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ENSAYO

The use of board games to reinforce the English vocabulary

QUE, PARA SUSTENTAR EL EXAMEN PROFESIONAL Y OBTENER EL TITULO DE
LICENCIADO EN EDUCACION SECUNDARIA CON ESPECIALIDAD EN LENGUA
EXTRANJERA (INGLÉS)

PRESENTA

HERNAN MOISES GARCIA ARIZMENDI

ASESORA:

L.LE. MIRIAM ELIZABETH LÓPEZ JIMÉNEZ

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INTRODUCTION

The topic of this essay is about the use board game to reinforce the vocabulary in English, relate to the second thematic line of “Analysis of teaching experiences” because it is related to my experience as a teacher in training in a secondary school.

The first chapter is related to about where I study and where I did my practice, explaining how to work in my school and which subjects I had and what is the process that I had in final years. Mentioning how was the work in the “*Escuela Normal*” and the school practice “*Rodrigo Montes de Oca*”. The subject to investigations is mentioned and the explication of the reason why it was taken, and how it would help students learning. the social context and the school context were written, how is the work in the school practice and inside of classroom in third “B”

In the chapter second chapter some author’s ideas were taken to explain how I applied board game to help students in the classes. mentioning that each board game allowed to learn vocabulary and to the teacher to fulfill the purpose of the subject/ unit. Furthermore, I explained how board games influence to explain, learn and how each of them was useful for the different lesson.

In the third chapter I explain how my teaching training were developed in the secondary school “Rodrigo Montes de Oca” because during that time I applied different board games; I mentions the process of each one, its design to the application. finally, I present the results, problems, observations, and the reflection of each of my class where I applied the board games.

As a conclusion, board games were useful in my English classes and writing a situation and problem I had while I was applying them, mentioning the result in each game and how them helped to the students.

CHAPTER ONE
BACKGROUND KWNOWLEDGE

CHAPTER ONE

BACKGROUND KNOWLEDGE

I study in Escuela Normal de Ixtapan de la Sal. It is located in Colonia Ixtapita, Ixtapan de la Sal, Méx. It has two degrees in education, "*Licenciatura en Educación Secundaria con especialidad en inglés*", "*licenciatura educación preescolar*" and I study to be an English teacher.

Currently, I am in eighth semester; I have taken two subjects, "*Trabajo Docente I*" and "*Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I*". While I go to the secondary school, I did not have classes in the normal school, sometimes I work online. In my classes, I learned about how to make my lesson plans and my teacher gave me some pieces of advice about how to create my lesson to go to practice.

In the "*Escuela Normal*" the subjects are offered according to the curriculum map that is in the "Plan 1999" which helps to generate the graduation profile of the new teacher.

"Dando las competencias que definen el perfil de egreso, como son habilidades intelectuales específicas, dominio de los propósitos y los contenidos de la educación secundaria, competencias didácticas, identidad profesional y ética, y capacidad de percepción y respuesta a las condiciones sociales del entorno de la escuela". (SEP, Plan de estudios 1999, 2010, p. 20)

The curricular plan 1999 is divided into two; the core subjects, and the supplementary subjects. The core subjects are already established by the plan which have specific units and topics to tackle as well as suggested activities and readings. The supplementary subjects in English are increasing from the second semester, starting with one until reaching four per semester. "Las asignaturas y actividades de aprendizaje que conforman el mapa curricular han sido definidas a partir del perfil deseable en un profesional de nivel superior dedicado a la docencia en la escuela secundaria" (SEP, 2010, p. 33).

The activities implemented within the school are based on the subjects taught by the English teachers. Each semester is divided into three summative evaluations. The

aspects to evaluate are attendance, class works, homework, written investigations, research and, in some subjects exams, all this to evaluate the student's work.

The teaching practice activities were implemented in each semester with a purpose and a number of hours to complete in the approaching to secondary school. Classroom Observation teaching training were established and taken in the subject of "*Observación y Práctica Docente*". This subject was implemented in each semester first to eighth, so that the teacher had an approach to the future workplace and the students, in this case, teenagers.

The practices were divided into two, observation and execution practices, first one consisted of having the necessary information from the school and context, also from the classroom, such as the attitude of the students, the work of the teachers in charge of teaching the subjects and the way of working of the students. The practice of execution is about in realization of work plans in the English subject in which a specific topic and purpose were provided to the students from the main teacher of the secondary school.

The teacher in training did a planning for the work time established with groups in the secondary school and with materials to work and resources that allow him/her to achieve the purposes "Mediante la observación y la práctica educativa bajo orientación, estas actividades asocian el aprendizaje logrado en las distintas asignaturas con el conocimiento de la escuela secundaria" (SEP, 2010, p. 33).

The experience teaching in secondary school provide teacher in training with specific knowledge in three areas to develop the graduation profile. "Considerando la naturaleza del trabajo docente en la educación secundaria, la formación profesional en la licenciatura debe atender tres campos distintos" (SEP, 2010, p. 33).

The area number one is the necessary knowledge for general training that corresponds to a teacher in basic education. The second area is common training, each subject provides specific knowledge regarding to the secondary level, in which the course studied is specialized. The third is a specific training, in which selected subjects are

offered to the specialty of the secondary level, as in the English degree, the corresponding subjects are taken and a work plan is provided to prepare the teacher in training in the subject to work.

In the seventh and eighth semester I had two subjects "*Trabajo Docente I y II*" and "*Taller de Diseño de Propuestas Didacticas y Analisis del Trabajo Docente I y II*", the subjects cover topics relate to the research project in which experiences of the teacher in training in school are written according to the topic of the project.

The support and revision of the plans to do in the year are also addressed in which rules and agreements are established for job within the teaching practice. In the secondary school, an advising teacher is also assigned, who supports the formulation of Essay research project and some advice to plan, she or he also fulfills the purpose of supervising the work of the teacher in training within the practice school, in which a rubric is carried out to evaluate the different aspects that allow the teacher to made the corresponding observations.

The advisor provides support to the students to do a good job in the secondary school, in which there are a number of hours to be fulfilled together with a main teacher. Main teacher who-works in the secondary school groups in the English classes. Moreover, main teacher is asked for topics to work on and some suggestions to be able to provide a meaningful class, in which important aspects for the works or also products to evaluate.

The main teacher reviews the work and also evaluates the teacher in training. At the end of the month, the teacher training return to normal school for three weeks to make the following plans to complete practice, and also to do work. In the planning week, materials and resources are taught to teach in secondary school, so the advisor reviews the different materials. Going back to practice teacher training need to have everything organized for the execution practice, also, secondary, help is provided to teachers who request it.

Secondary education provides the basic elements to generate an individual's graduation profile at the end of basic education where the student "uses oral and written

language, uses argumentation and reasoning, selects analyzes and evaluates, uses knowledge in order to interpret and explain processes” (SEP, 2017, p. 27). Also, secondary education provides the necessary knowledge to students so that they can integrate into society. Each of the subjects in secondary school is divided into units and “*aprendizajes clave*” or learning outcomes.

Secondary education serves to teach to students to continue with their preparation in high school. All basic aspects are provided by the teacher in the different subjects and their skills are developed through competencies, plans and programs carried out in basic education. In planning the lesson preparing plans, specific competencies are taken from the plans and programs for the teaching-learning process. Teacher helps students to achieve the purposes in each subject and he need to implement resources and materials that allow the students to learn the content of the specific topic.

