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“My Virtual Oratory”:

A Means to Acquire British Vocabulary Communicatively

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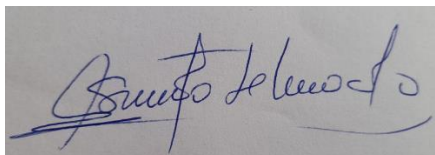
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Tabla De Contenidos

Abbreviations Used	8
Abstract	9
Introduction	10
PART I	12
Problem Statement	12
Objectives	13
General Objective	13
Specific Objectives	13
Research Question	13
PART II	14
Theoretical Framework	14
Communicative Approach	14
<i>Importance of a Comprehensible Input and its three sources to facilitate LA</i>	14
<i>Producing time: Output</i>	16
<i>Vocabulary assessment: Production and Reception.</i>	18
British Vs. American English	19
Working Memory and Gamification	20
<i>Digital Game-Based Learning</i>	22
<i>Motivation</i>	22
Assessment	24
<i>What do we have to assess in Vocabulary Acquisition?</i>	24
<i>Specific moments to assess</i>	26
Diagnostic assessment	26
Formative assessment	26
Summative assessment	27
Salesian Pedagogy	27
Don Bosco's Oratory	28
An "Oratory in 2022"	28
PART III	30
Methodology	30
Methodological Framework	30
<i>Setting</i>	30
<i>Participants</i>	30
<i>Materials</i>	31

<i>Procedures</i>	32
PART IV	37
Data Analysis	37
Analysis of results	37
Part V	46
Final Considerations	46
Conclusion and Discussion	46
Recommendations	48
Bibliography	50
Annexes	52
1. List of students Group 1	52
2. List of students Group 2	53
3. Evaluation instruments	54
4. Self-assessment	59
5. Lesson Plans	60
6. Practice activities Liveworksheets	76
7. Photographs	86

Tables Index

Table 1. Target Vocabulary	34
Table 2. Lessons process.....	35
Table 3. Group 1: Pre-Test Vs. Post-Test Grades	39
Table 4. Group 2: Pre-Test Vs. Post-Test Grades	40
Table 5. Group 1: Ss Self-assessment per day over 3 points each item: Punctuality, Words recognition, and Tools Handling.	42
Table 6. Group 2: Ss Self-assessment per day over 3 points each item: Punctuality, Words recognition, and Tools Handling.	44

Figures Index

Figure 1. Pre-Test Vs. Post-Test Media (Group 1)	37
Figure 2. Pre-Test Vs. Post-Test Media (Group 2)	38
Figure 3. Group 1 Self-assessment results.....	43
Figure 4. Group 2 Self-assessment results.....	43

Abbreviations Used

ADHD	Attention-Deficit/Hyperactivity Disorder
ArE	American English
BrE	British English
CAE	Certification in Advance English
DGBL	Digital Game Based Learning
L2	Second Language
SLA	Second Language Acquisition
TBL	Task Based Learning
YLE	Young Learners of English

Abstract

This research describes the application of a gamified methodology through the use of technological tools using virtual lessons. These are aimed at teaching British vocabulary to students in the fourth year of Basic Education in the primary section of a Catholic School in Quito. They are candidates for taking the international Movers exam, and it is expected they will obtain the A1 level of English, according to the Common European Framework's standards. The main objective is to complement the preparation of the students through an academic course that exposes them to the most common British words they will face in the test. Games and technology are used to increase the participants' intrinsic motivation to obtain better results in the teaching-learning process. The dare is to include the Salesian Pedagogy from Saint John Bosco in the development of the current course.

Resumen

Esta investigación describe la aplicación de una metodología gamificada a través del uso de herramientas tecnológicas utilizando lecciones virtuales direccionadas a la enseñanza de vocabulario británico para las estudiantes del cuarto año de Educación Básica de la sección primaria de una escuela católica de Quito. Ellas son candidatas a rendir el examen internacional Movers, y se espera obtengan el nivel A1 de inglés según los estándares del Marco Común Europeo. El principal objetivo es complementar la preparación de las estudiantes a través de un curso académico que les exponga ante las palabras británicas más comunes que aparecen en la prueba. Se utiliza el juego y la tecnología para incrementar la motivación intrínseca de las participantes a fin de obtener mejores resultados en el proceso de enseñanza aprendizaje. El reto es incluir la Pedagogía Salesiana de San Juan Bosco en el desarrollo del curso en cuestión.

Keywords: British vocabulary, Gamification, Motivation, Technological tools, Salesian Pedagogy

Introduction

Teaching vocabulary may require several strategies and methodologies that motivate young learners to increase their repertoire of lexical words and create awareness of the variations and differences that the English Language may have in different cultures.

The present methodological proposal is aimed to help learners to expand the American English they have learned in their scholarly years, and contrast it to British English vocabulary. This is achieved by emphasizing the comprehensible input and applying digital-based learning activities to motivate learners to acquire the target vocabulary virtually. It has become the way of maintaining the contact, and mainly, they have allowed the continuity of the educational system throughout the pandemic of Covid-19.

The educational institution that takes part in the present research offers high-quality education from the first years until the students' graduation. It warrants a complete mastery of English as a second language by taking part in the Cambridge University international examinations. The output profile is high as the students obtain the bilingual international baccalaureate, developing the transcendental values through an integral formation and the CAE English Certificate.

As part of the international examinations process, fourth graders will take the "Movers Exam" at the end of the school year. Students are prepared with the material in British English, but at the same time learn American English, which creates the conditions to work the language variants while learning the language. That's the reason why this educational institution has opened spaces in which this learning is possible using the Salesian Pedagogic model of education. It was created by Saint John Bosco to teach through gamification in the eighteenth century. "The Oratory" was a physical place where Don Bosco formed that era's youth by a gamified teaching process based on motivation and permanent accompaniment to learners. That's the background to the next project named: "My Virtual Oratory" (Peraza, 2000), an extracurricular course designed to teach vocabulary virtually, but in a funny way, and keeping the Salesian values.

In the first part of this work, the research question and the objectives are delineated for a global understanding of the research. In the second part, some essential concepts and ideas of a theoretical type are delved into. Those are the basis of the way in which children learn a new language, as well as the factors that influence such learning. It then describes the methodology used in this learning process and analyses the main results of the study and the application of the methodology used. In the last part, conclusions, recommendations, and some guidelines are set out for which the present study may be useful.

PART I

Problem Statement

The educational institution that takes part in the present research offers high-quality education from the first years until the students' graduation as it warrants a complete dominium of the English as a second language. That is why throughout the complete scholar life, students take part in the Cambridge University international examinations, which certify that the students master English as a second language. The output profile is high as the students obtain the bilingual international baccalaureate, developing the transcendental values through an integral formation and the CAE English Certificate.

Second language acquisition strategies take an important part for the students to reach the assimilation of the necessary words that help them to incorporate both English vocabularies, according to their level, American and British. As part of the international examinations, fourth graders take the "Movers Exam" at the end of the school year, in June; so they are usually, trained with the book "YLE Practice Tests Movers" from Cambridge, which handles British English and provides a preparation through 5 mock exams that allow the candidates to recognize the evaluation instrument procedure. On the other hand, the school works with the books from AMCO Company, which handles American English, which is a great opportunity for learners to face a different variation of English as a second language. Nevertheless, due to the shortage, it has turned imperative to create a space where fourth-graders can become more familiar with British English and reinforce previously acquired vocabulary as the past two years the teaching schedule was reduced to the 50% because of the pandemic of COVID-19.

Virtual education is the reality the entire world is living now. As teachers, we cannot stop developing our students' knowledge, affective and social skills; but we have to take advantage of the resources that technology is offering now to keep on in contact with them and try to provide education from the scenario that nowadays situation allows us to do.

Objectives

General Objective

To introduce the British English lexicon, through specific technological gamified activities focused to improve the students' required vocabulary for the international examination "Movers".

Specific Objectives

- To reinforce the acquired vocabulary learned in the last year of the pandemic to facilitate the current learning process.
- To provide formative and timely feedback according to each student's needs by applying a personalized teaching process.
- To capacitate students on new technological tools handling so that they will be prepared to work in the virtual gamified activities planned.
- To plan attractive activities for students to engage them in the vocabulary teaching program to foster their intrinsic motivation.

Research Question

How can a virtual oratory be used to aid fourth-grade students in acquiring the British vocabulary that they will need for the "Movers" exam?

PART II

Theoretical Framework

Communicative Approach

The communicative approach determines the success in a language acquisition process. It is a real model of teaching which began in the 1970s and the base of functional and social meanings, including the mastery of both linguistic and non-linguistic knowledge transmitted through a message. Teaching to communicate through a new language focuses greatly on functional and structural aspects of the language to acquire a complete communicative view, according to the investigations of Jabeen (2014), author of the article "Implementation of Communicative Approach". Other authors based on Hymes and Chomsky's research, agreeing with the fact that a language cannot be studied separately from its competences as grammar or linguistic (Jabeen, 2014; Nazari, 2007).

Inside the proposal "My Virtual Oratory" will be determinant to include a context in the teaching process as it may help Fourth Graders to acquire the communicative competence or target vocabulary that can be developed in different kinds of tasks in the virtual class, as we can mention group works, pair works, songs, conversations, role-plays, forums, etc. It means, any activity that fosters the interaction and expose learners to the new language to consolidate the knowledge. As the above-mentioned authors point out, this will be essential for the understanding of language structures and the possibility of communication.

Importance of a Comprehensible Input and its three sources to facilitate LA

The role of comprehensible input in the Second Language acquisition (SLA) is based on the belief that a learner's exposure is not enough to acquire the language, according to Birdsong, Gass and Selinker (2008) . These authors mentioned the importance of understood input in the language

learning process, and in the same way, the interactions that allow students to engage in to foster SLA. These expositions to comprehensible input go farther than interlanguage development and have given place to three important premises. First, having a comprehensible input guarantees second language acquisition. Second, a great amount of comprehensible input speeds up language acquisition. Finally, the lack of comprehensible input derives from a lack of learning of the target language. However, the comprehensible output is totally necessary for Second Language (L2) acquisition and it is the result of the assimilation of a correct input.

While it is true that the native language has its particular behaviourist theory in language acquisition; there is a modern theory of SLA that goes beyond grammar structure learning. Research has demonstrated that the best age for children to study a second language is between 5 and 9 years old as it is in this stage where the first language has been mostly consolidated (Gobet, 2015). It is vital to increase the input in this process for the learner to have available information, being the outcome to transform a comprehensible input into the intake.

The experimental group of my research is aged between 8 to 9 years old, so it is vital to adapt according to their age and needs, and the input they will receive at the beginning of each class. There are four ways that input becomes comprehensible, such as: modifications to the speech, widening the linguistic context, promoting interaction in a current context, and mainly, adapting the structures to facilitate the students' interaction. The interaction or negotiation helps to transform incomprehensible input into comprehensible, through three potential sources: modified input, interactional modified input, and modified output (Park, 1967).

Modified input refers to the simplification of visual or audio material prepared for the learner such as repetitions, paraphrasing of words or sentences, and reduction of sentences' length or complexity. It focuses on the facilitation of comprehension of the target language and is related to a syntactic simplification that removes much of the redundancy. In the present research, several tools will be applied to provide comprehensible input to the learners; we can mention them, including videos, audio, and images.

On the other hand, the Interactional Modified Input brings opportunities for better interactions through strategies that facilitate comprehension checks, clarification, requests, topic shifts, and self and others as repetitions and expansions. It is known as Negotiation and it helps learners face difficulties in the transmitted message, so they need to exchange more information by modifying the conversation to make it understandable. The modifications can happen in both cases, native students and non-native students if they did not understand the input. As result the increment of vocabulary, despite this source, takes considerably longer time than pre-modified conditions; however, it is clear that the interaction or negotiation fosters the comprehensible input (Park, 1967). Learners will be able to decode visual input and process it mentally to gain the semantic figure of each word; also, this visual material will develop their linguistic comprehension by applying the target vocabulary in context (Torres, 2015). This allows seeing a direct link between the planting of these authors and what is sought to develop in this research.

Producing time: Output

Modified output has its origin from comprehensible input and it refers to the learner's reformulation of his or her previous utterances and results in a more accurate or complex form in response to an interlocutor's corrective feedback obtained as a result of the language acquisition.

According to Long and Doughty (2009) negotiations foster the students to rearrange their output; and, even the negative feedback promotes acquisition through the reformulation of the speech, being the learners required to go on from semantic processing to syntactic processing. Additionally, the output producers are generating a Modified Output as auto-input. On the other hand, the corrective feedback motivates self-repair by increasing more than comprehensibility, but accuracy and precision. Any learner's interaction works perfectly as an important input for other students. However, Internationally Modified Input and Modified Output do not work separately, because someone's modified output could easily play the role of another's comprehensible input. That

is why learners who are part of the current research will participate in several activities at the end of each lesson in a context created by the teacher, where they can apply the acquired knowledge.

Aptly, Long and Doughty (2009) states that it is possible to demonstrate the relationship between environmental features and language acquisition by showing that the adaptation of a learner's language production can become comprehensible input due to the interaction with other learners. My methodological proposal, in part, is connected with the humanistic Bosco's Pedagogy, which is why the output will be based on Task-Based Learning (TBL), exposing the students to different contexts with people needing help, so learners will interact by applying the learned vocabulary.

