish this one so fast, because, firstly they knew how to answer and at the end of the test, I asked some of them: how do you feel with this diagnostic? Immediately they said “many of those words I saw them or I listen them. (See Appendix 16)

The selection of this vocabulary was necessary for students, because sometimes we know the word, but when is time to use; we talk in a real context with foreign people, so we need to find a possibility to communicate with them; and that is when we do not know to explain the ideas. In case of writing, students could be confused for example one word was swimsuit, I asked students “how do you say yo visto mi traje de baño?”.

Most of the students had problems with the grammar structure of a simple sentences, for example, “I swimsuit”, for them it was enough, but obviously they missed the verbs. It means I needed to teach or review parts of the speech.

So, during the classes we checked the image of each word of picture dictionary and students predicted what is the meaning of the words in English or Spanish. I asked always what they think about the image; and immediately students answer using many options to obtain the correct answer, then I say the pronunciation and I asked them repeated after me to check the pronunciation of all the students.

When we checked the picture, dictionary was important to read two examples from it and with that I try to contextualize students with the meaning and use of the words. Therefore, we continue analyzing the definition and finally the two examples of use. In addition to I add more examples to students could understand better.

## Results

When I check the test, I could say that less of 50 % of students knew almost all the words checked, I was not sure if they could use to make sentences, this essay pretends to solve this problem, I gave them the essential vocabulary and contextualized as a tool to students could write better.

## Activity 2: Picture dictionary

### Lesson plan

Social practice of the language: perform and express everyday life instructions	
Environment: familiar and community	
Specific competency: Understand and give instructions to plan a field trip	
Objective: Give interesting material to students could study a specific vocabulary	
Teaching process:	
<ul style="list-style-type: none"><li>• Show the picture dictionaries</li><li>• Explain the way to work with it.</li><li>• Work it every day</li></ul>	
Material: picture dictionary of trip	
Time: 20 min	Topic: Plan a field trip

### Experiences

Now the way to work with this picture dictionary is little different because firstly the idea was to personalize their picture dictionary with image and their names change. Due to the recommendations of my assessor was if it this material is useful for next generations of students. Then, I decided to use more materials as plastic bags to keep their names and keep their writing examples. In fact, they need to cover their picture dictionaries just with gold paper and plastic paper to give a same appearance for the picture dictionaries. (See Appendix 17)

### Results

Every day was evaluated, using vocabulary activities to make students remember and understand the meaning and use of each word. Those activities when the class started and we check new pages of picture dictionaries at the end of the classes, here the principal strategies was direct questions and students gave their own examples in a piece of paper from their notebooks, then they kept on their picture dictionaries. And finally, I turned to check each sheet, and next classes solved mistakes using the students' examples.



### Activity 3: Pictionary

#### Lesson plan

Social practice of the language: perform and express everyday life instructions	
Environment: familiar and community	
Specific competency: Understand and give instructions to plan a field trip	
Objective: Review specific vocabulary	
Teaching process: <ul style="list-style-type: none"><li>• Organize the work by lines</li><li>• Gives the instructions</li><li>• Asks the first students of each line participate</li><li>• Asks those students stand up and go to the board</li><li>• Gives to each student a paper with a word</li><li>• Students draw their word in 10 seconds to guess</li><li>• At the end of 10, other students raise their hands and participate</li><li>• Check the answers</li></ul>	
Material: board, markers and papers with words.	
Time: 15 min	Topic: Plan a field trip

#### Experiences

I did this activity in two days, this is the first-time that students are familiarized with the instructions and the way to do the activity. I chose three words from the picture dictionary. Nevertheless, students must study to remember more words also the pictures and I said that because, I saw a change since students could guess five words in the last class. Most of the correct answers were because the students who draw the word use a similar graphic that they have seen in their picture dictionaries and the other students immediately guessed the word.

#### Results

Apparently, the results changed in two days and also, I saw that students really study to guess more words. I could say that they truly learn probably all the words.

## Activity 4: Memory game

### Lesson plan

Social practice of the language: perform and express everyday life instructions	
Environment: familiar and community	
Specific competency: Understand and give instructions to plan a field trip	
Objective: Review specific vocabulary	
Teaching process:	
<ul style="list-style-type: none"><li>• Gives the memory cards</li><li>• Explains the instructions</li><li>• Organized the work by pairs</li><li>• Guess the content of the cards</li><li>• Monitor the work</li></ul>	
Material: Memory game cards	
Time: 10 min	Topic: Plan a field trip

### Experiences

This activity was a fun way to remember the vocabulary before checked, I could see that they really enjoy the activity. The work was by teams or in pairs to have another way to work, with this activity. I think it was really easy for them because the just associated the two image, but the instructions were when they saw the picture they needed to say aloud the correct word, if they do not know the word they lose their turn. I monitored the activity, they apparently remember more words and that made me feel proud of them.

### Results

For this activity I saw that while is a ludic activity the answer of students immediately is kind of “let’s do it”, they enjoyed that kind of activities and now I could say that they really know and learn the meaning of the words using associating and the logical, is really rewarding for me that practice by practice they could understand the importance to learn vocabulary to improve in all skills but undoubtedly to improve writing skill.

## Activity 5: Flash cards

### Lesson plan

Social practice of the language: perform and express everyday life instructions	
Environment: familiar and community	
Specific competency: Understand and give instructions to plan a field trip	
Objective: Review specific vocabulary	
Teaching process:	
<ul style="list-style-type: none"><li>• Explains the instructions</li><li>• Show flash cards from words of picture dictionary</li><li>• Guess the content of the flashcards</li><li>• Monitor the work</li></ul>	
Material: Flash cards from words of picture dictionary	
Time: 15 min	Topic: Plan a field trip

### Experiences

To continue with the learning of students through the pictures I selected some words from the picture dictionary words to students could remember the spelling of each word. So, for this activity I did it as a warm up, I showed those pictures and I asked students to write the correct word on their sheet of paper while I check the spelling of the words. I could monitor the work because I gave them 10 seconds to write the word, I count from 10 to 0 and I continued with the next words. Finally, I gave 10 more seconds to check all the words, then students check their spelling and I picked up each sheet to continue with the class

### Results

There were 10 words, the corrected ones that students could write were between 6 - 8, the other words they wrote as they listen (first language transfer), as we write them in Spanish, but I really happy with these results and I hope students could write with less complication in their drafts.

## Activity 6: Make your own definition

### Lesson plan

Social practice of the language: perform and express everyday life instructions	
Environment: familiar and community	
Specific competency: Understand and give instructions to plan a field trip	
Objective: Use the vocabulary on sentences	
Teaching process: <ul style="list-style-type: none"><li>• Gives the paper</li><li>• Explains the instructions</li><li>• Show flash cards from words of picture dictionary</li><li>• Guess the word</li><li>• Write the definition of the word</li><li>• Monitor the work</li></ul>	
Material: Papers and flash cards from words of picture dictionary	
Time: 15 min	Topic: Plan a field trip

### Experiences

The purpose of this activity was to check if students understood the meaning of words. As result of time I decided just to show 4 words to students, first they wrote the word and the definition. For each word I counted 15 seconds, I did this because if I gave free time it is possible that they wrote the definitions all the class.

### Results

This activity was a little complicated because students wanted to write all the definition from the picture dictionary, others wrote the definition that they know in Spanish and they translate but with some grammar mistakes and that created a big confuse with the definitions and the real meaning of word writing.

## Activity 7: Use the words in sentences

### Lesson plan

Social practice of the language: perform and express everyday life instructions	
Environment: familiar and community	
Specific competency: Understand and give instructions to plan a field trip	
Objective: Use the vocabulary on sentences	
Teaching process: <ul style="list-style-type: none"><li>• Explains the instructions</li><li>• Students take a piece of paper from their notebooks</li><li>• Make sentences using their picture dictionaries</li><li>• Read some sentences and writ them on the board to analyze the grammar structure</li><li>• Monitor the work</li></ul>	
Material: Picture dictionaries	
Time: 15 min	Topic: Plan a field trip

### Experiences

I remembered that in this class students had English exam. Unfortunately, the exams were not ready to be applied. I decided to start the activity and took into account to check in first place the review of all picture dictionary and write sentences. They spent 20 minutes in this activity.

### Results

This activity surprised me, because I never said how many sentences students must write, when I checked the sheets I saw that students write between 10 -15 sentences and I supposed that they wrote like 3 or 5 sentences. Maybe I can achieve their motivation to write because now they like it.

## Activity 8: Mind map

### Lesson plan

Social practice of the language: perform and express everyday life instructions	
Environment: familiar and community	
Specific competency: Understand and give instructions to plan a field trip	
Objective: Organized a trip	
Teaching process:	
<ul style="list-style-type: none"><li>• Gives color sheet</li><li>• Explains the instructions</li><li>• Make examples on the board of the word</li><li>• Monitor the works of students</li></ul>	
Material: Color sheet and colors or a pencil	
Time: 15 min	Topic: Plan a field trip

### Experiences

For me it was important that students make their own mind map, how they imagine a plan for a trip; for example, some questions that I wrote on the board, what do you put in your bag? and witch activities could you do in “Xcaret”. But where do students find the words for the activity? Well students must choose the words from their pictures dictionaries. They just drew on their mind maps first draw an image that represents the word and then write the correct spelling of each one.

### Results

I thought this kind of activities where students draw was very relaxing for them. I could see on their mind maps that they had a good effort. Some of them drew the same picture from their dictionaries, I did not have any problem; I chose those pictures because I thought that if they selected them, students had a significant learning.