The teacher’s lesson plan is based on the National English Program in Basic Education (NEPBE). The purposes that the NEPBE is that students learn to use language to organize their thinking and speech, to analyze and solve problems, and to access different cultural expressions of their own and other countries, where they are provided communication with foreigners or sometimes with those of the same country in jobs and schools (Irazabal, 2011, p. 28)

It is applied for students to master the social practices of the English language in order to satisfy their communication needs to develop a series of learning strategies and aware of the existence of other cultures. The topics applied in the third grade of secondary school were taken from the NEPBE, second language: English. Each grade is divided by five units with specific learning outcome, learning environment, and specific competence. Each of the units’ aims is to develop the student's skills where the student works on the analysis and application of the acquired knowledge, trying to have a social practice of the second language.

“En consecuencia, el NEPBE, pretende establecer un enfoque de enseñanza en la que la capacidad de reflexión sobre la lengua se vincula estrechamente con las funciones comunicativas del lenguaje con el propósito de analizar y mejorar la competencia comunicativa del alumno” (SEP, 2007, p.30).

Students use social skills to express their ideas, feelings, establish or maintain relations with words, access, build and organize information for their benefit. Teacher English helps the student to develop the four skills through the social practice of language, so that at the end of purpose the students use their knowledge to communicate

1.1 Subject of investigation

At the beginning of the year, an English test was applied to the students to see students' knowledge about English topics, the results found that, 70% of students have an A1-1 level, the 10% have an A1-A2 level and the other 20% have an A-2, because they have taken English courses. (see appendix No.1) The students commented that they do not like the English subject in the beginning, said they found it difficult to understand because their teacher did not use dynamic activities.

During the weeks of observation, I did an activities and dynamics that were interesting for the students, I implemented a board game with the students: scrabble, I gave a box with letters to the students and the activity was in pairs, the best number of words gained five tenths. I noticed that this board game was interesting for them and that it could help students to reinforce their previous knowledge relate to vocabulary, I thought of implementing the boards games to reinforce vocabulary.

Also, I applied a test relate to likes and dislikes. According to this, I could see that students like manual activities, where they use their abilities, skills and knowledge with their own creativity. Students likes to play games outside, it is very common for teachers to work in the classroom and they have a routine, students have the interest for some teacher to implement new teaching in their planning.

The topic of study is the use of board games to reinforce the English vocabulary, the topic was taken from the needs of the group to work on. Board games are all games that are played on a flat surface, or in this case on a table, it used to reinforce something about knowledge “people play more and more the rules and strategies are learned, they are classified by their aspects of each one” (Garcia, 2008, p. 19).

Game is used in education to encourage students to learn vocabulary taken from the plans and programs (Aizencang, 2005, p. 45). When the teacher elaborates the plans, he/she implements materials and resources for the child's learning. Furthermore, game is used to reinforce the vocabulary in the English class allowed the teacher to make the class more dynamic. This, the teacher organized and selects the way in which the game was applied; in some cases at the beginning of the class commonly called warm-up, at the development of the class in order to teach and specific topic or at closure where it is used to reinforce or give feedback to the students to in order to reinforce what has already been taught.

The topic is located in the second thematic line of the academic guidelines for my experiences in the secondary school where I applied board games to reinforce the English vocabulary in the secondary school.

“Esta línea abarca temas relacionados con algunas experiencias que el estudiante a tenido (...) el trabajo en esta línea demanda al estudiante poner en juego los conocimientos, la iniciativa y la imaginación pedagógica que ha logrado desarrollar durante la formación inicial, para diseñar, aplicar y analizar actividades de enseñanza congruentes con los propósitos de la educación secundaria y de las asignaturas de la especialidad.” (SEP, 2010, p. 20)

It mentions the aspects to be developed in the research project where the teacher training applied the strategies, he/she learned on the courses and the approach with the teenagers. The revision of the research project and application of the strategies in practice will be done in “*Taller de diseño de propuestas Didacticas y Analisis del Trabajo Docente*”. The

analysis of the use of games will be supported by the work of the teacher in training in the classroom through planning and resources and materials, as well as the student work in the secondary school, classroom observation and the diary.

The game is used to achieve learning outcomes for the reinforcement of vocabulary creating an interest in learning, where in the class can be used board games such as bingo, lottery, dominoes, memos, and with some board games with game tokens, dice and objects for manipulation, without forgetting that each of these is handled in turns.

The teacher applies this resource, using the game as a means to make a product. In the most common activities, they are asking questions to the playmates, sentences and the repetition of vocabulary.

“En el juego usan la indagación, modificación, escritura, reproducción de lo aprendido, reconocimiento de imágenes y palabras. A partir de los primeros usos el alumno utilizara las conductas intencionales desarrollando los sistemas de representación expresión simbólica”. (Fuster, 2009, p. 7)

Board games can be implemented inside classroom or outside, they allow students to have a space to interact. The spaces are essential for the application of strategy, because they allow the student to have a zone of development of their skills, such as speaking, writing and listening while they play. “El joven se desenvolverá con total libertad, si bien sus actividades de juego estarán condicionadas, en parte por la distribución y características de las instalaciones y útiles puestos a su disposición”. (Fuster, 2009, p. 7)

1.2 Social Context

The community of San Alejo is located in the municipality of Ixtapan de la Sal in the Estado of Mexico. There are 1404 inhabitants, It is the most populous city in the # 3 position of the entire municipality. San Alejo is 1842 meters high (Oca, 2019, p. 1)

The community of San Alejo is located on the Ixtapan de la Sal-Coatepec Harinas road. This community has electricity, water, drainage, internet services. There is public education, kinder garden, primary, secondary school, within the community. In some families, both parents work to support the family, and they commonly have three or four children. The most common trades are agriculture.

1.3 School context

The secondary school Rodrigo Montes de Oca, has a morning shift. It has six classrooms, two for each grade, in each classroom there are more than thirty students, and the school has 246 students in the 2019-2020 academic year. The students live in the areas near the school; some students go to the school by walking, cars or trucks. There are some parents who go with their children.

According to the “Ruta de mejora” mission of the Secondary School is “colaborar en la formación de alumnos capacitados para que puedan adaptarse a las exigencias del momento actual mediante la transmisión y aplicación de conocimientos, la práctica de valores. El saber convivir. El respeto a la vida, la práctica de hábitos el gusto a la lectura, el sentido de responsabilidad y constancia que ha de repercutir en forma positiva durante su preparación profesional y durante toda la vida” (Ruta de Mejora, 2019, p.3)

Furthermore, according to “Ruta de mejora” the vision is

“Dar la atención adecuada, que brinde y contribuya a la formación y concientización de los de la importancia que tienen la práctica de valores como: la justicia, la responsabilidad, la solidaridad, la verdad, la honestidad, la tolerancia. La vida. El fortalecer la disciplina, el respeto y la competitividad en beneficio de los

alumnos, los cuales han de ser capaces de desenvolver en cualquier contexto personal, familiar y social". (Ruta de Mejora, 2019, p.4)

The secondary school has an academic principal who attends to school needs and reviews teachers' plans and a principal's assistant who checks all the paperwork of each student and the administrative work of each teacher. The way of work is directed by the principal and principal's assistant, they are responsible for solving situations presented inside and outside the school of great importance, it also has a teaching staff of 16 teachers.

