

**Improving 9th grade students' reading comprehension through vocabulary strategies at
Colegio Provincial San Jose, sede Jose Rafael Faria Bermudez: an action research**

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Practicum

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Chapter I: General Presentation About the Proposal

As a last requirement, the foreign language program at the University of Pamplona gives students in their tenth academic semester the opportunity to belong to an institutional academic environment, where they execute their teaching role, thus obtaining personal and professional experience in their field. Due to this, this document presents three main components which were divided into six chapters related to the institution where the integral practice as a pre-service teacher was carried out and the programmatic axes that conform the practice project, these chapters are: General presentation about the proposal, Institutional Observation, Pedagogical and Research Component, Outreach Component, Intra-institutional Activities Component, and Reflective Approach.

The second chapter referred to the observation made to the educational “Institution Jose Rafael Faria Bermudez”, school with the purpose of identifying the difficulties presented by the 9th-grade students in the English area in order to find a way to minimize them. Furthermore, to know the PEI, the handbook, the different methodologies and ways in which teachers imparted their classes, among others aspects.

The third chapter, focused on the need to find the students’ linguistic deficiencies that during the observation made at the José Rafael Faria Bermúdez School, it became evident that students need to improve their reading comprehension through vocabulary strategies. Therefore, a detailed description of the problem to be solved was made, addressing the objectives, the research questions, as well as the methodology that was implemented together with the

techniques and instruments for data collection and, therefore, the analysis and interpretation of the data obtained. All this based on the reflection in each of the stages for the correct development of the present action-research.

Likewise, the fourth chapter, a personalized space for tutoring sessions was proposed for ninth and tenth grade students of the educational institution. The benefit provided to the interested population was the reinforcement of the topics seen in class, as well as the acquisition of vocabulary through pedagogical material to improve the performance of the students' linguistic competences.

As regards, the fifth chapter (Intra-Institutional Activities Component) showed the participation of the trainee teacher in the different activities (extracurricular and administrative) such as cultural events, etc., established in the institution's schedule, in order to learn about the role of administrators and teachers outside the classroom.

Regarding the sixth chapter, it aimed to show the reflective approach carried out through some narratives that took place during the integral practice and to give a broad conclusion on the integral practice.

Introduction

Nowadays, the requirement for English as a foreign language proficiency has become a very important aspect in the world society, more and more people are finding it necessary to gain

good opportunities in both professional and personal fields. (Crystal 2006, p. 421). Taking this into account, this language has gained significant relevance in society as it is considered a universal and vital language to communicate with the outside world, given that in the 21st century its incorporation into the educational field has become a priority (Nishanthi, 2018). In this sense, English has acquired great relevance in the educational system in Colombia since it provides the student body with solid communicative skills that allows their development in a totally different environment such as the foreign one. In addition, the teaching of this language is fundamental since it is where knowledge is properly implemented.

Notwithstanding this need, Colombia is categorized in the lowest scale of knowledge in competencies and skills of the population by the EF English proficiency Index (2020). This categorization shows the deep stagnation of the Colombian society compared to other countries in the world, an aspect that seriously affects Colombian citizens growing. To improve this imminent reality, it is necessary to promote in schools and English teachers the ongoing improvement of their teaching methods, consolidating students' attention and motivation. It is first necessary to break through the barrier that prevents the student from feeling interest in learning English as a foreign language, a challenge that the teacher must face in order to improve the students' level of English.

In the same way, the need to improve student performance of English learners in schools is addressed in this project. Thanks to the integral practice space proposed by the University of Pamplona, the main objective of this research is to develop reading comprehension skills in the

English language teaching process. Mainly as a suggestion of the teaching staff of the English area, interested in maintaining their excellent participation in the tests of the Colombian Institute for the Promotion of Education (ICFES) saber 11. According to the above gently mentioned, it is considered relevant to use different vocabulary strategies to strengthen language skills in the process of teaching English as a foreign language.

Furthermore, the outreach component, which is designed to provide students with a deeper explanatory approach based on their language needs, didactic pedagogical material was created and implemented in tutoring sessions. Thus, working together with the teacher in charge of the English area sought to strengthen the knowledge and confidence of students in the grades involved in this project. While at the institutional level different activities are developed not mainly within a classroom but are part of the work of a teacher. The participation of the pre-service teacher is necessary for their professional preparation process since their future work and participation in all institutional activities will be part of their responsibilities

Justification

It is a challenge to engage English teaching strategies at school stages that are at the forefront, so originality and innovation are important educational tools to capture the students' attention and motivation towards learning and autonomous work. Beyond transmitting knowledge, the concept of designing strategies to build a positive relationship between the learner and the language, a bond that encourages the solid construction of learning.

Therefore, through this project, not only the students and the institution benefited, but also the pre-service teacher had the opportunity to play different teaching roles and was able to provide extra support and thus develop new teaching skills and, in the same way, put into practice what was learned throughout the completed semesters. The aim was to improve reading comprehension, since it is a skill that the educational institution where the project was carried out seeks to improve.

On the other hand, it was hoped that this project would help the students become more self-confident, motivate them to learn and acquire new vocabulary that would facilitate their understanding of the foreign language, in this case, English.

Objectives

General Objective

- To improve 9th grade students' reading comprehension through vocabulary strategies.

Specific Objectives

- To reinforce students' vocabulary acquisition through extra classes support.
- To take part in the Jose Rafael Faria Bermudez intra-institutional activities.

Chapter II: Institutional Observation

In order to acquire a deeper knowledge about the educational institution where the practice and the proposal will be carried out, it is mandatory to take into account as a first stage the institutional observation in which the necessary guidelines were used to get to know the different characteristics of the institution, including the students' insights of the English language, the methodology implemented by the teacher in charge, as well as to inquire the needs and aspects of the language to be improved.

For this purpose, important aspects of the school such as the institutional educational project (PEI), the institutional system of school evaluation (SIEE), and the English area plan were taken into account in order to be more familiar with the educational institution.

Location

The “José Rafael Faría Bermúdez” location school began its work after its foundation on November 3, 1972, as an experimental center in the field of pedagogical sciences for future graduates in education at the University of Pamplona. The name “Centro de Educación Media de la Universidad de Pamplona”. (CEMUP) was maintained until 1999, when it was renamed Colegio Universitario José Rafael Faría Bermúdez in homage to the founder of the main university of the city. In 2003 it became part of the Provincial College. Currently, the classrooms are attended by four hundred students who study in a single day, faithful to the missionary principles of the Provincial College. It has always operated at its headquarters on Kra 8ª, next to Centrales Eléctricas Pamplona, Norte de Santander.

Authorities

The José Rafael Faría Bermúdez school authorities are hierarchical organized as follow:

- Wilson Augusto Cristancho Pabón (The principal)
- Eufemia Carrillo (Coordinator)

Documentary analysis

Administrative level

Institutional Educational Project (PEI). The Institutional Educational Project (PEI) aims at training the students as integrated, competent, enterprising persons, with an investigative spirit and builders of peace, through equity, commitment and quality, appropriating the use of new communication and information technologies, based on values such as civility, intellectuality and respect for differences, through a participatory, self-managed, contextualized and pluralistic education. In addition, the educational body aims to educate for social coexistence and build a true culture of peace, thus achieving students to carry out a work of reflection, discussion, and action for both the educational community of the school and the surrounding community.

Figure 1.
Institution's portrait



Likewise, the PEI pledges a responsibility to care for students with disabilities in access, since it recognizes them as subjects with the right to permanence and inclusion, adjusting a flexible curriculum that provides personalized support in their academic process and thus be promoted, evaluated and in general participate on an equal footing with others.

Moreover, the school bases the human and cognitive development of students in the philosophical aspects in the acquisition of consciousness, epistemological to apply knowledge for the benefit of their community, axiological to consider man as a person and multidimensional being, psychological since it respects individual differences, sociological to appropriate the training received to strengthen their position in society and pedagogical as it develops the learning process by putting it into practice. Further, you can find the most significant elements of the educational institution:

Mission. The “Institución Educativa Colegio Provincial San Jose” of Pamplona, guarantees the education service at the preschool, elementary and middle school levels, with the purpose of forming integral, competent beings, with an investigative spirit and citizens of peace, in a pluralistic and globalized society in permanent change, respectful of human rights, individual liberties and the values of human dignity, based on the Santander and Lasallian principles: Honor, Science and Virtue.

Vision. The “Institución Educativa Colegio Provincial San Jose” will continue to be recognized for offering a quality educational service, based on humanistic, pluralistic principles, healthy coexistence and permanent updating of its pedagogical and research practices, in response to the challenges of the present time, the demands of the environment and the commitment to peace building.