## Activity 9: Organizer

### Lesson plan

Social practice of the language: perform and express everyday life instructions	
Environment: familiar and community	
Specific competency: Understand and give instructions to plan a field trip	
Objective: Organized a trip	
Teaching process:	
<ul style="list-style-type: none"><li>• Gives worksheet</li><li>• Explains the instructions</li><li>• Gives a map of Xcaret</li><li>• Monitor the work</li></ul>	
Material: organizer worksheet	
Time: 10 min	Topic: Plan a field trip

### Experiences

I did a worksheet take from a book to organize the plan for go to the beach. The students could write all information about the trip and include their activities to do as itinerary. I gave them a map from “Xcaret” in Cancun, I explained that had to organize a trip to go to the beach in Mexico and they must think about what activities they want to do during the trip. At the beginning of the word we chose 5 days to go to the trip but finally we decided that the plan change just for one day. (See Appendix 18)

### Results

I explained the grammar structure it was simple future using going to, for that class I asked one class before that students brought a homework; the difference between will and going to, hereinafter of that, we discussed some examples to identify the difference and then I monitor the work.

## Activity 10: Draft 1

### Lesson plan

Social practice of the language: perform and express everyday life instructions	
Environment: familiar and community	
Specific competency: Understand and give instructions to plan a field trip	
Objective: Write about of plans for a trip	
Teaching process:	
<ul style="list-style-type: none"><li>• Gives a worksheet of draft 1</li><li>• Explains the work</li><li>• Solve some questions about the work</li><li>• Make and oral example</li><li>• Monitor the work</li></ul>	
Material: Draft 1 worksheet	
Time: 15 min	Topic: Plan a field trip

### Experiences

For this draft, students took 30 minutes. I asked students to do their first draft and gave me them to check it. Their answers surprised me to work because they concentrated on their writings, when I monitored their works and they use two dictionaries 1: the picture dictionary that I give them and 2: the own dictionaries to found other words, some students said me “busco tal palabra, encuentre esta pero no entiendo el context, ¿me podria explicar?” so when they said “context” I felt happy because I knew that context was important.

### Results

I remember when I check the drafts of another practice I spend 3 hours to check them because those drafts had many grammar mistakes but now I just spent 1 hour to check all of them and it made me feel so proud of this work.



## Activity 11: Draft 2

### Lesson plan

Social practice of the language: perform and express everyday life instructions Environment: familiar and community Specific competency: Understand and give instructions to plan a field trip	
Objective: Write about of plans for a trip	
Teaching process: <ul style="list-style-type: none"><li>• Gives a worksheet of draft 1</li><li>• Explains a general feedback of mistakes from the drafts</li><li>• Solve some questions about draft 1</li><li>• Gives a worksheet of draft 2</li><li>• Explains the works to correct and rewrite their drafts</li><li>• Monitor the work</li></ul>	
Material: draft 1 and 2 worksheet	
Time: 20 min	Topic: Plan a field trip

### Experiences

When I gave the drafts to students; I saw some facial expressions like “what did she say?” I explained the general mistakes that I found on their writings. I said to the class that students that have questions about their drafts make a line and I checked on the teacher’s table to organize the work, because in my last experiences y pass in each place and students did not have the necessary time.

### Results

I could saw that the work was better and when I gave their personal feedback they did not have more problems to correct their drafts.

## Activity 12: Final product

### Lesson plan

Social practice of the language: perform and express everyday life instructions	
Environment: familiar and community	
Specific competency: Understand and give instructions to plan a field trip	
Objective: Write about of plans for a trip	
Teaching process:	
<ul style="list-style-type: none"><li>• Gives a worksheet of draft 1 and 2</li><li>• Explains a general feedback of mistakes from the drafts</li><li>• Solve some questions about draft 1</li><li>• Gives a worksheet of final product</li><li>• Explains the works to correct and rewrite their drafts</li><li>• Solve some questions about the work</li><li>• Monitor the work</li></ul>	
Material: draft 1 and 2 worksheet and final product worksheet	
Time: 15 min	Topic: Plan a field trip

### Experiences

I checked the organizer, draft 1 and 2, and the final product to students could check their drafts and correct the mistakes. So, they made the same process as the last class, they made a line to check with me. But this revision many students just could rewrite the last draft in the final product. Some of them help me with students with many mistakes, in spite of I checked the drafts before, but those students had the same problems. Brilliant students help me, but I said their corrections and then they work on their places then students.

### Results

I think the objective of this practice the students and I achieve working hard, making many drafts to finally obtain a good composition guide. Using the correct material and again appreciating the disposition that the students presented throughout the practice.

## Activity 13: Vocabulary test

### Lesson plan

Social practice of the language: perform and express everyday life instructions	
Environment: familiar and community	
Specific competency: Understand and give instructions to plan a field trip	
Objective: know the now learnings about specific vocabulary of trip	
Teaching process:	
<ul style="list-style-type: none"><li>• Gives the exams to each student</li><li>• Explains the instructions for the exam</li><li>• Solve some questions about the exam</li><li>• Monitor the exams</li></ul>	
Material: Matching vocabulary test	
Time: 20 min	Topic: Plan a field trip

### Experiences

I thought how they do could do their last exams? if my trainer teacher asked me to do the exams and evaluate them so I decide to link the exam with this vocabulary test. In the exams that the trainer teacher asked me I added whatever skill or vocabulary checked in last classes. For that reason, I decided to select just reading part and vocabulary part for their exams. (See Appendix 18)

### Results

When I checked each exam, the result was not as I expected because I hoped just the half of the group will have good scores on their exams but truly was that approximately 85% of students have good scores on their exams the have almost all of correct answers. With those results I could say that it was worth it all the work that I implement with the students, and also, I shocked with their good respond at working with this complicated skill.

## CONCLUSION

The teaching task currently has to face many challenges with problems of learning or the way of teaching. The work that the teacher does in front of the group sometimes is difficult, and from that I perceived throughout my learning as a teacher trainer. The experience that I learned was through observation practice and in the teaching practice.

Teaching is continuously changed and it is getting more difficult day after day because the characteristics of the context, the school and the students behavior are not the same, that is when professionalism and ethics must be present in the teachers. This idea was thought for the trainer teachers that I had in all my teacher practice.

It is important to emphasize that this essay has left me many benefits and also many good and bad experiences. Anyway, I have practiced closely with students, doing planning, putting strategies into practice, assuming responsibilities, that is, working in real conditions that professionally believe and develop as a teacher committed to my profession, my students and my work.

For the teaching of new vocabulary, material must be used to present vocabulary and to check it. The material to introduce the new vocabulary should be designed a specialized graphic dictionary always taking into account the characteristics of the likes of the students and the content of the English program, likewise it is necessary to make modifications to the use of material for having the appropriate elements to develop student learning. In this way the students managed to put into practice the vocabulary as a sample of their knowledge obtained which should focus on acquiring new words attending specific contents of the program.

Review the vocabulary, the materials that must be made are the use of flash cards, memory cards, bingo cards, word search sheets, crossword sheets, charades, and even the use of a board and markers.

The use of didactic material is important for the teaching of the vocabulary because with this resource the teaching is made easier by incorporating visual, auditory and malleable elements that, in addition to making the teaching practice more dynamic, interesting and striking, results attractive and motivating for the benefit of student learning.

For this reason, I came to the conclusion that the teaching material is essential for the teaching of vocabulary because it makes knowledge more real, since it is a tool that helps the development of its specific vocabulary by being part of the students' learning process. I could notice in my students the advance in their vocabulary as a result of using the didactic material since, being designed and implemented through the strategies that they plan, the students got better feedback in such a vocabulary that helped them to solve doubts about aspects that they did not understand.

Of the proposed activities for the teaching of new vocabulary, which resulted in a satisfactory manner in the classroom were bingo, word search, charades, Pictionary and flash cards. These activities were attractive and attracted the attention of the students because it implied that they worked as a team and could get out of their places, and that they reaffirmed their learning in a fun and implicit way.

With the diagnostic tests of vocabulary and exams when qualifying their final vocabulary learning, I was able to compare the results and I verified that among more recreational activities such as the ones mentioned above, we can notice a growth in the knowledge of the students, as in the activity

that allows the teaching practicing his vocabulary will know how to use it better in any language skill.

The didactic sequence brings more and better results in teaching vocabulary if I do as warm up. It is very important to do it at the beginning of each class because the disposition and behavior of the students was never the same way, so with these activities students are reactivated and motivated in the development of the class.

These activities must be carried out daily since the new vocabulary, they cannot be thought that in one or two classes the students will consolidate their learning, because all the words that are taught must be used and reviewed by the students so that they are hardly can forget What was also taken into account for the didactic sequence was not to teach isolated vocabulary if I did not emphasize my teaching in giving a series of examples to be able to contextualize the students, and so the understanding and use of the word have for the student a meaning of Easy use and application in a written exercise.

After having acquired the knowledge and meaning of the vocabulary by the student, the teacher's work is not here, this is only the first step. For this; the teacher has to give the task of developing and teaching the student other aspects of the language, which also have great importance, as is the teaching and use of grammatical structures, the sequence of ideas, etc.

I could experience the importance of rethinking how to make students have the ability and the skill to write for themselves, it is then that retaking the methodological information of the teaching of writing could understand that it is necessary to help students in this complex process.

And a good way to do it is to give them a writing that they can use to create their own and thus be able to carry out the writing process in which they must apply the new words to produce the texts, putting into practice all the vocabulary that was left to them taught.

This process must be observed and revised, so students can perform their guided compositions in such a way that it is not a tedious and complicated process for them. It is important to clarify that not all students develop in the same way the writing skill, time, prior knowledge, among other factors are part of which a student can perform in any skill.

## REFERENCES

SEP, Licenciatura en Educación Secundaria. Plan de estudios 1999. Documentos básicos, México, 1999

SEP (2011). Programa Nacional de inglés en Educación Básica. Segunda Lengua: Inglés. Ciclo 4. Primera edición. México.

HARMER, J. (2001), the Practice of English Language Teaching, Harlow, England, Pearson Educational Limited.

READ, J. (2000). Assessing vocabulary. Cambridge: Cambridge University Press.

I.S.P. NATION. (2008). Teaching vocabulary: strategies and techniques. Heinle Cengale. Learning.

UR. Penny. (2004). Vocabulary activities. Cambridge University Press.