Once the information is internalized, the production stage could be done by the student who will be motivated to move from semantic estate to syntactic production; which is output. On the other hand, motivation plays a fundamental role in the process of second language acquisition as it holds four important aspects such as goal definition, effort, intensity to get that goal, and a good predisposition to work in any activity. Acquiring a second language requires several strategies, we can mention language transfer, simplification, and overgeneralization which affect de production, especially in students who are between 7 to 8 years old. These students cannot develop the second language correctly, while native speakers take part in the process, as they could improve the quality of the input for the language learner (Birdsong et al., 1995; Gass & Selinker, 2008).

Nevertheless, not all grammar can be taught through input, which could be positive if it is heard or read; or it could be negative when the information is fulfilled with norms and rules regarding the language and students had not memorized them. Output could become the core in the production process of the language through timely feedback, hypotheses duly verified, evident automaticity, and, evident syntactic development. We can remark that the acquisition of a language depends on the comprehension of the message and the amount of input the learner receives (Birdsong et al., 1995).

In the current project, a learner's output will foster language acquisition in other students. It will be evident the connection between input and second language acquisition as several researchers have traced the track forward the target language acquisition through a process of comprehension in

the gamified and contextualized task programmed to master the target vocabulary. The project is focused on preparing Fourth graders with enough vocabulary to be able to take the Movers examination, so it is important to switch the American vocabulary they have been studying since their first school years into British. All this transition must be done through gamification in a special ludic space.

The fourth graders who are the participants of the current project must assimilate the process of the second language vocabulary acquisition by following the process of receiving a Modified Input through useful visual and audio material that leads them to the interaction once they have recognized and interiorized the target vocabulary. Then, they will be able to produce by writing or through speech their output to other students who will receive it as Modified Input, as well, forming a chain of language transmission.

Vocabulary assessment: Production and Reception.

Second language vocabulary assessment requires specific attention to the frequency of words and the explicit context, taking into account the incorporation of both styles of English, American and British. The exact purpose is to analyse the students' perception of vocabulary knowledge by determining depth as a construct and tests for practice.

Different formats and ways that have been recognized regarding vocabulary assessment could engage renowned routine activities, such as multiple-choice, matching, gap-filling, or even translation; all these focused on measuring the students' competence (Read, 2007). The students who are taking part in this methodological project will be evaluated through digital game tools that allow them to put into practice what they have learned in each class.

It is important to define a sampling from word frequency lists to measure the range of words a learner could have to test the depth of knowledge to know the functionality that a learner can give to a word, regarding lexicon features, such as pronunciation, spelling, morphological forms, syntax,

frequency, etc. The measuring role is to evaluate the capacity to associate words with meanings. The researcher Read (2007) shares a word format, which provides a word and different true or false options to be associated by the student identifying semantic and collocational characteristics to prove a learner's significant knowledge. Some of the activities our students will apply in the course are objective to measure their ability to manage the new vocabulary and use it in context.

Assessing vocabulary goes beyond the mental and memory process a learner could do to recognize a target word. Productive knowledge means that the learner can accurately apply the learned vocabulary in a particular context, based on an internationalist's definition of vocabulary such as applying the learned words in a math context being this a subject with no relation to English teaching (Read, 2007). Nevertheless, receptive vocabulary is internalized first so that the language is accepted receptively through the input (Nazari, 2007).

British Vs. American English

The differences between American and British English (hereinafter AmE and BrE) are not considered a relevant point of a deep investigation. Nevertheless, there are some variations learners must be aware of to acquire and demonstrate a complete comprehension of the second language. Lindell (2006) emphasizes that the variances found among these two languages are basically in pronunciation, vocabulary, and spelling. Grammar and spelling have few changes which cannot interrupt the transmission and reception of a message; however, the spelling differences are regular and based on systematized rules.

On the other hand, the author explains that Pronunciation can vary in accents and dialects which makes it difficult to determine a standard model, but British English has been considered an educational standard in Europe while the American English has reconstructed the language the way that both AmE and BrE have been recognized (Lindel, 2006).

Lindell adds that vocabulary differences of AmE have generated a significant influence in the English spoken in Europe, fostering second language learners to recognize the variances between AmE and BrE. Educational institutions have included in their teaching process the multiplicity of the English variants producing a mixture of AmE and BrE recognized as “mid-Atlantic English”. There are three categories of variances in vocabulary which are organized according to the grade of the difference between the two languages:

1. Different words that AmE and BrE speakers can understand. For example, the words Airplane from AmE and AEROPLANE from BrE.
2. Non-interchangeable terms indicate the same thing, such as the words APARTMENT in AmE and FLAT in BrE. Some British terms are recognized by Americans; however, they do not include them in their jargon.
3. Terms that can cause disruption or confusion, such as the words SOCCER in AmE, and FOOTBALL in BrE, because the terms are associated with different sports from each country.

Communication happens in different contexts that can adapt locally to the language. As this project pretends to motivate learners to use both English vocabulary and adapt AmE and BrE as a kind of a lingua franca, they will be able to co-construct and blend English to warrant comprehension. Hence, English language users are responsible to understand the meaning of language usage and its issues and variations to improve writing and speech results.

Working Memory and Gamification

Working Memory is related to how people store and manipulate acquired information, particularly, what a person does with the acquired knowledge. In language acquisition, working memory may determine the achievement of the planned objectives (Yiannis & Lang, 2015).

There are different working memory systems such as the articulatory loop which is related to phonology information retained in the brain as memorizing a phone number by oral repetitions. A

second system is the visuospatial sketch pad, which helps to retain images and spatial information. Moreover, there is the central executive system, in charge of coordinating the acquired knowledge and it focuses the attention on some things and inhibits others (Baddeley, 2003). In the course, learners will develop activities such as choral drills, and watching videos or slides; all these will take part in the comprehensible input that will ensure their understanding so that the learners will gather in their memory the acquired vocabulary.

Word recognition passes through stages to reach the recognition of a word such as pre-lexical input analysis, the identification of the lexicon elements of the word, and finally the ability to associate the words in context. Then the words are morphologically interiorized based on learned rules and mechanisms (Warren & Dondlinger, 2008).

As regards this research project, each lesson of the current course had been planned following these parameters: initiating the session with a warm-up exercise that activates learners' memory and motivation, then comprehensible input activities that foster the understanding to develop practices through digital game-based learning classwork. They are going to present to the learner varied contexts.

There are differences in the capacity of each individual's working memory, and also differences in the definition of the construct; nevertheless, the closeness to the target language infers in the working memory capacity and the proficiency to apply it. Besides, different zones in SLA are related to phonological short-term memory capacity, mainly in the areas of vocabulary and syntax, and this relationship relies on the depletion of learned words.

Additionally, it is important to ensure vocabulary learning by selecting the correct teaching methods, techniques or tools such as Motivation and Digital Game-Based Learning. Considering that play is essential for the brain development of students, the proposal seeks to use gamification as a core part of the learning process. The project considers that the methods are appropriate to achieve the objective of acquiring both the AmE and BrE.

Digital Game-Based Learning

The combination of the elements can guarantee the educational purpose's accomplishment, through the development of more skills than those reached through traditional educational systems. Learners face the necessity to handle contents, technology, and values, as they work with rules and gain intrinsic motivation (Ninaus et al., 2015). However, some educators see games as means to gain motivated students in the learning process, but they need to remember the pedagogical perspective which includes the innovation of technological skills and instructional skills at the same time in order to get positive effects in the acquisition of the contents without putting aside the motivation factor. On the other hand, DGBL promotes learners to work without the teachers' supervision, improving their autonomy in the regulation of the strategies (Linda, 2021).

A smart pedagogy in the current time means to help the students in this vocabulary teaching course to develop technological-pedagogical skills. This is acquiring one by one, different abilities and learning outcomes such as communication, motivation, and interest in learning that provide learners the capability of analysis to find solutions, which will increase their creativity. Digital tools such as Nearpod, WorldWall, BeliefComixMaker, and other, can increase students' flow which is based on intrinsic motivation, providing the learners the ability to develop different skills that improve positively the humans' psychology. At the same time, it reaches the target vocabulary through working memory training tasks (Ninaus et al., 2015).

Motivation

Second Language Acquisition depends also on motivation, attitude, self-confidence, and anxiety. Authors like Krashen (1985) mentioned the Affective Filter as an element to consider in the learning process as if this filter is up, it would be impossible for the comprehensible input to traverse it. So, SLA acquisition would not happen if the attitudes are not optimal to get knowledge. L2 teachers

need to foster in their students the best conditions and motivations to create a positive learning climate that gets down the Affective filter.

Affective Filter and Social distance are related to Motivation as it is a state able to keep learners' attention and drives many behaviours to gain their engagement, energy, and concern in the different tasks to be developed to reach the Second Language Acquisition goals (Birdsong et al., 1995) Other researchers such Gass & Selinker (2008) clearly express that motivation is a predictor of achievement; however, it faces a barrier which is the doubts about its exact nature. Besides effort, desire and attitude, it is vital to understand that motivation is related to the context where the learning process occurs.

As part of motivation, it is important to understand the differences between Intrinsic Motivation and Extrinsic Motivation and why they are quite significant in the acquisition of a Language. Learners need to be motivated mainly, intrinsically which means they are going to be able to do the activities and tasks for their own sake and without hopping an external reward. In other words, learners will feel pleasure to learn and work without any pressure or compulsion because they have a positive attitude that will be influenced just by the positive feeling of acquiring knowledge and enrich students' life. On the other hand, Extrinsic Motivation is based on the expectation to solve the learning activities in exchange for a reward, under the pressure of a grade recognition, or trying to avoid punishments (Birdsong et al., 1995; Gass & Selinker, 2008).

Considering the game as a basis for learning, using digital tools, points in both directions. It first establishes an intrinsic motivation by favouring gamification. Second, it allows extrinsic motivation by using means from the immediate context such as technology, which is part of the daily life of people today. Thus, the project contributes significantly to motivation as a fundamental factor for the achievement of learning.

Assessment

What do we have to assess in Vocabulary Acquisition?

Second language vocabulary assessment requires specific attention to the frequency of words and the explicit context, taking into account the incorporation of both styles of English: American, and British. The exact purpose is to analyse the students' depth of vocabulary knowledge by determining depth as a construct and tests for practice. Different formats and ways that have been recognized regarding vocabulary assessment, which could englobe renowned routine activities, as multiple-choice, matching, gap-filling, or even translation; all these focused on measuring the students' competence (Read, 2007).

The conventional vocabulary test has changed day after day during these last thirty years to improve the nature of lexical ability. A giant influence came from the corpus analysis to vocabulary assessment through the development of Computer Corpora that provides pieces of evidence by lexicographers in word definitions and records their frequency of occurrence through illustrations of use. In vocabulary evaluation, Corpora offer useful and accurate word lists to be used in different disciplines. It is important to evaluate vocabulary acquisition in second language students, basing the analysis on the number of known words by using word frequency lists. Besides, the author pretends to verify the essence of the vocabulary through the association words method and the Vocabulary knowledge scale, which will assess learners. Recent research about the corpus has brought up better descriptions of the lexical several features of particular registers to evaluate the acquired vocabulary in context (Read, 2007).

It is important to define a sampling from word frequency lists to measure the range of words a learner could have. It is worth saying, that dictionaries do not provide enough and clear information about frequency words. It is preferable to work with an ascending list of vocabulary organized from most common to the rare; however, the most accessible lists in reference have come from British

National Corpus written by Leech, Rayson, and Wilson (2001); being the principal lexical unit the word family, which consist in writing a base, then add the derived forms.

Nowadays we know the Yes/No format, which used to be called a checklist. The students simply may mark if they know or not the word, with the variation that now has been added some non-words to verify if the students truly know the marked words. There are isolated words that have the L1 background, especially in oral form; however, the spoken form can also infer in the results. This method is commonly used for placement tests or diagnostic assessments.

On the other hand, it is important to test the depth of knowledge to know the functionality that a learner can give to a word, regarding lexicon features, such as pronunciation, spelling, morphological forms, syntax, frequency, etc. The measuring role is to evaluate the capacity to associate words with meanings. Read (2007) shares a word format, which provides a word and different true or false options to be associated by the student identifying semantic and collocational characteristics to prove a learner's significant knowledge.

Assessing vocabulary goes beyond the mental and memory process a learner could do to recognize a target word. The goal of SLA is focused on demonstrating the ability to use the acquired knowledge in a particular context, based on an internationalist's definition of vocabulary such as applying the learned words in a math context being this a subject with no relation to English teaching. As the author of the article *Second Language Vocabulary Assessment* mentioned, the success of the correct language usage in context, will be defined by suitable divisions for academic discourse, which will contain the corresponding lexical features (Read, 2007). These materials are available, each day more and more, in the Computer Corpora, including a sub-corpus containing a variety of academic texts, which means we have enormous support on technology to evaluate depth knowledge.

In the research project, the evaluation considers some of these theoretical aspects by using the different ways in which it is possible to learn in the course of an evaluation process.

Specific moments to assess

Assessment allows teachers to know their students throughout the learning process. The evaluation process must be part of every lesson planning. Different moments determine students' level or progress and these evaluations will be conducted by educators to make decisions about the subject.

Diagnostic assessment

A diagnostic assessment provides teachers the opportunity to determine the learners' strengths and weaknesses from the beginning of the lesson or the foreign language course. Teachers will know what are exactly the needs of the class and the level, as well, and they will know it in advance (Pimsleur et al., 2004; Pimsleur & Struth, 1968). On the other hand, the author of the book *Diagnosing Foreign Language Proficiency* exposed the importance of assessing not only in the research way but in the practice field, as well (Alderson, 2005). Some of the benefits from a Diagnostic evaluation are a deep knowledge of students' aptitudes in the use of language; the determined weaknesses will be the starting point to lead a reinforcement or feedback which will guarantee the target language acquisition.

