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1

Implementing Graphic Organizers as a Strategy to Teach English Vocabulary through TBL of Bethlemitas Brighton High School: An Action Research

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**University of Pamplona
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Pamplona
2022**



“Formando líderes para la construcción de un nuevo país en paz”

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2

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CHAPTER I:

General presentation of the proposal

The following study presents the integrated practicum for the pre-service teachers where they are allowed to experience the teaching process in a real context as well as participate in the unknown academic duties as educators in the different settings of the institution such as the academic community, the pedagogy, and methodologies used for the development of every lesson. According to Hallman and Rodriguez (2015), learning how to teach properly is a complex and continuous process in which Pre-service teachers engage in real-life experiences in formal and informal educational contexts, such as community-based where they have many opportunities to learn as well as to test theory and pedagogy.

Accordingly, in order to introduce the following study to be conducted throughout the integral practicum stage of the pre-service teacher's degree, it is essential to take a look at the main components closely in which this research is broken down: (1) Pedagogical and Research component, (2) the Community outreach component, and (3) the extracurricular component.

Initially, an institutional observation is done to identify the failures and weaknesses of the institution. Then, make a diagnosis and seek a method to solve it. Having done this, the pre-service teacher-researcher must implement an innovative strategy to help the students to enhance a skill such as listening, writing, speaking, or reading comprehension, or a subskill such as a vocabulary, taking into account the observation stage and the issues found in the teaching and learning process of a foreign language.

Furthermore, the community outreach component requires the pre-service teacher's support to teach EFL in primary education due to the lack of English teachers in the institutions benefiting

not only the primary students but also the teacher-preparation giving them the opportunity to get experience as future educators.

Finally, the extracurricular component is based on the institutional events and activities where the pre-service teacher is a participant of them in order to assume a complete role as a teacher in the assigned institutional context in a secondary high school.

Introduction

Currently, English as a foreign language (EFL) is considered the most spoken on the Web as well as the lingua franca in the real world. According to W3Techs' (2013) daily updated data, 63,2 % of the World Wide Web use English as the content language. This indicates that English learners have a massive source of knowledge in this language. Having said so, it can be affirmed that all over the world, English is being adopted as a common language between speakers who speak a different language.

For this reason, English language learners have the need of improving their English since all the competencies of the language as well as the subskill such as vocabulary which is a key factor for the students to improve their four main skills of any language: Speaking, listening, writing, and reading comprehension, given that it helps the students to not struggle with understanding and transmitting what they feel. Following Burgoyne et al. (2009) In the classroom, the lack of vocabulary knowledge on EFL learners can be a challenge when writing texts and answering questions, which can affect the academic performance of English Language learners.

Besides, it can be affirmed that in spite of the native language of Colombian people being Spanish, its government is engaging the academic institutions to implement innovative strategies for the students to be motivated to learn at least a foreign language aiming at increasing the bilingual context of the country. Hence, taking into account the clear need of students, this project is proposed to help the learners increase their vocabulary knowledge since they could not only better understand but also better communicate in English, given that in this way, learners master all the English skills.

Justification

The main purpose of the pre-service teacher when applying his integrated practicum is to well utilize his knowledge and skills pedagogically and investigative in order to contribute to the student community on issues and weaknesses that delay the learning process of a foreign language. The pedagogical and research, outreach, and intra-institutional components permit the trainee's teacher to grow himself and acquire experience in a classroom as well as help the learner to improve their English knowledge.

English language learners need to have sufficient knowledge of vocabulary given that it is required to effectively use the language. According to Tahir, et al. (2020) Although the vocabulary knowledge is not assessed as the other.

English-language skills (speaking, reading, writing, and listening), it is implicitly taught to learners for them to develop when practicing the others languages skills mentioned right before. However, it is known that vocabulary acquisition is one of the biggest issues among EFL and ESL learners.

Accordingly, the purpose of the current project is to Increase eighth-grade students' English vocabulary from Bethlemitas Brighton high school through the implementation of visual language learning tools in order to enhance the English language learning process of the students since eventually, the four main skills (listening, reading, writing and speaking) are improved.

General objective

To improve the 8th-grade students' vocabulary through the implementation of graphic organizers as an EFL visual learning tool.

Specific objectives

To implement visual learning tools such as graphic organizers for the students to enhance their English vocabulary.

To participate in Bethlemitas Brighton High School extra-curricular activities during the first semester of 2022.

To support teachers and students of an elementary school as a community outreach by teaching EFL.

CHAPTER II

Institutional Observation and Analysis Report

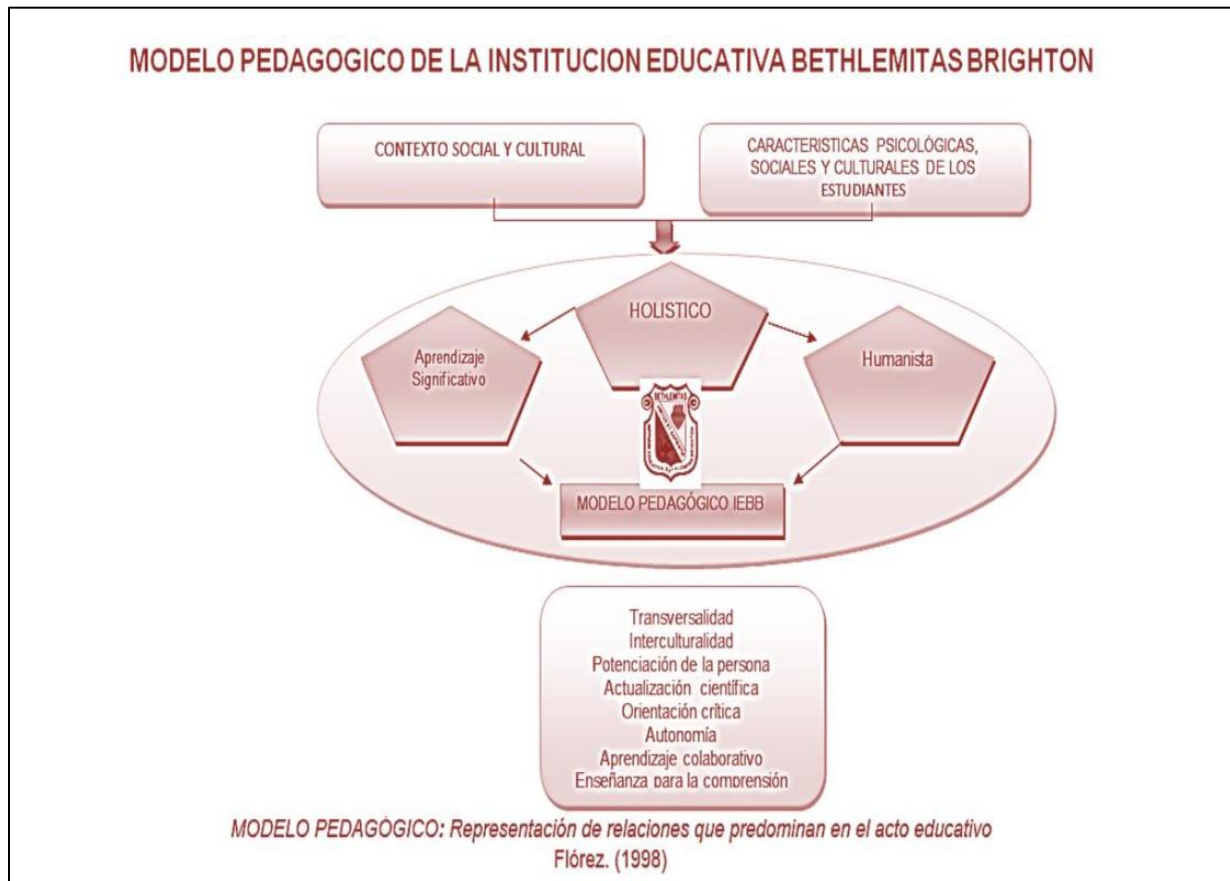
Documental analysis

Administrative level

PEI of the institution.

The Bethlemitas Brighton High School conducts its instructive guidance towards inclusivity, values, personal growth, and scholarly greatness. It is focused on providing the necessary support that looks at the whole person, not only in their mental health needs but also in their physical, emotional, social, and spiritual well-being. Hence, the institution Bethlemitas Brighton is based on the Holistic model connected to humanistic and significant learning. Therefore, this academic model highlights the differences that every single person has concerning their age, culture, language, faith, sexual and gender identity, life experience, and beliefs aiming at a person's wellness and not just their illnesses or condition. Besides, the humanistic and significant learning purpose is to promote human development through values, communication, and confidence for the students to better acquire knowledge by developing new skills and abilities of learning.