NATION, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge UK: Cambridge University Press.

RAIMES. A. (1983). Techniques in teaching writing as a second language. Oxford University Press.

THOTNBURY, S (2002). How to teach vocabulary. Longman.

HUGHES, 1989. Testing grammar and vocabulary. Recovered from:

[file:///C:/Users/Car%20Arriaga/Downloads/Hughes\\_1989\\_.pdf](file:///C:/Users/Car%20Arriaga/Downloads/Hughes_1989_.pdf).



COULMAS, F. (2002). Writing Systems an Introduction to Their Linguistic Analysis. Cambridge University Press. Recovered from:

[http://assets.cambridge.org/052178/2171/excerpt/0521782171\\_excerpt.pdf](http://assets.cambridge.org/052178/2171/excerpt/0521782171_excerpt.pdf) .

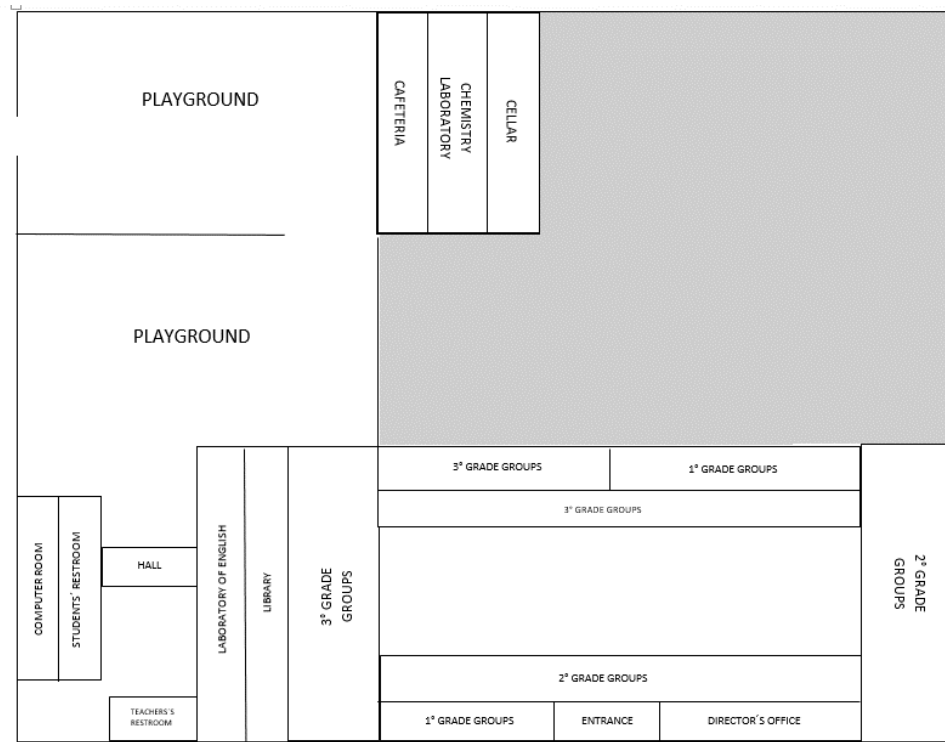
# APPENDIXES

## Appendix 1: Map



(Taken from Google maps)

## Appendix 2: Sketch of school



Sketch of secondary school no. 0001 “Miguel Hidalgo”

Appendix 3: Picture from the Scondary School number 1 “Miguel Hidalgo”



(Taken from todo coleccion net, on <https://cloud10.todocoleccion.online/postales-america/tc/2012/12/31/34969443.jpg>)

## Appendix 4: Dignostic vocabulary

### Vocabulary – Previous Knowledge Rating

Student's name: \_\_\_\_\_

Grade: \_\_\_\_\_ Group: \_\_\_\_\_

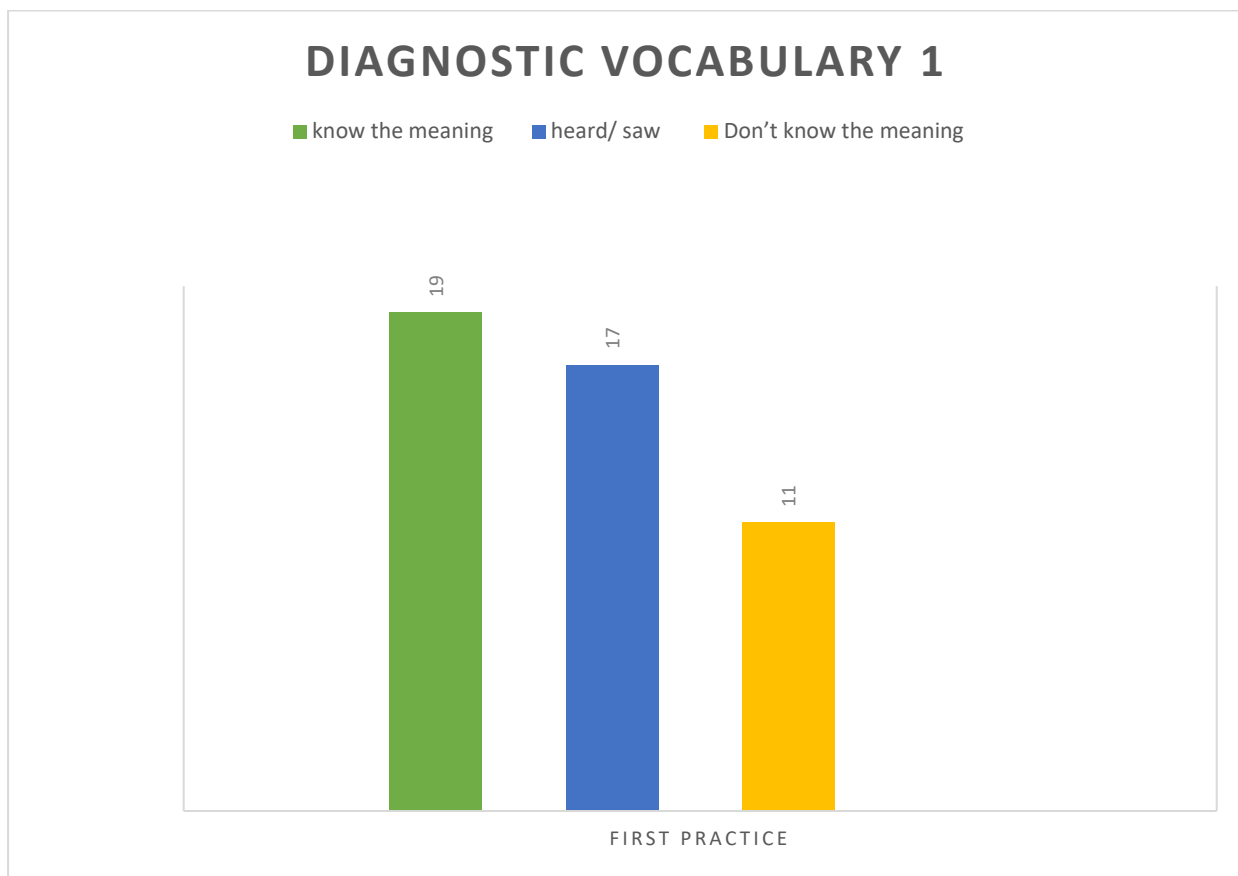
Instructions: Check your knowledge level for each of these terms. Put according your knowledge of each word.

Word	3 I know the meaning	2 I heard it / I saw it	1 I don't know
glass			
spoon			
microscope			
safety gloves			
syringe			
bottle			
laboratory coat			
cover			
add			
pour			
put			
watch			
make			
dip			
mix			
wait			
cut			
fill			
shine			
finally			
next			
first			
then			
after that			

(Adapted from: [http://www.phschool.com/eteach/language\\_arts/2002\\_10/vkrc1.pdf](http://www.phschool.com/eteach/language_arts/2002_10/vkrc1.pdf))


Appendix 5: Graph of diagnostic vocabulary

Diagnostic vocabulary 1				
Indicators of evaluation	<b>3 know the meaning</b>	<b>2 heard/ saw</b>	<b>1 Don't know the meaning</b>	Total
Students	19	17	11	47



## Appendix 6: Structure of Picture dictionary

# Vocabulary of experiments



Student's name: \_\_\_\_\_  
Grade \_\_\_\_\_ Group \_\_\_\_\_

# Laboratory materials









Image	Definition	Example of use
	A glass or plastic container for liquids (taken from Mac Millan dictionary)	
		
		
		Use the laboratory coat while you work in a laboratory

Image	Definition	Example of use
	A piece of equipment for looking at things that are too small to see normally (taken from Mac Millan dictionary)	With this microscope we can see small particulars
	A small container made of glass used for liquid substances (taken from Mac Millan dictionary)	Please give me a glass of water
	A small and round bowl on a long handle. (taken from Oxford dictionary)	Bring spoons to eat cake tomorrow
	A small glass tube that you squeeze to let out single drops of liquid. (taken from Mac Millan dictionary)	

# Actions to make an experiment

Image	Definition	Example of use
	To move something to a particular position using your hands (taken from Mac Millan dictionary)	
		
	To put something with another thing or group of things (taken from Mac Millan dictionary)	
		Sit down and pour you a tea.













Image	Definition	Example of use
	To look at someone or something for a period of time (taken from Mac Millan dictionary)	
		
		Mix the flour with the eggs and milk.
		