At the beginning of year, the professors of each subject make A diagnoses to know more about their students and the level of knowledge about the subject they have. They use the diagnosis and knowledge of the students to plan the learning outcomes and elaborate the planning, also they take into account the needs and abilities of the students.

The classrooms are made with concrete for students to have better space and a good place to learn. Each of the students has a chair. In each room there are a total of forty students 'desks. there are two classrooms for each grade, the resources for each classroom is only the textbooks for each subject. In the English course the book has a level of A2-B1, for students it is a difficult level.

1.4 The Group

The 3rd grade group B, has 32 students, their worked collaboratively and individually, students provide their attention and allow them to develop the work dynamics that teachers do. It is because students are passive and they do not have attitude problems; they have good behavior at the school. The academic work of each student is between eight and nine, the number of failing is low since the students fulfill tasks, bring the materials, do the class work and projects. Students try to do the activities with their better attitude.

Each of the students have different personality, skills, abilities, all are efficient and effective in terms of work. The main teacher knows role and the students' role, the students like the teacher to stop to explain and support them to do the activities. Students like to be helped by teacher or their classmates. Each one of them has the difficulty of carrying out the activities in English because of their low level, so the principal teacher's task is to plan activities according to the students' English level.

Furthermore, the students of 3rd group B bring the materials or things that teacher asked to them, also, when there are meetings in the school, parent are very participative; they are attentive to their son/ daughters' grades, and the parents go to the counselor and make comments if they have any situation.

The form of evaluation was 20% exam, 20% homework and work, and 10% of the discipline. At the beginning of the school year the teacher gave them the rubric of evaluation and he/she told the students that it will value 50%. I gave the students the same rubric for the evaluation and I told them that each work from my class will have the same value (50 %).

1.5 General purpose

- Use board games to reinforce the English vocabulary in third grade.

1.6 Specific purpose

- Apply board games to reinforce the English vocabulary.
- Create a learning environment through the use of board games

1.7 Questions to be answered

The questions to develop at work are from the situation that I have in the classroom where I saw disinterest in the students, they did not like the subject. Board games will be

applied to reinforce the vocabulary in English, each of the questions is made with the specific purpose:

- How do board games influence teaching strategy?
- How do board games help to reinforce vocabulary in English?
- How are board games implemented into the class?
- How does it influence the interest of teens with board games?

The development of each one of these will be done for the purpose of developing the research project in in the 7th and 8th semester of the degree.

CHAPTER TWO
LITERATURE REVIEW

CHAPTER TWO

LITERATURE REVIEW

This chapter is about the use of Board games to reinforce the English vocabulary to support the learning of the English language, some ideas from authors were selected in order to write this chapter. Each of the sections is explained in words of the teacher in training and with the support of some authors ideas.

2.0 What is game?

The game is an activity that the human play to have fun, at young age people learn to develop their skills through game. The game makes the person does actions that allow them to analyze, think, learn and have fun at the same time. For the purpose of this research project is necessary to define game:

“The word game, comes from the English term game "that comes from the Indo-European root" ghem "that means to jump of joy ... in the same one must be given the opportunity to have fun and enjoy at the same time in which many skills are developed” (Cedeño, 2017, p. 8)

In my experience as a teacher, the game was used in the development of a class to helped students to develop their skills and reinforce English vocabulary knowledge. The activities that were applied in the school can be used to support the game in order to achieve objectives and promote learning.

Furthermore, the game can be used in the development of the skills and abilities of the human being. The practice of this increases the use of reflection and thinking; the activity of the game is a learning process more used during the growth of the human being. “The learning process that is included in the games is development learning” (Baquero, 1996, p. 22) . Moreover, the game in the education allows students to learn in a meaningful way, where the student interacts with their classmates, having fun and creating a learning environment. Finally, the purpose of the game is for humans to have fun, analyze and learn, so it is implemented as an activity for the student to learn in education, giving him or her an interest in working and also having the satisfaction of winning.

The games used in the classroom to reinforce the vocabulary was selected according to the studentS´needs and teacher objective. Sarle (2008) mentios that that “Knowledge is learned or reinforced through the game, it is used as a strategy and activity for learning” p. 33) .

Teacher applies the game as a way for the students to learn in a funny way and at the same time they can be distracted in the classroom, apply their knowledge and skills in the game. Sarle (2008) mentions that “el juego dentro de la escuela, donde el maestro es el medidor, resulta muy buena estrategia para motivar a los alumnos y puedan reforzar y construir su propio conocimiento.” p. 5) . Also, in education, the use of games have been used for several years, the teacher knows how to manipulate it as an educational activity.

2.1 Board games

The board games are all games that are played on a flat surface, or in this case on a table, them were created in antiquity for people to apply their abilities and have fun at the same time, due to the use of entertainment by upper class people, it was probably in the Middle East where board games arose."There are already references to board games in Egypt and Mesopotamia (approximately 2500 BC). Nowadays, many games are linked to chance and to what this means of destiny linked to the individual ". (Latorre, 2003, p. 45)

Board games are activities that can be modified and manipulated for the benefit of the English class, since it has different aspects in which they can be changed to achive purpose. Catching the player's interest into the game. The use of board games helps students to learn the necessary knowledge to achieve the goal through interaction and recreation of tasks from the game. “There are games that contribute to abstraction, to the elaboration of notions and mental images” (Fuster, 2009, p. 4).

Moreover, board games were implemented in order to reinforce the vocabulary in the students in a more attractive way, where students could learn and play at the same time. The board game allowed the teacher in traning to design the activity so that it results

from the interests of the students and achieved the learning outcomes by modifying the materials or instructions for the benefit of the class.

The learning process is carried out when the player does tasks that the teacher asks for the game in oral or written communication. While the player is playing, he/she also learns and is distracted. The teacher provides a learning environment, giving students the tasks to do in the development of the game. "An exercise for the development of necessary functions to adult life, having the game as an end of the activity, to an activity that gives us pleasure" (Guasta Legnane, 2009, p. 2).

2.2 Types of board games

Aizencang (2005) mentions that "there are variety of games such as competition, games of chance, simulation, strategy, each with a different game form and structure". p.5 Board games are in the game of chance type because they do not depend on the student change an action or manipulate the game for the benefit themselves, but rather depends on the probability to their luck to win.

Furthermore, the use of board games falls within the classification of game of chance, since they are classified by the way they are played, dices, cards, chips, etc. Each of the rules and materials are important for their application in the classroom. "The use of knowledge and skills to play are necessary to participate. In games in which the determining factor is chance (*alea*) are based on a decision that does not depend on the player. In the he remains passive and does not seek to win over his adversary, but over his own destiny". (Bernabeu, 2016, p. 42).

In the classification of the games, I can find board games as an activity that is played on a board or a flat surface, with more material, such as objects, cards, token, etc. On Board games the player applies manual dexterity or logical reasoning and just game of chance. Each board game has its own rules which the player must follow for a good development of the game. At the application of the board game each member must respect the turn of each integrate to have a good coexistence. "The rules are the

agreements that each student has for the way in which a favorable work environment is played and fostered". (Bernabeu, 2016, p.42)

"There are 3 types of games in the board games book: Strategy, memorization and game of chance . "Strategy board games are those that make a plan with techniques and use knowledge to achieve an end". (Garcia, 2008) p.23).

For example: Chinese checkers, chess, domino, tic-tac-toe, monopoly, one, English checkers, jenga and guess who. In these games the player makes a plan in order to win through his/her knowledge and skills that can be used.