Figure 1. Educational model



Source: Bethlehemites Brighton High School, PEI

Mission.

Bethlemitas Brighton High School is an Educational Institution that concerning the Bethlehemites Philosophy, seeks participation, updating, and the service of evangelization. Additionally, it contributes to comprehensive training by providing quality and inclusive education, based on ethical, scientific, technical, investigative, environmental, and participatory principles, and consequently, it has the strength of God and the legacy of the Holy Founders, the policies of the State, and the commitment of the Educational Community.

Vision.

Bethlemitas Brighton High School seeks to be recognized in society as an entity with a projection towards leadership in education, research, educational and technical innovation, promoting respect for the environment and public affairs in an inclusive manner, consolidated in its comprehensive training processes for highly qualified people.

Institutional symbols.

Bethlemitas Brighton High School has four fundamental items which are connected to their mission, vision, and the institutional identity that perform their academic practices, those are the Bethlemitas Philosophy, the institutional crest, the institutional flag, and the institutional hymn; the next table describes the pertinence of each symbol and item for the high school:

Table 1. Institutional symbols

The Bethlemitas Philosophy	The apostolic and educational legacy of our holy founders, strengthened by the norms given by the MEN and the Secretary of Education, reinforces our pedagogical practices, building quality education every day that leads to the dynamization of significant learning, based on the Holistic transforming model educating in the love for service.
-----------------------------------	--

The institutional crest

In the shape of a quadrilateral, with the rounded lower angles by a quarter of Bethlemitas, from Bethlem, in Aramaic "house of bread"; as someone could say, dispensers of the bread of welcome, of service, of love, of the word. in the same border the name of the Institution can be read: Bethlemitas Brighton High School. "VIRTUS ET SAPIENTIA" – "VIRTUE AND WISDOM", specific characteristics of the Educational Institution. On the golden field, a heart symbol that represents love and the Christian human sense that every member of the Institution must develop. On the blue field, a lighted lamp, which means the scientific field through which it is proposed to accompany the student in the pedagogical process.



The institutional flag

Its white color symbolizes integrity, honesty, simplicity, and sincerity, values that are proposed to instill in the students' minds and hearts. Moreover, in the upper and lower corner of the flag, there are two red triangles to highlight that Love is the main value, unique of the Heart of Christ and union link, service, and solidarity with others.



The institutional hymn

The lyrics' author was the poet Augusto Ramirez Villamizar and the music was composed by Mr. Ginno Maioni. The hymn is a poem for the heart's and the mind's wisdom, expressed with deep emotion. God is the center that is reached through duty and the desire to be light.

¡Honor! ¡Virtud! ¡Deber! En nuestro en
nuestro Corazón; La mente hacia el saber
Y arriba Gloria a Dios, Gloria a Dios, (bis)

I

Amando nuestros claustros forjamos la
virtud Y el corazón de Cristo, nos muestra
Lauro y cruz lauro y cruz.

II

El libro luminoso es nuestro gran deber,
Sus páginas son llamas, son llamas, que
enseñan a ascender.

III

Y envuelve nuestra stirpe, la seda del
honor, del honor el blanco y rojo manto, de
nuestro pabellón, pabellón.

IV

Sea un Himno nuestra vida,
sea un salmo nuestra voz, nuestra voz, Para
entonar un coro: ¡Deber! ¡Virtud! ¡Honor!

Letra: Doctor Augusto Ramírez Villamizar

Música: Manuel Espinel

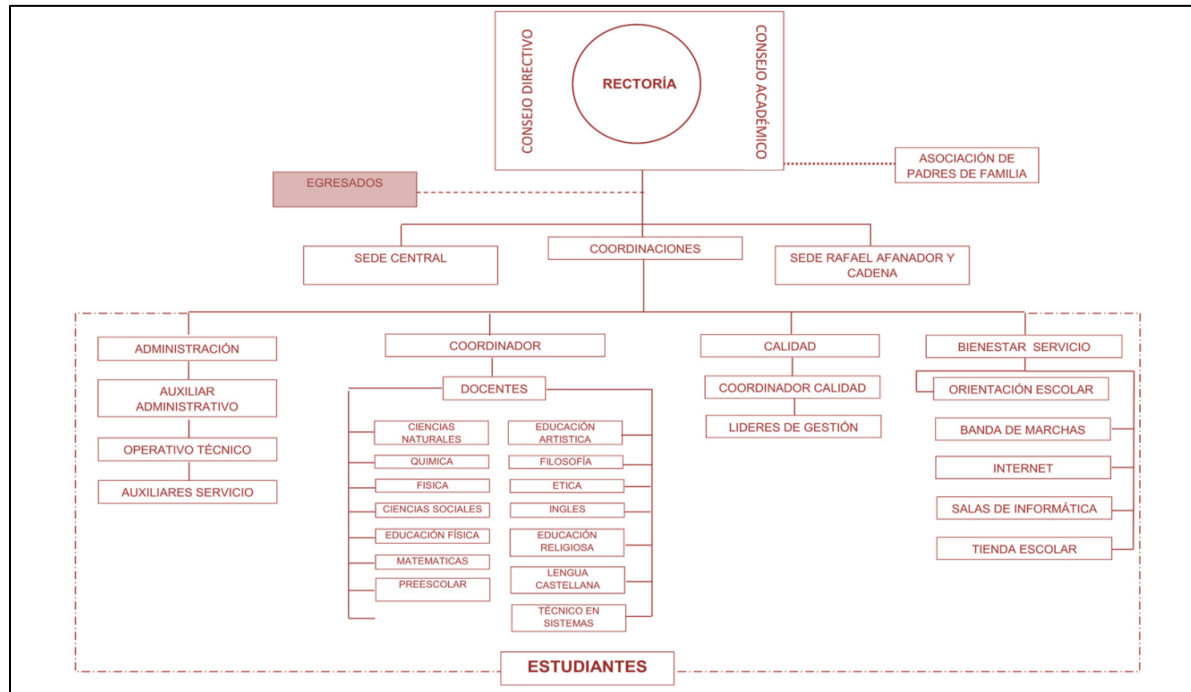
Source: Bethlemitas Brighton High School, PEI

Organizational chart.

The organizational chart of Bethlemitas Brighton High School offers pedagogical and managerial independence where each community can have its own autonomy in its guidelines, in which the arrangement of the different groups of the institution is organized by certain

requirements. Thus, Within the organizational structure of the institution and the functions that the educational laws gather for each one, established tasks must be conducted, as shown below:

Figure 2. Organizational Chart

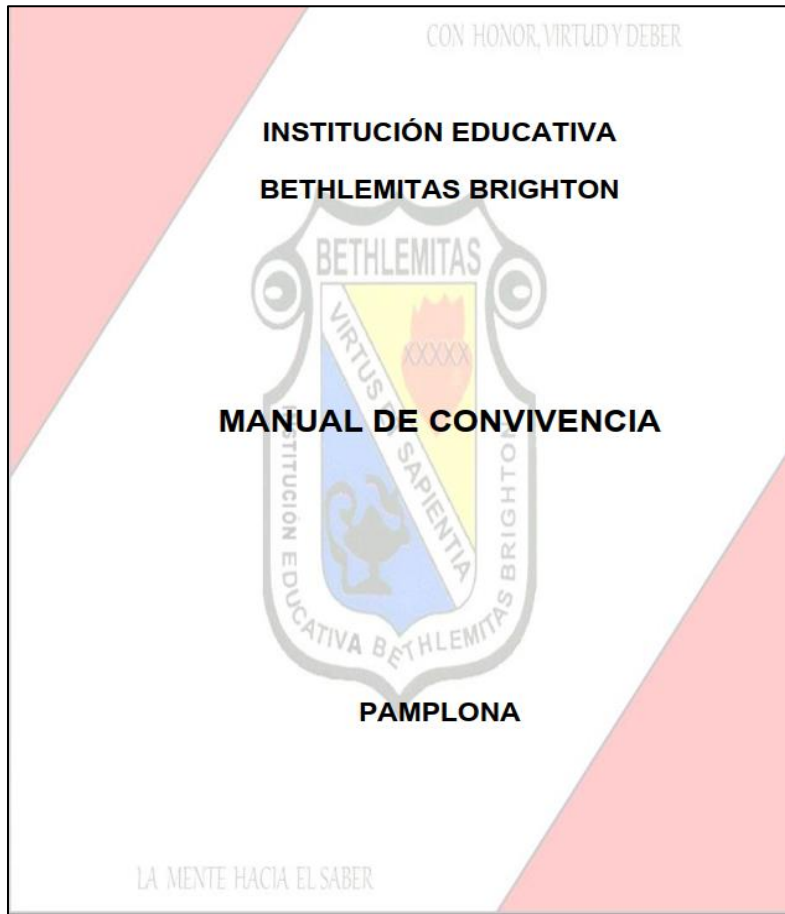


Source: Bethlemitas Brighton High School, PEI

Institutional Handbook.