School symbols

Figure 2.
Institutional flag



Figure 3.
Institutional shield

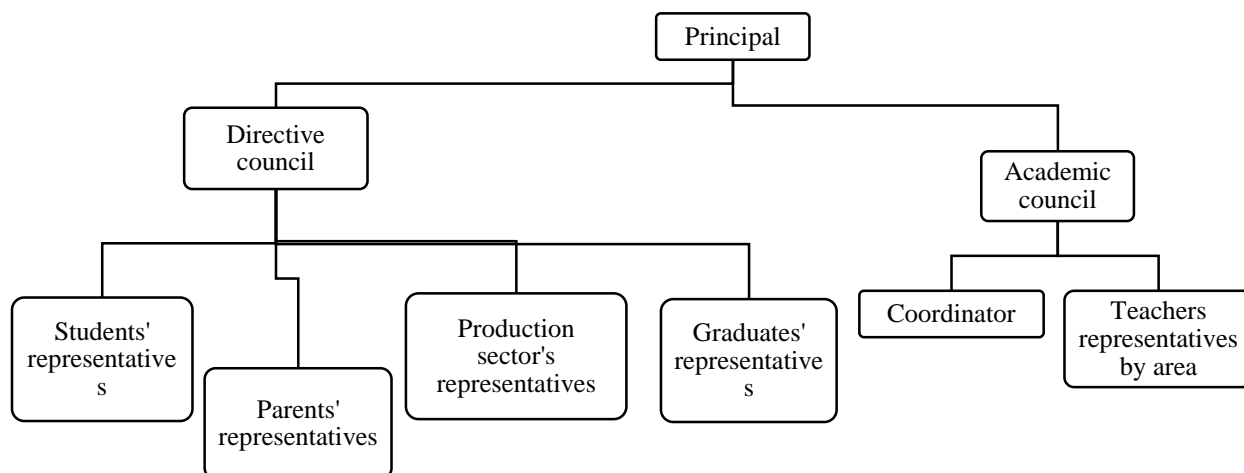


Figure 4.
Corporate Image



Organization Chart

Figure 5.
Organization chart



Handbook. The “Institución Educativa Colegio Provincial San Jose” handbook is legally and juridical based on The Political Constitution of Colombia of 1991, it attempts to identify the conformation, functions and procedures that govern each of the councils, committees, commissions and other instances of participation existing in the educational community. Facilitate the process of inclusion of students with special and diverse educational needs of the population served, and encourage dialogue and conciliation as a basic tool for conflict resolution.

This document emphasis important aspects as “the Comprehensive Care Route for School Coexistence” which guarantees the application of the principles of comprehensive protection, including the right not to be re-victimized; the best interests of children and adolescents; the prevalence of rights; co-responsibility; the enforceability of rights; the gender

perspective and the rights of children and adolescents, of ethnic groups, as defined in articles 7 to 13 of Law 1098 of 2006.

Working day. The school day must be completed during the 40 school weeks established by Article 86 of Law 115 and Decree 1075 of 2015, within the deadlines. Duration of the school day. 6 continuous hours of direct activity with students. The Provincial School San José de Pamplona for compliance with resolution 3690 of October 24, 2017, and distributes the 40 school weeks in 3 trimesters of 13 weeks and 1 week of pedagogical support activities for students who require special reinforcement to overcome learning weaknesses planned as follows:

- **Student Recess:** According to resolution 3690 of October 24, 2017 the secretary of education of Norte de Santander regulates the student recess of 12 calendar weeks during the school year distributed as follows:

San José provincial school adheres to the guidelines of the resolution to include in its institutional calendar plan the weeks dedicated to student recess.

Institutional schedule and programming. The Principal in development and compliance with national provisions and resolution 3690 of October 24, 2017 of the Secretary of Education of Norte de Santander, is responsible for organizing the institutional calendar for each of the educational institutions of the Department, as shown below:

Figure 6.
March institutional schedule

COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES						
MARZO 2022						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
		1 CAMPAÑAS DE PERSONERO Y CONTRALOR ESTUDIANTEL	2 ELECCION DE REPRESENTANTES DE PADRES DE FAMILIA	3 RENDICION DE CUENTAS Y ELECCION DE PROPIETARIO AL CONSEJO DIRECTIVO	4	5
6	7 CONTINUAN LAS CAMPAÑAS DE PERSONERO Y CONTRALOR ESTUDIANTEL	8 DIA DE LA MUJER	9	10 ELECCION DE PERSONERO Y CONTRALOR ESTUDIANTEL EN CADA SEDE	11	12
13	14 NOVENA DE SAN JOSÉ	15 NOVENA DE SAN JOSÉ	16 NOVENA DE SAN JOSÉ	17	18 DESFILE Y EUCARISTIA DE SAN JOSÉ CATEDRAL	19
20	21	22 INSTALACION NUEVO CONSEJO DIRECTIVO	23	24	25 CIRCUITO POLIMOTOR - TRANSICION	26
27	28	29	30	31 INAUGURACION JUEGOS INTERCLASES SEDES DE PRIMARIA		

Figure 7.
April institutional schedule

COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES						
ABRIL 2022						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
3	4	5	6 CIRCUITO POLIMOTOR - PRIMEROS	7 INAUGURACION JUEGOS INTERCLASES BACHILLERATO	8	9
10	11 LUNES SANTO	12 MARTES SANTO	13 MIÉRCOLES SANTO	14 JUEVES SANTO	15 VIERNES SANTO	16
17	18	19	20	21	22 DIA DEL IDIOMA	23
24	25	26 PRUEBAS DE EFICACIA	27	28	29	30


Figure 8.
May institutional schedule

COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES						
MAYO 2022						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
1	2	3	4 JUNTAS EVALUADORAS	5	6 FINALIZA EL PRIMER TRIMESTRE Y DIA SANTANDERINO	7
8	9	10	11	12	13	14
15	16 XVII JUEGOS NACIONALES SANTANDERINOS - TUNJA	17 XVII JUEGOS NACIONALES SANTANDERINOS - TUNJA	18 XVII JUEGOS NACIONALES SANTANDERINOS - TUNJA	19 XVII JUEGOS NACIONALES SANTANDERINOS - TUNJA	20	21
22	23	24	25	26	27	28
29	30	31				

Pedagogical level

English classes planning

Figure 9.
English teacher classes planning

	COLEGIO PROVINCIAL SAN JOSE				
	PAVILIONA				
	HONOR, CORDIA Y VIRTUD				
PLAN DE PERIODO					
CODIGO:					

1. IDENTIFICACIÓN					
PERIODO N°	0	FECHA DE REALIZACION:	January 25th-2022	GRADO	9th
ASIGNATURA:	English	ÁREA	FOREIGN LANGUAGES		

2. FUNDAMENTACION Y LINEA BASE					
PREGUNTA PROBLEMATIZADORA					
How to improve gradually the student's reading comprehension?					

ESTANDAR		DBA			
CONTENIDOS	TIEMPO	NIVELES DE DESEMPEÑO			
		SABER	HACER	SER	

3. PROCESO ENSEÑANZA – APRENDIZAJE		
ESTRATEGIAS DIDACTICAS	RECURSOS	EVALUACION

4. CONTROL Y SEGUIMIENTO			
ELABORACION Y RESPONSABLES DEL DESARROLLO			
CURSO	NOMBRE	CARGO	FIRMA
9th 01			

Knowledge of available pedagogical resources

The educational institution has a bilingualism room which is equipped with video beam, television, computers, large desks which allow students to be comfortable and attentive to the class, on the other hand, the English teacher of the ninth, tenth and eleventh grades organizes and designs guides and evaluations that will then be given to students for the development, explanation and evaluation of the topics.

Syllabus

Table 1. 9th grade grammar units

Ninth grade (9 TH)	
UNIT 0	Leveling Time
Topic 1	General vocabulary related to eighth grade
Topic 2	To be in present tense
Topic 3	Present continuous tense
Topic 4	To be in past tense.
Topic 5	Past continuous tense
Short readings for reading comprehension.	

Table 2.

UNIT 1	
Lesson 1	The alphabet. Spelling exercises
Lesson 2	Ordinal (the date) and cardinal Numbers 0- 100 (the time).
Lesson 3	Possessive adjectives.
Lesson 4	Family members, possessive - 'S..

UNIT 1

Lesson 5 Adjectives describing physical appearance.

Lesson 6 Countable nouns: How many/ there are - there is.

Lesson 7 Uncountable nouns How much / there is.

Short readings for reading comprehension.

SABER TRAINING: Incomplete readings.

Table 3.

UNIT 2

Lesson 1 Regular and irregular verbs

Lesson 2 Present simple in affirmative form. Daily routine and time expressions.

Lesson 3 Present simple in negative and interrogative. “WH” questions.

Lesson 4 Adverbs of frequency.

Lesson 5 Prepositions

Short readings for reading comprehension.

SABER TRAINING: Incomplete readings.

Table 4.

UNIT 3

Lesson 1 Simple Future Tense in Affirmative form. Time expressions

Lesson 2 Simple Future Tense in negative and interrogative form. WH questions.