Image	Definition	Example of use
		The sun is shining
		
	To use a knife or scissors, to divide something into two or more pieces (taken from Mac Millan dictionary)	

# Connectors of sequence

Image	Definition	Example of use
	Used for introducing the thing that comes before the others in a series or list (taken from Mac Millan dictionary)	
		First cut the fruit. Next put it on a bowl.
	Used for introducing the next thing that happens (taken from Mac Millan dictionary)	
	Indicating something happening continuously or repeatedly. (taken from Oxford dictionary)	
	The last thing that you want to say (taken from Mac Millan dictionary)	

Appendix 7: Vocabulary test

Secondary school: \_\_\_\_\_

Student's name: \_\_\_\_\_

Grade 3

Group 3

Instructions: Match each definition with the concept

1. bottle	( ) To use a knife or scissors, to divide something into two or more pieces.
2. spoon	( ) A piece of equipment for looking at things that are too small to see normally.
3. dropper	( ) A glass or plastic container for liquids.
4. watch	( ) To look at someone or something for a period of time.
5. microscope	( ) A small container made of glass used for liquid substances.
6. cut	( ) Used for introducing the next thing that happens
7. glass	( ) To put something with another thing or group of things.
8. finally	( ) A small and round bowl on a long handle.
9. add	( ) A small glass tube that you squeeze to let out single drops of liquid.
10. then	( ) The last thing that you want to say.

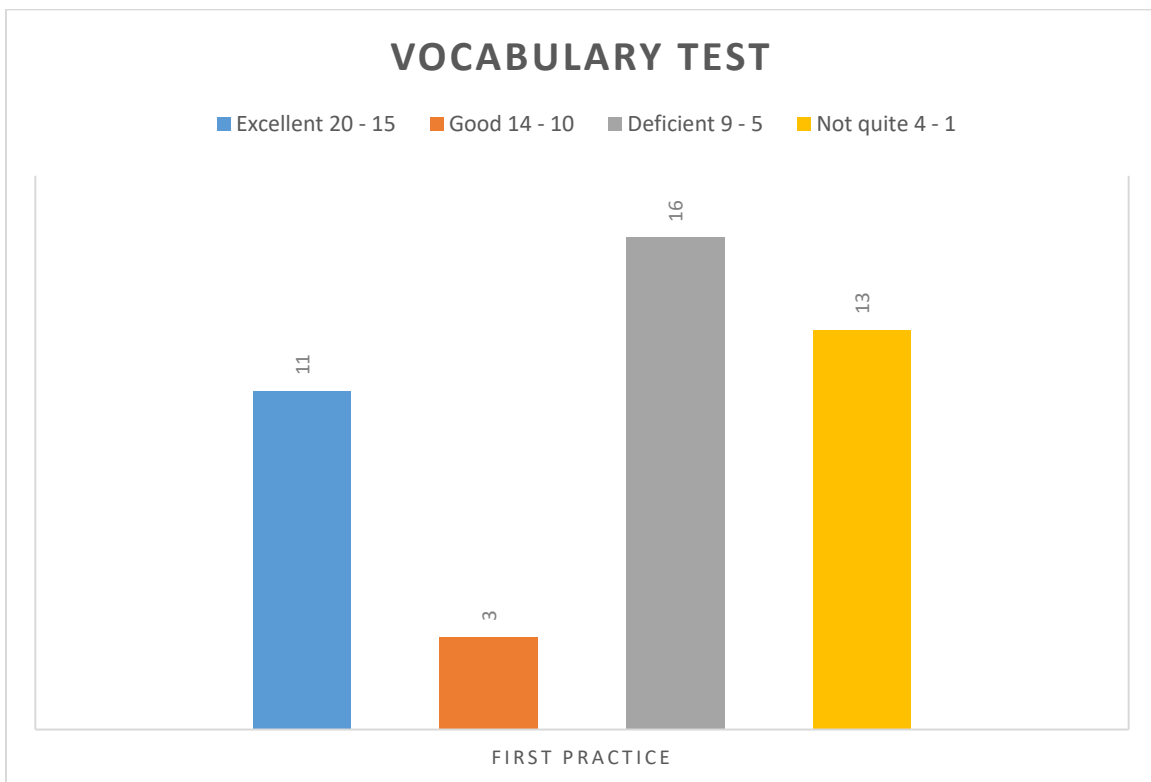
Instructions: Choose the correct name and write below of each image

syringe / safety gloves / laboratory coat / make / mix / dip /  
pour / fill / shine / wait

 syringe				
				

Appendix 8: Graph of vocabulary test

Test 1					
Indicators of evaluation and correct answers	<b>Excellent 20 - 15</b>	<b>Good 14 - 10</b>	<b>Deficient 9 - 5</b>	<b>Not quite 4 - 1</b>	Total
Students	11	3	16	13	43





## Appendix 9: Diagnostic vocabulary

### Vocabulary – Previous Knowledge Rating

Student's name: \_\_\_\_\_

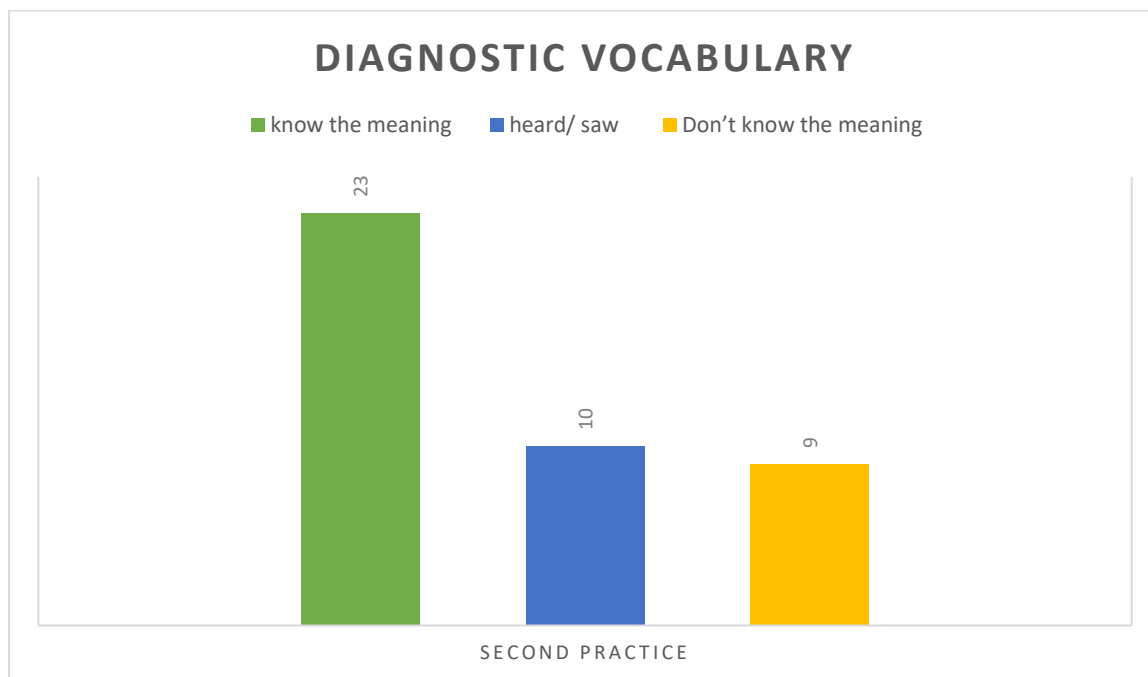
Grade: \_\_\_\_\_ Group: \_\_\_\_\_

Instructions: Check your knowledge level for each of these terms. Put according your knowledge of each word.

Word	3 I know the meaning	2 I heard it / I saw it	1 I don't know
token			
player			
short lines			
timer			
board			
dice			
grid			
card			
answer			
ask			
attack			
complete			
continue			
count			
change			
check			
describe			
enjoy			
fill			
guess			
play			
predict			
turn			
use			
begin			
choose			
cut			
draw			
give			
go			
have			
keep			
leave			
show			
spell			
steal			
take			
throw			
win			
write			

Appendix 10: Graph of diagnostic vocabulary

	Diagnostic vocabulary			Total
Students	<b>3 know the meaning</b>	<b>2 heard/ saw</b>	<b>1 Don't know the meaning</b>	42
	23	10	9	



# Appendix 11: Structure of Picture dictionary

Image / present	Definition	Past simple	Past participle	Example of use
		left	left	
		showed	shown/ showed	
		spell/ spelled	spell/ spelled	
	To take something without permission. (taken from Mac Millan dictionary)	stole	stolen	
		took	taken	
		threw	thrown	
	To achieve victory in a game. (taken from Mac Millan dictionary)	won	won	
		wrote	written	

## Vocabulary of games

Student's name: \_\_\_\_\_  
Grade \_\_\_\_\_ Group \_\_\_\_\_

## Basic components of games

Image / present	Definition	Past simple	Past participle	Example of use
		began	begun	
		chase	chased	
		chose	chosen	
		cut	cut	
	To make a picture or writing from your imagination. (taken from Mac Millan dictionary)	drew	drawn	
		gave	given	
	To move or travel to a place. (taken from Mac Millan dictionary)	went	gone	
		had	had	
		kept	kept	

## Actions to play games (Irregular verbs)

Image	Definition	Example of use
	A small flat round piece of metal or plastic that you use on games. (taken from Mac Millan dictionary)	
	A small piece of equipment used for measuring time. (taken from Mac Millan dictionary)	