The Handbook on coexistence is composed of a series of established rules and procedures that lead the educational institution members' behavior (administrative, teachers and students) in its duties, rights, and obligations. Furthermore, the manual is annually updated and modified in order to add relevant and useful information for safeguarding fundamental rights. It is necessary to remark that the handbook is given to the responsible tutor of the student at the moment of the registration.

Figure 3. Institutional Handbook



Source: Bethlemitas Brighton High School, Institutional handbook.

MEN guidelines and regulations for the health emergency.

Due to the return to face-to-face classes, educational institutions have implemented certain security measures for all people inside the institutions. thus, the permanent use of the face mask, the washing of hands, the social distancing, and the prohibition of the agglomerations of people to avoid the spread of the virus for engaging the educative community to take into consideration the current health emergency seriously.

Pedagogical level

Planning of the language area.

The following figure represents in detail the planning of the language area proposed by the Bethlehemites Brighton high school for the first period of 8th graders in the English language subject:

Figure 4. Planning of the language area

INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON

Legalización de estudios según Resolución 2021 del 7 de septiembre de 2015
 . NIT: 807.063.049-1 DANE: 154518000753

PLAN DE PERIODO

AREA: INGLES

PERIODO: PRIMERO

INTENSIDAD HORARIA SEMANAL: 4

GRADO: OCTAVO

DESEMPEÑO:

DERECHOS BASICOS DE APRENDIZAJE. D.B.A.	ESTÁNDARES	EJE TEMÁTICO	DIMENSIONES	INDICADOR DE DESEMPEÑO – COMPETENCIAS	TRANSVERSALIDAD	CRITERIOS DE EVALUACION
MODULO I. SOSTENIBILIDAD. ACCIONES HUMANAS. 1. Solicita y brinda Información sobre experiencias y planes de manera clara y breve. Para esto, utiliza información propia o de situaciones que le son familiares, empleando el vocabulario conocido y apoyándose en sus compañeros y el profesor. 2. Explica por escrito, de forma coherente y sencilla, situaciones y hechos que le son familiares. Puede establecer relaciones de adición, de secuencia causa y efecto, y comparaciones sencillas.			COMUNICATIVA SOCIOLOGICA	CONCEPTUAL PROCEDIMENTAL ACTITUDINAL	Proyecto enjambré Proyecto ambiental Proyecto de vida: huellas indelebiles Proyecto Ser con Valores. Proyecto de Educación Sexual. Convivencia Ciudadana. Emprendimiento Utilización del tiempo Libre. Proyecto: <u>Talent Show</u> .	Se tienen en cuenta los diferentes tipos de evaluación: Evaluación Diagnostica Auto- Evaluación <u>Co-evaluación</u> Cualitativa Cuantitativa

PLANEADOR DE UNIDAD TEMÁTICA: 1

DOCENTE:	PERIODO: I	GRADO: 8o	Fecha de vigencia: 2020
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ÁREA/SIGNATURA: INGLES

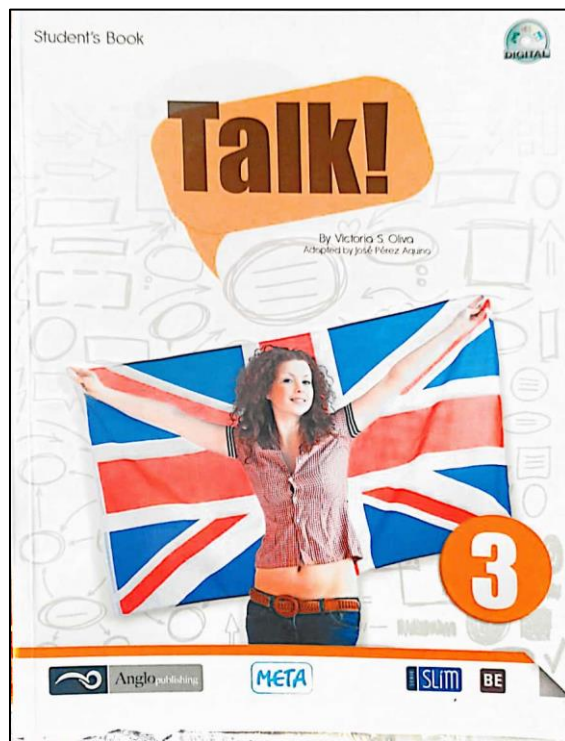
CONTENIDO TEMÁTICO	FASES METODOLÓGICAS	ACTIVIDAD A DESARROLLAR							
UNIT 1	AMBIENTACION	Juegos de presentación y de conocimiento cuyo objetivo es crear grupo, buscado afinidades y cohesión para introducir el tema de la unidad.							
INDICADORES DE DESEMPEÑO CONCEPTUAL: PROCEDIMENTAL ACTITUDINAL	METODOLOGIA	<ul style="list-style-type: none"> La docente realizará una prueba diagnóstica escrita en donde el estudiante deberá mostrar sus conocimientos previos con respecto a el vocabulario aprendido en el año anterior, los tiempos verbales simples. La docente pide a los estudiantes que deben realizar una mesa redonda. Escucharan una historia, copiaran las palabras que conocen de la historia, con imágenes. Los estudiantes realizan grupos de tres, para la actividad grupal o colaborativa que aparece en el libro guía de la unidad 1 y 2 los sustantivos contables y no contables. Practicaran de manera oral y escrita algunas expresiones de cantidad. 							
	EVALUACION	Los estudiantes retomaran las palabras y los tiempos simples y se les evaluara en frases sencillas del inglés.							
	RETROALIMENTACION	Los grupos de trabajo realizados en una de las actividades, serán retroalimentados de manera colaborativa							
	ESTRATEGIA DE MONITORIENTO	Los estudiantes realizaran grupos de trabajo, tres máximos, elaboraran una guía- taller de 40 preguntas. Deben de responderlo en el cuaderno de inglés. Seguidamente deben apropiarse de la pronunciación de los ejercicios prácticos del libro guía y de las páginas del libro, se calificará lo realizado y orientado por la docente, de manera colaborativa.							
INT. HORARIA PREVISTA	FECHA INICIO	FECHA FINAL	VERIFICACIÓN DE ACTIVIDADES				TOTAL DE HORAS ESCRITAS		
			EVAL. PROCESOS		GUÍAS		TAREAS	Otros CRITERIOS	
			SI	NO	SI	NO	SI	NO	
32 horas	20-01-2020	27-03-2020	X		X		X		30 horas

Source: Bethlemitas Brighton Language area

Knowledge of the available didactic resources.

English teachers from Bethlemitas Brighton high school have available resources for the teaching process to each grade where they can be guided in order to create worksheets following the curriculum presented by the book entitled "Talk!" by Olivia, V. Moreover, this book not only comprises the students' book but also the workbook and the reading book which help the learner to have the necessary material for an appropriate learning process since he can work in class and at home. In addition, as these books have different contents for every grade, eighth-grade students must study all the contents proposed by it to reach the A2 level that 8th graders have to have by using the four main skills of a language (listening, reading, writing, and speaking) through the development of the activities proposed in it.

Figure 5. Available didactic resources.




Source: Bethlemitas Brighton didactic resources

Syllabus.

The syllabus is an essential document where educators describe the basic elements of a course guided by the Basic Learning Rights in which topics, activities, and assignments are covered by developing them chronologically in which consequently, learners are supported with a descriptive overview of the course's goals.

Figure 6. Syllabus

	INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON <small>Legalización de actantes según Resolución 2021 del 7 de septiembre de 2015 NIT: 807.003.049-1 OMB: 15453000753</small>
PLAN DE PERIODO	
AREA <u>INGLES</u>	PERIODO: <u>PRIMERO</u> INTENSIDAD HORARIA SEMANAL: <u>4</u> GRADO: OCTAVO

DESEMPEÑO:

Source: *Bethlemitas Brighton Language area*

Methodology of the English teachers.