Formative assessment

A formative assessment is based on the constructive human being development, referring to the teaching process as it allows students to be aware of their learning state to improve in future planned activities or if it is necessary, receive timely feedback, as it happens on the way of the lessons. From the teachers' view, formative assessment is a permanent evaluation of the planned activities and it allows an opportune correction by providing the learners the corresponding feedback and accomplishing the learning objectives. For students, it may be quite significant to review their errors to correct them and not commit the same mistakes in the future (White, 2021).

Summative assessment

Summative evaluation takes place at the end of a teaching period to recognize if the students have developed the achieved goals planned since the beginning of the teaching course. This evaluation is taken at the end of each educational period and allows the teacher to contrast diagnostic results with the final ones, and realize the learner's progress. In most cases, this type of assessment provides a grade that represents the level of the student's knowledge of the target language. This type of assessment could be oral or written, depending on if the teacher wants to evaluate productive or receptive skills. The massive grade of the classroom will provide the teacher with an idea about the group he or she was teaching. If the outcomes have not been achieved massively, it is important to review methodology, tools, and materials; this means that summative assessment in mass, provides a qualitative qualification to the teacher, as well.

Salesian Pedagogy

"My Virtual Oratory" is a course designed to motivate Fourth graders to understand and memorize the target language through gamified activities that allow them to increase their phonological and semantical new vocabulary awareness so that the group will be able to apply the learned words in contexts.

Saint John Bosco was influenced by Plato, Aristotle, and Saint Thomas Aquino. His main purpose was to educate about life and God to form good citizens and honest Christians through a correct accompaniment to the student to construct a better society. His pedagogy was based on reason, religion, and love, to provide an integral training through an experiential, dynamic and active methodology using context to teach and gamification to awaken youth's intrinsic motivation. The Preventive Systems was created by Saint John Bosco as a response to the repressive ways of education of the Eighteenth Century (Cívico et al., 2020).

Don Bosco's Oratory

Don Bosco created "The Oratory", a space to learn and play. He evangelized and taught the students to prepare them for real life to be part of a positive change in society. It was a physis space created to form integrally young people, especially teenagers from Eighteenth Century to achieve a double goal: spiritual and human. His main purpose was to avoid the negative external influence. He created a particular space for his learners, where the teaching process was developed in the middle of a special environment of happiness and consideration. The educator's role to fulfill students' spirituality and develop their intellectual growth through a deeper accompaniment, by using activities that produce satisfaction and be useful for real-life at the same time. That is why taking part of the Oratory was a free choice (Peraza, 2000).

An "Oratory in 2022"

If it is true, the Preventive System or Salesian Pedagogy was created more than 170 years ago; nevertheless, this methodology has lasted through time but has been adapted to the current needs of each era. Nowadays, the Salesian Charisma has been expanded to 132 countries in the world; in Ecuador, 25 educational institutions are handling this methodology (Reyes et al., 2015).

In the Eighteenth Century, this methodological model was unique in the middle of a repressive educational system. However, nowadays, education has assumed some of Don Bosco's components and education has realized that the student is the centre of the teaching process, and educators are aware of the importance of applying attractive methods, techniques, and didactics to motivate the learner to build his or her knowledge, and to develop critical thinking. Some of these components are:

- Evangelization
- Prevention: timely feedback to avoid future mistakes.
- Formative growing.
- **Gamification:** learning through free expression and interaction to develop aptitudes.
- **Rational motivation:** learners' awareness of teachers' interest.
- Familiar environment
- **Social Commitment**
- Based on students' needs
- Educative presence through active and positive accompaniment
- Kindness: familiar and positive treatment.
- Integral formation

So, the current proposal is to create a virtual space called "My Virtual Oratory". Its aim is to help students to become familiar with British English vocabulary and reinforce the previous vocabulary through Digital Game-Based learning (Gamification) which will stimulate the students' intrinsic motivation (Rational motivation) to assimilate new knowledge and produce it through activities that foster their Social Commitment.

PART III

Methodology

Methodological Framework

Setting

“My Virtual Oratory” is a methodological project based on quasi-experimental mixed research. The work has been focused on helping Mover’s candidates from a private Catholic Bilingual School in Quito. The institution bases its methodology on Salesian Pedagogy as Saint John Bosco was the founder of this Catholic movement and promotes an integral formation of knowledge and values. The educational centre embraces only girls, who need to become familiar with the British Vocabulary required in the Movers exam, mandatory for Fourth-graders to take at the end of the school year to get the A1 plus level. At the same time, to reinforce the vocabulary acquired through American English, especially last year, as these students’ schedule was reduced in a 50%. The project began in February with the authorities and parents’ respective consent to apply this online extracurricular activity which took place in the afternoons from 04:00 pm to 05:00 pm through meetings on the Zoom platform.

Participants

The candidates were the girls from Fourth grade, aged between 8 and 9 years old, who required preparation to take the international examination Movers at the end of school year. They have been working with American English; so, a widening towards British vocabulary was necessary.

A1 level obtained through the Movers examination is a standard established by Cambridge University, it is a qualification recognized by the Common European Frame that measures children’s Second Language skills and mastery of familiar and daily topics. It is worth saying that according to the international English standards, young learners go through three Language measurements: Starters, Movers, and Flyers, and as these exams are designed for kids, they have a friendly design. So, learners

will never get a grade or fail the exam, but they receive from one to five shields in each measured skill, listening, speaking, reading, and writing.

The experimental group had a total of sixty participants with an A1 English level. The participants were selected as an intact class through the Sample is formed by two intact groups which are the ones to which the researcher has direct access, keeping the same number of students per class; the group "A" has 29 students, and the group "B" has 31 students. This project counted upon the school's permission and parents' authorization, who declared the compromise and the possibility to provide the required materials. The level of English was varied in both classes, nevertheless, it was notorious for a higher level of the Second Language mastery in the grade "B".

Materials

The program was online; therefore, the main instrument was the internet connection and a computer. Different tools took part in the research, such as the interactive platforms that were considered in each lesson plan, from warming up and providing comprehensible input, to putting into practice the learned vocabulary by applying the new words in context through digital games:

- YouTube: It is an American free website that offers a variety of videos on different topics. Movies, tv programs, and video clips are part of this platform's content. As this is a sharing website, it is possible to upload and publish your material.
- Nearpod: It is an online platform designed to present material or prepare a class presentation. It includes several activities to be applied in each lesson, including attractive games that engage students in the learning and teaching process. It simplifies classroom management as the teacher keeps control of the students' work and achievements.
- World Wall: This platform offers the possibility to create different gamified tasks. It has eighteen activities that allow teachers to introduce questions that will be answered by learning through games.

- Live worksheets: This platform allows for the creation of dynamic and interactive worksheets which count on self-correction. Students can have their digital notebooks to file their works, and teachers have absolute control of the achievements and work and grades organization.
- LearnEnglish Kids: British Council institution has created the current platform to provide several resources to apply the second language skills through games, songs, stories, jokes, videos, etc.
- MakebeliefComix: This platform allows students to write and illustrate different kinds of stories in a comic style. The platform offers a great number of characters and comic elements. Once the story has been finished, there is a menu with different possibilities to file or send the work.

The target British vocabulary list to be taught during this project was elaborated in a meeting developed with Fourth Graders' teachers, as they are the responsible ones for the students' preparation for the Movers exam. Additionally, the students were provided with a digital back-bag through the platform Liveworksheets, with two digital individual notebooks: Assessment and Practice, to keep organized all the material they practice, their self-evaluations, and the initial and final tests. These last two tools are part of the quantitative and qualitative analysis, given that this research applies a quasi-experimental mixed method. It is important to mention that these platforms allowed the teacher to have permanent control of the groups, as the administrator or creator of the account can see learners' progress and results per group.

Procedures

The research began with the signature of the physic consent from the Principal of the School to get the respective permissions to work with the students of this institution. Then, a meeting was organized to introduce the project "My Virtual Oratory" to the students' representatives, this way they got clear about the objectives and procedures. Additionally, Fourth graders' parents received

explanations about the methodology, materials, schedule, and the consent to be signed, authorizing their daughters' participation. They clarified that the student's identity was going to be protected through the use of codes or numbers instead of their names. Besides, it was exposed that nobody had access to the links and recordings but the researcher and the *Pontificia Universidad Católica del Ecuador*.

As the essence of the project is learning by playing, gamification was the main methodology that helped learners to switch American Language to British Language through the platforms mentioned above; nevertheless, it was indispensable to obtain the specific needed words for the British exam.

To begin, the vocabulary was taught to obtain ordinal data, so that, a test was designed in the Live worksheet's platform, as a pre-test that revealed the real students' knowledge as a diagnostic assessment. The same instrument was applied at the end of the course to analyse the participants' outcomes, getting the final proficiency scores. The exploratory mixed-method linked the qualitative phase of data collection and the analysis with the final quantitative phase of the summative assessment that focused on the outcomes of the research objectively. That is why at the same time, a qualitative analysis was carried out through a daily self-assessment which took place after each session, where the participants could express their opinions and impressions about each lesson's positive and negative aspects or difficulties presented during the class. To obtain reliable information from participants, they wrote this information in their mother tongue. Both types of assessment are filed in a digital notebook created in the Live worksheet platform, so every day the students open it and find the daily assessment tool.

The ten lessons were worked in two phases: first, the evaluative stage, then eight lessons were planned with different gamified activities aimed to teach the target vocabulary in a daily zoom meeting.

Table 1 below presents the target vocabulary

Table 1. Target Vocabulary

LESSON 1	LESSON 2	LESSON 3	LESSON 4
<ul style="list-style-type: none"> ● vest ● handbag ● trousers ● waistcoat ● trainers ● jumper ● zip ● nappy 	<ul style="list-style-type: none"> ● boot ● petrol ● lorry ● engine ● railway ● return-ticket ● car park ● zebra crossing 	<ul style="list-style-type: none"> ● flat ● first-ground-floor ● Hoover ● lift ● pavement ● wardrobe ● tea towel 	<ul style="list-style-type: none"> ● cinema ● pub ● shop ● chemist-shop ● post ● post-box ● bill
LESSON 5	LESSON 6	LESSON 7	LESSON 8
<ul style="list-style-type: none"> ● holiday ● autumn ● football ● film ● ladybird ● luggage ● aeroplane 	<ul style="list-style-type: none"> ● timetable ● state school ● dustbin ● rubber ● full stop ● junior school ● tick 	<ul style="list-style-type: none"> ● tin ● torch ● mad ● chips ● crisps ● maize 	<ul style="list-style-type: none"> ● biscuit ● candyfloss ● sweets ● lolly ● toffee apple

Note: Table created by the author

On the other hand, each class was planned with anticipation, and all of them contained the following important moments in the teaching process, as can be seen in Table 2:

Table 2. *Lessons process*

Warm-up:	Songs, poems, short readings, videos, and dances from different platforms were applied to make learners more familiar with the second language, and create this way a warm environment inside the class.
Reflection	Learners received comprehensible input in different ways. First, they got familiar through the exposition of the lesson words which were elaborated on the Canva platform, sharing images, words, and sentences. Besides, the participants enjoyed kind and funny readings or videos that contained the target vocabulary of the day and attractive pictures.
Experimentation	Once students recognized and understood the new vocabulary, they were able to solve practical exercises in the Live worksheet's platform, that kept learners connected to the target words.
Practice	Gamification was the methodology applied to prove learners' knowledge. It helped learners to interiorize the words and demonstrate comprehension. In this stage, they solved exercises applying the learned vocabulary through different fun games.
Production.	Following the Salesian values that the school handles, in this space, learners created a short comic in the ComixBelief Maker platform, applying the lesson's target vocabulary in a humanistic story. A small afternoon homework is the Pictionary, which means, a kind of album created by them. This contained the daily learned words, a picture of each word, and a sentence.

Note: *Table created by the author*

During each one of these stages, the target vocabulary was introduced through technological applications to motivate students as we understand that gamification in the teaching process allows

them to go further than studying and learning in exchange for rewards or grades. The class was usually opened with a warm-up activity; then, the learners received comprehensible input according to their age and language level, and they practiced different amusing activities with the methodology of DGBL on platforms such as WorldWall or Nearpod. Finally, the learners were guided to use the learned vocabulary in context through a platform that allowed them to write comics funnily. At the end of each lesson, the candidates of this project completed a self-assessment located in their digital notebook from the Liveworksheets platform. Here, the student evaluated themselves in two different parameters, objective and subjective, as they must click on icons expressing feelings according to the lesson, but also the pupils wrote their personal opinion about their likes and dislikes or difficulties presented during the lesson, applying dairy research in a classroom context.

The last session was dedicated to assessing students' progress through the final assessment or post-test which threw ordinal results that allowed recognizing ranking data for a proficiency score. "My Virtual Oratory" project was based on the Exploratory mixed method of investigation, as its procedures and results were based on the quantitative pre-test and post-test. On the other hand, a journal containing the daily personal perceptions of the participants about each class demonstrated the qualitative side of the current research.

An Excel chart contrasted the learner's beginning knowledge with the outcomes at the end of the course through their grades. This result was also represented in a bar graph, organizing the results by topics of vocabulary, demonstrating in this way, a percentage of inter-rater reliability of the pre-test and post-test, which is above the 50%.