Lesson 3 Affirmative, negative and interrogative sentences in future with be going to.

Short readings for reading comprehension.

SABER TRAINING: Incomplete readings.

Teaching methodology in the language class. Given the importance of English as a universal language, its teaching is justified from the perspective of offering students the opportunity to learn English as a foreign language and provide them with a common language that allows to have greater access to today's world. Through the English's language teaching, the student is expected to develop the communicative skills that will allow him/her to perform well in terms of: organized, coherent, logical and clear linguistic expression that reflects a reality (natural or social, empirical, psycho-socio-affective, and intellectual).

The educators impart in the classroom the active methodology which allows learning when participating in activities in which the main objective is to perform actions in the foreign language. These methodologies allow students to be actors who use the foreign language to communicate actively both in the classroom and in circumstances of the environment that require it. In this way, processes of socialization and knowledge construction are encouraged and links are built with others, which allows them to develop tolerance, respect, solidarity and appreciation for themselves and for other human beings.

Ludic activities have the advantage of having schemas known beforehand by the students and therefore provide a familiar framework to develop new learning. It also leads to the creation

of a shared context that is recognized by all and allows students to meaningfully anchor new elements in something they have already mastered. Within this process, the teacher assumes the role of a guide, using strategies that allow the student to discover his or her own means and styles of learning.

Modalities of learning accompaniment. The English teachers offer tutoring support to those students whose performance is lower than their classmates. These tutorials are given on Thursday afternoons, the student or group of students are summoned to the institution in order to solve their doubts, accompany them in a more personalized way and thus their performance will increase in the development of class activities.

Basic learning rights in the institution. According to the Ministry of Education, the basic learning rights (DBA) in the subject of English ensure the quality and equity of education for all students in the country as they are a significant tool to be implemented. These rights represent knowledge and skills that students must learn in grades 6th to 11th of the Colombian educational system and are structured in coherence with the Curricular Guidelines and the Basic Standards for ninth grade students as shown below.

- Explains the reasons for plans and actions related to his/her personal, school, and community environment. The teacher structures his/her explanations appropriately and takes into account spelling, pronunciation and connectors to communicate his/her ideas.
- Recognizes cause and effect relationships in short readings on academic topics. In doing so, he takes into account vocabulary, connectors, and his prior knowledge. For example,

after reading a short text, he can identify causes and effects and represent them through a graph.

- Summarizes information he/she has read or heard about topics related to his/her school and academic environment through structured writing. For example, when reading a text, he/she summarizes it in one sentence.
- Make short presentations on an academic topic of their interest. For this, they take into account the sequence of actions, the clarity of ideas, and take advice from their classmates and teacher.
- Expresses his/her opinion on a topic discussed in class and related to his/her academic environment. For this purpose, quotes what classmates, other people or sources of information have said.
- Exchanges information on topics of school environment and general interest in a conversation. For this, he/she relies on notes taken after reading or listening to information on the subject matter.
- Identifies the purpose, parts and type of texts in a short reading or audio and shares them with peers. To do so, they rely on text structure, headings and subheadings, sequence markers, connectors, and vocabulary that is repeated.
- Write texts of medium length in which they make recommendations or suggestions about situations of personal, school or social interest. To do so, they take into account contrast, comparison, addition, among others.

Schedule

Table 5.

Time	Starts	Finishes
1	7:00 am	8:05 am
2	8:05 am	8:55 am
3	8:55 am	9:55 am
4	9:45 am	10:40 am
break		
Time	Starts	Finishes
5	11:10 am	12:05 am
6	12:05 am	1:00 pm

Technological level. The English teacher in the higher grades such as ninth, tenth and eleventh grade does not perform activities with the help of ITCs, since most of her classes are conducted in the classroom with physical material that she designs and takes with her for the explanation of her subjects. However, she occasionally takes the students to the bilingualism room where activities such as showing videos and audios can be done to improve the students' oral comprehension.

Population level and information of the subjects. The 9th grade is divided into three groups (01, 02, 03) each one has 26 students, for a total of 78 students (44 females and 34 males), with an age range of 13 to 16 years, these students have a level of the language A1 as observed. It is important to mention that two of these groups will be assigned to the pre-service teacher.

Chapter III: Pedagogical and Research Component

Improving 9th grade students' reading comprehension through vocabulary strategies at Colegio Provincial San Jose, sede Jose Rafael Faria Bermudez: an action research

Introduction

Nowadays, learning a foreign language such as English has become one of the most desired goals for the world's population. Over the years, English language has been the most widely spoken language around the world. “This language is used internationally by native and second language speakers in large numbers, as it is used as the main source of communication in diplomatic relations, business and international information exchanges” Crystal (2003) (as cited in Alshahrani, 2019, p. 66). As a consequence, it is necessary for people to learn the different communication skills that language has (Rao, 2019). In this manner, the language to enhance is English in a public school in Colombia, for this, it is important to know that the English language is integrated by four basic skills: Reading, speaking, listening and writing.

According to the above, the English teaching staff at José Rafael Faria Bermúdez school suggested improving their reading comprehension since they find it to be a primary skill to develop. Reading brings with it many benefits, people acquire a lot of knowledge, develop their oral skills and fluency, develop creative thinking, etc., (Syamsuddin, 2021). Consequently, EFL teachers must fulfill these needs by looking for new strategies that help improve reading comprehension while teaching the grammatical structures of the language.

Within these strategies, the implementation of vocabulary can be used as a tool to improve reading comprehension skills. According to Carlo et al. (2004) the greater the strength of the learners' vocabulary, the more complex the material they use, and the better they will be able to communicate and understand others. The knowledge of a wide vocabulary within the grammatical topics of the language will allow the student to expand their knowledge and be able to better understand different types of text during their learning process.

Statement of the problem

A study showed that “vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning.” (Lofti, 2007). In this sense, taking into account the observations made in the educational institution to the ninth graders who are attending in-person classes, after the pandemic produced by Covid-19, it was observed that in their return and conditioning of the topics and activities previously carried out virtually, the main need to improve is reading comprehension, that is, understanding of statements, short sentences and short stories through vocabulary immersed in the grammatical topics proposed within the guidelines of the English plan area.

Taking into account the information formerly mentioned, this project seeks to answer the following questions:

General question

- How does the implementation of vocabulary strategies improve reading comprehension in ninth grade students of the Jose Rafael Faria Bermudez School?

Specific Question

- How effective is the vocabulary in improving reading comprehension?
- How do vocabulary activities foster students' motivation when learning English?

Justification

In Colombia, the General Education Law establishes as objectives of Basic and Secondary Education "The acquisition of conversational and reading skills in at least one foreign language" and "The understanding and ability to express oneself in a foreign language" (*Ministerio de Educación Nacional*, 2006).

Taking into account that the main objective of the "José Rafael Faria Bermúdez Educational Institution" in the area of English which is to maintain the high level obtained in the (ICFES) saber 11" tests at the municipal level, even when the teacher in charge works to improve all the linguistic skills with the students in attendance-in person classes, it could be evidenced that after the pandemic the backwardness or scarce understanding of the subjects given virtually the last 2 years is considerable.

In fact, this problem was reflected in diagnostic tests taken at the beginning of the school year of basic subjects, where students showed mainly their poor reading comprehension of the

statements showed in the test, which made impossible the full development of this. This situation caused a setback in the academic process that is governed by the guidelines stipulated in the area plan of the institution for each grade and to carry out a process of preparation for national tests.

Consequently, during this period of time in which the project was implemented, the pre-service teacher endeavored to improve the reading comprehension of the ninth-grade students of the "Jose Rafael Faria Bermudez" school through the implementation of vocabulary as a support tool, this interaction in order to motivate the student to be engaged and learn English in a different way, creating an interactive classroom environment.

Objectives

General objective

- To improve 9th grade students' reading comprehension through vocabulary strategies

Specific objectives

- To determine the efficacy of vocabulary as a strategy for improving reading comprehension in the classroom.
- Encourage active participation and motivation of 9th grade students through the vocabulary words.
- To explore students' perceptions regarding the use of vocabulary strategies in their English classes.

Theoretical framework

Considering that this project focused on improving 9th graders' reading comprehension through vocabulary strategies, it is important to explain the relevant concepts that were determined during this section and will help readers to understand the study in more depth.

Vocabulary learning

According to Jackson et, al (2007) (as cited in González, 2018) vocabulary is “the total stock of words in a language”. Studies have shown that there is a strong relationship between knowledge of the meaning of words (vocabulary) and the ability to comprehend passages, sentences containing these words (Anderson and Nagy, 1992). In addition, from the perspective of the development of verbal cognition, which is understood as the faculty to process information from perception and experience, vocabulary knowledge can contribute more to reading comprehension activities at the educational stage (Gap, Katz, 2001).

Reading comprehension

Snow (2002) stated that reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. Furthermore, Kennedy (1982) (as cited in Jafar, 2012, p 02) considers that reading can be defined as the ability that an individual has to recognize a visual form and then associate it with a sound or a meaning acquired through experience, understanding, and interpretation.