Based on the observation stage, the methodology implemented by the teacher in charge of eighth-grade students is the traditional one, where the educator writes down the information on the board and explains it while the students rewrite it in their notebooks. this method was perhaps used by the teacher given that she is reviewing topics studied online during the social distancing.

Design of worksheets and material.

With regards to the teaching material, teachers do not usually use letterhead for the material they design. According to the researcher's observation, the worksheets and the copies as material that the teachers provide to the students have not any kind of figure or watermark that shows that it belongs to the institution material.

Basic learning rights of the institution (standards).

The educational institution of Bethlemitas Brighton in regards to the implementation of basic learning rights (BLR) for its lesson plans and according to the observation done by the preservice teacher, the educators use the BLR in order to follow the sequence proposed by the government. They are described as follows and in this order:

Table 2. Basic learning rights of the institution

1	Requests and provides information about experiences and plans in a clear and brief manner, using his/her own information or information about your familiar situations.
2	Explains in written form different familiar situations and facts in a coherent and simple manner.
3	Recognizes specific information in short oral and written texts on topics of general interest. Students use images, different readings, and strategies.
4	Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays, where students may express opinions.
5	Makes recommendations to people in his/her community about What to do, When, and How, based on daily situations in his/her family life, school, or environment.

6	Makes brief presentations on academic topics related to his/her school environment o community.
7	Expresses emotions and feelings about situations or specific topics related to his/her family or school.
8	Briefly narrates current facts, daily situations, or personal experiences orally or in written form.

Source: Bethlemitas Brighton Language area

Courses.

Table 3. Educative Institution Bethlemitas Brighton

Elementary	Mathematics, English as a Foreign Language, Mother tongue (Spanish), social science and geography, natural sciences, TIC, training arts, and physical and athletic education.
Secondary	Mathematics, English as a Foreign Language, Mother tongue (Spanish), physics, chemistry, philosophy, TIC, biology, political science/economics, training arts, physical and athletic education, and ethic and values.

Source: own source

Schedule.

Schedule of one of the English teachers:

Figure 7. English teacher schedule.

HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
7:00-7:15	REFLEXION				
1a	8°-02	7°-01	8°-02	7°-03	
2a	8°-02	7°-01	8°-02	7°-03	
3a		7°-02	6°-03	7°-02	6°-02
4a		7°-02	6°-03	7°-02	6°-02
5a		7°-03	6°-02	7°-01	6°-03
6a		7°-03	6°-02	7°-01	6°-03

Source: Educative Institution Bethlemitas Brighton

Technological level

Connectivity level.

Concerning the internet connection of the institution Bethlemitas Brighton, it has a lot of failures since just one part of the institution has access; moreover, the connection is really low and slow which does not allow anybody to connect. According to the opinion of some of the educators, they prefer to use their mobile data of smartphones because it is faster which is a considerable issue when the teacher wants to work with online activities with the students.

Access and use of platforms.

Given that face-to-face classes have started thanks to the vaccination process against the Coronavirus, the use of platforms has been limited because of connectivity issues. however, teachers have implemented the platform “educate” for engaging the students to get in contact with the ICFES exam. so, this is a kind simulation for those who must present the exam mentioned. Students and teacher, both have access to this platform where the educator decide when to activate these tests and when to close them.

Description of the use of digital resources.

According to the implementation of information and communication technology (ICT) in the educational institution Bethlemitas Brighton, the digital resources used in each classroom consist of one TV which teachers can use to project and show videos, slides, and films by connecting a laptop.

Population-level

Taking into account the global perspective, Bethlemitas Brighton high school has around 1.011 students. Nevertheless, focus on the population of this project with 8th-grade students. There are 46 students being a mixed-genre class; 15 girls and 31 boys who are in an age range from 12 to 16 years old. Their English level is around between an elementary A1 and A2.

English Teachers Staff.

The principal headquarter of Bethlemitas Brighton high school has around 18 teachers who form the community of professionals uncharged of the learning and teaching process of the students. Having said this, it is necessary to highlight the two English teachers who have been assigned to the secondary level; They are

Table 4. English teachers' staff

Mrs. Viviana Katherine Rueda Carrillo

Mrs. Gennis Emilce Navarro Gómez, (Supervisor)

Source: PEI Bethlemitas Brighton.

Administrative staff.

Concerning the staff who form to the administrative field of the Bethlemitas Brighton high school where there is a principal, a discipline and academic coordinator and some others who form it and they are organized as follows:

Table 5. Administrative staff

Ana Isabel Camacho Peñaranda	Principal
María del Socorro Jauregui	Discipline and academic coordinator
María Gladys Parada Montañez	Psychologist
Alexander Quintero Torrado	Doorman
Martha Lucia Parada Peláez	Librarian

Source: PEI Bethlemitas Brighton.

Parents Community.

The community of parents is an active participant regarding the administrative and academic procedures established each year.

Conclusion

The educational institution Bethlemitas Brighton afforded crucial and accurate information to analyze in more detail concerning the proper operation of the English area. Therefore, throughout the collection of institutional documentation as well as the English teachers'



performance for the current education taking into consideration the online classes developed in the last two years, which had a highlighted impact on teaching-learning processes and the students' behavior. Besides, it was presented the best way to proceed while implementing a proposal focused on increasing the 8th grade students' English vocabulary through the implementation of graphic organizers, bearing in mind the guidelines, context, population, and fieldwork.

CHAPTER III

Pedagogical and Investigative Component

Introduction

According to a study “the level of English of future Colombian professionals is not only very low but also without improvement” (Benavides, 2021, p. 57) when considering the results of the state exam (the Saber Pro) in the English language section that have been a concern between the expectations of the ministry of education and the outcomes. For this reason, it can be inferred that one of the main factors that affect the level of English is the build of vocabulary which is crucial when performing in English since students present a difficulty in the memorization of the same.

It is fair to assume that acquiring vocabulary is the most essential feature when learning a foreign language; without a doubt, it helps the learners to better understand and communicate in English given that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972, p. 110). Consequently, students need to learn the words of a language in order to communicate in it properly. On the contrary, it will be useless if they even have good grammar.

As stated before, vocabulary is a crucial skill to comprehend texts, write properly, speak fluently, and fully understand what others say. In their book, Yuldashev and Toshmatova (2019) established that without proper vocabulary, people cannot effectively convey or express their feelings, either verbally or in writing, and also stated that “the more people master vocabulary the more they can speak, write, read and listen as they want”. Thus, this project seeks to cover the

need of students to increase their vocabulary by the implementation of an innovative strategy to help the students.

Statement of the problem

The learning process of a foreign language is commonly focused on the development of the main skills of a language: listening, reading, writing and speaking in which every single learning must consider son sub-skills such as: motivation, fluency, grammar, and vocabulary. However, most of the leaners aim at improving just the main skills since one of the most important points for beginner is the vocabulary acquisition given that as much vocabulary a foreign language has, he better comprehends and produces in the target language.

Considering the above, it is evident that a strategy for acquiring vocabulary has to be implemented in eighth-grade students of Bethlemitas Brighton High School since it was noticed during the observation week, as well as the lack of interest by the students in learning English due to the method implemented to teach vocabulary which does not engage the students and they just write down the new words in their notebooks that eventually, they are not able to remember.

Therefore, the purpose of this study is to implement graphic organizers as visual language learning tools for students' vocabulary building though TBL as an innovative strategy to help the students not only to increase their vocabulary but also their motivation and interest for learning a foreign language. Taking into account the stated before, this research is relied on resolving the next questions:

Main question

How do graphic organizers as an FL visual learning strategy improve the 8th-grade students' English vocabulary?

Specific questions

How do students easily memorize and recall the English vocabulary learned using graphics organizers?

Could the 8th-grade students have a good impact on their language learning process by implementing graphics organizers as an FL visual tool?

How does the use of task-based learning approach contribute on the vocabulary acquisition of students?

Justification

Following Laufer (1997) acquiring vocabulary is a very important element given that without it neither production nor comprehension of language is possible. Having stated that, learning vocabulary is regarded as the most important factor of a language when learning English. Therefore, the lack of vocabulary of students from Bethlemitas Brighton High School influences the communicative and productive skills of the learners making them unable to understand what the teachers teach and commit mistakes in their oral presentations and written productions. Consequently, the implementation of a new method to motivate and help the students increase

their vocabulary and also improve their English competencies needs to be carried out during the learning process.