Furthermore, the current is classroom research and action research as the data gathered from the pre-test and post-test was analysed and the results were reported objectively. A backward design of assessment was elaborated to have the final goals from the beginning. That is why an objective instrument of evaluation of the target vocabulary, British and American, has been applied at the beginning and the end of the course to determine the students' progress.

The researcher will expose information about the generalizations found in the journal.

PART IV

Data Analysis

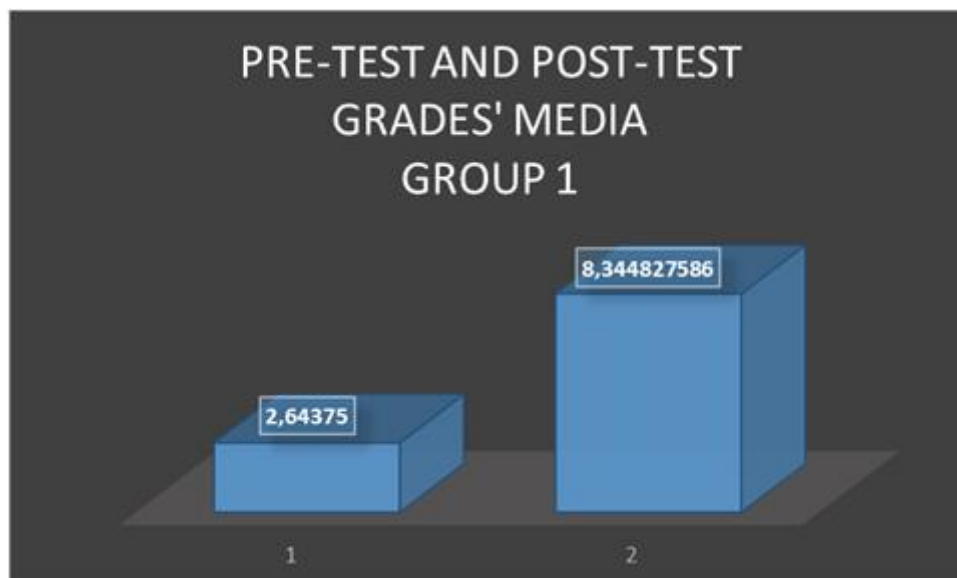
Analysis of results

The current vocabulary course was developed throughout fifteen days, starting on Friday, March 4th, 2022. The learners attended the lessons on Mondays, Wednesdays, and Fridays for one hour. The first day was destined to apply the pre-test to identify the words the students didn't know, this way we could evidence the words learners did not recognize. The results were the hoped ones, as it was evident, they ignored almost all the British words presented in the initial evaluation.

The pre-test was taken in the computing lab of the institution to control the reliability of this exam's results, which have been embodied in the charts below.

Group one obtained an average of 2,64 points over ten in the pre-test, being the lowest grade zero and the highest grade five.

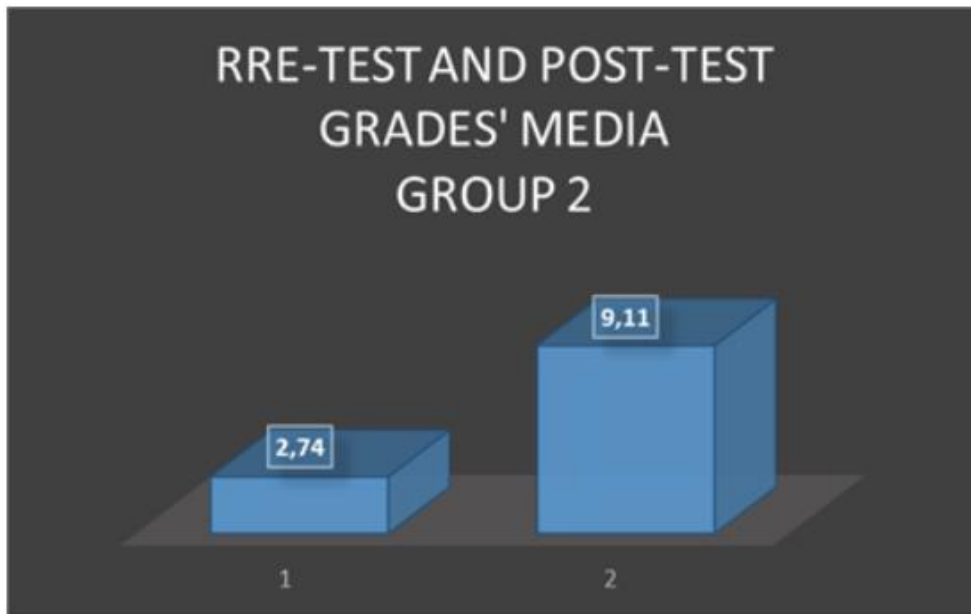
Figure 1. Pre-Test Vs. Post-Test Media (Group 1)



Note: Figure created by the author, based on the results of the computer system.

In the case of group two, the lowest grade was 0,50 points over ten in the pre-test; the highest grade was eight and was gotten by a student who has been receiving particular preparation for the Movers exam throughout the scholar year in the afternoons.

Figure 2. Pre-Test Vs. Post-Test Media (Group 2)



Note: Figure created by the author, based on the results of the computer system.

Post-test results demonstrated that the participants overcame the pre-test grades with an average of six to eight points per student, as is demonstrated in the Figure 3, which contrasts the pre-test and the post-test results.

Table 3. Group 1: Pre-Test Vs. Post-Test Grades

Name	PRE-TEST	POST-TEST
AGUILAR SABRINA	2	9,7
ARTETA LUCIANA	2	9,7
CACARIN LUCIANA	4,3	10
CALDERON DANIELA	2	6,7
CHAVES MARIA PAZ	3,5	8,5
CONDOR STEPHANIE	2,3	5,8
CORDOVA MARIA VICTORIA	0,8	9,7
FREIRE CHRISTIANE	8	7
FREIRE EVA	3,5	
GARCIA BRIANNA	1,3	8,8
GARCIA MARTINA	8,3	6,4
LIGNA KARELYS	2,5	8,8
MONTENEGRO DANIELA		9,4
MUÑOZ MIKAELA		9,7
PEÑAFIEL DAYANA	0,8	9,1
PEREZ ARIANNA	0	2,7
PILLAJO CAMILA	5,3	10
PINSA VICTORIA	2,3	9,4
PINTO VICTORIA	2	8,5
PROAÑO PAULA	2,3	8,8
RAZA ANDREA	1,8	8,8
RODRIGUEZ MARIA EDUARDA	3,3	4,8
SANCHEZ ANGELICA	1,8	8,8
SANCHEZ SARAHI	3,3	10
SERRANO MARIA ISABEL	2,5	10
SIMBAÑA LUCIANA	2,3	8,2
VALENCIA SARA	6	10
VARGAS EMILY	1,3	3,9
VITERI MARTINA	4,8	10
ZURITA SAMIA	2,5	8,8
	2,64	8,345

Once the participants had received the eight lessons, in meeting ten they had the post-test to evaluate the acquired knowledge. The increment of points in their grades was notorious, as the average was 8,35 contrasted to 2,64 obtained in the pre-test in group one. This same fact was detected in the group 2 where the students have gotten an average of 9,11 instead of the 2,74 obtained at the beginning of the course in the pre-test.

Table 4. Group 2: Pre-Test Vs. Post-Test Grades

Name	PRE-TEST	POST-TEST
ALMEIDA SOFIA	8	9,7
BENITEZ MARIA PAZ	1	10
BOLAÑOS EMILIA	4	10
CARRERA PAULA	3,5	9,1
CASTILLO BELEN	1,3	7,9
CORDOVA FABIANA	0,5	7,3
ERAS SOFIA	3,5	10
FARINANGO VICTORIA	1,3	10
FLORES EVELYN	0,3	10
FREIRE ROMINA	1,8	9,7
FUENTES RAFAELLA	1,3	6,7
GARCIA VALERIA	2,8	10
GRATEREAUX GAIA	4,5	9,7
IDROVO FABIANA		10
IDROVO LUCIANA	2,3	10
JIMENEZ DOMENICA	3	10
LOPEZ LUCIANA	3,3	10
MANTILLA MARTINA	6,5	10
MONTENEGRO ROMINA	1,5	9,1
MUÑOZ DANNA	5	9,1
NARVAEZ KAMILA	0,5	9,4
RAMIREZ RENATA	3,8	2,4
ROJAS LUCIANA	2,5	8,8
ROMAN SURI	2,3	10
TAMBO MARIA PAZ	3,8	9,1
USIÑA MARIUXI	2	10
VISCARRA DOMENICA	1	7,9
	2,74	9,11

Besides the quantitative data collected through the pre-test and the post-test that reflects the learner's progress in the acquisition of British vocabulary required for the Movers test, the proposal was aimed to demonstrate how the methodology can infer in the learning and teaching process. In this course, knowledge was imparted through gamification with the specific purpose of demonstrating that the difference in the grades obtained by the participants is based on the gamified methodology through virtual and educational games that, further than, providing knowledge, we're able to motivate learners intrinsically to participate and interiorize the taught material without expecting a reward or

high grade in exchange of their involvement. As Krashen (1985) mentioned in his research about the affective filter, it is needed to be lowered to allow knowledge assimilation. This was experimented during each lesson by the participants of the current research, who gladly dedicated to this project one hour of their afternoons. To transform the participants' feelings regarding the course, a self-assessment was fulfilled at the end of each class.

This methodological purpose was quasi-experimental and mixed, which means that a qualitative assessment took part in this process, as well. This evaluation allowed students to reflect on different facts that took part in the current vocabulary course. These girls evaluated their development regarding punctuality, ability to work with the daily target vocabulary, and capability to work with the technological instruments. It is important to mention that each item was graded with a maximum of three points, information that was completed every day after each virtual teaching session.

Salesian Pedagogy looks after an integral training, that is why it was considered to self-assess the value of punctuality. In both groups, most of the participants were on time for every lesson, as we can see in the Figures 3 and 4 below. In which punctuality occupied 93,5%. Referring to the target vocabulary, it was evident that group one and group two demonstrated a great comprehension of the taught words, as they were able to develop the practice and production activities of each lesson; so that, group one reached the 92,91%, and the group two, reached the 90,33% in their evaluation regarding the recognition of the learned contents.

Additionally, there was a third self-evaluation about the ability to handle the technological tools, such as, Nearpod, WorldWall, Liveworksheets, BeliefComixMaker, and LearnEnglishKids, among others. These were used by the participants to put into practice and apply in context the British vocabulary, main object of the course. In both groups, almost all the students were able to learn and handle the mentioned platforms. Groups one and two got a percentage of 96,37% and 96,75% respectively, in the correct usage of the gamified tech tools.

Figure 3. Group 1 Self-assessment results.

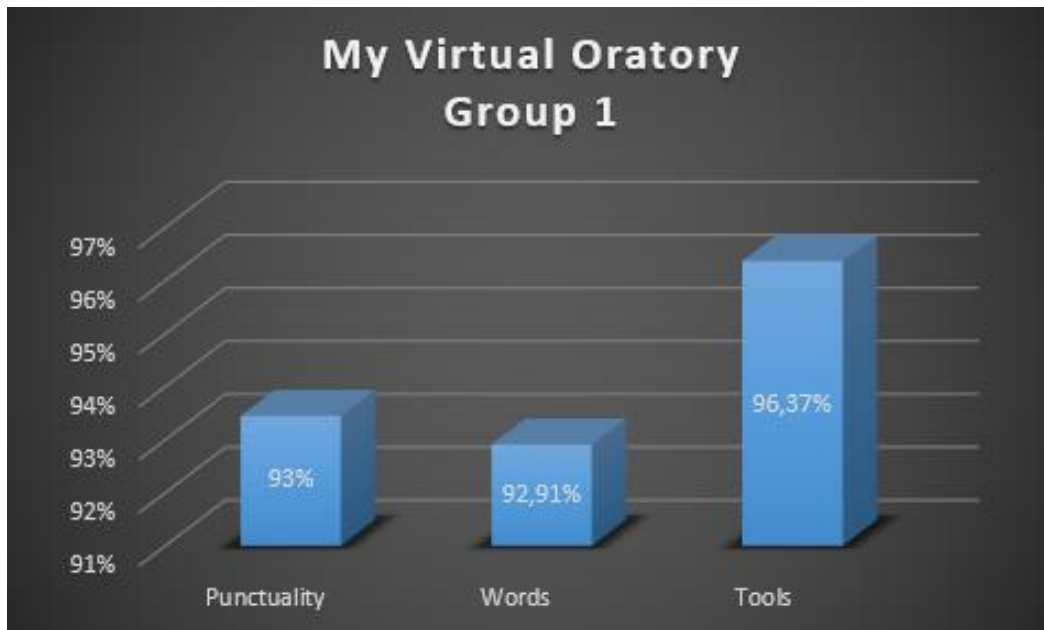


Figure 4. Group 2 Self-assessment results.