Moreover, García (2008) mentions "that memorization games that the player needs to pay attention game for memorization, techniques, dynamics, images, objects and also movements with the aim to win, through use, repetition and association the objective is achieved" (p.22). Memorization board games feature cards, game tokens, pictures, words, objects, which the player has to remember each of them in order to win the game. Examples of memory board games are: scramble, memory game, pictureka, puzzle, tangram.

Games of chance fall into the classification of board games those do not depend on the movements of the player but only on their luck. "Games in which the determining factor is chance (alea) are based on a decision that does not depend on the player. In them he remains passive and does not seek to win over his adversary, but over his own destiny" (Bernabeu, 2016, p. 42). The dice or roulette are implemented and it does not depend on the turn of the participant but on the object that defines his/her opportunity to move. Examples of board games of chance are: lottery, bingo, snakes and ladders, Oca Game, monopoly, domino.

The teacher select a board game which was useful for the class and modify it so that it could helped students to achieve the purposes of the class. It also helped the teacher in training to interact with the students; solving doubts, supporting them at the problems they have and also helped them so that they play correctly. Teacher trainig used some board games to reinforce the vocabulary in the English calsse, some of them are the following

2.2.1 Tic Tac Toe

It is a board game play by two people with some rules and instructions.

“Each player selects a symbol either O / X. On the game board there are the spaces in a 3x3 grid to mark with the symbol, the player who win is one that can align three figures horizontally, vertically or diagonal” (Montero C. M., 2010)

Furthermore, tic tac toe was used to attract the attention of students in order to do that, teacher had to modify the way of playing to test the students´ knowledge. The aim was vocabulary and reinforce it. There was a question in each space of the game, in order to one of the players can throw, students must answer one of the questions in the past.

2.2.2 Oca

It has a board with 63 squares or this number depends on the designer. It also has one or two dice. Each box contains an image some of these ones have a rules and specific action that the player have to do.

“This game can be played by two or more members; each taking a turn to play and roll the dice. In this board game can be seen some geese that allow the player to take advantage of the game since it allows to advance 5 squares” (Echazarreta, 2013, p. 2).

The Oca can be modified in terms of the way of playing and the design of the board. “The teacher in training can make an adaptation of each box so that the student can apply their skills and abilities. To move forward in the game, you need to take an action or answer a situation or problem” (Echazarreta, 2013, p. 5). When the teacher selects the learning outcomes or the purpose to achieve in the class, he/ she need to check that the game fulfills the necessary characteristics so that the student can play in a favorable learning environment and achieve the objective.

2.2.3 Snakes and Ladders

It has a board with some boxes, there can be a word, image or sentence depending on the designer. This game is characterized by having snakes and ladders that connect each square, snakes make the player's token go back and the ladder allows the player to move. The game is random, "it does not depend on the player's strategy or technique he/she uses. It depends on the luck of the player. In snakes and ladders, the winner is the first who reach the end" (Patricia Ayala García, 2014, p.6). The design of the game can depend a lot on the purpose it is intended to achieve, selecting the game can be modified the board, adding instructions so that the player can perform a task while having fun.

At the educational level, the game helps students to use their knowledge and apply it to make a product, reinforcing what has been learned. Also, this "game allows the student to enhance their analytical skills. It also helps to control and reduce their attacks of frustration, as well as to socialize between them" (Patricia Ayala García, 2014, p. 14).

2.2.4 Bingo

Bingo is a game of chance since it depends on the number that announcer takes; the player must be attentive and pending the game in order to win. Bingo can be modified for the benefit of the class, modifying cards and tables that are in the game. the designer can change the numbers by words or symbols, thus working with what the teacher wants to achieve in class.

It is a game that is played with two or more people using cards with numbers inside randomly. "A person is directing the game in which he/she is saying the numbers that are taken in this game, the person who wins is the one who fill their cardboard or table with their numbers". (Franco-Mariscal, 2010, p.79)

Teacher can also make changes to the rules and instructions. It is a game that can be manipulated to achieve the purpose of the class. The design must have the necessary characteristics to be able to work on what is taught in class and make the student reinforce it while learning. "They designed a game based on bingo to work (...) In this bingo each

student plays with a cardboard and several cards. The teacher took a model to modify it and do it to his purpose” (Franco-Mariscal, 2010, p. 80)

2.2.5 Jenga

It consists of a board game that contains 54 blocks and they move to create a taller tower; the winner is the participant that is before the last one who throws the tower. It can be played by 2 to 5 participants (Gutierrez, 2018, p.22). The application of Jenga in education can be designed for the benefit of the class, in which the teacher manipulates the form of the game and the instructions so that the students learn.

It is a strategy where the students must use their skills to be able to win, also they can do the activity requested by the teacher in training. In the implementation in the classroom, group of no more than 5 per team; taking into account that they can master the subject to work, the instructions can be modified so that the learning outcomes can be achieved.

Each Jenga had a10 blocks with some questions or sentences to students make some hypothesis from a situation. In the Jenga the block were in a random place and students to make a tower to play. If a student take a block with a sentence he or she had to make a hypothesis.

2.3 Game vs play

At the search for these two words I could analyze the correlation that one has with the other one. The two words are related, the "game" as an activity structured by rules and "playing" as the action of playing the game” (Aizencang, 2005, p.34)

The game selected by the teachers to use in planning as an activity that can improve the class helps students to learn. “While the students play, they are having fun and are distracted by putting their attention to the action that they are making. Moreover, the game is a free activity for those who plays, students feel free to have fun” (Fuster, 2009)Every game has a structure and rules, rules facilitate the game; so that the player does not have any problem when playing.

2.4 Advantages of the game in Teaching

The action of the game is established in a space either by a person or a group, in which the main purpose is having fun and learn using the available resources, establishing rules, times, shifts. The game increases the energy and interest of the student which provides them feeling of happiness and satisfaction.

The game is still a creator of order, due to compliance with the rules that govern it, any modification or non-compliance can generate a problem with the players. It also creates an environment of coexistence, makes subjects use their conciseness, capabilities, speed, endurance, concentration and memorization. "Game is a free action or occupation, which takes place within temporal and spatial limits determining rules (...) accompanied by a feeling of tension and joy and accompanied by a feeling of tension and joy and player awareness". (Bernabeu, 2016, p.48)

2.5 What is vocabulary?

Another important concept is vocabulary, it is the set of words to understand the language of people. "It is the set of all the words effectively used by the announcer in a specific speech act." (Peytard-Genouvrier, 1970, p. 36). During the teaching and learning process of the English language is important to provide the vocabulary to the students, so that they develop the four language skills. The vocabulary allows the student to understand and interact with speakers of English language, and it is a "Set of words of a language". (RAE, 2020)

All knowledge about things, facts, ideas, feeling, is expressed by vocabulary. "The use of the vocabulary lies in the linguistic richness that it has. All use of words and grammar. For example, verbs, adverbs, expressions, adjectives, nouns". (Loureiro, 2008, p. 45) Aim of teaching vocabulary in classrooms is to provide students with various words.

Teach vocabulary refers that student pronounce it and write it correctly, also know the meaning of this when he/she is reading or listening to it. Moreover, it is when students remember it, know how it works grammatically, know its meaning and know how to use it according to the situation.

Therefore, according to Jane “Learning / teaching a word is much more than giving an explanation or a translation. This process takes time and interest on the part of the one who is acquiring another language”. (Loureiro, 2008, p.23). Teaching vocabulary when students are learning a language is useful to select the most useful and basic words for the work to be done.