This action research arises from the need of the students from Bethlemitas Brighton High School in learning vocabulary for them to enhance their English language skills with the purpose of conducting a new strategy for the improvement of the students' English vocabulary interactively and dynamically through the use of authentic and familiar content.

As mentioned before, it is suggested a new method to help the students increase their vocabulary. For that reason, graphic organizers are effective visual tools for students who need to enhance their English language skills and their understanding of the same. Thus, Safitri (2017) stated that graphic organizers are visuals to identify the relationship between terms, concepts, facts, and ideas in one main topic referring to concept map or diagram concepts.

Moreover, each participant involved in the components of this study, such as the primary and secondary students, and the teacher supervisor, will be benefited from the fulfillment of this research by obtaining the outcomes of the study in order to implement it whether the proposal well manages the aim of the same, as well as the pre-service teacher and future researchers who want to work on this topic can be benefited.

General objective

To implement graphic organizers as an FL visual learning strategy to improve the 8th-grade students' English vocabulary of Bethlemitas Brighton High School in Pamplona, Norte de Santander.

Specific objectives

To implement graphic organizers as FL visual learning tools for the learners to better memorize English vocabulary.

To engage the students in interactive activities (spoken or written) where they can practice the vocabulary learned.

To analyze the influence of graphic organizers in vocabulary acquisition of the Bethlehemites Brighton High School's students.

Theoretical Framework

This section is defined in a conceptual and theoretical way the main aspects of this study, as well as the ideas of the authors that worked as a guideline for this project; therefore, the terms to present are: Vocabulary acquisition, Memorization of words, Graphic organizers (GO) from were three types of GO emerged: Web vocabulary GO, Frayer model vocabulary GO, and Six column vocabulary GO given that they focus on the basis of this research.

Vocabulary

According to Neuman and Dwyer, 2009 cited in Faliyanti and Sari (2018), vocabulary is the amount of words that English learners should to know to have properly communication with others: words for production skills (expressive vocabulary) and words comprehensive skills (receptive vocabulary). Thus, acquire vocabulary is as essential as any other skill since it helps the leaners to better understand and communicate with each other.

Vocabulary acquisition.

Acquiring vocabulary is considered a sub-skill when learning a foreign language and not only is it important to increase the lexical but also know how to use it properly. “Vocabulary learning is a multi-dimensional issue. To master the foreign or second language, extensive knowledge about lexical items which includes the word form, meaning, and the basic use in context receptively and productively is required” (Ellis, 1994 cited in Yolcu & Mirioglu, 2020). It means that whether learners know the correct use of the vocabulary, they can use it in their context easily.

Memorization of words.

There are several methods and techniques for foreign language learners (FLL) to memorize easily and long-term new words such as the use of colors, graphics, figures, flashcards, among others which are considered learning visual tools (LVT). Saad, Yaacob, and Shapii (2017) cited in Tahir, et al. (2020), for example, stated that visual aids not only have helped them to increase their lexicon but also to understand the meaning of a word through either cartoons or picture images. Besides, it “helped their imagination and assisted in learning new vocabulary items”.

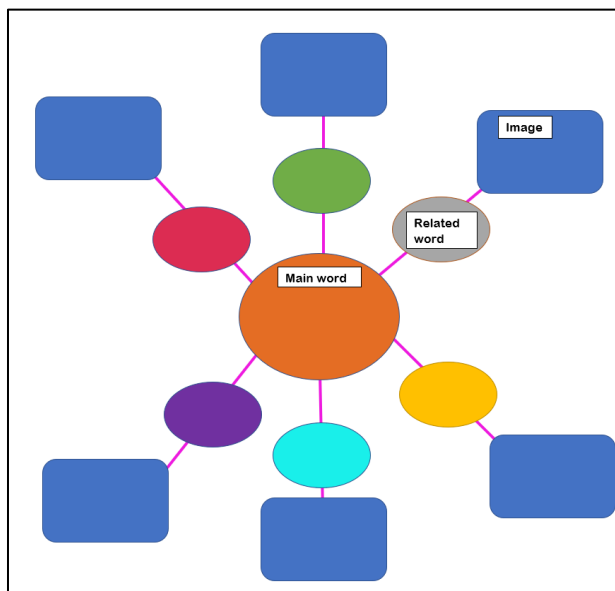
Graphic organizers (GO)

Vocabulary graphic organizers are visual maps in displaying key elements of a vocabulary, such as definition, part of speech, affix, synonyms, and antonyms. Thus, Kang (2004) cited in Al-Hinnawi (2012) started that graphic organizers (GOs) are “creative techniques used to present complex information and convert it into a simple and meaningful graphic display of the relationships between concepts. Therefore, learners can use GOs as a visual learning tool to better understand and easily recall new vocabulary words.

Web vocabulary GO.

The use of this graphic organizer is essentially based on helping students to make and/or identify the relationship between words. Therefore, the main theme or a word is established in the center of the graphic, then, the vocabulary related to the theme is defined in the smaller circles to finally represent each word by a picture.

Figure 8. Web Vocabulary GO



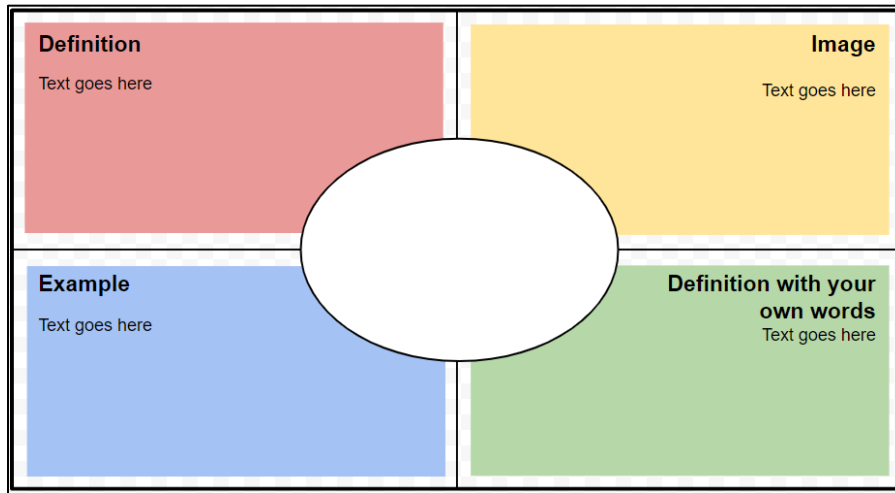
Source: Own source

Frayer model vocabulary GO.

Language learners can utilize this GO by using the Frayer model to memorize single words which seem difficult for them to recall. Thereby, it can be used with specific vocabulary and word by word where the target one is written and spelled in the center. next, it is defined and translated, then, used in a context with a sentence as an example, and with the use of a thesaurus, the learner needs to find a synonym to finally, illustrate it with a picture.

"Formando líderes para la construcción de un nuevo país en paz"

Figure 9. Frayer Model Vocabulary GO



Source: Own source

Six-column vocabulary GO.

Six-column vocabulary graphic organizer can be used by learners as a template for a vocabulary learning log in classroom instruction for keeping an up-to-date record of the vocabulary students encounter and learn.

Figure 10. Six-column Vocabulary GO

New word	Meaning	Example	synonym	antonym	Part of speech

Source: Own source

Task-based learning

This project adopted a Task-based approach given that it follows a sequence focusing on EFL teaching: pre-task, task, and review of them. Furthermore, “Task-based learning is a language teaching approach in which students learn to communicate through the completion of tasks. Tasks form the core of the teaching syllabi, the actual classroom activities and the learners’ assessment of language learning outcome” (Nunan, 2004; Richards & Rodgers, 2001 cited in Bunmak, 2017).

Considering the above, the Task-based approach is structured by three main phases explained by Richards & Rodgers (2001), and Willis (1996) cited in Bunmak (2017) where educators and learners have distinct roles. In the first phase (pre-task), the teacher introduces the task by clearly explaining the objectives. Then, in the second phase (task), the learners have to develop and report the results of the task proposed by communicating in the target language while the teacher monitors them. Finally, for the third phase (post-task), the language used to perform the task is reviewed and discussed by the learners.

Consequently, as the task-based approach focuses on using real language to complete meaningful tasks in the target language, it will help learners to acquire vocabulary used in English-speaking countries thanks to the interaction the students can have by using the English language which is the focus of this project.