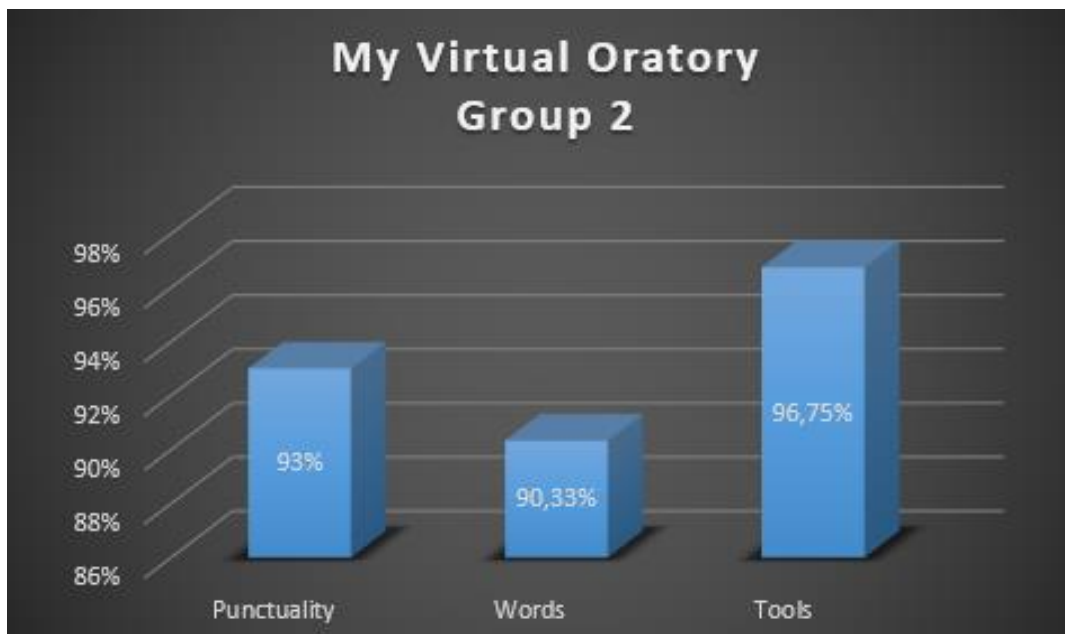


Table 6. Group 2: Ss Self-assessment per day over 3 points each item: Punctuality, Words recognition, and Tools Handling.

MY VIRTUAL ORATORY: STUDENTS' SELF-ASSESSMENT																											
GROUP 2																											
STUDENT	PUNCTUALITY									WORDS RECOGNITION									TOOLS HANDLING								
	D1	D2	D3	D4	D5	D6	D7	D8		D1	D2	D3	D4	D5	D6	D7	D8		D1	D2	D3	D4	D5	D6	D7	D8	
1	3	2	3	3	2	3	3	3	22	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	24	
2	2	2	2	3	3	3	3	3	21	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	24	
3	2	2	3	3	2	2	3	2	19	2	2	2	3	2	2	3	3	19	3	3	3	3	1	2	3	21	
4	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	24	
5	3	3	3	3	3	3	3	3	24	2	3	3	3	3	3	3	3	23	1	3	3	3	3	3	3	22	
6	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	24	
7	3	3	3	3	3	3	3	3	24	1	3	3	3	3	3	3	3	22	3	3	3	2	3	2	3	22	
8	2	3	3	3	3	3	3	3	23	2	3	3	3	5	3	3	3	25	3	3	3	3	3	3	3	24	
9	3	3	3	3	3	3	3	3	24	3	1	3	3	3	3	3	3	22	3	3	3	3	3	3	3	24	
10	3	3	3	3	3	2	3	3	23	2	2	2	2	2	2	2	3	17	2	2	2	3	2	2	2	18	
11	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	24	
12	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	24	
13	2	3	2	3	3	3	3	3	22	2	2	2	2	3	3	3	3	20	3	3	3	3	3	3	3	24	
14	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	24	
15	3	3	3	3	3	3	3	3	24	2	2	3	3	3	3	3	3	22	2	3	3	3	2	3	3	22	
16	2	3	3	3	3	3	3	3	23	3	2	2	3	2	3	3	3	21	3	3	3	3	3	3	3	24	
17	3	2	2	2	2	3	1	3	18	3	1	2	3	3	3	3	3	21	3	2	3	3	3	3	3	23	
18	3	2	3	2	2	2	3	2	19	2	2	2	3	1	2	3	2	17	3	3	3	3	2	3	3	23	
19	3	2	2	2	2	2	3	2	18	2	2	3	3	3	2	3	2	20	3	3	3	3	3	3	3	24	
20	3	3	3	2	3	2	3	3	22	3	2	3	3	3	3	3	3	23	3	3	3	3	3	3	3	24	
21	3	3	3	3	3	3	3	3	24	3	3	3	2	3	3	3	3	23	3	3	3	2	3	3	3	23	
22	3	2	3	3	3	3	2	3	22	3	3	3	3	1	2	3	2	20	3	3	3	3	2	3	3	23	
23	3	2	2	3	3	2	3	1	19	2	1	2	2	3	2	3	3	18	3	2	2	3	3	3	3	22	
24	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	24	
25	3	1	3	3	3	3	3	3	22	3	2	3	3	2	2	3	3	21	3	3	3	3	3	3	3	24	
26	3	1	3	3	3	3	3	3	22	3	2	3	3	2	2	3	3	21	3	3	3	3	3	3	3	24	
27	3	3	3	3	3	2	3	3	23	3	3	3	3	3	3	3	3	24	3	3	3	3	3	3	3	24	
28																											
29																											
30																											
Total	76	69	76	77	76	74	78	76	602	70	65	74	77	74	73	80	78	591	77	78	79	79	75	78	80	81	627
AVRGE	2,8	2,6	2,8	2,9	2,8	2,7	2,9	2,8	22,36	2,5926	2,4	2,7	2,9	2,7	2,7	3	2,9	21,68	2,9	2,9	2,9	2,9	2,8	2,9	3	3	23,22
%									93%									90,33%									96,75

Included in the self-assessment there were open questions to allow participants to express their preferences, opinions, difficulties, likes, and dislikes. A chart gathered the information to tabulate students’ answers and a journal was written daily, as well. Each item remained the number of the lesson where the learner qualified as the best part of the most difficult part of the lesson. Inside each item, the number of the mentioned lesson was written.

In both groups, it was notorious the massive preference for the technological games in all lessons, in the case of the best part of the lesson, and most of the participants exposed they did not identify any difficulty.

Some students expressed they had difficulty, particularly with the words they considered with a higher grade of struggling, mainly due spelling; nevertheless, after the teaching process, they demonstrated learning acquisition and were able not only to spell them but to apply these words in context in the practice activities.

In lessons five, six, and seven, the participants expressed they had difficulties with the activities planned in the Liveworksheet platform, especially the crossword exercise about the clothes; it was evident, that the learners were not used to doing this kind of activity.

Some commentaries were dedicated to lesson four's game, the hangman, which was designed in a PowerPoint file. The participants expressed they felt uncomfortable as not all of them were able to participate in the game because they took part in this activity one by one.

Part V

Final Considerations

Conclusion and Discussion

There was evident excellent participation by the students who demonstrated a great interest in gamified methodology. Even though the participants of the current course had to attend one extra hour of class in the afternoons, besides their normal school attendance in the morning. It was palpable a massive concurrence and enjoyment, especially towards the gamified techniques, taking into account that not all the development of each daily lesson was based on games as there were moments when learners had to read, interiorize new words, produce sentences or small paragraphs by themselves, or even do homework. Nevertheless, the gamified methodology influenced on her attitude to be receptive in all the moments of the lesson. It was really important to gather their feelings and daily self-assessment.

Besides, the participants, despite their shortage, were able to evaluate themselves and the applied tools; this way they demonstrated their disagreement with the Hangman game, for example, as they clearly stated that not all the students had the opportunity of taking part in the activity. In the same way, a considerable number of girls exposed the difficulties they had to face in Liveworksheet's practices from lessons 5 and 7. All these commentaries helped the researcher to improve the next day's plans, simplifying the exercises or guiding the learners with examples, which allows us to recognize that one daily clock hour was not enough. However, the next day's activities were planned according to the participants, suggestions, and needs.

The gamified methodology has shown how necessary are games and interactive tools in the learning-teaching process, especially, because it was notorious for a positive engagement to work and learn, and sympathy to work in groups developing and exploring their leadership.

The current investigation began with the conceptualization and importance of gamification in the teaching process, nevertheless, it is only the practice throughout the course that allows putting in evidence of the importance of this tool to increase learners' intrinsic motivation, who demonstrated interest in developing the proposed activities, even they were gamified or not, but once they were inspired, the British vocabulary course evolved naturally and easily as they were engaged, which was the hoped result from gamification.

Up to now, it is totally clear the importance of the technological gamified methodology in the educational system. However, it is important to recognize the extra time that planning the activities implies for educators, because it requires a perfect organization that leads students towards knowledge acquisition to dominate the skills as a result of students' engagement. Another antagonist factor is also the time, which is not enough to complete what the teacher has planned, or at least, the topics were not assimilated by all the participants, as learners with special needs or those who require more attention do not receive the personalized education they may require.

The interactive games as a part of the lessons increase the learner's intrinsic motivation that allowing them to participate freely, and without expecting a grade or reward. The pleasure that playing produces in students, motivates them to be positive throughout the teaching process and improves their collaborative work in class, as they learn to work in a group to get a goal and at the same time, they are learning to solve problems by analysing and working together in contests and challenging tasks. Students with special needs such as Attention-Deficit/Hyperactivity Disorder (ADHD), were motivated to attend, participate and do the established activities in the course, as they were concentrated on achieving the goal of winning a contest.

A great advantage of teaching vocabulary through technology is the facility that the different tools offer to the teacher with great support to grade, file the works, expose images, organize lessons, etc. On the other hand, students are also benefited when using a technological gamified methodology, as they received immediate feedback from the virtual tool and the teacher, as well.

Gamification provides a friendlier and more appropriate environment inside the class. Despite it being a virtual course, it was evident higher positivism and participation from students than in the face-to-face class at school. So, it was possible to apply the Salesian Pedagogy in the productive section of each lesson, where participants had to create stories or solutions based on the values of Salesian charisma.

Recommendations

It is well known that many bilingual schools around the world evaluate their students' English levels periodically under the European Common Frame. Nevertheless, most educational institutions teach English by applying American material, such as books, platforms, tech tools, etc. without taking into account that their pupils will have to face many British English words they don't know during these international exams. I hardly recommend a preparation that goes beyond the only practice of the mock exams, mainly with the younger candidates; this way students will be sure and comfortable during these examinations, and during the preparation they will be exposed to both languages: American and British, widening their previous knowledge.

The current research has demonstrated a positive effect of the Technological Gamified Methodology on Vocabulary teaching on EFL learners, as they developed autonomy in the task's development, easy learning, and enjoyment in participating during the course. This last topic is related to Krashen (1985) theory of affective filter because it was evident that games increased learners' intrinsic motivation, who besides punctuality showed compromise and commitment in their daily activities. Even though this current investigation validates the application of gamified technology in the teaching process, it is important to mention, that these positive results are able in a particular socio-economic level of students due to the required material for a virtual course, such as good internet connection, and computer; which means that not all students can access to this type of

education system. Nevertheless, gamification can be applied in any teaching process through mobile games in the classroom.

On the other hand, the current research took place in a Catholic school that handles Salesian Pedagogy based on values. It has been a rich experience to include a value in each lesson as cross-curricular so that learners can produce while they are learning to interact with the real world around them.

Finally, I would like to point out some possible areas for future research that are related to this investigation. On the one hand, I think it is clear that this type of action contributes to the reflection on language learning in different contexts. Analyzing the way students learn a language and at the same time the variants it has, can be an excellent contribution to understanding the dynamics of the language itself, in relation to the brain and factors such as motivation or emotion. This study could open new research on the relationship between language and learning

On the other hand, it is evident that research has a didactic dimension that can be largely explored and that involves understanding how to teach language to children. Gamified work can be an alternative, to which this research points, but new work could point to other forms of pedagogical and didactic work that favor a better connection with the language and the learning of these in practice.

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Annexes

1. List of students Group 1

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2. List of students Group 2

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3. Evaluation instruments

***"MY VIRTUAL ORATORY: A Means to Teach
British Vocabulary Communicatively"***

PRE - TEST

Number of the List	<input type="text"/>
Fourth Grade:	<input type="text"/>
Teacher's name:	Miss Dorelenny Castillo
Date:	<input type="text"/>

GENERAL-INSTRUCTIONS:

- *Please read each instruction carefully before answering.*
- *Ask the teacher if you don't understand the question.*
- *You have 60 minutes to do this evaluation.*
- *Complete with the best answer.*
- *Keep your camera on and your microphone off during the evaluation.*

A) Read the words, then match them with the pictures using lines.



Boot



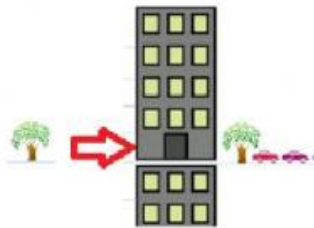
Tin



Lorry



Engine



Flat



First-ground-floor



Hoover



Lift



Zip

Nappy



B) Read the words in bold type and tick **ONLY ONE** option choosing the correct synonym.

SOCCER

BASKETBALL

FOOTBALL

CRICKET

MAIL

POST

BUILDING

CAN

MOVIE

SHOW

WASH

FILM

SIDEWALK

STREET

PAVEMENT

WALL

SUITCASE

LUGGAGE

CORN

TRASHCAN

LADYBUG

WORM

BEETLE

LADYBIRD

CHECK

NUMBERS

RESTAURANT

BILL

STATE SCHOOL

BILINGUAL SCHOOL

PUBLIC SCHOOL

PRIVATE SCHOOL

SWEATER

PANTS

CAP

JUMPER

C) Use the words from the word bank to complete the following sentences.

petrol cinema pub railroad return-ticket shop chemist-shop

1. The movie Enchantment is showing at the .
2. Tonight we will meet with some friends at the to celebrate my birthday.
3. I need to buy a at the train station to go back home.
4. My car needs to run.
5. My dad buys his medicine at the .
6. The trains run on the .
7. Mary and Tom go to the Pet's to buy dog's food.