The vocabulary used at the educational level is divided into two parts: the first one productive, which according to Loureiro “is actively used in writing as oral, frequently application of this in the lesson to review” (Loureiro, 2008, p. 40). In the second division, the receptive vocabulary “is found when we hear it and we read it” (Loureiro, 2008, p. 40)

In each topic, the teacher used an activity to present the vocabulary, giving the student the opportunity to recognize and learn new words to use them in different situations. The Beginning and the closing activities allowed the teacher to teach or reinforce the vocabulary. Each activity allowed the student to associate, assimilate and recognize useful words. The teacher showed the vocabulary and after he/she taught its pronunciation by repetition in order to practice it, and finally teacher asked students to have a short conversation where they use the new words. “The vocabulary has to be acquired and used profusely oral communication, so that from it we move on to its use in written language” (Daza, 2010. p.30) Thus, board games helped students to reinforce the vocabulary in the English class because they are meaningful, interesting, accessible to understand the English language.

The use and application of vocabulary allowed the student to record the use of each word. According to Daza, “It will allow the teacher to help the student to remember phonetic, visual, motor image” (Daza, 2010, p. 10) The application of board game will help the student to reinforce what they have learned in English classes in the teaching-learning process, making it easier for them to learn vocabulary.

2.6 How to teach vocabulary

The teaching of vocabulary in the English class is indispensable where a process of learning could be a difficult. Each student must learn vocabulary attached to their level of English. Use intentional association for the purpose of reinforcing vocabulary.

In the classroom was thought vocabulary according to the students 'level. Thus, student can learn step by step and they can increase their knowledge well. I used some material and resources; the most common were the books where teacher find some exercise and examples to learn a new language. In teaching and reinforce vocabulary, teacher applied strategies to reinforce vocabulary, according to Lopez (1998), "there are four: repetition, sensory, semantic, mnemonic. p. 3)

Repetition, where student must think, say out loud or write the word several times, for the purpose of memorizing. Sensory, a relationship of vocabulary with a specific physical action. Semantic, analysis of the structure and form of the word, the image, the contextualization, the grouping and the association. Mnemonic, recreate an image in memory, analyzing g the word for easy memorization

Teacher knows that he or she must need to implement methods and material to teach vocabulary. Starting with a basic level where student can understand the meaning and knows how to use in a sentence and in a context. Where student can build vocabulary to have a social practice and applies it in his/ her English class.

Teachers applies a strategy to help student to learn English vocabulary explaining with examples and methods. The memorization is more used than others because is a useful way to help students to learn. In the "secondary school the students associated, assimilate, remember, repeat, the word in a form that teacher applies" (Lopez, 1998, p. 61).

CHAPTER THREE
ANALYSIS OF EXPERIENCE

CHAPTER THREE

ANALYSIS OF EXPERIENCE

This chapter will show how board games were applied to reinforce the vocabulary in the student, used it on time and form to benefit. In each plan, teacher-training implemented a game or two per month to practice some vocabulary, each game was established according to the expected learning that was wanted to be achieved. Furthermore, at the end of this class i write a reflection about how the game helped or did not help me to achieve the learning outcomes

3.1 My teaching practices

The teaching training were done in different periods during the seventh semester, the first period was from September 23rd to October 18th, the second period was from November 11th to December 6th, and the third was from January 8th to 17th.

3.2 Snakes and Ladders

The first board game used as a teaching strategy was during the second period, on November 21st. It was the game snakes and ladders to work the past participle of the verbs; which were taken from the English vocabulary in use-Elementary verbs book. Teacher-training modified the game in which instead of numbers, Teacher-training wrote some participle verbs

The aspects take into consideration during the process of planning are the following:

Knowing about the language: the verb forms of the past and the participle were approached

Being through the language: it was taken to value language games as a recreational way.

Lesson aim: Student will use past perfect tense in sentences

Product: some sentences in past perfect with verbs in past participle.

Material: 6 Board games snakes and ladders

Beginning:

When I arrived to the class I told students “good morning”, they answer in Spanish “buenos dias”, after That I gave Instructions to check some verbs in past participle that I wrote in the white board. the activity was their must have found the verb in infinitive form and their translation in the Spanish.

Development:

Teacher training asked student if they had already finished, after that I explain the game snakes and ladders, I said them that they would work with verbs in past participle to make sentences in past perfect.

Main teacher allowed to go to the civic courtyard to work, and it was mentioned that main teacher and teacher in training would have gone to review their work. Each of the students took a space in a different place where they could be observed. Students in a space outside the classroom are more interested in the activity by adding the distraction that the game gives them as they learn.

Techer gave students a board game and said the instruction to each team where Each student had to take a turn, after throw a dice and obtaining a verb, they had to make a sentence in the perfect past tense. They brought their verb table and notebook to be able to do the requested task. The grade for the day was given if students had their respective sentences in the notebook.

Each of the students took their turn to be able to play with their classmates. They took their verb and made the sentence while waiting for their next turn. Some students in different team checked their notes to make the task. When a student won their classmates asked if they could play again. Main teacher and the teacher-in-training checked each group of students checking if they had doubts or if they required something to be explained to them about the game. (See appendix No.2)

Closure:

For the closing of the class some of the students had already finished. I asked them to go back to the classroom and collect the materials. Students made a line to review their work

on the game. Each student had around 5 or 6 sentences made with the verbs they had. Not all the students had the sentences correctly some of them have problem to use the personal pronoun. The sentences in past perfect were made with the knowledge of the student, with supporting about their classmates, on some occasions from the main teacher or the teacher training.

Reflection:

The snakes and ladders board game helped the student to improve and strengthen each verb in the past participles. The board game was useful to reinforce the vocabulary. The student had to remember to make the task. Some student used their notebook and their verb table to complete the sentence. Or sometime asked to their teacher to help to remember how to make a sentence in past perfect.

To reinforce the vocabulary the teacher made a situation with a board game where the student had to make a sentence if not they lost a turn. Vocabulary reinforcement begins when the student uses his/her knowledge.

The teacher when implementing board game helped the work in the English class that is more different and non-traditional. At which the students could get out of the routine and that they could have interaction with their classmates. "It allowed them to work during class in a different way, as an activity that provides them with distraction, fun and pleasure, in order to learn" (Golstein, 2016, pág. 14)

The snakes and ladder were used in the class was helpful in creating a favorable learning environment for the students where each student worked with their classmates and also supported each other. One of the advantages is that the game was taken as an activity that student could do while having fun and being somewhere else to be able to play and learned.

3.3 Bingo

The second board game applied was bingo, used on November 28th to work on the vocabulary of verbs in the past simple. The verbs were taken from the book English Vocabulary in use-Elementary verbs. The topic in unit three was the use of perfect past sentences with the simple past.

Knowing about the language: the verb forms of the past and the participle were approached

Being through the language: to recognize the verbs to be able to use them in the times taught to apply them in texts and in sentences.

Lesson Aim: Students will be able to learn verbs in past simple

Product: Some sentences in past simple

Material: Cards with verbs

For the revision of the verbs and their application, a work was carried out in which the infinitive form of the verb was presented and then how the change to the past was made. Each of the activities carried out in the sequence were based on the use of the past simple and past participle grammatical tenses in texts and sentences. The teacher had to show each tense in past separately.