Descriptors of Common European Framework of A1 or A2 for vocabulary

The following figure proposed by the Common European Framework (CEF) well describes the A1 and A2 global scale of the levels of language concerning the main skills (speaking, listening, writing, and reading). Additionally, the sub-skills such as grammar or vocabulary that a learner have to know to achieve a good language performance with a great level.

Figure 11. CEF of A1 and A2

Basic User	A2+	<ul style="list-style-type: none"> Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. 	300	Pre-Intermediate
	A2	<ul style="list-style-type: none"> Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. 	200	Elementary
	A1+	<ul style="list-style-type: none"> Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. 	100	Beginner
	A1	<ul style="list-style-type: none"> Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. 	Literacy	*Literacy

Source: CEF, *Teaching and learning in a multilingual society*

Literature Review

In this section, prior studies are described to support this project helping the readers to better understand the focus of it as well as the different results found and interpreted in projects related to it. Presented as follows:

After conducting his research entitle “*Enriching Students’ Vocabulary Mastery Using Graphic Organizers*”, Darmawan (2017) aimed at identifying whether graphic organizers enriched student’s vocabulary mastery, and describing the classroom situation when graphic organizers are employed in instructional process of vocabulary. The procedure of the research consisted of identifying the problem, planning the action, implementing the action, observing the action, and reflecting the result of the research. Qualitative data were collected through interview, observation, questionnaire, and research diary. The outcomes showed that implementing graphic organizers improved students’ vocabulary. The speaking skill was enhanced by the students, thanks to the growth of vocabulary. Furthermore, students were able to better comprehend a text as they increased their vocabulary.

Furthermore, Dau (2015) in his study entitled “*Graphic Organizers – Effective Tools for Teaching Vocabulary*” focused on examining the influence of graphic organizers on students’ vocabulary by answering three questions with *what*, *why*, and *how*, for then, applying certain of them. The results showed that graphic organizers are effective tools to enhance vocabulary since they are easy to apply as a strategy in the classroom and also, for the learners to have rapid progress in vocabulary building.

On the same token, Safitri (2017) in her research named “*The Effectiveness of Graphic Organizers In Teaching Vocabulary At The Second Grade Students Of Smp Negeri 1 Tellu Siattinge Bone*” aimed to know whether graphic organizers were effective in teaching vocabulary, and to examine to what extent the graphic organizers are effective in teaching vocabulary. In this research, the population was the second-grade students. The number of populations were 160 students. In taking the sample, Class VIII A and VIII B were chosen by using purposive sampling technique. Quasi Experimental design in this research used experimental and control group. The data collection instrument was vocabulary test given to the students in pre-test and post-test. Concerning the results, it was found that graphic organizers were effective in teaching vocabulary to improve students’ vocabulary. The researcher suggested that the graphic organizers are used as an alternative strategy in teaching vocabulary because it can help the students to participate in connecting ideas, concepts and building individual students’ improvements in vocabulary so that students can be more interested in learning activities, especially in increasing English vocabulary.

Hervinia (2015) conducted the research “*The Effectiveness Of Graphic Organizers For Teaching Vocabulary Of Recount Text*” focused on finding out the significance of the use of the graphic organizers on vocabulary achievement and discovering whether the use of graphic organizers for teaching vocabulary of recount text is effective to the eighth graders of SMPN 6

Semarang. In this study, the writer gave the students pre-test, treatment, and post-test. The pre-test was given to both groups using the same instrument. The treatment in the experimental group was using graphic organizers, while the treatment in the control group was lecturing. The post-test was conducted after the treatment given to both groups using the same instrument as the pre-test but the position of question numbers was reshuffled. As a result, it was concluded that graphic organizers make a significant difference in vocabulary achievement for grade eight students since they are an effective tool for teaching and learning vocabulary. Concerning the research, graphic organizers have a better influence than lecturing in improving the students' vocabulary given that students can work individually and in groups.

In addition, Al-Hinnawi (2012) carried out a study entitled *"The Effect of the Graphic Organizer Strategy on University Students' English Vocabulary Building"* which was focused on investigating the effect of the graphic organizer strategy on vocabulary building and vocabulary incremental growth of Jordanian university EFL students. Regarding the methodology used in this research, it was organized as follows: each student enrolled in one of two intact and equally-sized classes of a general English Language course. One of the classes was assigned to an experimental group, whose students were taught eight specific features of vocabulary items using the GO strategy. The eight features were the word's spelling, pronunciation, part of speech, meaning in the first language, meaning in the foreign language, synonym, antonym and using it in an example sentence. The other class was assigned to a control group, whose students were taught the same vocabulary items using traditional instruction. A pre-test and a post-test were administered to all students whose responses were analyzed using adjusted means, standard errors and an ANCOVA. Based on the research, the results revealed how effective the implementation of graphic organizers is on students' vocabulary growth during the learning process in comparison to the traditional

instruction in developing vocabulary building. Besides, it was suggested to incorporate this strategy into the different EFL language courses.

Regarding the results of the priors studies presented before, it can be concluded that graphic organizers (GOs) are effective visual tools not only for students to enhance their language acquisition by building their vocabulary and have a better organization of the information but also for teachers to implement it as a teaching method in lessons for vocabulary instruction as well as to increase the learners' motivation since GOs can be used either individually or in groups.

Research methodology

Concerning the study methodology, this research has adopted a qualitative approach. Following Cresswell (2014) “a qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. Taking this into account, when adopting this approach, the researcher is allowed to gather the data from the participants' setting by permitting the researcher to identify the issues and weaknesses of the learners that affect their learning process. Having said that, this study involves a lack of vocabulary that eighth-graders have which prevents them to have a better academic performance in English when using the language.

Research design

An action research has been adopted as the design of this project that according to Mills (2011) cited in Creswell (2012) that action research is addressed to a particular and practical issue aiming to solve a problem. Hence, “action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and

subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning”. Consequently, this study is focusing on 8th-grade students of Bethlemitas Brighton high school in Pamplona, where a strategy to encourage the students to improve their English vocabulary will be implemented.

Population

This study is conducted at Bethlemitas Brighton high school, it is located southeast of the urban perimeter of the city of Pamplona, Norte de Santander, Colombia with 8th graders (**see appendix A**). There are 46 students being a mixed-genre class; 15 girls and 31 boys who are in an age range from 12 to 16 years old. Their English level is around between an elementary A1 and A2.

This study considered the purposive sampling technique or judgment sampling as the best option since it is the calculated choice of an informant due to the qualities the informant has to possess, such as having presented the activities with a good quality and having got the higher grades in the first test applied at the beginning of the implementation of the proposal. Therefore, the purposive sampling technique is a non-random technique that does not need underlying theories or a set number of informants (Tongco, 2007). Thus, it is basically based on the researcher’s criteria when choosing the participants. Hence, the participants are implicitly chosen as a representative sampling suiting the researcher’s needs given that they have specific characteristics (**see appendix B**).

Data collection methods and instruments

Pre-test, Treatment, Post-test.

In order to know the students' vocabulary level and how much they need to improve; the researcher needs applied two vocabulary tests. One before the implementation of the strategy proposed as a pre-test and the other after the execution of the proposal as the post-test. Having said that, it is necessary to define the types of tests to be implemented. Thus, following Pavlu (2009) cited in Hervinia (2015) with eighteen different types of tests the vocabulary can be evaluated. however, in this project, the researcher would use just two of those which are:

Multiple Choice.

Based on the definition given by Thornbury (2012) cited in Hervinia (2015) "multiple choices are a popular way of testing which is an easy technique to mark but difficult to design. Moreover, Single words can be tested through definitions." Furthermore, this technique allows the learner to have multiple choices, but just one is correct which can turn into an easy way to choose the right answer.

Cloze test.

To take into account the expectations of a discourse, a cloze test generally has at least two paragraphs for the test-takers to be supplied by any word that makes sense thanks to the context and of course, it is grammatically correct (Brown, 2004, cited in Hervinia, 2015). Consequently, the learner can identify the exact word by the contest of the text which would influence positively their results.

As a consequence, the tests (pre-test and post-test) of this project were broken down into two parts. first of all, a multiple-choice test will be used; then, the test-taker will find the cloze test to be developed.