D) Drag the words and drop them next to the corresponding definition.

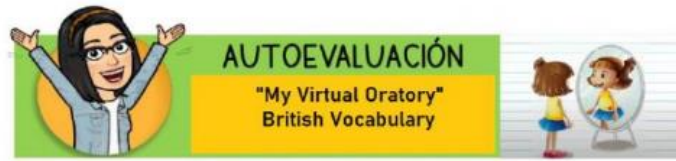
	DEFINITION	WORDS
1.	Windy season when trees' leaves fall down.	<input type="text"/>
2.	Device that gives light or guidance.	<input type="text"/>
3.	State of humor or being crazy.	<input type="text"/>
4.	A day off or a day you don't have to go to school because of a special celebration.	<input type="text"/>
5.	A large, tall cabinet in which you store and organize your clothes.	<input type="text"/>
6.	A schedule where subjects or activities are organized by hours.	<input type="text"/>
7.	A school supply you use to erase written mistakes.	<input type="text"/>

E) Write a SYNONYM

1. Dustbin
2. Vest
3. Handbag
4. Trousers
5. Waistcoat
6. Trainers
7. Biscuit



4. Self-assessment



Instrucciones: Lee las acciones que realizamos durante la clase y selecciona una carita de acuerdo a tus logros.

Fui puntual en el ingreso a mi clase virtual de hoy.	 Logré hacerlo	 Necesité ayuda	 Se me dificultó
Reconozco las palabras aprendidas en la clase de hoy.	 Logré hacerlo	 Necesité ayuda	 Se me dificultó
Utilicé con facilidad las herramientas tecnológicas aplicadas hoy	 Logré hacerlo	 Necesité ayuda	 Se me dificultó

Ahora completa la siguiente información con tus propias palabras:

Lo mejor de esta clase fue:

Algo que se me dificultó fue:



5. Lesson Plans



Pontificia Universidad
Católica del Ecuador

“MY VIRTUAL ORATORY”:

A MEANS TO ACQUIRE BRITISH VOCABULARY COMMUNICATIVELY

LESSON PLAN 1				
Level: A1		Time Class: 60 minutes		Topic: I CAN HELP YOU TO BUY
Cross-curricular value: Helping others				
Objective: To introduce learners to British vocabulary related to clothing.				
STAGE	PROCEDURE	MATERIAL	TIME	AIM
Warm-up	3 minutes to bring your favorite cloth, then show them to the class. Song: Don't put your trousers on your head. https://learnenglishkids.britishcouncil.org/songs/dont-put-your-trousers-your-head	Realia Learn-English kids platform	10'	Ss get familiar with clothing vocabulary
Exposition	Choral drill and sentence reading. Exposition of vocabulary. Digital Worksheet: Recognizing sounds. https://www.canva.com/design/DAE357pkq5M/zx9oLDnkeXJ90oh8aY3DLg/edit	Canva slides Liveworksheets platform	10'	Ss interiorize clothing vocabulary in reading and written form.

h8aY3DLg/ed it	Listening: I am a foreigner and I need to buy clothes.	Recording	5'	
Practice	GAME: Match the words with the corresponding picture. Ss can try until getting a perfect score. https://wordwall.net/es/resource/28824306	World Wall platform	10'	Ss identify clothing vocabulary
Production	Use the learned vocabulary about clothing and write a comic where you help a foreigner to buy clothes. https://www.makebeliefscomix.com/Comix/	Makebeliefs-comix Platform	10'	Ss produce a small conversation with the target vocabulary
Self- assessment	Evaluate the worked lesson. https://es.liveworksheets.com/myworkbooks/workbook.asp?id=2042411	Liveworksheets platform Assessment Digital Notebook	5'	Express feelings regarding the lesson
Wrap out Homework	PICTIONARY: Do 3 repetitions, write a sentence and draw each word of today's lesson vocabulary.	Notebook	15'	Ss reinforce and gather learned vocabulary



“MY VIRTUAL ORATORY”:

A MEANS TO ACQUIRE BRITISH VOCABULARY COMMUNICATIVELY

LESSON PLAN 2				
<p>Level: A1 Time Class: 60 minutes Topic: SAVING PETROL, SAVING THE PLANET</p> <p>Objective: To introduce learners to British vocabulary related to transportation means.</p>				
STAGE	PROCEDURE	MATERIAL	TIME	AIM
Warm-up	<p>Tongue twister “Red lorry, yellow lorry”</p> <p>https://learnenglishkids.britishcouncil.org/tongue-twisters/red-lorry-yellow-lorry</p> <p>Song: Eric the engine on the railway</p>	Learn-English kids platform	5’ 2’	Ss get familiar with transportation vocabulary
Exposition	<p>Choral drill and sentence reading.</p> <p>Exposition of vocabulary.</p> <p>https://www.canva.com/design/DAE357pkq5M/7UQ2DeEuvdiudC2RGhYD1A/view?utm_content=DAE357pkq5M&utm_campaign=designshare&utm_medium=link&utm_source=viewer</p> <p>Digital Worksheet: Recognizing meanings</p>	Canva slides Liveworksheets platform	8’	Ss interiorize clothing vocabulary in reading and written form.

	https://es.liveworksheets.com/myworkbooks/preview.asp?workbookid=2086583&clave=4zjsub67			
Practice	<p>GAME: Match the words with the corresponding picture in a Pac-man game</p> <p>Ss can try until getting a perfect score.</p> <p>https://wordwall.net/es/resource/21999142</p>	World Wall platform	10'	Ss identify clothing vocabulary
Production	<p>Use the learned vocabulary and write a comic giving advice to avoid extra petrol consumption.</p> <p>https://www.makebeliefscomix.com/Comix</p>	Makebeliefs-comix Platform	10'	Ss produce a small conversation with the target vocabulary
Self-assessment	<p>Evaluate the worked lesson.</p> <p>Liveworksheets.com - Cuadernos del alumno</p>	Liveworksheets platform Assessment Digital Notebook	5'	Express feelings regarding the lesson
Wrap out Homework	<p>PICTIONARY: Do 3 repetitions, write a sentence and draw each word today's lesson vocabulary.</p>	Notebook	15'	Ss reinforce and gather learned vocabulary



“MY VIRTUAL ORATORY”:

A MEANS TO ACQUIRE BRITISH VOCABULARY COMMUNICATIVELY

LESSON PLAN 3				
Level: A1		Time Class: 60 minutes		Topic: EVERYONE NEEDS A HOME
Objective: To introduce learners to British vocabulary related to different homes and their furniture.				
STAGE	PROCEDURE	MATERIAL	TIME	AIM
Warm-up	Game: Mimics reviewing lesson 2 Song: I live in a flat and quiz about the song https://learnenglishkids.britishcouncil.org/grammar-chants/i-live-flat	LearnEnglish kids platform	5' 2'	Ss get familiar with transportation vocabulary
Exposition	Choral drill and sentence reading. Exposition of vocabulary. https://www.canva.com/design/DAE357pkg5M/7UQ2DeEuVdiudC2RGhYD1A/view?utm_content=DAE357pkg5M&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink Digital Worksheet: Recognizing meanings	Canva slides Liveworksheets platform	8'	Ss interiorize transportation vocabulary in reading and written form.

	British Vocabulary online worksheet (liveworksheets.com)			
Practice	GAME: Time to climb. Answer the question to climb the mountain.	Nearpod platform	10'	Ss identify words related to flat and home devices
Production	Use the learned vocabulary to express the importance of having a home where to live in. https://www.makebeliefscomix.com/Comix/	Makebeliefs-comix Platform	10'	Ss produce a small conversation with the target vocabulary
Self-assessment	Evaluate the worked lesson. Liveworksheets.com - Cuadernos del alumno	Liveworksheets platform Assessment Digital Notebook	5'	Express feelings regarding the lesson
Wrap out Homework	PICTIONARY: Do 3 repetitions, write a sentence and draw each word today's lesson vocabulary.	Notebook	15'	Ss reinforce and gather learned vocabulary



“MY VIRTUAL ORATORY”:

A MEANS TO ACQUIRE BRITISH VOCABULARY COMMUNICATIVELY

LESSON PLAN 4				
Level: A1		Time Class: 60 minutes		Topic: TOGETHER SHARING THE TOWN
Objective: To introduce learners to British vocabulary related to different homes and their furniture.				
STAGE	PROCEDURE	MATERIAL	TIME	AIM
Warm-up	Game: Places in the town. Listen and match https://learnenglishkids.britishcouncil.org/world-games/places-town-1	Learn-English kids platform	5' 2'	Ss get familiar with town places vocabulary
Exposition	Choral drill and sentence reading. Exposition of vocabulary. https://www.canva.com/design/DAE357pkq5M/7UQ2DeEuvdiudC2RGhYD1A/view?utm_content=DAE357pkq5M&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink Digital Worksheet: Dictation	Canva slides Liveworksheets platform	8'	Ss interiorize town places vocabulary in reading and written form.

Practice	<p>GAME 1: The hangman.</p> <p>GAME 2: Contest. Listen to the meaning and write the word in the chat.</p>	Powerpoint platform	10'	Ss identify words related to flat and home devices
Production	<p>Use the learned vocabulary about places in the city and write a comic inviting others to take care of the city.</p> <p>https://www.makebeliefscomix.com/Comix/</p>	Makebeliefs-comix Platform	10'	Ss produce a small conversation with the target vocabulary
Self-assessment	<p>Evaluate the worked lesson.</p> <p>Liveworksheets.com - Cuadernos del alumno</p>	Liveworksheets platform Assessment Digital Notebook	5'	Express feelings regarding the lesson
Wrap out Homework	<p>PICTIONARY: Do 3 repetitions, write a sentence and draw each word of today's lesson vocabulary.</p>	Notebook	15'	Ss reinforce and gather learned vocabulary



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A MEANS TO ACQUIRE BRITISH VOCABULARY COMMUNICATIVELY

LESSON PLAN 5				
Level: A1		Time Class: 60 minutes		Topic: TRAVELLING bits of ADVICES
Objective: To introduce learners to British vocabulary related to different ways of traveling.				
STAGE	PROCEDURE	MATERIAL	TIME	AIM
Warm-up	Read a funny comic: Areoplanes scare me	Belief Comix Maker Platform	5' 2'	Ss get familiar with traveling and spare time activities.
Exposition	Choral drill and sentence reading. Exposition of vocabulary. https://www.canva.com/design/DAE357pkq5M/7UQ2DeEuviudC2RGhYD1A/view?utm_content=DAE357pkq5M&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink Digital Worksheet: Find the new vocabulary in the soup of letters.	Canva slides Liveworksheets platform	8'	Ss interiorize town places vocabulary in reading and written form.

Practice	<p>GAME: Fly in a plane towards the correct answers. Try until getting a perfect score.</p> <p>https://wordwall.net/es/resource/30166526</p>	Worldwall platform	10'	Ss identify words and meanings related to travels and free-time activities.
Production	<p>Use the learned vocabulary about places in the city and write a comic, calming down someone afraid of airplanes.</p> <p>https://www.makebeliefscomix.com/Comix/</p>	Makebeliefs-comix Platform	10'	Ss produce a small conversation with the target vocabulary
Self-assessment	<p>Evaluate the worked lesson.</p> <p>Liveworksheets.com - Cuadernos del alumno</p>	<p>Liveworksheets platform</p> <p>Assessment Digital Notebook</p>	5'	Express feelings regarding the lesson
Wrap out Homework	<p>PICTIONARY: Do 3 repetitions, write a sentence and draw each word of today's lesson vocabulary.</p>	Notebook	15'	Ss reinforce and gather learned vocabulary



“MY VIRTUAL ORATORY”:

A MEANS TO ACQUIRE BRITISH VOCABULARY COMMUNICATIVELY

LESSON PLAN 6				
Level: A1		Time Class: 60 minutes		Topic: AT SCHOOL
Objective: To introduce learners to British vocabulary related to school.				
STAGE	PROCEDURE	MATERIAL	TIME	AIM
Warm-up	<p>Game: School timetable.</p> <p>https://learnenglishkids.britishcouncil.org/writing-practice/school-timetable</p> <p>Reading: Read the letter Tom wrote to his best friend Luis about his new school</p>	<p>Learn English Kids Platform</p> <p>Liveworksheets platform</p>	<p>5'</p> <p>2'</p>	<p>Ss get familiar with School and new vocabulary</p>
Exposition	<p>Choral drill and sentence reading.</p> <p>Exposition of vocabulary.</p> <p>https://www.canva.com/design/DAE357pkq5M/7UQ2DeEuvdiudC2RGhYD1A/view?utm_content=DAE357pkq5M&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p>	Canva slides	8'	Ss interiorize school vocabulary in reading and written form.
Practice	<p>GAME: Choose the correct synonym.</p> <p>https://app.nearpod.com/?pin=a9hez</p>	Nearpod platform	10'	Ss identify words and meanings related to school.