Beginning:

Teacher training to design the bingo game, I selected the verbs in past simple as regular and irregular. I said the instructions for the game and rules. I wrote some verbs in the white board, to student select only 9 to make their table of bingo. When they I had selected the verbs, I asked to make a table and make some little paper balls to play bingo. The teacher-training made twenty game tokens or cards with the verbs in the past simple and these were used to play bingo.

Development:

The teacher searched through the cards which I could find them randomly, I asked students if they were ready to play. In each game, the teacher in training was saying the verb and showing the card so that they could identify the writing and which verb was. Some students asked about the verb's pronunciation, So when they won and wanted to pronounce it, they had a little trouble to say the verb.

To star again, I asked the students to pronounce after me each verb in the past tense, while one of the students helped me to search through each of the cards in order

to continue with the game. The table that were made in the middle of a white sheet could be used to reinforce the verbs again, changing ownership. The students chose one table of their classmates to review another table with new verbs and play again.

Students remembered which verb I said while they played bingo, they were very enthusiastic to win. Each student must have known well their table, because all of them wanted win more points or a prize. So each students check which verbs had in their table of bingo.

Closure:

The closure activity at the end. Some students had a table in his notebook. He was awarded with tenths or points. One of the rules to be able to win was to check on the card marking each verb said, and also that they pronounce the verbs correctly to give them a prize. At the end of the class, the students returned to their classmates' board and looked for theirs. Each of the students went to review the task about the pre-game activity.

Reflection:

In the use of bingo to reinforce vocabulary, the verbs in simple past were reviewed to achieve with the learning outcomes, to reinforce it. The use of board game allowed students to apply the memorization and practice the verbs to reinforce their knowledge.

In the class students had a great attitude to play with the bingo. Some of students learn some verb with the games and also, they helped their classmates to mark in the table.

In classes after the application of the board game, exercises were done in which the students made sentences or also identified them in the texts. The students had a problem with the past simple, they only had doubts about some verbs such as the irregular ones that were difficult for them to change, from there they leaned on the verb table.

In the Bingo I saw that students liked to make some crafts. This helped in the class to students put more attention to the activity. Using the idea where students exchanges their table of bingo, they put their attention in the design of their classmate table.

The game of bingo applied in the English class in third grade was helpful in fostering a favorable learning environment. The students were very willing to play bingo and abide by the rules. In some classes, this Game was applied to the students' words. Each of them had their game tokens with them to play it and they knew what the rules were to be able to win (See appendix No.3)

3.4 Oca

The Oca Game was used in the practice period from January 9th to January 15th to work with the vocabulary of personal pronouns with the past continuous. The topic to work on was the use of the continuous past. The students used, identified and recognized these verbs. So, the application of this game was designed based on the needs of the student.

To teach the topic, the information was taken from the English book Enterprise 2, where you can find the use of the past continuous and verbs to use. For the formation of sentences, several examples had to be made where it was observed that the students had problems with the use of the auxiliary with the pronouns, using were and was incorrectly.

The use of the Oca to reinforce the vocabulary was designed with boxes had random personal pronouns in which there were personal pronouns, images, with a beginning and an exit.

It also had images in which each one corresponded to a rule. the game of the Oca is well known for the geese that it has, each of them allows you to advance 5 spaces. There are also images that make you miss turns or go back to the start.

Knowing about the language: using a gerund verb

Being through the language: use past continuous in sentences

Lesson Aim: using past continuous in sentences

Product: sentences in positive with past continuous

Material: Oca game

Beginning:

In the first activity, the use of each pronoun was shown with each of its respective auxiliaries, reviewing them with repetition and analysis. Then, Teacher-training do some examples on the whiteboard, with each of the pronouns, Teacher- training made a sentence so that the students can identify how sentences with continuous past are constructed. The teacher-training asked the students to make groups of 5 people, then I gave the instructions and how to play the game of the oca game. Asking each student to make a sentence in their notebook with each personal pronoun.

Development:

For these, Teacher-training allowed the students to work outside where they could make use of playground. Teacher-training could see that some students carried out their sentences in a simple way without a complement, for example, "I was eating, I was playing, we were watching". In this way, Teacher-training also observed that the students helped each other, helping them to remember and that they could reinforce personal pronouns that they did not know. They used their notes to make the task. Or sometime they went to ask how to make the sentence to main teacher.

The use of two dice made the game end quickly since there were fewer squares in the game. In order for the students to continue playing, students who won Teacher-training gave a point.

Closure:

At the end of the class, Teacher-training asked the students to went back to the classroom and they went in order that they could grade their sentences, approximately the students had 6 to 7 sentences in their notebooks. Reviewing Teacher-training found conflict with the personal pronoun "I" with the use of the auxiliary, about how to use in a sentence.

Reflection:

The Oca Game served to reinforce the vocabulary in the analysis and revision of the pronouns and reviewing the use of the "was" and "were" auxiliaries, while student played, they made some sentences using their knowledge and notes. In the design of the Oca,

the main teacher took the student's needs to carry out the structure and content of the game, trying to put into practice their previous knowledge and analysis in order to reinforce the vocabulary learned. (See appendix No.4)

The implementation of the board game in the English class was order according to the follow-up of the planning. where it has a specific purpose as a class and as a sequence, creating a learning environment from context that it had inside the classroom or also outside.

Teacher training used a Oca like a way to reinforce the past continuous and student learn personal pronouns, where they had to used them in sentence to did not lost a turn in the game. When students win they could go back to their classroom and they had point who won.

3.5 Jenga

The Jenga board game or balance tower was applied on February 25th which worked with simple past sentences. Main teacher provided the topics to work on for carrying out activities and techniques for the month, where the social practice of the language was Guess and make Hypothesis about past events.

Working with a new Main teacher and adapting to the conditions, it was determined to work with the "*aprendizaje clave*" plan in which didactic guidelines and evaluation suggestions come.

The planning for the month was distributed with some activities to reinforce the use of simple past, continuous past and perfect past. Using different materials and resources, such as texts, images and games. In this month, the use of Jenga was implemented as a strategy, in which his knowledge was tested by reinforcing vocabulary such as verbs and some words to describe everyday events.

Knowing about the language: Use past tenses in sentences

Being through the language: to describe and formulate hypotheses of past events.

Lesson Aim: Describe and formulate hypotheses of past events.

Product: Make some hypothesis from a situation

Material: 5 Jengas

Beginning:

In the class on February 25th, the teacher began showing the vocabulary with verbs in past simple and some nouns. First activity the aim was for the students to recognize each of the words in order to be able to work with them, worked with a classmate and others individually. Teacher-training also wrote some sentences in simple past so that the students would formulate hypotheses starting from a data.

Teacher-training asked Student to make teams of 6 people, the activity of each team was to make 5 sentences in the past using the words worked at the beginning, sentences would have been about something that they did yesterday, write them on a white sheet per team.

After providing a few minutes for the activity, I asked each team to exchange their sentences. Teacher-training said the instructions, when exchanging their sentences, they review each one and make probable hypotheses.

Development:

Teacher-training asked the students to return their sentences. In the instructions for the Jenga game, the students were to put sentences in the past in at least 10 blocks. (See appendix No.5).

To give the students the Jenga, each group went to a place to work, carrying their notebook and pencil and their table of verbs. The purpose was to create a hypothesis by taking out the block with the sentence in the past tense. Students took a block to move the place, they checked that don't have a sentence. When student found a sentence, their classmates helped if he or she could not make the hypothesis, the main teacher and teacher training heled students to make sentences. In some teams played 2 times with Jenga.