Pre- test

As the researcher did not know the English level of the 8th graders from the educational institution Bethlemitas Brighton, a vocabulary test was prepared and applied as a data collection instrument (pre-test) in the stipulated date in order to analyze the knowledge of the English language of the students and begin with the implementation of the proposal. It consisted on choosing the correct answer (multiple choice) in most of the questions. Moreover, an activity of reading comprehension where they had to say if the statement is true or false.

Figure 12. Pre-test

<p>Pre- test. Grade 8° Date: March 25th</p> <p>NAME: _____</p> <p>Reading Comprehension. Choose the best answer according to the text.</p> <p>Computers</p> <p>Computers are interesting machines. They are electronic. They help people in their work. There are many uses for computers. They can process numbers, messages and all kinds of information. They can add, subtract, multiply, divide, compare, and store data. They can also produce graphics, charts and drawings.</p> <p>When computers were invented, they were very big. They occupied a room. They were very slow and expensive too. They were difficult to operate. Today, computers are small, fast, cheap and easy to operate.</p> <p>The influence of computers is now universal. We can use them in medicine, education, industry, business, science, technology, communications, and movies. Many people have personal computers. Computers can't think. People have to program and operate them.</p> <p>1. Computers are big, slow and expensive. a. True b. False c. I don't know</p> <p>2. Computers can be used in math. a. False b. I don't know c. True</p> <p>3. Many people use computers in their work. a. I don't know b. False c. True.</p> <p>4. The influence of computers is very limited. a. False b. True c. I don't know.</p> <p>5. Computers are very intelligent. a. True b. I don't know c. False</p> <p>6. You can use computers to draw and make graphics. a. I don't know b. False c. True.</p> <p>Choose the opposite to the following words.</p> <p>7. small a. short b. fat c. big</p> <p>8. Expensive. a. hard b. cheap c. short</p> <p>9. Difficult a. Hard b. cheap c. easy</p> <p>10. Slow a. easy b. cheap c. fast</p> <p>11. Add a. big b. subtract c. cheap</p> <p>Incomplete text.</p> <p>Dolphins <u>12</u> very interesting animals. <u>13</u> not fish. <u>14</u> mammals. They <u>15</u> warm blood. They <u>16</u> in oceans and <u>17</u> rivers. Dolphins <u>18</u> big mouths and many <u>19</u> teeth (160 to 200). <u>20</u> nose. <u>21</u> very long and forms a beak. They can <u>22</u> three and a half meters long. <u>23</u> live many years. <u>24</u> live in groups and communicate with sounds. They <u>25</u> to do many things. They <u>26</u> high into the air. In the Amazon river, <u>27</u> can find grey Dolphins and pink Dolphins. Dolphins <u>28</u> our Friends. We <u>29</u> to protect <u>30</u>.</p> <p>12. a. am b. is c. are</p> <p>13. a. she/its b. they/are c. It is</p> <p>14. a. it/its b. We/are c. they/are</p> <p>15. a. have b. has c. to have</p> <p>16. a. lives b. living c. live</p> <p>17. a. short b. fast c. large</p> <p>18. a. has b. have c. to have</p> <p>19. a. large b. hard c. small</p> <p>20. a. his b. its c. their</p> <p>21. a. am b. are c. is</p> <p>22. a. be c. to be d. are</p> <p>23. a. it b. we c. they</p> <p>24. a. they b. we c. it</p> <p>25. a. can/ be b. can/ learn c. can/ live</p> <p>26. a. can/ jump b. can/ live c. can/ learn</p> <p>27. a. they b. she c. we</p> <p>28. a. is b. are c. am</p> <p>29. a. needs b. need c. to need</p> <p>30. a. they b. their c. them</p> <p>Choose the best word.</p> <p>31. We pick things up with our _____. a. arms b. hands c. hair</p> <p>32. I brush my _____ regularly, especially after eating. a. waist b. lips c. teeth</p> <p>33. I sometimes go to school _____ bus. a. in b. at c. by</p> <p>34. My friend _____ his exams. He is sad. a. stayed b. passed c. failed</p> <p>35. What is the antonym of "white"? a. wait b. light c. black</p> <p>36. Come _____ and sit down! a. here b. her c. hair</p> <p>37. Continue the logic list. Red, green, brown, _____. a. poor b. long c. yellow</p> <p>38. We don't have money to buy a _____ for the train to London. a. price b. ticket c. seat</p> <p>39. I lost my _____, so I cannot open the door. a. key b. Passport c. wallet</p> <p>40. Choose the word which is out of the logic list. a. arm b. leg c. watch</p> <p>41. I sleep with my head on the _____. a. sheets b. blanket c. pillow</p> <p>42. Bob passes over the _____ on his way to school. a. road b. bridge c. waterfall</p> <p>43. The picture is on the _____. a. vase b. wall c. door</p> <p>44. I am _____ my glasses. Where can they be? a. using b. seeing c. looking for</p> <p>45. My father _____ shoes in a store. a. sells b. wears c. gives</p> <p>46. They always _____ stones at the dog. a. give b. put c. throw</p> <p>47. Continue the logic list. Valley, forest, mountain, _____. a. lake b. picture c. weather</p> <p>48. Do you want to drink _____? a. meal b. ice-cream c. fruit juice</p> <p>49. The _____ is cloudy today. a. air b. world c. sky</p> <p>50. It is always cold in _____. a. Winter b. spring c. fall d. summer</p>
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Source: own source

Post-test

After having carried out the conduction of the proposal with was the implementation of graphic organizers to build the students English vocabulary, a post test was made and applied to the students in order to prove the efficiency of the material used and the activities developed during the treatment stage. Furthermore, it was aimed at verifying if the students better memorized and easy recalled vocabulary thanks to the use of these visual learning tools implemented. Thus, it was designed for the students-participants to choose the correct answer (multiple choice) and match the words with the corresponding statement as a cloze test.

Figure 13. Post-test.

Choose the correct past simple verb.

1. play
A. plays ● played C. playing
2. Have
A. Has B. Having ● Had
3. Work
A. Working B. Works ● Worked
4. Write
A. Writing ● Wrote C. Written
5. Say
● Said B. Says C. Saying
6. "I can't _____ my passport. Have you seen it?"
A. fill ● find C. order
7. Alex: _____ were they?
Emma: They were my friends.
● Who b. where c. what
8. Alex: _____ were their parents?
Emma: Their parents were in London.
a. Why b. what ● where
9. Alex: _____ were you in the park yesterday?
Emma: Because I was playing with my friends.
a. Who b. where ● why

Choose the correct answer to the following definitions.

10. When it is sunny, the sun is shining brightly. **B**
11. It is a building used for public Christian worship. **L**
12. Water falling in drops condensed from vapor in the atmosphere. **L**
13. Abounding in or exposed to the wind or breezes. **G**
14. It is an institution for medical and surgical treatment. **D**
15. It is a building or room containing collections of books. **J**
16. It is a large public area of land used for recreation. **C**
17. It is an institution for educating children. **K**
18. It's so full of clouds that you can't see the sun. **L**
19. It's been intensely rainy and windy, perhaps with some thunder and lightning, not just a light drizzle. **M**
20. A cloudlike mass or layer of minute water droplets or ice crystals near the surface of the earth, appreciably reducing visibility. **A**

- A. Foggy
B. Sunny
C. Park
D. Hospital
E. Church
F. Snowy
G. Windy
H. Rainbow
I. Rainy
J. Library
K. School
L. Cloudy
M. Stormy
N. Hailing

1	A		C																
2	A	B																	
3	A	B																	
4	A		C																
5		B	C																
6	A		C																
7		B	C																
8	A	B																	
9	A	B																	
10	A		C	D	E	F	G	H	I	J	K	L	M	N					
11	A	B	C	D		F	G	H	I	J	K	L	M	N					
12	A	B	C	D	E	F	G	H		J	K	L	M	N					
13	A	B	C	D	E	F		H	I	J	K	L	M	N					
14	A	B	C		E	F	G	H	I	J	K	L	M	N					
15	A	B	C	D	E	F	G	H	I		K	L	M	N					
16	A	B		D	E	F	G	H	I	J	K	L	M	N					
17	A	B	C	D	E	F	G	H	I	J		L	M	N					
18	A	B	C	D	E	F	G	H	I	J	K		M	N					
19	A	B	C	D	E	F	G	H	I	J	K	L		M	N				
20		B	C	D	E	F	G	H	I	J	K	L	M	N					

Source: own source

Face-to-face unstructured interview.