Production	<p>Read again the letter Tom wrote to his best friend Luis and match the words in capital letters to the correct pictures. Then write a sentence with each new word.</p> <p>https://www.liveworksheets.com/myworksheets/preview.asp?workbookid=2086583&clave=dkogk0kl</p>	Liveworksheets platform	10'	Ss produce a small conversation with the target vocabulary
Self-assessment	<p>Evaluate the worked lesson.</p> <p>Liveworksheets.com - Cuadernos del alumno</p>	Liveworksheets platform Assessment Digital Notebook	5'	Express feelings regarding the lesson
Wrap out Homework	<p>PICTIONARY: Do 3 repetitions, write a sentence and draw each word of today's lesson vocabulary.</p>	Notebook	15'	Ss reinforce and gather learned vocabulary



“MY VIRTUAL ORATORY”:

A MEANS TO ACQUIRE BRITISH VOCABULARY COMMUNICATIVELY

LESSON PLAN 7				
Level: A1		Time Class: 60 minutes	Topic: I CAN SHARE MY FOOD	
Objective: To introduce learners to British vocabulary related to food.				
STAGE	PROCEDURE	MATERIAL	TIME	AIM
Warm-up	Song: My favourite food. https://www.youtube.com/watch?v=tlugFP6lzuM	Learn English Kids Platform	5'	Ss get familiar with new vocabulary related to food
Exposition	Choral drill and sentence reading. Exposition of vocabulary. https://www.canva.com/design/DAE357pkq5M/7UQ2DeEuvdiudC2RGhYD1A/view?utm_content=DAE357pkq5M&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink	Canva slides	8'	Ss interiorize vocabulary about food in reading and written form.
Practice	Worksheet: Dictation and match.	Liveworksheet	10'	Ss identify words and meanings related to food.
	GAME: Read the word, then move to the correct picture while escaping from the monster.	World Wall	10'	

	https://wordwall.net/es/resource/21999142			
Production	Prepare a conversation where you demonstrate solidarity by sharing food with poor children on a special occasion.	Belief Comix Maker Platform	10'	Ss produce a small conversation with the target vocabulary
Self-assessment	Evaluate the worked lesson. Liveworksheets.com - Cuadernos del alumno	Liveworksheets platform Assessment Digital Notebook	5'	Express feelings regarding the lesson
Wrap out Homework	PICTIONARY: Do 3 repetitions, write a sentence and draw each word of today's lesson vocabulary.	Notebook	15'	Ss reinforce and gather learned vocabulary



“MY VIRTUAL ORATORY”:

A MEANS TO ACQUIRE BRITISH VOCABULARY COMMUNICATIVELY

LESSON PLAN 8				
Level: A1		Time Class: 60 minutes	Topic: EVERYTHING IS IMPORTANT	
Objective: To introduce learners to British vocabulary related to school.				
STAGE	PROCEDURE	MATERIAL	TIME	AIM
Warm-up	Song: Enchant contest	Youtube video	5'	Ss get familiar with new vocabulary
Exposition	Choral drill and sentence reading. Exposition of vocabulary. https://www.canva.com/design/DAE357pkq5M/7UQ2DeEuvediudC2RGhYD1A/view?utm_content=DAE357pkq5M&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink	Canva slides	8'	Ss interiorize vocabulary about food in reading and written form.
Practice	Worksheet: Dictation and match.	Liveworksheet	10'	Ss identify words and meanings.
	GAMES: Practice the previous knowledge by applying every technological tool https://wordwall.net/es/resource/21999142	World Wall	10'	

Production	Prepare a conversation where you demonstrate solidarity by using the learned words throughout the course.	Belief Comix Maker Platform	10'	Ss produce a small conversation with the target vocabulary
Self-assessment	Evaluate the worked lesson. Liveworksheets.com - Cuadernos del alumno	Liveworksheets platform Assessment Digital Notebook	5'	Express feelings regarding the lesson
Wrap out Homework	PICTIONARY: Do 3 repetitions, write a sentence and draw each word of today's lesson vocabulary.	Notebook	15'	Ss reinforce and gather learned vocabulary

6. Practice activities Liveworksheets



A MEANS TO ACQUIRE BRITISH VOCABULARY COMMUNICATIVELY

LESSON 1 ACTIVITY

WORKING WITH SOUNDS

vest
handbag
trousers

waistcoat
trainers
jumper

zip
nappy

A) Listen to the word list again and practice your pronunciation. Then, write the correct words in the blanks below.

1. Which words end with the "S" sound, like *letters*?

2. Which word begins with the "H" sound, like *have*?

3. Which word has a short sound like "tip"?

B) Say each word from the list out loud, clapping your hands with each syllable. Then, complete the chart with words from the list.

One syllable	Two syllable	Three syllable
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	
	<input type="text"/>	
	<input type="text"/>	



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"MY VIRTUAL ORATORY":

A MEANS TO ACQUIRE BRITISH VOCABULARY COMMUNICATIVELY

LESSON 2 ACTIVITY

WORKING WITH SOUNDS

Boot
Petrol
Lorry

Engine
Railway
Return-ticket

Car park
Zebra crossing

A) Unscramble the words and write them on the lines. Then, find them in the word search.

1. yaalriw

5. ikttce ternur

2. ryrl0

6. obot

3. csisorgn bazre

7. gennie

4. karp arc

8. rlpteo

B) Match the words from exercise A with the pictures. Use the numbers.





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"MY VIRTUAL ORATORY":

A MEANS TO ACQUIRE BRITISH VOCABULARY COMMUNICATIVELY

LESSON 3 ACTIVITY

WORKING WITH SOUNDS

- Flat
- First-ground floor
- Hoover
- Wardrobe
- Lift
- Pavement
- Tea towel

A) Match the words with the corresponding picture.

First-ground floor



Pavement



Flat



Hoover



Tea towel



Lift





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"MY VIRTUAL ORATORY":

A MEANS TO ACQUIRE BRITISH VOCABULARY COMMUNICATIVELY

LESSON 4 ACTIVITY

DICTATION

A) Listen to your teacher and take the dictation of the new vocabulary.

Then check with your friends.

1.

2.

3.

4.

5.

6.

7.





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Find the 8 vocabulary words in the soup of letters.

D	F	G	H	J	K	L	Ñ	Y	H
Z	A	Z	V	T	O	R	C	H	H
A	E	H	F	S	S	F	G	H	G
Q	R	O	E	T	Y	U	I	O	P
E	O	L	R	T	Y	U	H	V	X
X	P	I	W	R	Y	U	I	N	B
W	L	D	Z	T	T	D	A	F	F
J	A	A	F	F	H	G	U	H	L
S	N	Y	F	O	O	O	T	T	U
D	E	D	A	O	Z	D	U	F	G
D	G	H	J	T	K	L	M	Ñ	G
Z	C	X	V	B	B	N	N	M	A
Q	W	E	R	A	R	T	Y	U	G
W	E	R	T	L	P	O	I	U	E
E	C	F	I	L	M	C	V	N	M
L	A	D	Y	B	I	R	D	F	J

HOLIDAY

AUTUMN

FOOTBALL

FILM

LADYBIRD

LUGGAGE

AEROPLANE

TORCH



LESSON 6

A) Read Tom's letter, then match the capitalized words with the pictures.



TOM

Hi Luis, how are you? I am writing to tell you about my new school. This is a **STATE SCHOOL**, which means you don't have to pay anything to study here. I am coursing the **JUNIOR SCHOOL** as I am in fourth grade and I have a large **TIMETABLE** with many subjects but my favorite one is Science because I learn about animals.





My classroom is comfortable, it has tables, chairs, a board; but something I really like is the **DUSTBIN**, it is funny because when you throw garbage away, it moves and says "thanks for helping the planet".





Last Tuesday I had a Grammar test but I got **MAD** since I have got 5 ticks over 10. I made some mistakes that I could not erase because I didn't have a **RUBBER**, and I forgot to write the **FULL STOP** at the end of each sentence. I am sad!





Well, next week I will write you again.
Tom

School timetable		Name: Luis			
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00 - 9:00	English	maths	History	English	science
Break					
9:00 - 10:00	maths	English	science	maths	English
Lunch time					
1:00 - 1:05	English	PE	PE	strong	art
After school	Football	Games	Games	Games	Games





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LESSON 7 ACTIVITY
MY FAVOURITE FOOD

A) Listen to your teacher and take the dictation.

1.

2.

3.

4.

5.

6.

7.

8.

9.



"MY VIRTUAL ORATORY":

A MEANS TO ACQUIRE BRITISH VOCABULARY COMMUNICATIVELY

A) Find the words in the soup of letters, then write them under each picture.













T	R	A	I	N	E	R	S	Z
J	X	V	B	N	T	N	Q	T
U	H	A	N	D	B	A	G	R
M	V	Y	R	D	B	P	L	O
P	E	Z	X	N	M	P	O	U
E	S	G	F	D	S	Y	A	S
R	T	Z	U	T	N	R	E	E
W	A	I	S	C	O	A	T	R
W	E	P	A	D	G	H	J	S





B) Choose the correct synonym for the following words.

- | | | | |
|--------------------------|-----------------|-----------|---------------|
| 1. BOOT | WHEEL | TRUNK | MIRROR |
| 2. PETROL | COAL | WATER | GASOLINE |
| 3. LORRY | TRUCK | CAR | MOTORCYCLE |
| 4. ENGINE | DOOR | MOTOR | WINDOW |
| 5. RAILWAY | TRAIN | RAILROAD | TRAIN TICKET |
| 6. RETURN TICKET | BOTH-WAY-TICKET | TRAVEL | TICKET |
| 7. CAR PARK | BASEMENT | STAIRS | PARKING PLACE |
| 8. ZEBRA CROSSING | STREET | CROSSWALK | PAVEMENT |



C) Match the words with its corresponding synonym.

FIRST-GROUND-FLOOR

KITCHEN CLOTH

FLAT

APARTMENT

HOOVER

ELEVATOR

LIFT

CLOSET

PAVEMENT

VACUUM CLEANER

WARDROBE

SIDEWALK

TEA TOWEL

FIRST FLOOR

D) Write the synonym of the word.

1. Cinema
2. Pub
3. Shop
4. Chemist-shop
5. Post
6. Postbox
7. Bill

E) Read the meaning and write the correct word.

1. Vacation or day off.
2. Season when leaves fall.
3. Sport played with the feet and a ball.
4. Movie.
5. Nice red insect with black spots.
6. Bags you prepare with clothes to travel.
7. Transportation mean that flies.



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F) Match the pictures with the correct word.



TIMETABLE

STATE SCHOOL

DUSTBIN

RUBBER

FULL STOP

JUNIOR SCHOOL

TICK

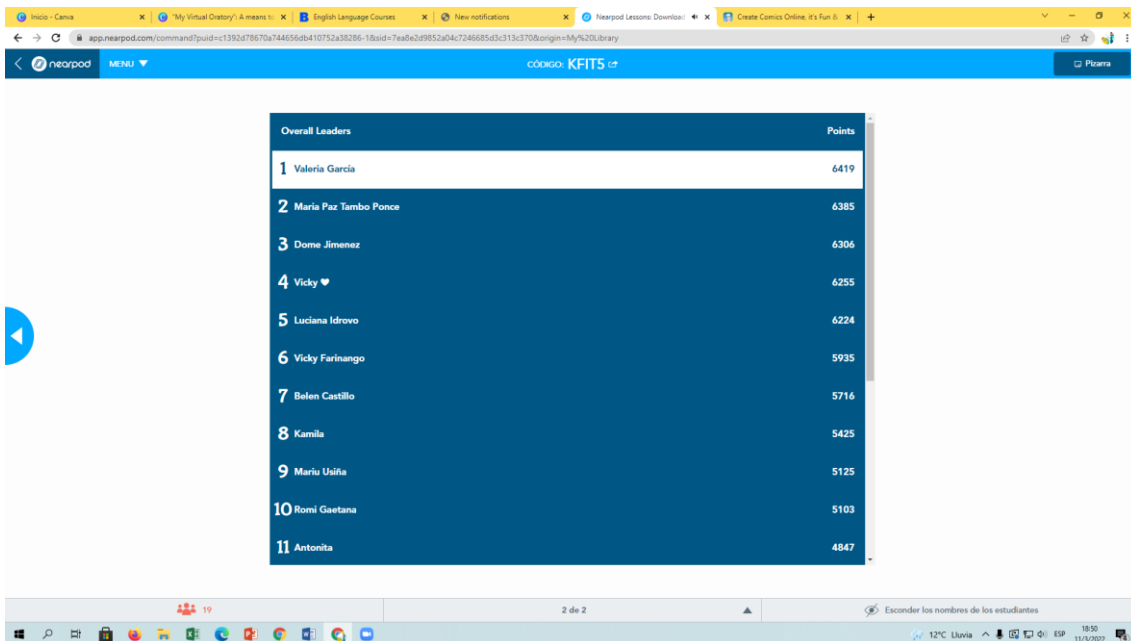
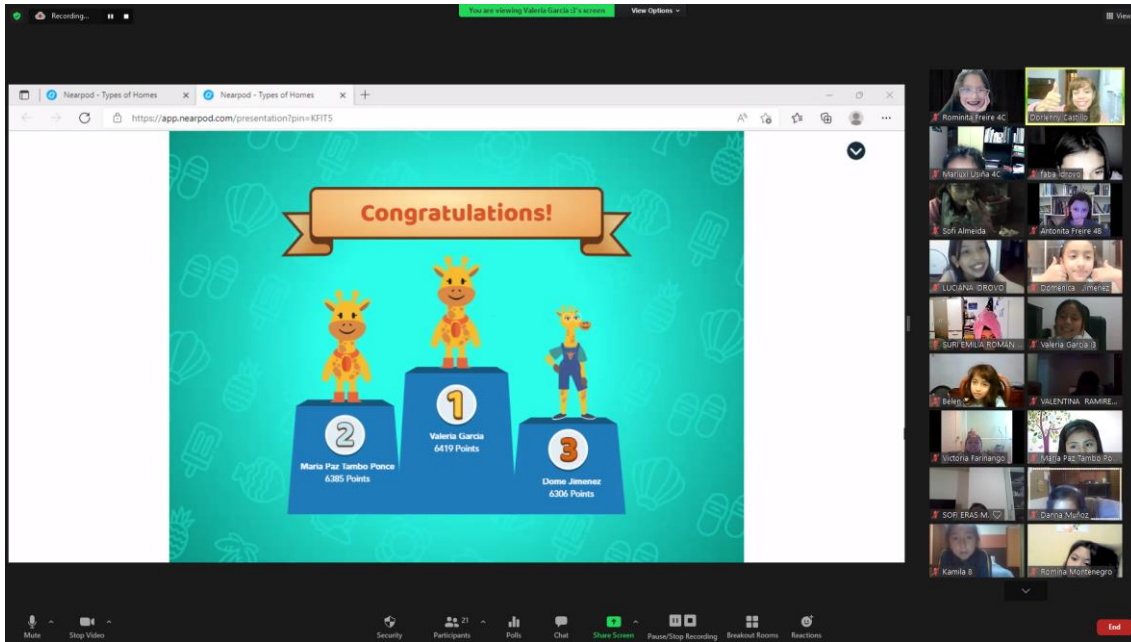
TORCH