Extrinsic Motivation

“Motivation refers to a combination of the learner’s attitude, desires, and willingness to expend effort in order to learn the second language. It is generally considered to be one of the primary causes of success and failures in second language learning” (Richards & Schmidt 2002, p. 343) (as cited in Musso & Ortega, 2018, p. 7).

Richard & Schmidt, (2002) (as cited in Musso & Ortega, 2018, p. 7) state that extrinsic motivation depends on outside factors such as pressure from parents, community demands, academic requirements or rewards and punishments. According, Musso & Ortega (2018) teachers can use rewards and incentives. However, what does seem important to avoid is rewarding students for the mere fact of participating in an activity and not for achieving specific goals. Otherwise, Lepper (1998) (as cited in Ardoiz, 2017, p. 12) “extrinsically motivated behavior, by contrast, involved actions undertaken in order some reward or avoid some punishment external to the activity itself”. That is, extrinsic motivation occurs when a person acts to obtain a reward.

Gamification strategies

“Gamification is the inclusion of game design elements into non-playful contexts. Its main aim is to influence people’s behavior, involving and motivating them to achieve different challenges” (Paharia, 2008) (as cited in Ardoiz, 2017, p. 15). Simultaneously, Wang, (2011) defines gamification as a set design element, procedures and mechanisms implemented to attract, involve and encourage individuals, or a community to achieve expected results.

Lexical competence

“Lexical competence is that aspect of communicative competence that deals with knowledge of lexical or vocabulary items and their meaning and the ability to use them appropriately.” (Ali, 2012). In this manner, The Council of Europe (2001) stated that the learning of second language implies understanding, acquiring and remembering lexical items, as it forms the basis of language learning. Likewise, Thirmumalai (2002) argues that lexical competence means not only knowing the meanings of words, but also possessing knowledge of how these words are used in their sociolinguistic, linguistic and cultural context.

competence also means the knowledge of the vocabulary of a language and the ability to use it

Literature review

Bearing in mind that this project focused on improving 9th grade students reading comprehension in a public school, it was important to consider other researchers’ findings. This is why this section is consisting of the following categories:

The importance of vocabulary when reading

The studies described in this category show that the more vocabulary the learner obtains during the learning process, the higher his or her level of proficiency in texts will be, and may even match that of a native English speaker.

McLaughlin et al, (2000), in their study entitled “Vocabulary Improvement and Reading in English Language Learners: An Intervention Study”. State that those strategies directed at

improving vocabulary knowledge and reading comprehension in English language learners can substantially enrich vocabulary and close the gap between native and non-native speakers in vocabulary knowledge and reading comprehension. However, Dong et al, (2020) in their study comment that, although it is beneficial to use vocabulary to improve reading comprehension, the students' age or educational stage should be taken into account, since the more they advance, the more their needs change and thus the more difficult the language becomes. Finally, Zhang (2008) in his study entitled: "The Role of Vocabulary in Reading Comprehension: The Case of Secondary School Students Learning English in Singapore" Zhang (2008), which is described that little is known about how students' vocabulary size might affect their reading comprehension, concludes that having a varied amount of vocabulary knowledge allows a person to encode and search for more meanings, synonyms of an unknown word within a given text in order to understand it.

Methodology

This project followed an approach called Project-based learning that according to Meli, (2020) “is an inquiry-based approach that embraces the student as an independent learner and the teacher as a learner facilitator. Projects give students the perfect level of autonomy and let you go on with your curricular goals.” which allowed students to explore the process of autonomous learning and helps them to cultivate their knowledge through problem solving and social interaction.

As the development of this project was based on improving reading comprehension using vocabulary strategy the implementation of games such as flashcards, jeopardy, charades, hangman, card flip game, online games etc. were necessary, as ice-breakers or pre reading activities. This content was created to facilitate the acquisition of concepts, abilities, attitudes and skills, to drive student learning taking into account the proposed grammar topic for the English area.

In addition, 9th graders are expected to learn new vocabulary extensively while recognizing the grammatical structure of the English language. From this, the vocabulary was evaluated weekly through workshops, which was held during class hours, as well as quizzes every two weeks in order to close the grammar topic and move on to the next one, as stipulated in the area plan.

It is important to mention that in order to obtain enough information about students' knowledge two diagnostic tests were developed, the first was implemented at the beginning of the execution of the pedagogical project, the second was developed two weeks before the end of the practicum in the institution, in order to analyze the learning process obtained by the students during the first trimester of classes.

This project was implemented through the qualitative approach which according to Creswell (2014) "as a holistic approach involving discovery, and as a developmental model occurring in a natural setting that allows the researcher to develop a level of detail from high involvement in real experiences."

Within the guidelines of this research by integral practice project, an action research design was adopted, which was proposed as the primary objective of direct participation in the problem and in the area of study, involving oneself in the context and object of study. While performing the project approach, action was taken in the field of study, which made action research a fully participatory method.

Population, sampling, and setting

The population studied is the ninth grade students of the educational institution José Rafael Faria Bermúdez. In order to carry out this project, two groups of ninth grade students from a Colombian public educational institution participated. Both groups had students of mixed gender and ages between 13 and 17 years old. The participants were 3 students who were chosen under convenience sampling, described by Stratton (2021) as convenient sampling since it depends on the participant's interest in the research subject.

Instruments

Taking into account the qualitative approach of this study; this research project implemented three instruments.

Questionnaire

For this study, the pre-service teacher decided to apply a questionnaire owing to its use in qualitative research. Annum (2015), stated that a questionnaire “is a systematically prepared form or document with a set of questions deliberately designed to elicit responses from

respondents or research informants for the purpose of collecting data or information”. (p. 01). This instrument allowed the researcher to have a large collection of participant responses on particular topic researchers, obtaining enough information on the students' opinions about the implementation of the project ([see Appendix A](#)).

Field notes

The majority of qualitative research methods encourage researchers to take field notes to enhance data and provide rich context for analysis (Creswell, 2013; Lofland, Snow, Anderson, & Lofland, 2005; Mulhall, 2003; Patton, 2002) (as cited in Phillippi & Lauderdale, 2017, p. 1). In this sense, in order to obtain a better understanding of the phenomenon under study, the researcher in question kept field notes intended to be read as evidence that gives meaning and aids in the understanding of the phenomenon. ([see Appendix B](#))

Students' activities

Throughout the implementation of the Project, the different classroom activities exposed to the students were collected as material for analysis. In this way, the researcher observed the improvements and shortcomings overcome by each participant. In the classes given, communicative activities were proposed in order to learn about the students' contributions, including comprehension activities that were used as an analysis of the project's processes ([see Appendix C](#)).

Chronogram

Table 6.

ACTIVITIES	March				April				May				June			
	Week				Week				Week				Week			
Institutional Observational																
Creation of the proposal																
Correction of the proposal																
Start of Project implementation																
First diagnostic test																
Second implementation of the project																
Third implementation of the project																
Fourth implementation of the project																
Fifth implementation of the project																
Second diagnostic test																
Field notes																
Questionnaire																
Final report																

Description of the lessons. At the beginning of the execution of the project, in the weekly class period half is devoted to the development of the activities proposed. All the material used to facilitate the understanding of the project was designed in a visually attractive and appealing way

in order to capture the students' attention. The first lesson corresponds to the implementation of games, in this case the hangman as a sample of vocabulary in this first case verbs, as well as an introduction to the grammatical topic established in the lesson plan ([see Appendix D](#)). This stage was duly developed by means of workshops implemented in the following way.

Taking into account the different events carried out by the institutions, the second lesson regarding the development of the project was carried out to the search of vocabulary in a wordsearch in this way the students reinforce their knowledge about the vocabulary seen ([see Appendix E](#)). This activity was developed in two stages, the first one consisted of looking for all the verbs in the wordsearch, the second stage was to organize each verb in its infinitive form, in gerund, translation and spelling it.

The third step of the project with the ninth-grade participants was executed with the purpose of evaluating the grammar topic by means of a quiz ([see Appendix F](#)). Students had to fill in the blanks using the correct conjugation of the verbs in parentheses, properly read, understand the short text and answer some reading comprehension questions.

The fourth step of the project with the ninth-grade participants was made in order to them to guess the next topic's name by playing a hangman game. The second activity was presented to know the number of vocabulary students has learned within the English classes and of course on their own. Within the second planning ([see Appendix G](#)), the researcher implemented a Vocabulary race activity in which the students needed to list as many words connected to the picture the researcher presented to them in a PowerPoint slide. In this opportunity the researcher

realized that there were many students with a substantial amount of vocabulary, it could be said that in this activity the students, especially the participants actively participated.