## Actions to play games (Regular verbs)

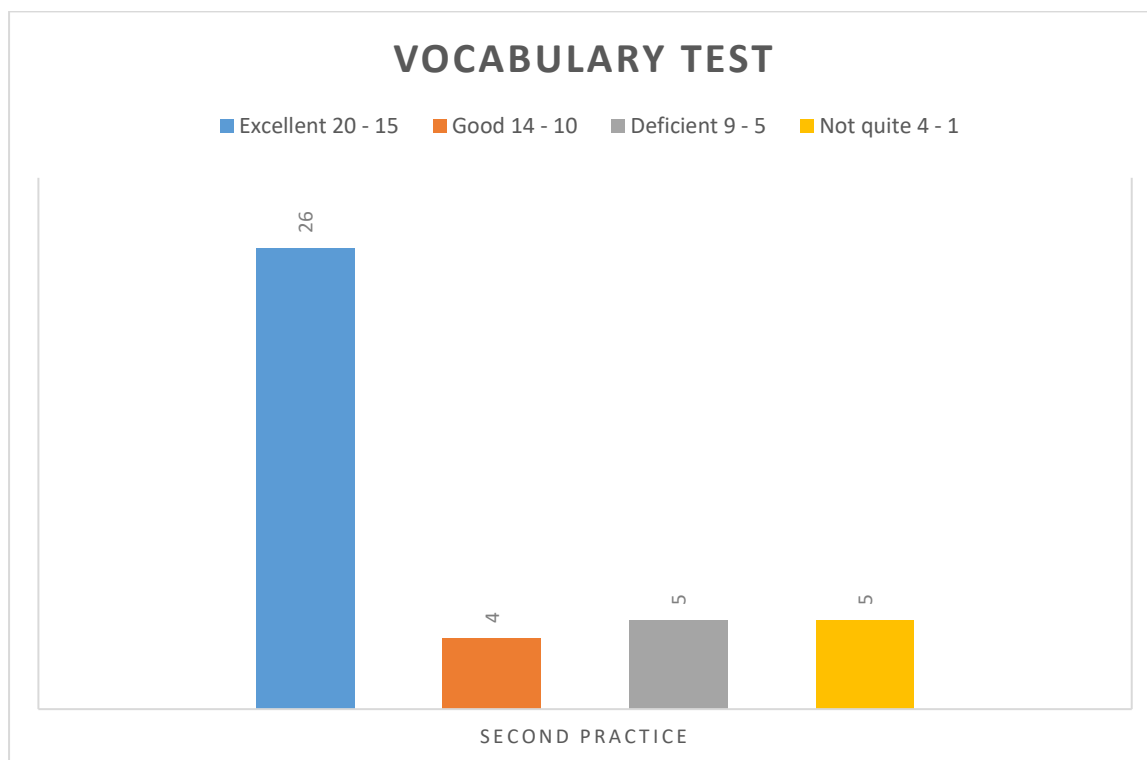
Image / present	Definition	Past simple	Past participle	Example of use
		answered	answered	
	To speak or write to someone to get information. (taken from Mac Millan dictionary)	asked	asked	
		attacked	attacked	
	To have something finished or finished. (taken from Mac Millan dictionary)	completed	completed	
		counted	counted	
		changed	changed	
		checked	checked	

Image	Definition	Example of use
	A small of wood or plastic with six sides marked with spots. (taken from Mac Millan dictionary)	
		Each game is made up of a grid.
	A piece of paper with a picture and a message on it. (taken from Mac Millan dictionary)	

Image / present	Definition	Past simple	Past participle	Example of use
		described	described	
	To get someone from something. (taken from Mac Millan dictionary)	entered	entered	
		filled	filled	
		guessed	guessed	
	To take part in a sport or game. (taken from Mac Millan dictionary)	played	played	
		predicted	predicted	
		turned	turned	
		used	used	

Appendix 12: Graph of vocabulary test

Test 2					
Indicators of evaluation and correct answers	<b>Excellent 20 - 15</b>	<b>Good 14 - 10</b>	<b>Deficient 9 - 5</b>	<b>Not quite 4 - 1</b>	Total
Students	26	4	5	5	40



Appendix 13: Diagnostic vocabulary

Vocabulary – Previous Knowledge Rating

Student's name: \_\_\_\_\_

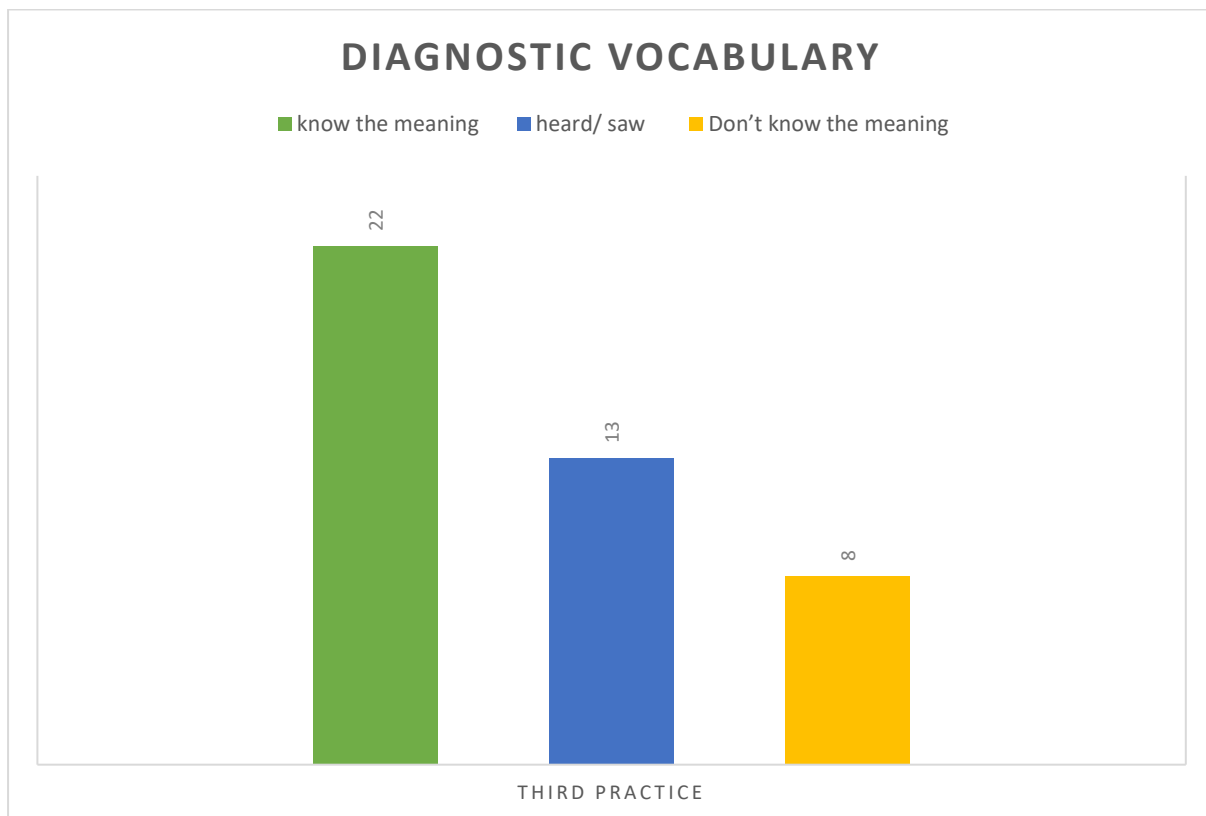
Grade 3<sup>o</sup> Group 3

Instructions: Check your knowledge level for each of these terms.  
Put  according your knowledge of each word.

Word	3 I know the meaning	2 I heard it / I saw it	1 I don't know
balloon			
birthday			
cake			
chips			
church			
clown			
congratulations			
dance			
dinner			
DJ			
gift			
give			
guest			
have			
hug			
magician			
mass			
party animal			
party animator			
party - pooper			
priest			
send			
soda			
sweet 16			
sweet			
wait			
waiter			
waitress			
TOTAL			

Appendix 14: Graph of diagnostic vocabulary

	Diagnostic vocabulary 3			Total
Students	<b>3 know the meaning</b>	<b>2 heard/ saw</b>	<b>1 Don't know the meaning</b>	43
	22	13	8	





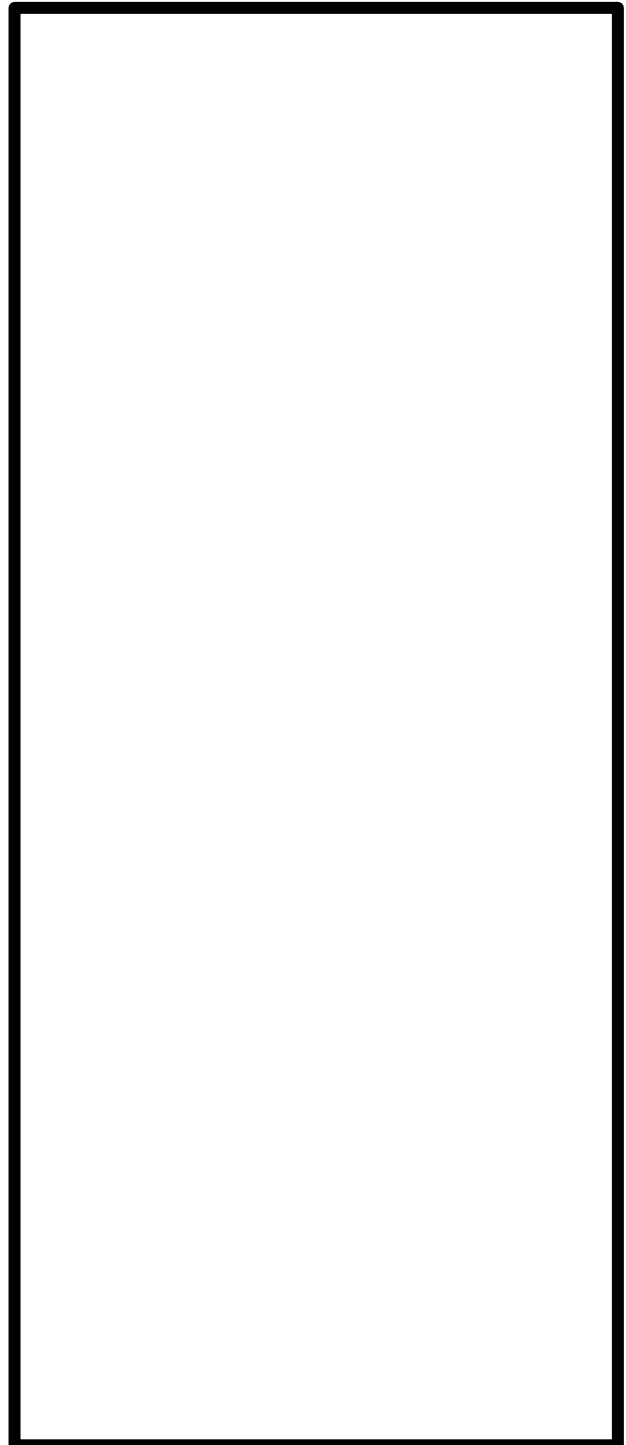
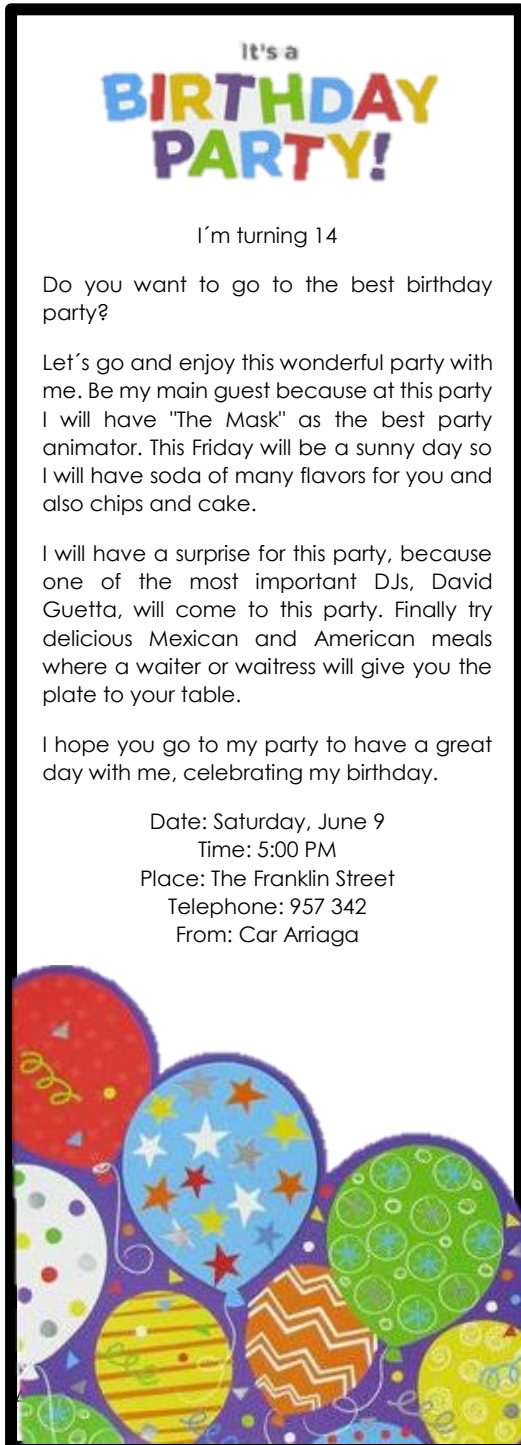
## Appendix 16