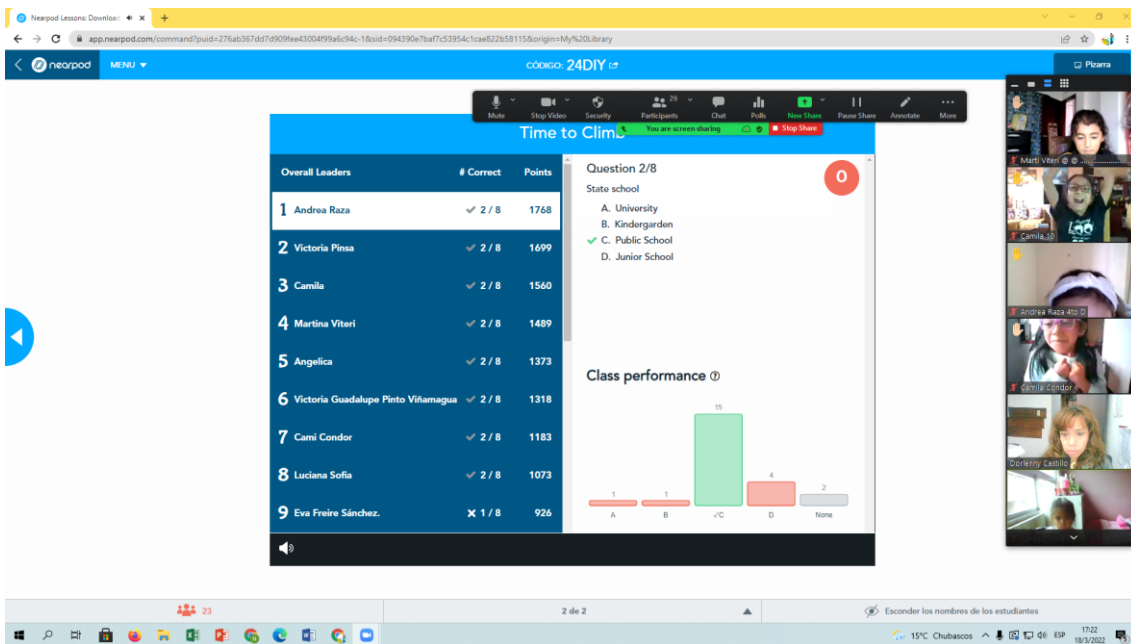
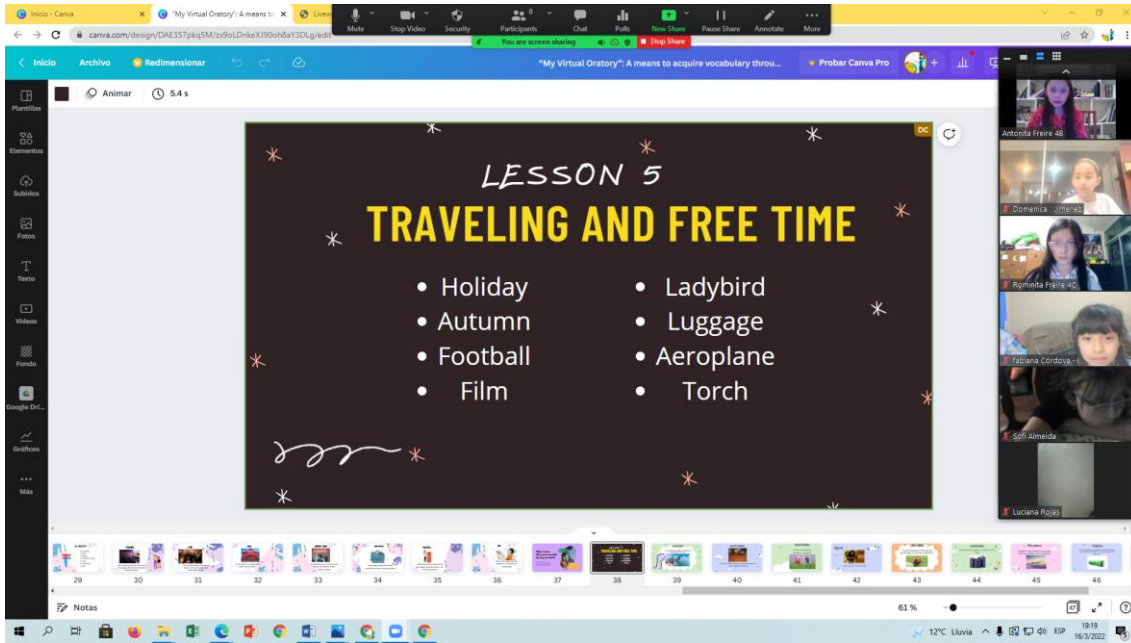


G) Write in Spanish the following words.

1. Tin
2. Chips
3. Crisps
4. Maize
5. Biscuit
6. Candyfloss
7. Sweets
8. Lolly
9. Toffee apple

7. Photographs





The screenshot shows a Zoom meeting interface. On the left, a blue sidebar displays the 'Overall Leaders' list. On the right, a grid of 12 video thumbnails shows participants. At the bottom, the Windows taskbar is visible with the date 18/3/2022 and time 17:25.

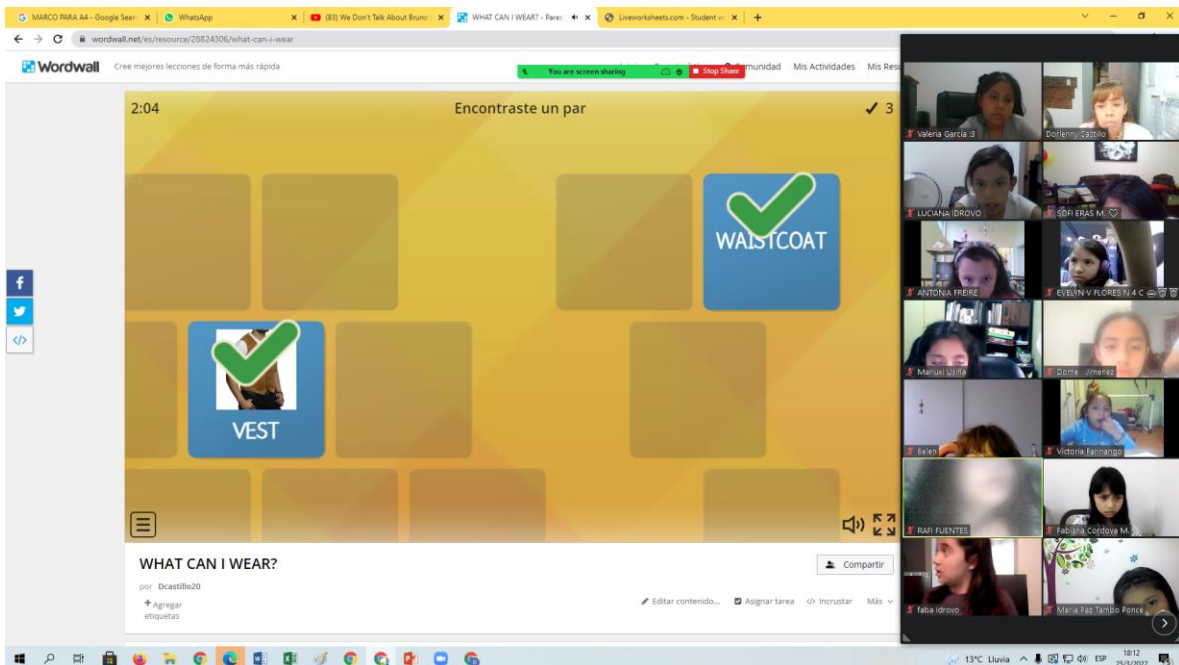
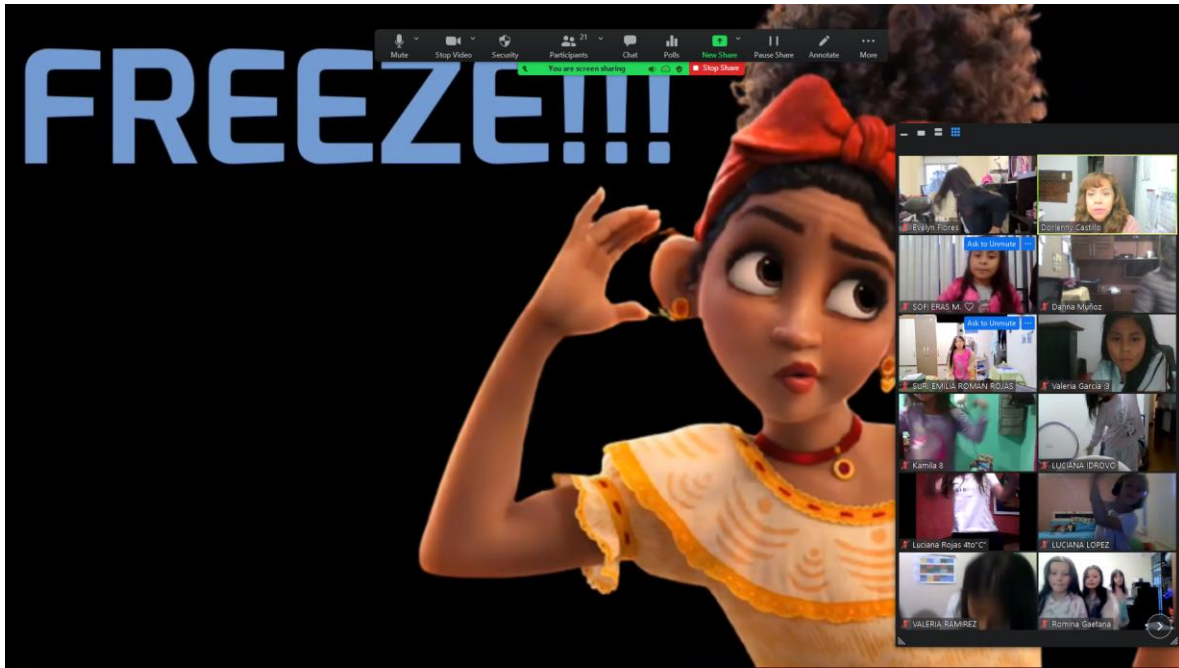
Rank	Name	Points
1	Martina Viteri	7060
2	Victoria Pinsa	6747
3	Camila	6323
4	Luciana Sofia	5983
5	Sary Valencia	5438
6	Angelica	5406
7	Maria Paz Chaves	5270
8	Luciana Simbaña	4929
9	Andrea Raza	4794
10	Eva Freire Sánchez	4491
11	Victoria Guadalupe Pinto Vilamagua	4398

The screenshot shows a Zoom meeting with a 'Congratulations!' graphic displayed in the main window. The graphic features three penguins on a podium representing the top three scorers: Victoria Pinsa (6747 Points), Martina Viteri (7060 Points), and Camila (6323 Points). A grid of 12 video thumbnails shows participants. A notification at the bottom indicates '5 participants raised hand'.



FINAL CLASS





Wordwall Crea mejores lecciones de forma más rápida

0:29

¡ADELANTE!

chips

crisps

tin

lolly

MY FAVOURITE FOOD

por Dcastillo20

Agregar etiquetas

Compartir

Editar contenido... Asignar tarea Iniciar Más

13°C Lluvia 18:20 25/9/2022

Time to Climb

Overall Leaders	# Correct	Points
1 Vicky	2 / 7	1792
2 Belen Castillo	2 / 7	1657
3 Luciana Idrovo	2 / 7	1647
4 Maria Paz Tambo Ponce	2 / 7	1629
5 Valeria Garcia	2 / 7	1620
6 Dome Jimenez	2 / 7	1611
7 Antofli	2 / 7	1552
8 Faba	2 / 7	1474
9 Sofi	1 / 7	889

Question 2/7

You use this gadget to clean the carpet.

A. Soap
B. Broom
C. Hoover

Class performance

Option	Count
A	2
B	2
C	18
none	2

21 2 de 2 Esconder los nombres de los estudiantes 13°C Lluvia 18:30 25/9/2022