Subsequently, within the planning, the researcher gave the participants two short texts, the first one was about Stan Lee's life and the second was about Angel's healthy life in which the participants' grammatical topic and reading comprehension were evaluated. Angel's healthy life text was executed as a fifth implementation of the project. This brief activity was very important, as the researcher verified how the students improved their lexical acquisition for text comprehension, also taking into account their full understanding of the topic explained.

Data analysis and interpretation

Considering the research questions established for this project, the most appropriate method to be implemented is the interpretative analysis. According to Palmer et al. (2010), "Interpretative phenomenological analysis (IPA) is an approach to qualitative research that is now well-established in British psychology. This approach is concerned with understanding people's experiences of the world and of themselves. The aims of IPA studies have been met most frequently through the use of one-on-one interviews." Similarly, through this method, inferences are made seeking the creation of knowledge to understand the social situations that may arise in the research, all this in order to generate conclusions.

The next step of data analysis was carried out on the basis of the amount of information collected through the instruments established in the project: questionnaire, field notes and students' work. The data acquired were intended to address three different aspects. The

questionnaire was implemented to have a large collection of participants' responses, thus obtaining a broadly information of students' opinions about the project. Field notes were made to reflect about researcher's insights and experiences, so that the researcher had a broader view of each step performed in the classroom. Finally, the student's work allowed a follow-up of the performance and production in a foreign language.

The development of the proposed activities was carried out in one ninth-grade group of the Jose Rafael Faria Bermudez school, this population of students was approximately 30 students. The participation of three or six students who were receptive and interested in the topic developed in the project stand out. At the end of the development of the study, the participation of three anonymous students belonging to the same grade group was obtained. This group is the study sample and its productions are the main objective of the analysis to reach the results.

In the work received, it was observed that the students were fortunately receptive to the different activities presented during the development of the project, there was in them a great interest in participating and carrying out the activities presented, and the explanation, understanding, and use the of different vocabulary within grammatical topics of each class caused the participants of this project to develop their reading comprehension, thus getting to answer specific questions according to the text presented. However, there were some moments in which disinterest was evident, as can be seen in the narratives, since many other factors affect the students' attention, such as the indiscipline of their classmates, work and worries about outside subjects or family problems.

With this in mind, a series of categories were established in order to know and understand the process of the project, the participants' motivation, how it was reflected in their process of teaching English as a foreign language, as well as their perceptions about the project in conjunction with the observations of the pre-service teacher who executed it.

Results

Through this section aimed at showing the results obtained and interpreted by the interpretative analysis proposed as a means of exploration and analysis of the data collected, three main categories are developed. These categories correspond directly to the questions that are proposed as a way to deepen the purpose of the project, which is to understand the impact of the implementation of vocabulary strategies in the English class as a method to improve reading comprehension. These emerging sections are the following, firstly: *Effects of vocabulary strategies on reading comprehension*. Aspects related to the participants' progressive process and the progress of the different activities are covered. Then, the second category is: *Students' willingness and motivation according to the vocabulary strategies within the English classes*. This category focuses on the different phenomena that are evidenced in the educational process that was guided with each student, such as the impact of the games and didactic activities. Finally, *Students' perceptions about the vocabulary strategies use in their English classes*.

Effects of vocabulary strategies on reading comprehension

The approach that the student has during the process of teaching English as a foreign language is usually connected with the grammatical and linguistic rules, followed by monotonous exercises of comprehension, since they are the basis to understand the language and to use it proficiently. However, it may seem exhausting in the educational process, in this scenario the learner is pressured to study the language from the same traditional methods of listening with a passive attitude, without having the knowledge or interest to want to research

and learn new words and topics. For instance, the promotion of this form of reading comprehension, which involves simple stages of language development, as well as interest in its use and presentation during class, demonstrates a progressive change in the students' response to the project.

As a first response to this pedagogical proposal, a positive development of the diagnostic test was observed, which was implemented in two moments of the integral practice, covering first aspects of reading comprehension, identification and spelling of vocabulary. In this first approach, which was developed during the first week of project implementation as previously stipulated in the project schedule, the students showed a good reading comprehension. However, it must be taken into account that the directions were in Spanish, which also influenced the development of their answers, which although correct, some errors could be observed. On the other hand, the recognition of the different verbs presented was appropriately related to the sections exposed for each verb. Finally, it was observed that the participants spelled the vocabulary correctly, which allowed the good development of the following activities.

Figure 10.

First diagnostic test

Name: Yulia Parshina Date: _____

A. Lee el texto y responde las preguntas

My name is John.

Hi! Nice to meet you! My name is John Smith. I am 19 and a student in college. I go to college in New York. My professors are very friendly and smart. I live in a big house on Ivy Street. I share the house with three other students. Their names are Bob, Tony, and Paul. On the weekend, we play football together. I have a brother. He is 14 and lives with my parents. Sometimes they visit me in New York. I am happy when they visit. My Mom always brings me sweets and candy when they come. I really like them, too!

How old is John? He is 19 ✓

Who shares a house with John Smith? Bob, Tony, and Paul ✓

How old is John Smith's younger brother? 14 ✓

B. Escoge el verbo correcto para cada oración

1. <u>read</u> a book ✓	Ask	read
2. <u>write</u> a letter ✓	listen	speak
3. <u>listen</u> to a song ✓	live	
4. <u>look</u> at a picture ✓	work	look
5. <u>ask</u> a question ✓		write
6. <u>speak</u> English ✓		
7. <u>live</u> in town ✓		
8. <u>work</u> in a bank ✓		

C. Ordena las siguientes palabras

Play: pl-ei-ey-u-ey ✓

Change: ch-ey-ey-en-ey-i ✓

Music: mu-zy-ey-ey ✓

Party: pa-ty-ey-i ✓

Work: wo-ku-ey ✓

In the following activities where an amount of vocabulary was presented to the students, it was a great students' reception. Through the vocabulary presented to the students by means of different activities proposed in the project. Among these, the wordsearch, the vocabulary race, the sample worksheet which were implemented during the class development as exposed in the first planning helped the students to grasp the information given in the different texts, which were then implemented to evaluate both the grammatical topic covered in each assignment and the participants' reading comprehension, as a result of the recognition of the vocabulary previously worked on and mechanized as a consequence of the active vocabulary acquisition work.

Figure 11.

Wordsearch

Date Today is Wednesday, the sixth (6th) of April 2022.

Today is Friday, the eighth (8th) of April 2022.

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

AGREE	=	✓
ALLOW	=	✓
BE	=	✓
BECOME	=	✓
BEGIN	=	✓
BELIEVE	=	✓
BORROW	=	✓
BREAK	=	✓
BRING	=	✓
BUILD	=	✓
BUY	=	✓
CANCEL	=	✓
CARRY	=	✓
CATCH	=	✓
CHANGE	=	✓
CHOOSE	=	✓
CLEAN	=	✓
CLOSE	=	✓
COME	=	✓
COUNT	=	✓
CREATE	=	✓
CUT	=	✓
DANCE	=	✓
DEVELOP	=	✓

- To agree → ~~X~~ To agree = Estar de acuerdo → ti-ou-si-y-ai-dable ✓
- To allow → Allow = Permitir → ti-ou-ar-dable al-ou-dable ✓
- To be → being = Ser/estar → ti-ou-bi- ✓
- To become → becoming = Llegar a ser → ti-ou-bi-ci-ou-en-i ✓
- To begin → beginning = Comenzar → ti-ou-tai-yi-ai-en ✓
- To believe → ~~X~~ To believe = Creer → ti-ou-bi-i-el-ai-ti-vi ✓
- To borrow → borrowing = Prestar → ti-ou-bi-ou-dable al-ou-dable ✓

Figure 14.
Participant reading comprehension

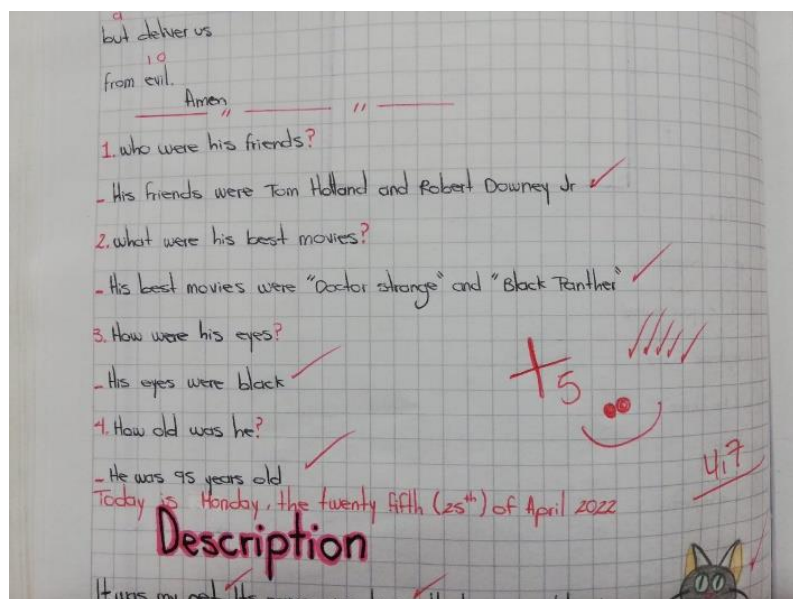
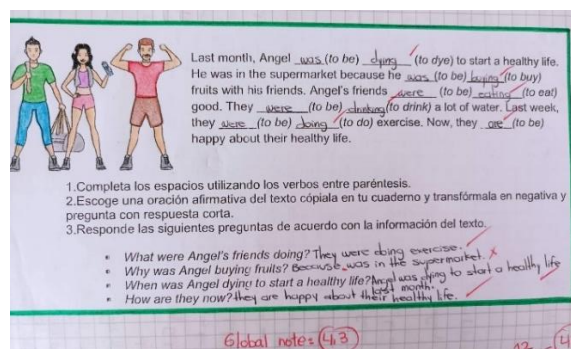