### Draft 1

Name: \_\_\_\_\_

3° group:

N.L: \_\_\_\_\_





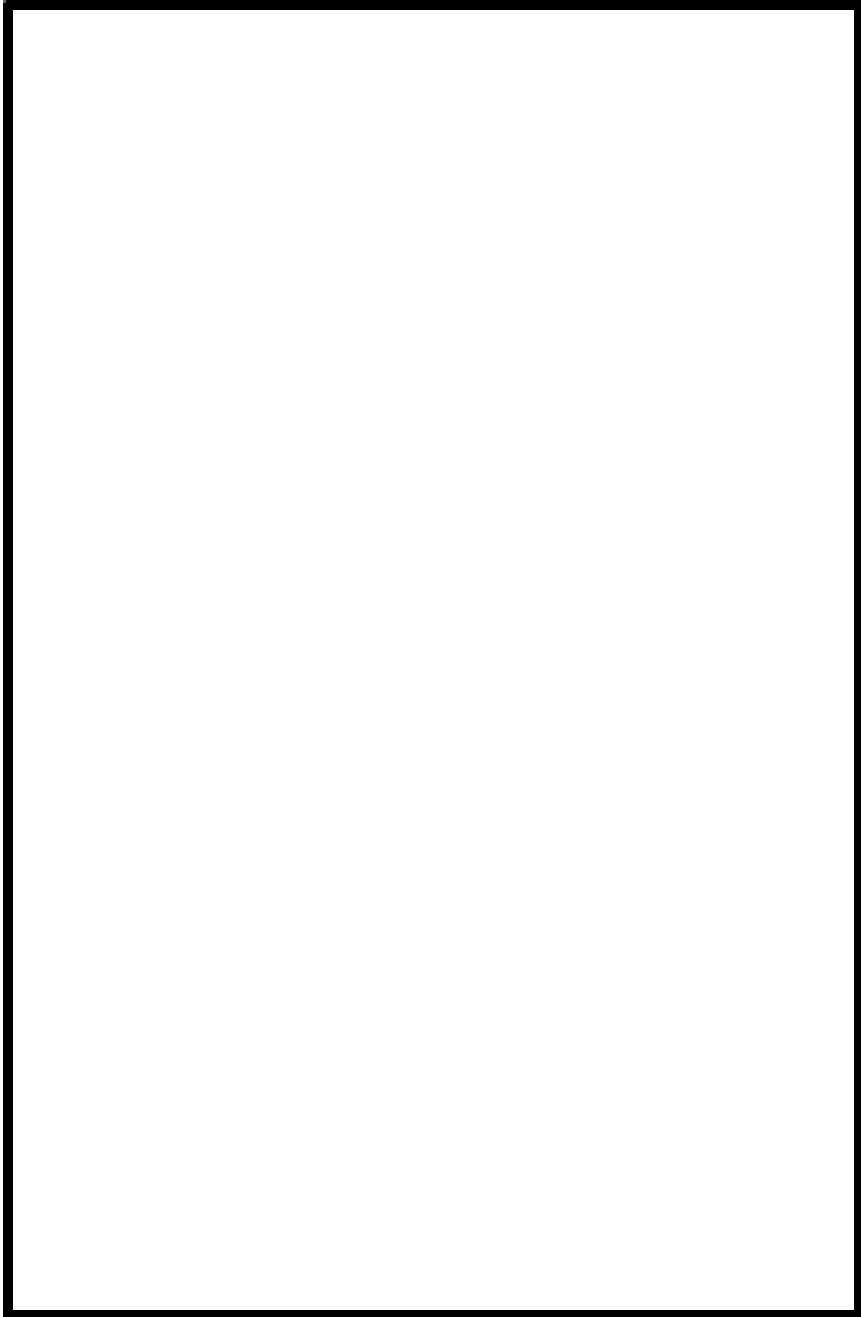
Appendix 17

**Draft 2**

Name: \_\_\_\_\_

3<sup>rd</sup> group:

N.L: \_\_\_\_\_



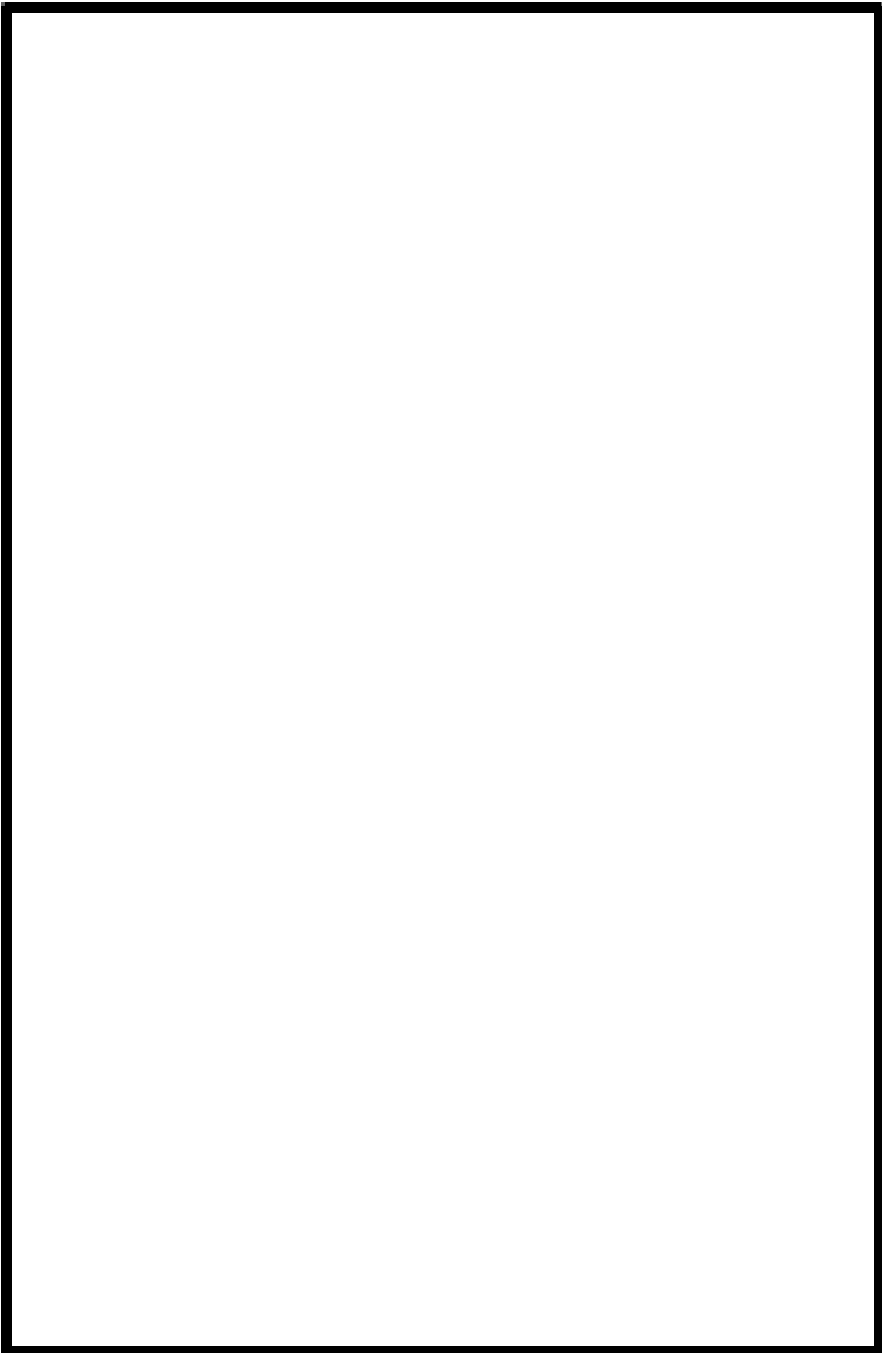
Appendix 18

Final product

Name: \_\_\_\_\_

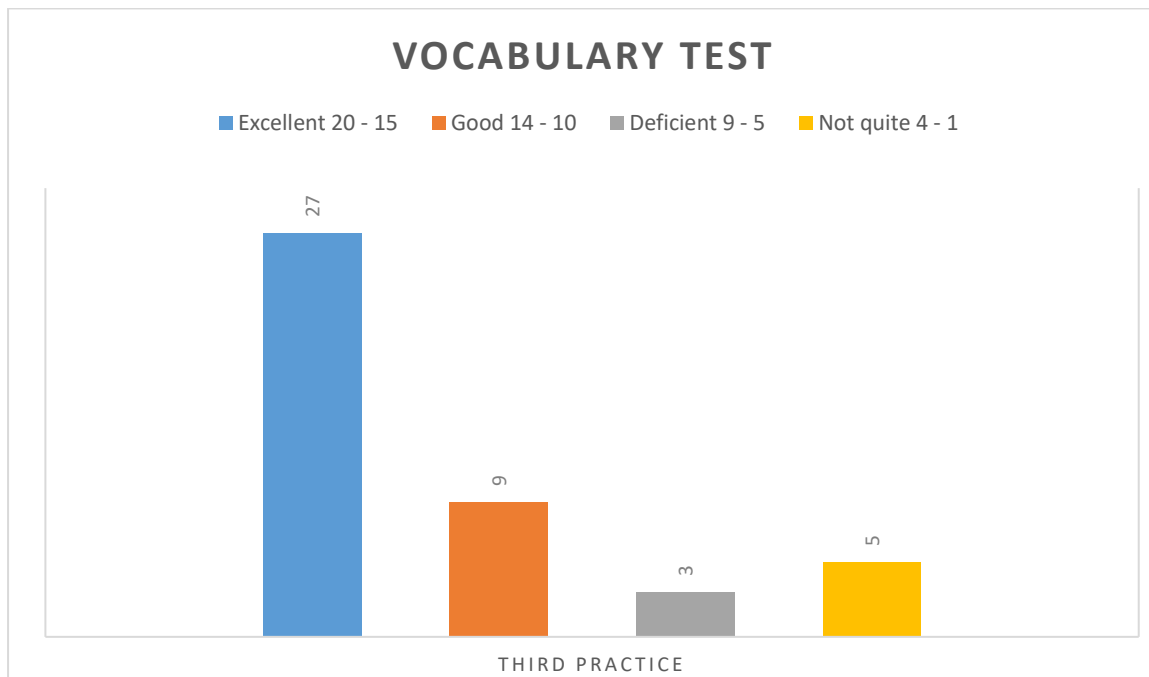
3<sup>rd</sup> group:

N.L.: \_\_\_\_\_



Appendix 19: Graph of vocabulary test

Test 3					
Indicators of evaluation and correct answers	<b>Excellent 20 - 15</b>	<b>Good 14 - 10</b>	<b>Deficient 9 - 5</b>	<b>Not quite 4 - 1</b>	Total
Students	27	9	3	5	44



Appendix 20

Vocabulary – Previous Knowledge Rating

Student's name: \_\_\_\_\_

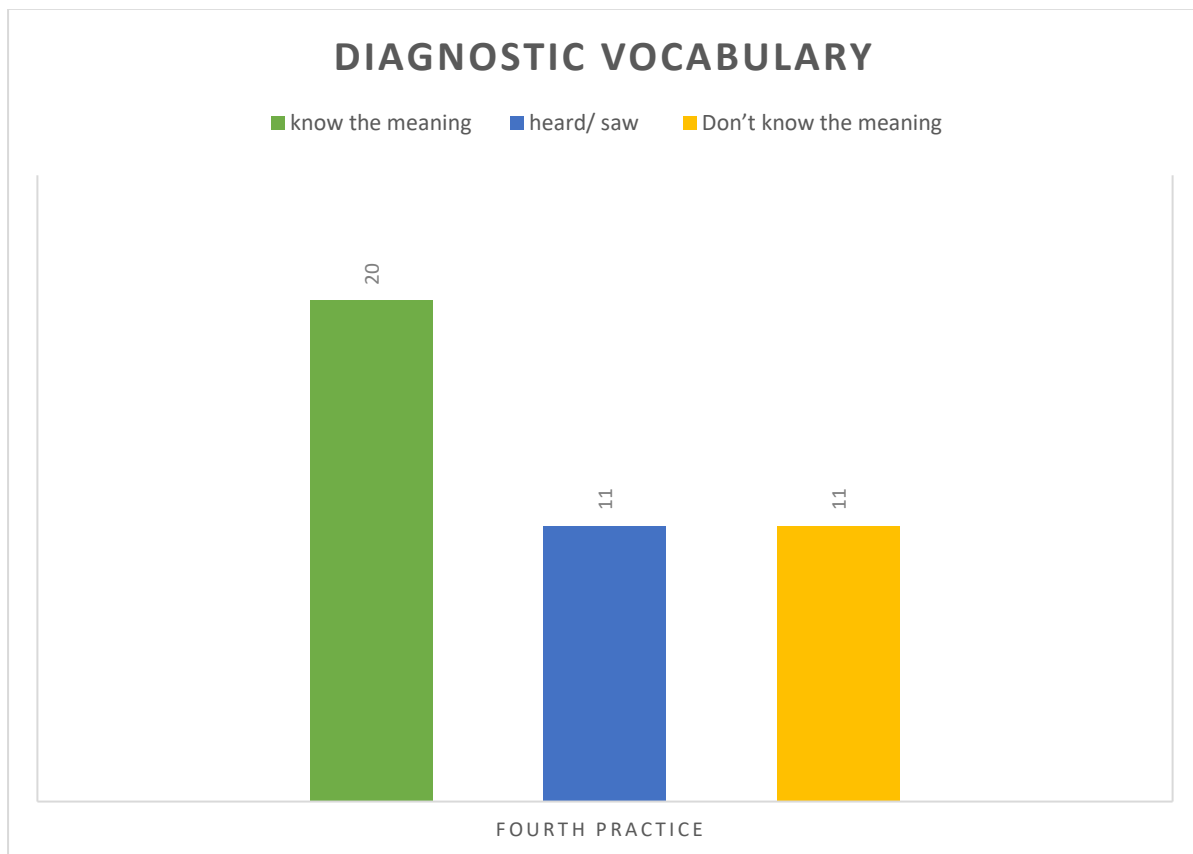
Grade 3° Group 3

Instructions: Check your knowledge level for each of these terms.  
Put \_\_\_\_\_ according your knowledge of each word.

Word	3 I know the meaning	2 I heard it / I saw it	1 I don't know
arrive			
bag			
beach			
camera			
clothes			
destination			
hotel			
leave			
museum			
ocean			
suitcase			
sunscreen			
sunglasses			
swim			
swimsuit			
ticket			
tourist			
travel			
visit			
water park			
TOTAL			

Appendix 21: Graph of diagnostic vocabulary

	Results of Vocabulary – Previous Knowledge Rating			Total
Students	<b>3 know the meaning</b>	<b>2 heard/ saw</b>	<b>1 Don't know the meaning</b>	42
	20	11	11	



# Appendix 22

**Tourist**  
A person who is travelling or visiting a place for pleasure.  
(listen from CD/online dictionary)



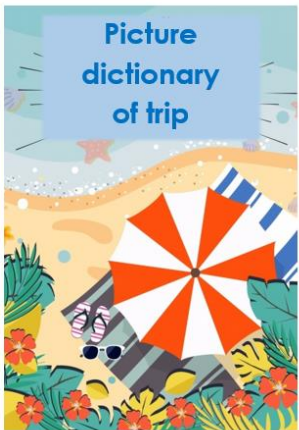
She is a tourist.  
I am a tourist.

**Travel**  
To go on a journey or visit different places.  
(listen from CD/online dictionary)

I wish travel so much.  
Matt spends much of his time travelling.



## Picture dictionary of trip



### Practice the new words

---

---

---

---

---

---

---

---

### Practice the new words

---

---

---

---

---

---

---

---


**Museum**  
A building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited.  
(listen from CD/online dictionary)



The Museum of Modern Art.  
The museum is famous for its fine fossil collection.

**Ocean**  
One of the large areas of salt water that cover most of the Earth.  
(listen from CD/online dictionary)

The ocean was calm.  
I can smell the ocean.



**Suitcase**  
A case with a handle, used for carrying clothes and other personal possessions.  
(listen from CD/online dictionary)



The Museum of Modern Art.  
The museum is famous for its fine fossil collection.

**Clothes**  
Items worn to cover the body.  
(listen from CD/online dictionary)

Change your clothes.  
I wear a dress.



**Hotel**  
An establishment providing accommodation, meals, and other services for travellers and tourists.  
(listen from CD/online dictionary)



I'm in the hotel.  
I live in a hotel.

**Destination**  
The place where someone or something is going.  
(listen from CD/online dictionary)

They made straight for their destination.  
Tom and Mary finally reached their destination.



**Leave**  
To go away from a place.  
(listen from CD/online dictionary)

Leave the shops.  
I must leave now.



**Arrive**  
Reach a place at the end of a journey or a stage in a journey.  
(listen from CD/online dictionary)



We arrived at his house.  
The girls arrived at Azequillo Beach.