Closure:

In the closure, the students went with their sentences reviewed by group. The teacher in training and main teacher reviewed the sentences by group, checking that they used the vocabulary in each one.

Reflection:

The game of Jenga helped to reinforce the vocabulary taught, some students applied them in their hypothesis. Main teacher could observe some works that had some mistake about grammar but the writing was fine.

Student enjoyed the game and played with their classmates. The activity for them was funny because I could see they were happy playing. Some students asked about how to make hypothesis from a situation, sometime teacher training and main teacher helped them to make the sentences.

The objective of using the board game is to use it as one of the advantages to student learning, reinforces the vocabulary learned, were they used with past tenses. As past simple, past perfect or past continuous.

Students carried their sentences to check and three students had copied some from their classmates but the main teacher gave homework to them to make more exercises to they practice.

3.6 Tic Tac Toe

It was applied on February 27th, the activity took place at the end of the class. Main teacher wanted to work with the selection of past events and formulates hypotheses to guess riddles that explain past events. Each class developed activities that provided daily past events with which students could work.

Each of the assignments was supervised by main teacher and the teacher-training, working with the selected vocabulary and grammar to achieve the learning outcomes, the tic tac toe was used to work with sentences in past, formulating them from others, taking into account hypotheses were made.

The tic tac toe was designed with the needs observed in the course of the students' classes, and a means of help for the teacher in training to achieve the learning outcomes and to achieve the objective of applying it.

Knowing about the language: use past tenses in sentences

Being through the language: to describe and formulate hypotheses of past events.

Lesson Aim: describe and formulate hypotheses of past events.

Material: A tic tac toe board with some sentences

Product: hypothesis from a situation in their notebook

Beginning:

At the beginning, they were given labels with vocabulary to work as verb, nouns, in which they had to order each one with its respective translation. Each of the students found the dictionary and the use of their notebooks very helpful.

After that I passed 5 images, I gave the instructions to the students to make a hypothesis with each one, using their vocabulary. I gave 5 minutes and asked the students for their work in order to pass to another image. In each of the images, a grade was given by reviewing the hypotheses formulated by a number of students.

Development

Teacher training gave some sheets with spaces in a 3×3 grid where it has some sentences in past. The tic tac toe was applied which was used to reinforce the revised vocabulary, each of the students joined in pairs to work. The students looked for a place to work. Each pair made their hypotheses individually from the sentences in past.

In the development of the activity, teacher-training could see that the students had a lot of trouble playing with the tic tac toe, since they did not want to do the task in the middle of the game. The students did the activity to obtain a grade at the end of the class, other students did not turn in the activity. Main teacher offered his help to go reviewing pair by pair and observe what they were doing.

Closure:

At the end, the students took to classify their sentences, taking with them the boards I gave them. Each of the students wrote the sentences in their notebook.

Reflection:

Reinforcing vocabulary through tic tac toe was used through repetition of the vocabulary taught. Each one of the students when writing their sentences, used their vocabulary learned and others took it from their notebooks.

In each one of the sentences was possible realized with information that they had. Each student made a hypothesis according to their analysis of the situation and their knowledge applied

The game can be modified in each box by putting a sentence in simple past, the design is done by the teacher according to the objective that it wanted to achieve, with the topic being worked on and with the needs of the student in the class.

The Board game designed challenged students to use their knowledge, evaluating them in a way to know what their learning was and reinforcing the vocabulary taught. The tic tac toe game it was carried out with an objective in the class to create sentences in the past teacher-training continue starting from a data.

The teacher training caught the attention with the didactics of the game, where the students wanted to get out of the routine put initiative to work on a new task, in each of the rows in the boxes there was a sentence so that the students could form a hypothesis. (See appendix No.6)

CONCLUSION

During my teaching training I observed some important aspects to carry out my planning. In my year of practice, I learned something, for example how to make lesson plans and how to develop them. How to work with a high number of students, explain and help, increasing my knowledge about English and learn how to teach it.

Learn to explain English is a bit difficult because some times in the middle of the class students had some questions that make to explain again or sometimes must teach others topics. However, is a challenge to teach English in the way that student want to learn with good attitude.

In the practices was useful to use materials and resources to develop the class, sometimes students asked what they would do or sometimes they waited for instructions to work. They had a good attitude because they know teacher could use a new material or different form to teach a topic.

The students showed interest to learn English because they wanted to play and work with their classmates and go out to the classroom. They felt more comfortable when they worked outside so some activities were made out the classroom, with the permission of the principal. Sometime the principal asked me the lesson plan because they did not believe that a board games help to student to learn so I had to explain him why and how it helped them to learn.

The use of board games to reinforce the vocabulary in the class was interesting because I had to change the form of playing and instructions to give a task to students in each board games. When I modified, I see if the board game it would be useful and interesting for students. Because they wanted to learn with something funny and enjoy it.

Using their vocabulary learned student played with the board game and they worked differently from their traditional classes. In each planning, a board games was applied once or twice, designing them for work with a specific purpose, with instructions for the work in the class.

In each board game I had some different results, in the use of snakes and ladders, students had some sentences to check at the end, where they made them with help of their classmates, they had a collaborative work. Using their own knowledge to made the task and some note from their notebook. The purpose of the board game was achieved.

In the "Oca" game, the student used the personal pronouns to make sentences and to use a tense. The activity was made to student identify personal pronouns to application. So some students helped their classmate to do the activity. The board game was useful to achieve the purpose and to reinforce their vocabulary taught, some sentences were made with the vocabulary. Students had a great attitude to play with the Oca and make the activity.

To application of the Bingo was implemented to reinforce the activity one, it was students recognize verbs in past simple. The students wanted to work a lot of time but the time was not enough. When I checked the pronunciation and the use of verbs, I could see some student know how to use and which were their form of the verbs. It was useful to achieve the principal purpose in the class.

Tic Tac Toe was a board game where student did not have a great attitude and they though the activity was boring and difficult. They must have done some hypothesis about an information, they had a problem with some sentences, the time was not enough so they had to do for homework. The board game was complicated for students and it is an activity that I do not use again.

Jenga game was an activity which catch attention student because they wanted to play with it again. In the class students made some sentences with the activity. The purpose of the class was achieved at the same time reinforce the vocabulary about past tense. The activity was useful, but I thought that I have to carry more Jenga games.