Figure 15.
Participant's reading comprehension



Considering the last assessment workshop established in the second planning the development of the text where the participants had to recognize and conjugate the verbs according to the tenses seen in the class as well as the identification of the different verbs exposed and developed during the implementation of the project showed the progress and

understanding of the same, since both in the conjugation and in the open answers, the participants were able to identify and understand what they were being asked, doing it correctly thus showing their reading comprehension of the text.

Figure 16.
Second diagnostic test

Name: Marcelo Pires Date:

A. Complete the text with the correct form of the verb in parenthesis.

Last year, Ben and Katherine 1. were (to be) flying (to fly) to Paris but they 2. didn't (no-to be) have (to have) a good time together, because it was raining a lot, and Ben 3. was (to be) always forgetting (to forget) to take out the umbrella. A morning, they 4. were (to be) going (to go) to the hospital, Ben 5. was (to be) helping (to help) Katherine because she was ill. Katherine 6. was (to be) giving (to give) her a lot of medicine. A week later, Katherine 7. was (to be) following (to follow) the doctor's instructions. She was better. Their trip 8. was (to be) finishing (to finish) too fast, they were feeling sad.

10. Where were they flying? Paris was flying to Paris.

11. Why were they going to the hospital? Because Katherine was ill.

12. What was the doctor giving to Katherine? The doctor giving her a lot of medicine.

B. Write the correct form of the plural nouns and spell them

Leaf: leaves l-e-a-v-e-s

Toy: toys t-o-y-s

Dress: Dresses d-r-e-s-s-e-s

Man: Men m-e-n

Tomato: Tomatoes t-o-m-a-t-o-e-s

Quiz: Quizzes q-u-i-z-e-s

Finally, in the second diagnostic test conducted two weeks before the end of the integral practice, it was observed that the joint work of the project activities, which were the implementation of vocabulary strategies within the grammatical topics of the English class, increased the reading comprehension of the participants, compared to the first diagnosis where some mistakes were made, in this last one the participants recognized and understood firstly the English indications of the test, secondly the grammatical topic and the vocabulary, thus creating the integral union of the text, understanding what they were asked and answering correctly based on the information of the same.

Students' willingness and motivation according to the vocabulary strategies within the English classes

To cover the second specific objective of the research, this category of results is centered on addressing the participants' attitude to the development of the activities proposed in the methodology. The way in which the participants were getting involved with the topics and activities exposed in the development of the project, a progressive increase of interest to actively participate in the different stages proposed was evidenced, this phenomenon was carried out with the constant proposal of space for expression in which the students could participate freely in the class. For instance, a participation said: *“Creo que la mayoría de las actividades participé porque me llamaron mucho la atención”*.

It is then a process that is directly related to the student's motivation to participate in the series of activities. As was observed during the first project implementation by the pre-service teacher as noted in the field notes: *“I notice the willingness of the students to participate, ask questions and produce in class”*, also in her words: *“a bond was established with the students, which allowed them to develop the activities very actively, being creative in the development of the alphabet wordsearch, as well as asking about the correct spelling of the vocabulary to be found in it”*.

Although extrinsic motivation was an important factor to achieve, during the project it could be observed that motivation is an engine, with two types of fuel, intrinsic which is driven by the desire and joy of doing an activity and extrinsic which is based on the fulfillment of a

requirement (Thonir, 2017). These relationships between the two approaches were evident throughout the project process. The first lesson was organized in such a way that the students received the vocabulary activities within the grammatical explanations. In the classroom environment, receptivity to the activities was felt. In this way the pre-service teacher observed during the project implementation in the English classes: *“The students really got involved, one of them listed 15 words to describe the picture they were shown”*. During the process, the participants' interest and involvement was constant in the activities, as they found it enjoyable to participate in them, as for example could be witnessed in the field notes: *“Their participation was constant. At the moment of answering the comprehension questions, most of them solved them very quickly”* In this manner, finding a way to draw students' attention involves living in their environment and with this proximity, in a way creates a bond with the project and allows the student to feel motivated to participate autonomously.

Students' perceptions about the vocabulary strategies use in their English classes

This last category refers to a constant that was presented and that could be verified through the questionnaire carried out. This was confirmed since the participants agree that through the implementation of vocabulary strategies they could understand texts better, thus enriching their vocabulary. For instance, Participant 1 mentioned: *“El vocabulario ayuda a que en el momento de analizar un texto se pueda comprender mejor lo que dice en dicha lectura y no tenga tantas dificultades”*. Furthermore, the participant 2 pointed out that *“en cierta manera el*

vocabulario tratado durante las clases ayudo a mejorar la forma de comprender textos en inglés”.

Furthermore, during this integral practice process, it was possible to affirm that the different vocabulary strategies were engaging to the ninth graders since along this project they shown motivation to participate in the different activities, by way of illustration Participant 3 said: *“era una estrategia muy divertida porque era algo diferente en la clase, lo que hacia que pudiera aprender más”*. Moreover, participant 1 said: *Es entretenido aprender Nuevo vocabulario mediante juegos, ya que estas más pendiente de lo que se está realizando y al prestarle más atención generas más conocimientos”*.

As a final point, and as corroborated in the development of the class activities, some of the students were shy to participate in the proposed exercises; however, throughout the process and through the reception of the participants' activities, gradual progress has been made, since it was possible to notice their reading comprehension improvement in the last activities made, then the participants have expanded their vocabulary thanks to what was implemented during the project, all of this from their authenticity and autonomy as participant 3 said: *“ese tipo de acciones me ayudaron a aprender y recorder más facilmente los verbos cada semana”*.

Conclusions

Taking into account the main objective of the research project to improve 9th grade students' reading comprehension through vocabulary strategies, it was observed that students found this method important and interactive to be implemented within the grammar lessons of the classes, since they are constantly learning English as a foreign language. They greatly expand their vocabulary, learn its structure and mechanize it, in this way students remember words better and identify them effectively in the different texts developed during the pedagogical process. Their reading comprehension improved, precisely because of the joint work on vocabulary within the grammar lessons of the classes.

In spite of the interruptions presented by different events of the academic institution, among others, the participation obtained from the participants was of great help, since the interest to participate actively in each one of the activities was witnessed, which was caused by the liking that they found in each one of them. Furthermore, their reading comprehension improved and was reflected during the different workshops, quizzes and diagnostics presented. This encourages the students' willingness and motivation to continue doing a successful job of being active in the classroom and to continue with their English learning process.

Recommendations

It is recommended for future projects based on the improvement of reading comprehension through vocabulary, to implement it constantly within each grammar lesson of the classes, also to look for more ways to present this vocabulary either through games, video activities, songs and literary works of the English language. In this way, a liking for the language through English culture is created in the students, this will increase the autonomous work of the students, since they will have the link to learn English while they enjoy acquiring knowledge with topics of their interest.

Chapter IV: Outreach Component

Tutoring with 9th grade students to reinforce their acquisition of vocabulary at the Jose Rafael Faria Bermudez school.

Introduction

In order to promote the learning of English as a foreign language (EFL) in an environment that usually teaches this language in a conventional and traditional way such as the explanation of grammatical topics and mechanization of activities, which results monotonous and exhausting for students, even when in a classroom there is a large audience, this affects students' attention and willingness to want to learn a foreign language.

Accordingly, this project seeks to provide extra support to those students who, during the school day, present deficiencies in the development and understanding of grammatical topics, in addition to fostering a taste for the language through a more personalized attention.

In this sense, it is important to emphasize the importance of mastering English as a foreign language, which should not neglect the properties of the language. Decarrico (2001) states that among the expected linguistic properties, the acquisition of vocabulary is fundamental for the optimal development and learning of a new language. From this fact, the author highlights that when students reflect on their lack of vocabulary, it is common for them to realize that their ability to understand and express themselves in the language is hindered.

Due to the pandemic that the entire world population has just gone through because of the health emergency, some students returning to the classroom are facing difficulties in understanding the English language, which is why the extra personalized tutoring sessions will seek to improve academic performance and foster their language skills.