**Beach**  
An area of sand or small stones beside the sea.  
(listen from CD/online dictionary)

A beautiful beach.  
I would like to sit on the beach and do nothing.



**Bag**  
A flexible container with an opening at the top, used for carrying things.  
(listen from CD/online dictionary)




The children carry a bag full of toys.  
I have a bag to carry my belongings.

**Camera**  
A device for recording visual images in the form of photographs or a film.  
(listen from CD/online dictionary)




This is my INSTANT camera.  
I take a picture with my camera.

**Sunglasses**  
Glasses fitted to protect the eyes from sunlight.  
(listen from CD/online dictionary)




I lost my sunglasses.  
I wear sunglasses almost every day.

**Swimsuit**  
A piece of clothing worn for swimming.  
(listen from CD/online dictionary)



Bring your swimsuit.  
I wear my swimsuit under my clothes.


**Swim**  
To move through water by making movements with your arms and legs.  
(listen from CD/online dictionary)



I can swim.  
You swim very well.

**Ticket**  
A piece of paper that shows you have paid to go into a place of entertainment.  
(listen from CD/online dictionary)

I have tickets for the museum.  
I buy tickets for the concert.



Appendix 23

**Organizer**

Student's name: \_\_\_\_\_

3° grade

N.L: \_\_\_\_\_

Instructions: Use the organizer to complete the information for your trip.

Place:	
Date:	
Number of days:	
Time of departure:	
Activities:	

---

**VOCABULARY PART**

Instructions: Match each definition with the concept

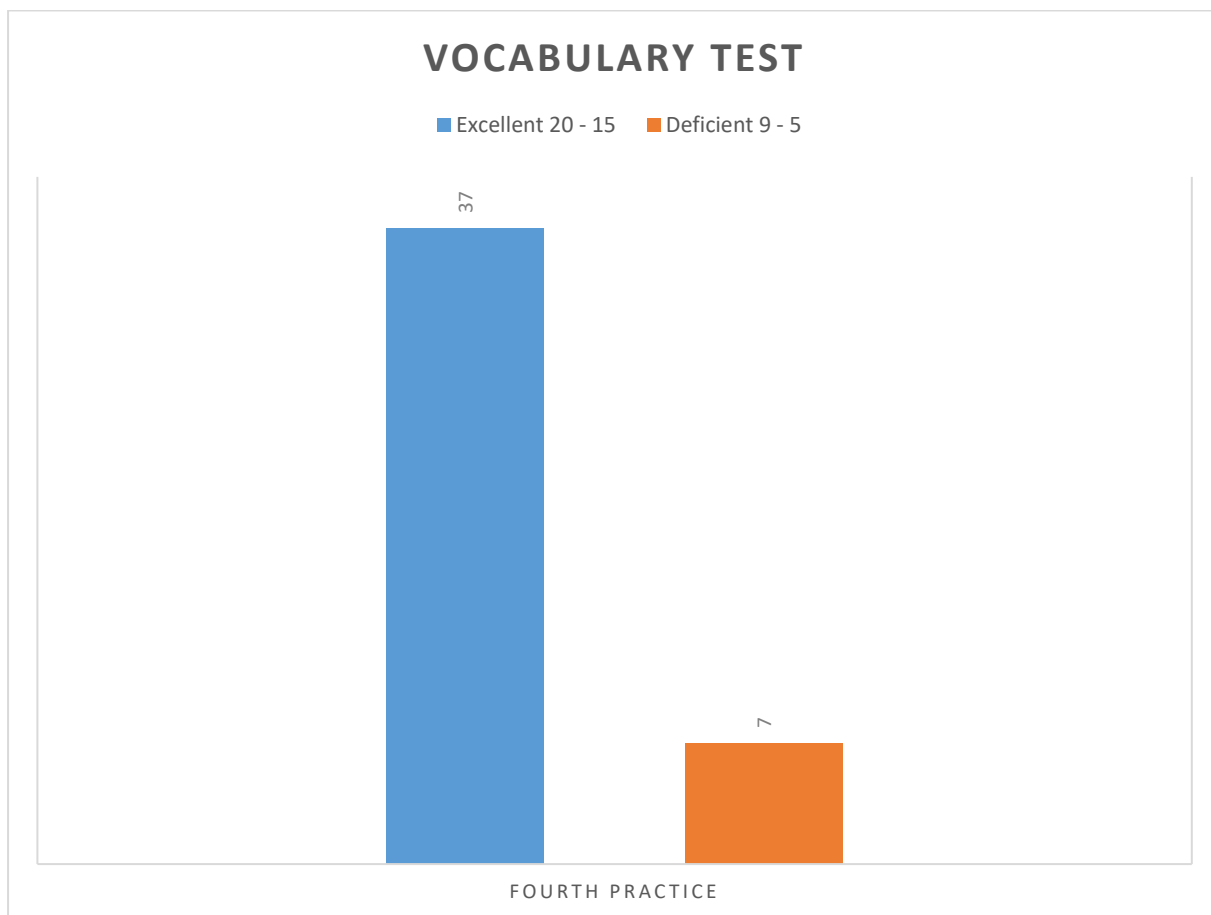
( ) Arrive	( ) Swimsuit
( ) Suitcase	( ) Water park
( ) Bag	( ) Ticket
( ) Destination	( ) Ocean
( ) Sunglasses	( ) Camera

11. A piece of clothing worn for swimming.
12. A park with water slides, swimming pools and rides with flowing water
13. Glasses tinted to protect the eyes from sunlight.
14. One of the large areas of salt water that cover most of the Earth.
15. A piece of paper that shows you have paid to go into a place of entertainment.
16. A device for recording visual images in the form of photographs or a film.
17. A case with a handle, used for carrying clothes and other personal possessions
18. A flexible container with an opening at the top, used for carrying things.
19. Reach a place at the end of a journey or a stage in a journey.
20. The place where someone or something is going.



Appendix 25: Graph of vocabulary test

Test 4			
Indicators of evaluation and correct answers	<b>Excellent 10 - 6</b>	<b>Deficient 5- 1</b>	Total
Students	37	7	44





"2018. Año del Bicentenario del Natalicio de Ignacio Ramírez Calzada, El Nigromante"  
ESCUELA NORMAL SUPERIOR DEL ESTADO DE MÉXICO

Toluca, México, 25 de junio de 2018  
Liberación del Documento Recepcional


**Mtro. Luis Antonio Zimbrón Romero**  
**Jefe del Departamento de Exámenes**  
**Profesionales y Servicio Social**  
**Presente**

La que suscribe **Mtra. Doris Tovar Ortega**, tiene a bien informarle a Usted, que el documento recepcional de la opción Ensayo, titulado: **Use of vocabulary activities to short texts production in 3rd grade secondary school students**, realizado por la **C. María del Carmen Arriaga Ramírez**, egresada de la **Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés)**, de la cual se me nombró asesora, ha sido concluido, revisado, corregido y liberado, con base en los criterios establecidos por la normatividad vigente, por lo cual está en condiciones de continuar el trámite respectivo.

Sin otro asunto que tratar, le reitera las muestras de su consideración.

Atentamente

**ASESOR(A)**

  
\_\_\_\_\_  
**Mtra. Doris Tovar Ortega**

**LECTOR**

  
\_\_\_\_\_  
**Lic. Diana Marién García Trueba**

**LECTOR**

  
\_\_\_\_\_  
**Lic. Mayra Karenina López Salinas**

SDF/BCHL/igh\*

SECRETARÍA DE EDUCACIÓN  
SUBSECRETARÍA DE EDUCACIÓN BÁSICA Y NORMAL  
DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL Y FORTALECIMIENTO PROFESIONAL  
SUBDIRECCIÓN DE EDUCACIÓN NORMAL  
ESCUELA NORMAL SUPERIOR DEL ESTADO DE MÉXICO





Toluca, México, 25 de junio de 2018

**C. María del Carmen Arriaga Ramírez**  
**Presente**

La Jefatura del Departamento de Exámenes Profesionales y Servicio Social, por este medio y atendiendo a la liberación del Documento Recepcional, Ensayo, titulado: **"Use of vocabulary activities to short texts production in 3rd grade secondary school students"**, de la **Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés)**, ya avalado por su asesor, tiene a bien autorizarle la reproducción de dicho documento, puesto que ha cumplido usted con todos los requisitos que señala el Reglamento de Exámenes Profesionales en vigor.

En espera de que tenga éxito en su próximo examen, se despide de usted.

**ATENTAMENTE**

  
**Mtro. Luis Antonio Zimbrón Romero**  
Jefe del Departamento de Exámenes Profesionales  
y Servicio Social

BCH/LAZR/meag\*

SECRETARÍA DE EDUCACIÓN  
SUBSECRETARÍA DE EDUCACIÓN BÁSICA Y NORMAL  
DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL Y FORTALECIMIENTO PROFESIONAL  
SUBDIRECCIÓN DE EDUCACIÓN NORMAL  
ESCUELA NORMAL SUPERIOR DEL ESTADO DE MÉXICO

Toluca, Méx., 25 de junio de 2018

Asunto: Se asume responsabilidad

**Mtro. Bonfilio Chávez Loza**  
**Encargado del Despacho de la Dirección de la**  
**Escuela Normal Superior del Estado de México**

**P r e s e n t e**

Quien suscribe **C. María del Carmen Arriaga Ramírez**, asume de manera total la responsabilidad de haber estructurado, conforme al Reglamento de Exámenes Profesionales Vigente y bajo la supervisión del Asesor, el documento recepcional titulado:

**"Use of vocabulary activities to short texts production in 3rd grade secondary school students"**

Así como, de haberlo adecuado conforme a los dictámenes hechos por especialistas del área y finalmente, defenderlo suficiente y argumentadamente ante el Honorable Cuerpo de Sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del Examen Profesional.

Agradece ampliamente el interés y el apoyo que siempre brinda a sus estudiantes y egresados.

**A t e n t a m e n t e**



**C. María del Carmen Arriaga Ramírez**