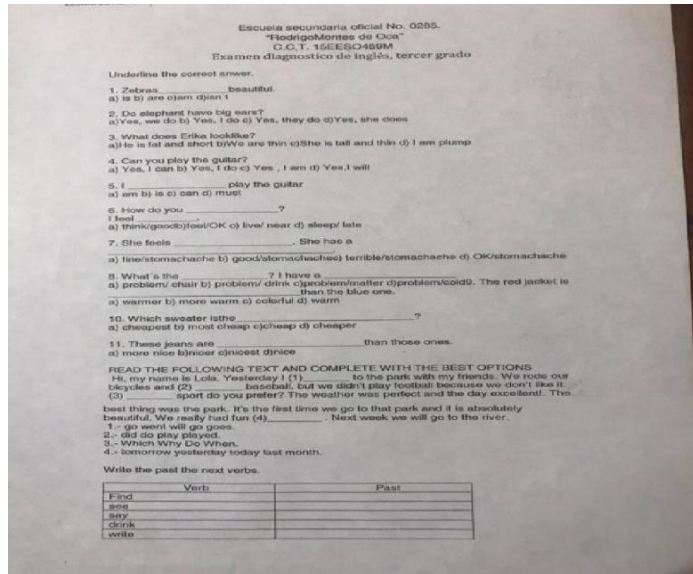
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APPENDICES

Appendix No. 1



Appendix No. 2



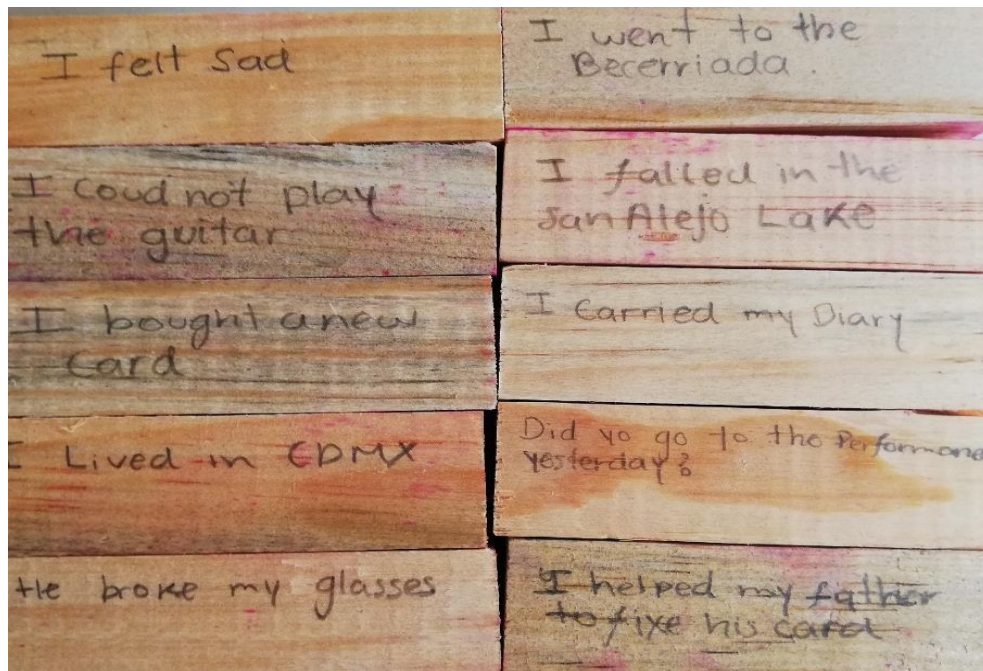
Appendix No. 3



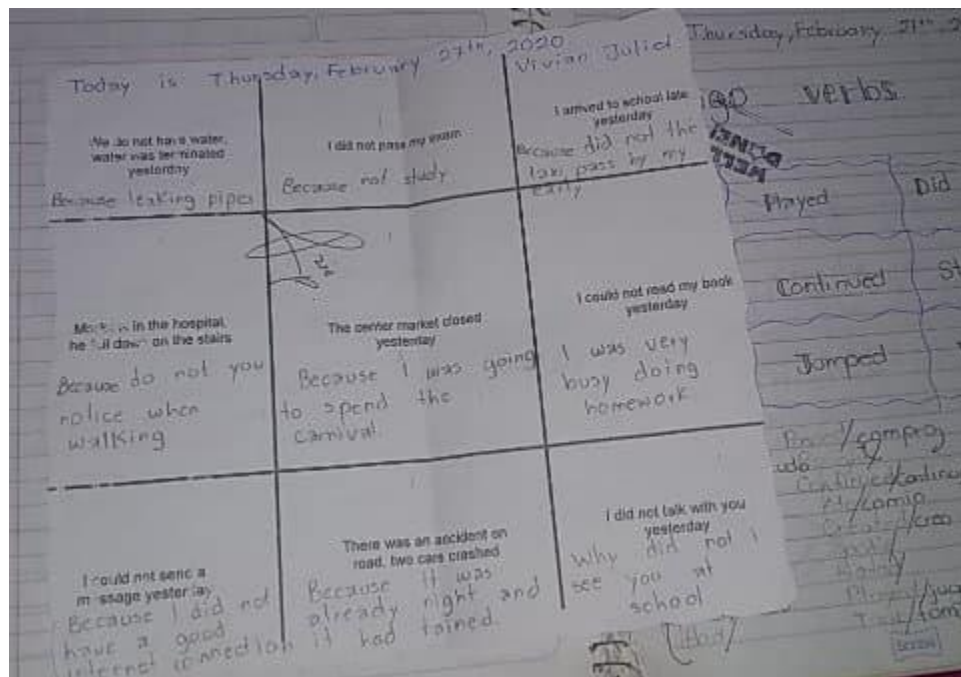
Appendix No. 4



Appendix No. 5



Appendix No. 6



ASUNTO:

Responsiva Ixtapan de la Sal, México., 30
de junio 2020.

DR. ARTURO GIL MENDOZA
DIRECTOR DE LA ESCUELA NORMAL DE IXTAPAN DE LA SAL
PRESENTE.

Quien suscribe, docente en formación **Hernan Moises Garcia Arizmendi**, de la
Licenciatura en Educación Secundaria con especialidad en Lengua Extranjera (Inglés),
Plan de estudios

1999, Generación 2016-2020; por medio de la presente asume la responsabilidad absoluta
del

trabajo motivo de titulación **The Use of Board Games to Reinforce the English Vocabulary**
que presenta en la opción de **Ensayo**.

Por lo que ha de responder por el proceso de elaboración del documento y
su reproducción; dado que en su momento y con base en el Reglamento y Normatividad
vigente, recibió por quien corresponde las orientaciones, guía e indicaciones en cada aspecto
del mismo.

Sin otro particular, agradece el interés y apoyo recibido durante el proceso de
titulación.

A T E N T A M E N T E

c::--:fft-t: : >

HERNAN MOISES GARCIA ARIZMENDI

2020. Mo de Laura Méndez de Cuenca: emblema de la Mujer Mexiquense".

ESCUELA NORMAL DE IXTAPAN DE LA SAL

OFICIO: 1192
NÚM: Se autoriza Trabajo de
ASUNTO: Titulación para
sustentar Examen
Profesional.

Ixtapan de la Sal, Méx., 1 de julio de 2020.

C. HERNAN MOISES GARCIA
ARIZMENDI PRESENTE

La Dirección de la Escuela Normal de Ixtapan de la Sal, a través de la Comisión de titulación y el área de Exámenes Profesionales, comunica a usted que ha sido autorizado el Trabajo de Titulación bajo la opción de Ensayo, que presenta con el título: *The use of board games to reinforce the English vocabulary*. Por lo que puede proceder a realizar los trámites correspondientes para la sustentación de su Examen Profesional.

Se comunica lo anterior para su conocimiento y fines consiguientes.

"FORMANDO DOCENTES CON HUMANISMO Y VOCACIÓN"



c.c.p. Archivo

ATENTAMENTE
DR. ARTURO GIL MENDOZA
DIRECTOR ESCOLAR

CENTENARIO DE LA EDUCACIÓN NORMAL NÚM. 1, COL. IXTAPITA, IXTAPAN DE LA SAL, MÉXICO, C.P. 61900.
TEL. (01721) 14 3 16 17
C.C.T. 15ENL0032Y

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