Justification

As explained above, learning vocabulary is really important, since languages are based on the acquisition of this variety of words which allow an optimal development of the learning and understanding of the language. On the other hand, it is known that learning English as a foreign language enriches the qualities of the person to be part of a society. That is why this project sought to benefit the "Jose Rafael Faria Bermudez Educational Institution" with the personalized process of learning the language so that students can achieve their expected goals.

Objectives

General objective

- To reinforce students' vocabulary acquisition through extra classes support

Specific objective

- Take advantage of worksheets to improve vocabulary acquisition.
- Increase students' active motivation to improve their shortcomings.

Methodology

The methodology implemented was flexible, taking into account that the accompaniment was offered to any student who wanted to take advantage of the help of explanation and vocabulary teaching. The implementation of worksheets was necessary for the improvement of the students' shortcomings. The extra classes were established by the teacher in charge on Thursday afternoons. In this way the approach and motivation of the students towards English as a foreign language is made more pleasant.

Before each tutoring session the pre-service teacher asked the students which grammar topic needed more explanation, most of the time the students were interested in receiving vocabulary. For this purpose, the pre-service teacher designed worksheets and slide presentations to explain in a different way the students' doubts about the specific grammatical topics seen in the English classes. After each tutorial, the students presented an activity, the pre-service teacher corrected them with the students.

Chronogram

Table 7.

Schedule					
Ana Sofía Vega Manosalva					
Pre-service teacher					
Hour	Monday	Tuesday	Wednesday	Thursday	Friday
				2:00 p.m	
				3:00 p.m	

4:00 p.m

5:00 p.m

The didactic material was mainly designed and distributed to draw student's attention, and to be a support in their English learning process. During the following weeks, different topics and vocabulary were socialized according to the students' needs and doubts, as can be seen below.

Figure 17.

First tutoring session, grammar explanation worksheet

GRAMMAR = THE VERB "TO BE"
EL VERBO "SER O ESTAR"

Utilizamos el verbo "SER" o "ESTAR" para hablar de:

- Nombres
- Profesiones
- Nacionalidades
- Edad
- Sentimientos
- Situación material

We use the verb "TO BE" to talk about:

- Names
- Professions
- Nationalities
- Age
- Feelings
- Material status

I am from Colombia / I am Colombian
Soy de Colombia / Soy colombiano

I am single / I am married
Estoy soltero / Estoy casado

My sister is a dentist
Mi hermana es dentista

My favorite sport is soccer
Mi deporte favorito es el fútbol

I am happy
Estoy feliz

I am Andres
Soy Andres

I am a teacher
Soy un profesor

AFFIRMATIVE SENTENCES

FULL FORM	SHORT FORM	EXAMPLES
I am	I'm	• I am Sarah and he is Jake.
He is	he's	• John is tired.
She is	She's	• He is in the bedroom.
It is	It's	• She is very young.
You are	You're	• She is only 12.
We are	We're	• It is two in the morning
They are	They're	• It is very cold.
		• You are from Italy
		• You are Italian
		• The cars are in the garage
		• Jim and I are classmates.

Figure 18.
First jobs worksheet



Figure 19.



Figure 20.



Figure 21.



Figure 22.



Figure 23.
Second tutoring session, activities

ACTIVITY

I Write the correct conjugation of the verb to be. Escriba la conjugación correcta del verbo.

1. Cindy <u>is</u> my best friend.	6. It _____ an apple.
2. Peter and Kate _____ classmates.	7. Felicia and I _____ sisters.
3. Johnny _____ my brother.	8. I _____ her teacher.
4. You _____ a good student.	9. It _____ a book bag.
5. They _____ in the classroom.	10. You _____ a doctor.

I correct the conjugation of the verb to be. Corrijo la conjugación del verbo to be.

1. I are from New Zealand. <u>I am from New Zealand</u>	5. We is working. _____
2. You is Chilean. _____	6. You am a student. _____
3. John am twenty years old. _____	7. They is married _____
4. She are a nurse _____	8. My mun am a teacher _____

Figure 24.
Tutoring sessions



Figure 25.
Tutoring sessions



Figure 26.
Third tutoring session, explanation of possessive adjectives

POSSESSIVE ADJECTIVES
GRAMMAR

We use possessive adjectives:

- To show something belongs to somebody:
That's our house.
My car is very old.
- For relations and friends:
My mother is a doctor.
How old is your sister?
- For parts of the body:
He's broken his arm.
She's washing her hair.
I need to clean my teeth.

Utilizamos adjetivos posesivos:

- Para mostrar que algo pertenece a alguien:
Eso es nuestro casa.
Mi coche es muy viejo.
- Para los parientes y amigos:
Mi madre es médico.
¿Cuántos años tiene tu hermana?
- Para partes del cuerpo:
Se ha roto el brazo.
Se está lavando el pelo.
Necesito limpiarle los dientes.

Subjects Pronouns	Possessive Adjectives	Examples
I	→ My	I like ___ sandwich
You	→ Your	___ t-shirt is red
He	→ His	He loves ___ book
She	→ Her	___ cat is red
It	→ Its	The cat likes ___ food
We	→ Our	This is ___ house
They	→ Their	They love ___ garden

Remember!

For an animal or a thing, we use the possessive **its**. Ex: A giraffe gets **its** name from an Arabic word. For a pet, people usually use **his** or **her**. Ex: I have a dog. His name is Brownie. Pet owners do not use **its** to refer to their own animals

Recuerda:

Para un animal o una cosa, usamos el posesivo **its**. Por ejemplo: Una jirafa recibe su nombre de una palabra árabe. Para un animal de compañía, la gente suele usar **su** o **su**. Ej: Tengo un perro. Se llama Brownie. Los propietarios de animales de compañía no utilizan **its** para referirse a sus propios animales.

Figure 27.
Fourth tutoring session, family members' vocabulary



Figure 28.
Fifth tutoring session, food and drinks vocabulary

FOODS & DRINKS

¿CUAL ES TU COMIDA FAVORITA DE COLOMBIA? **EN ESTADOS UNIDOS HAY DIFERENTES PLATILLOS QUE LA GENTE ADORA COMER. VAMOS CUALES SON!**

TATER TOTS

For an American variation on the traditional spud, you have to try tater tots. These grated potato mini-balls which are cylindrical in shape and fried with a crispy exterior are found in breakfast spots, fast food joints, and diners.

Para una variación americana de la patata tradicional, hay que probar los tater tots. Estos mini-bollos de patata rallada, de forma cilíndrica y fritos con un exterior crujiente, se encuentran en lugares de desayuno, locales de comida rápida y cafeterías.

APPLE PIE

You've probably heard the phrase "as American as apple pie" and it's not without reason. Probably the most iconic of American foods, apple pie was first introduced in the States by British and Dutch immigrants.

Seguro que ha oído la frase "tan americana como la tarta de manzana" y no le falta razón. La tarta de manzana, probablemente la más emblemática de las comidas americanas, fue introducida por primera vez en Estados Unidos por inmigrantes británicos y holandeses.

BISCUITS AND GRAVY

A Southern favorite, the original biscuit was brought to the country by the British, and the 'lowrider' gravy was created as a cheap and filling breakfast option in the food-strapped colonies of the South during the Revolutionary War.

La galleta original, una de las favoritas del Sur, fue traída al país por los británicos, y la salsa de aserradero se creó como una opción barata y saciante para el desayuno en las colonias del Sur con escasez de alimentos durante la Guerra de la Independencia.

MEATLOAF

Most American households will have a family recipe for their version. Typically, it involves ground meat and seasonings, made into a loaf shape either using a loaf pan or hand-shaped, roasted, and then topped with sauce or just ketchup! Meatloaf will usually take Americans right back to their mother's kitchen!

La mayoría de los hogares estadounidenses tienen una receta familiar para su versión. Por lo general, se trata de carne picada y condimentos, que se hace en forma de pan, ya sea en una sartén o a mano, se asa y se cubre con salsa o simplemente con ketchup. El pastel de carne suele trasladar a los estadounidenses a la cocina de su madre.

Figure 29.
Sixth tutoring session, verbs vocabulary



Conclusion

It must be said that participation was not as expected by the pre-service teacher at least 6 tutoring sessions took place along the way due to the fact that different events were held at the institution throughout the practicum, which interrupted the development of the tutoring sessions. However, these tutoring sessions can be considered as a rewarding experience as they helped the students to have a better understanding of the different grammatical topics, and also to increase their vocabulary knowledge, since their development in the classes was better, they were more confident at the time of participating in activities during the class, their willingness to learn English as a foreign language increased, and also their notes on the different workshops and evaluations were reflected.

This creation process was, on the one hand, an enriching experience, thanks to the collaborative work with the supervising teacher and her guidance during the process, a practical material was obtained that, in the teacher's words, allowed the students to complete their work in an autonomous and effective way. In addition, they helped the pre-service teacher to look for different methodologies, to improve material design skills, and to turn an explanation into a comfortable and engaging experience for the students. Therefore, the main purposes of the creation of this didactic material are aligned and comply with the objectives of the extension component.

In this way, the teacher in training learned about the realities and educational needs of the environment and thus met the expectations of the institution.

Chapter V: Intra-institutional Activities Component

Introduction

As a pre-service teacher, it is important to take part in the different activities proposed by the institution, mainly by participating if necessary and being a collaborative and active person in this environment. This is in order to integrate into the educational institution, and the different entities that are part of it. In this sense, the pre-service teacher was immersed in the cultural, religious and academic events organized by the "José Rafael Faria Bermúdez Educational Institution".

Justification

As future teachers, who will belong to an academic institution, it is necessary that during the integral practice the future teacher connects with the professional environment since through it he/she will be formed in the different contexts of the institution. For this, it is expected that the future teacher will actively participate in the different activities proposed by the educational institution and obtain for himself/herself an invaluable experience for his/her professional growth.

General objective

- To take part in the Jose Rafael Faria Bermudez intra-institutional activities

Specific objectives

- Assist the teachers in the organization of the different intra-institutional activities.
- Encourage the students of the English area to actively participate in the different activities.

Methodology

Taking as a reference the objective of this component based mainly on the participation in the different intra-institutional activities of the school, the pre-service teacher followed the calendar proposed by the institution in this it is clarified that this calendar is not exempt from changes.

Figure 30.
Institution's schedule

COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES						
MARZO 2022						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
		1 CAMPAÑAS DE PERSONERO Y CONTRALOR ESTUDIANTIL	2 ELECCION DE REPRESENTANTES DE PADRES DE FAMILIA	3 RENDICION DE CUENTAS Y ELECCION DE PROFESORES AL CONSEJO DIRECTIVO	4	5
6	7 CONTINUAN LAS CAMPAÑAS DE PERSONERO Y CONTRALOR ESTUDIANTIL	8 DÍA DE LA MUJER	9	10 ELECCION DE PERSONERO Y CONTRALOR ESTUDIANTIL EN CADA SEDE	11	12
13	14 NOVENA DE SAN JOSÉ	15 NOVENA DE SAN JOSÉ	16 NOVENA DE SAN JOSÉ	17	18 DESFILE Y EUCARISTIA DE SAN JOSÉ. CATEDRAL	19
20	21	22 INSTALACION NUEVO CONSEJO DIRECTIVO	23	24	25 CIRCUITO POLIMOTOR - TRANSICION	26
27	28	29	30	31 INAUGURACION JUEGOS INTERCLASES SEDES DE PRIMARIA		

Figure 31.

 COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES ABRIL 2022 						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
					1	2
3	4	5	6 CIRCUITO POLIMOTOR - PRIMEROS	7 INAUGURACION JUEGOS INTERCLASES BACHILLERATO	8	9
10	11 LUNES SANTO	12 MARTES SANTO	13 MIÉRCOLES SANTO	14 JUEVES SANTO	15 VIERNES SANTO	16
17	18	19	20	21	22 DÍA DEL IDIOMA	23
24	25	26 PRUEBAS DE EFICACIA	27	28	29	30

Figure 32.

 COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES MAYO 2022 						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
1	2	3	4 JUNTAS EVALUADORAS	5	6 FINALIZA EL PRIMER TRIMESTRE Y DÍA SANTANDERINO	7
8	9	10	11	12	13	14
15	16 XVII JUEGOS NACIONALES SANTANDERIN OS - TUNJA	17 XVII JUEGOS NACIONALES SANTANDERIN OS - TUNJA	18 XVII JUEGOS NACIONALES SANTANDERIN OS - TUNJA	19 XVII JUEGOS NACIONALES SANTANDERIN OS - TUNJA	20	21
22	23	24	25	26	27	28
29	30	31				

Description of intra-institutional activities

Extra-curricular activities such as the inauguration of the high school interclass games in which the pre-service teacher was actively accompanied the different activities such as the parade along the main street of Pamplona, making due accompaniment with the teaching staff. Then, supervise the behavior of the students during the presentation of the different cultural points of the event in particular.

Figure 33.
Inauguration of the high school interclass



Figure 34.
Inauguration of the high school interclass



The next activity proposed by the institution Jose Rafael Faria Bermudez, was the language day. In this event the pre-service teacher participated in one of the points with a musical presentation in company of an English teacher and two students. On the other hand, it was a support in terms of preserving order and respect with all the other points developed this pedagogical day.

Figure 35.
The language day



On May 6, a Bingo activity was held in the institution in which the teacher in training helped to be aware of the behavior of the students, especially the 10th grade, since the course leader was in poor health.

Figure 36.
Bingo activity



Figure 37.



On May 26, the students of the tenth and eleventh grades organized a cultural day in the institution due to the teacher's day, different points were made, including the exclamation of

poems alluding to the teacher, singing presentations, acrostics, and others. In this way, the students thanked the professors for the effort they have every day in their work, and the pre-service teacher was, helping the proper behavior of the teaching staff.

Figure 38.
Teacher's day



Figure 39.



Conclusions

Belonging to the educational institution and being considered a colleague by the institution's teachers, even though I have not finished my training process yet, was an enriching and comforting experience. Besides, it was splendid to establish a connection between the pre-service teacher and the educational institution with its directors and its teaching staff.

In addition, it was possible to have a broad experience of the different internal processes, whether academic or organizational. The socialization of the aspects discussed in the meetings, the communications issued by the administration and the decisions made in area meetings, give the pre-service teacher a way to explore the academic and administrative processes of the institution in which the practicum was carried out. And having the opportunity to be part of all the events that an institution holds as part of its annual program is ultimately an experience that can be the most enjoyable of the entire process.

Chapter VI: Reflective approach component

Regarding, the process that was carried out with the narratives that the pre-service teacher made each week, it can be said that this served not only to reflect on the activities developed in each of the classes, but also to self-evaluate what was done well or poorly and how to improve her performance as a teacher. In addition, this exercise served to have a detailed organization of each class, activity, tutoring, materials and planning done throughout the integral practice process. In general terms, during the development of the integral practice, the interaction of the students with the project and their progress in the English language could be evidenced. ([see Appendix H](#))

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Appendix

Appendix A. Questionnaire

https://drive.google.com/drive/folders/1SuGKJCJEY48_ixNMwkwVohN1iZmNoiI?usp=sharing

Appendix B. Field notes

DATE: March 22nd – April 8th
<p>ACTIVITY: Fist planning execution</p> <p>During the course of these first three weeks of the project, different emotions regarding interest and participation were seen. In the first week the students' participation, although positive, was pushed by the supervisor teacher, as both the students and I felt the pressure. However, I noticed the willingness of the students to participate, ask questions and produce in class. In the course of the second and third week, a bond was established with the students, which allowed them to develop the activities very actively, being creative in the development of the alphabet wordsearch, as well as asking about the correct spelling of the vocabulary to be found in it.</p>

DATE: April 19th– May 6th

ACTIVITY: Second planning execution

The hangman activity is really a great class starter activity because the students were very active in participating in guessing the hidden word, almost all students raised their hands. When I already introduced the grammar topic, they were prepared for my explanation, but first I started the class by doing a vocabulary race which promotes their interaction. The students really got involved, one of them listed 15 words to describe the picture they were shown.

During the text about Stan Lee's life, students filled in the gaps with me as it was presented it on the video beam. Their participation was constant. At the moment of answering the comprehension questions, most of them solved them very quickly, I reviewed them and gave the approval to finish this activity.

Appendix C. Students' work

https://drive.google.com/drive/folders/1DFLSaedlXt28aKbg3dEe91_ImgntPbiE?usp=sharing

Appendix D. Topic explanation

https://docs.google.com/document/d/1JIT_uqPIXwW3HbHvhIFKORd6uxROgNr-/edit?usp=sharing&ouid=100765128905789188927&rtpof=true&sd=true

Appendix E. Wordsearch

https://docs.google.com/document/d/1czYAxiYj17CmT6wMDTgV2x8Fxz0K_Ohm/edit?usp=sharing&ouid=100765128905789188927&rtpof=true&sd=true

Appendix F. Quiz

https://docs.google.com/document/d/1XKRGh_dzcbX_7ENMZPlzZiMelhD-2DVN/edit?usp=sharing&ouid=100765128905789188927&rtpof=true&sd=true

Appendix G. Second Planning

https://docs.google.com/document/d/1SwkoKrNo1qBg_7I0gmD8mqWbIJcLJhK/edit?usp=sharing&ouid=100765128905789188927&rtpof=true&sd=true

Appendix H. Narratives

https://docs.google.com/document/d/1bgpkj_Kb3fkJcamaKfiJYnvTZdg0ROTM/edit?usp=sharing&ouid=100765128905789188927&rtpof=true&sd=true