Minichiello et al. (1990) define unstructured interviews as interviews in which the questions and the answers have not been established. Instead, they depend on the social interaction between the researchers and the participants. Regarding this, the researcher can collect rich information by applying this sort of interview given that it permits both the researcher and the interviewee to go beyond what it is expected to find since the interviewee feels comfortable by expressing themselves their ideas and personal opinions freely. Furthermore, it is necessary to remark that the interview was done in Spanish but to report the data, it was translated into English.

Having said this, it is necessary to highlight that the participants need to sign the consent letter as an acceptance to participate in the study given that they are underage students (see **appendix C**). Next, the interviews were applied to the participants where first: the researcher took the participants out in a quiet space to avoid the noise of the other students in order to record it. After that, he pointed out the objective and the name of the study; then, he argued the objective of the interview which was *“to collect information about how easily was for the students to memorize and recall vocabulary through the use of GOs as visual leaning tools”*. With this, the students started talking about all the process and the methodologies developed during the lessons as well as their perception of the strategy proposed.

Thus, concerning the answers and opinions they were giving, the interviewer asked more questions to go beyond of what it was expected, ones of the questions are the followings: *“¿qué tan fácil fue para usted memorizar y recordar el vocabulario estudiado a través del uso de organizadoras gráficos? ¿qué tanto contribuyó o Influyó para adquirir nuevo vocabulario, a*

través del proceso de la enseñanza-aprendizaje de las nuevas palabras? ¿qué tanto les ayudó para aprender nuevo vocabulario a través del uso de organizadores gráficos”.

Figure 14. Interview.

Interview
<p>Jair: Hola mi nombre es Jair ballesteros, soy estudiante-practicante del colegio Bethlemitas Brighton y pues hoy estoy aquí con los participantes de mi proyecto en titulado “Implementing Graphic Organizers as a Strategy to Teach English Vocabulary through TBL of Bethlemitas Brighton High School” el cual tiene como objetivo Implementar organizadores gráficos como estrategia de aprendizaje visual de lenguas extranjeras para mejorar el vocabulario de inglés de los estudiantes de 8° grado de la institución educativa Bethlemitas Brighton de Pamplona, Norte de Santander.</p> <p>Jair: La siguiente entrevista tiene como objetivo recolectar información a sobre qué tan fácil fue con los estudiantes para los estudiantes, memorizar y recordar vocabulario a través del uso los gráficos, organizadores gráficos como herramientas visuales de aprendizaje.</p> <p>Jair: Listo Entonces ¿qué tan fácil fue para usted memorizar y recordar El vocabulario estudiado a través del uso de organizadoras gráficos?</p> <p>P1: Pues fue muy fácil por los gráficos eran sencillos y por eso, cuando, por ejemplo, con un verbo era fácil de aprender porque Pues sí, fue muy fácil Pues con las imágenes, con el ejemplo, con los sinónimos y con su significado.</p> <p>P2: pienso que Para mí fue fácil, ya que poner las gráficas y vamos, no sólo recordando, sino también descubriendo temas. Lo que se había estudiado en años anteriores y los temas que ya habíamos visto, pues nos ayudaba recordarlos con mayor facilidad.</p> <p>P3: Para mí fue fácil a cortarme el vocabulario, ya que mediante los dibujos que me hacía más fácil recordar.</p> <p>P4: a mí se me hizo fácil, bastante fácil recordar los antónimos, los significados, los sinónimos, gracias a las imágenes que debíamos hacer en cada gráfico.</p> <p>Ya que mencionan que les ayudo a aprender nuevas palabras, ¿qué tanto les ayudó para aprender nuevo vocabulario a través del uso de organizadores gráficos?</p> <p>P5: Pues para mi vocabulario fue muy fácil de aprender y memorizar gracias al uso de imágenes, aunque algunas palabras no se me grabaron, la mayoría se podría decir que si fueron más fáciles.</p> <p>P2: Para mi Se me hizo muy fácil aprender este nuevo vocabulario que, aunque algunas ya las conocía, la mayoría no, pero mediante las gráficas eran nuevas alternativas para poderlas memorizar de una mejor manera, además el uso de sinónimos y eso, lo cual se me hizo más fácil aprenderme, aunque, claro, Se me volvieron a algunas, pero la mayoría de las aprendí.</p> <p>P3: Pues me ayudó mucho porque por medio de las herramientas que eran estos gráficos pude aprender mejor muchos verbos, nuevas palabras relacionada a un tema en específico para mejorar mi vocabulario en inglés</p> <p>P1: Pues Para mí se me hizo bastante fácil, ya que por medio de eso aprendía palabras desconocías, y no sólo palabras, verbos, significados y cualquier otra palabra por medio de las imágenes.</p> <p>Ahora que mencionan lo de que las imágenes les ayudaron mucho al proceso de adquisición y mrmorizacio0n de nuevo vocabulario, ¿qué tanto contribuyó o Influyó para adquirir nuevo vocabulario, a través del proceso de</p>

Source: own source

Journal.

Following Nordquist (2019) “A journal is a written record of incidents, experiences, and ideas where Writers often keep journals to record observations and explore ideas that may eventually be developed into more formal essays, articles, and stories”. Therefore, with this instrument, the researcher can register the teachers’ perception about the activities developed and the attitude of the students during the lessons.

Figure 15. Journal.

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For the second part of the implementation, it was proposed a second graphic called “FRAYER MODEL GRAPHIC ORGANISER” in which the teacher presented an example to help the students better understand what they had to do after the explanation. The work was related to look for an important place in the united states for then to complete the graphic which had some important points such as: make a drawing, spelling, definition, description and make a sentence with that foreign place. With this, it can be said that the students knew some well-known places in an anglophone country as well as they practice the vocabulary learned and the grammar seen to make sentences. Moreover, it is inferred that they could better memorized what they investigate thanks to the process to complete the chart or graphic and of course, the definitions, the examples and the drawings. Furthermore, it the necessary to highlight the teacher’s accompaniment during the development of the activities given that they had some doubts and questions sot be solved. Also, their autonomous work was very remarkable in this second implementation.

However, some of them got confused and put different aspects never asked, but they got the idea and followed the model of the graphic. Thus, it can be inferred that when the students are absent, and they try to ask an explanation to the other classmates, they got lost on what the real work was.

Source: own source

Data collection schedule

Table 6. Date collections schedule

Instrument	Date
Pre-test	March 25 th
Treatment	March 28 th
Post-test	May 30 th
Unstructured interview	June 6 th

Source: Own source

Methodology to conduct the proposal

Since this study is focused on implementing Graphic organizers as visual English language learning strategies to master the students' vocabulary, it is necessary to apply certain tests, one before the execution of the strategy, and one after it in order to measure the English vocabulary level of the students. Moreover, it is also important to mention how to teach vocabulary in a proper way where following Calderon (2011) there are 7 main steps to help the students to acquire vocabulary and memorize it in a long term, as set in the following figure:

Figure 16. Seven steps to teach vocabulary properly

Pre-teaching Vocabulary in Seven Steps

1. The teacher says and shows the word, and asks students to repeat the word three times. <i>This helps pronunciation and introduces the print version.</i>	Say “manage” three times.
2. The teacher reads and shows the word in a sentence (context) from the text. <i>This helps the students remember the word in context when they begin to read.</i>	Although many species <i>manage</i> to survive such extreme...
3. The teacher gives the dictionary or glossary definition(s). <i>This provides exposure to formal English and prepares students for dictionary use when they are more proficient.</i>	(1) succeed in doing something difficult; (2) to be in charge of, to run: <i>manage a company</i> .
4. The teacher explains the meaning with student-friendly definitions or gives an example that students can relate to. <i>The teacher uses simple language, familiar examples, pictures, props, movements, etc.</i>	I <i>managed</i> to lose ten pounds by exercising.
5. The teacher highlights an aspect of the word that might create difficulty: <i>spelling, multiple meanings, false cognates, prefixes, suffixes, bases word, synonyms, antonyms, homophones, grammatical variations.</i>	<i>Manage</i> is a polysemous (multiple meanings) word. <i>Manejar</i> is the cognate.
6. The teacher engages all students in an activity to orally use or own the word and concept. <i>Writing the word, drawing, or other word activities should come later, after reading. First, students need to learn to use the word ten to twelve times orally.</i>	Think-pair-share: What have you <i>managed</i> well lately?
7. The teacher assigns peer reading with oral and written summarization activities and explains how the new words need to be used or how students will be accountable for these words.	Remember to use <i>manage</i> in your summaries.

Source: Calderón (2011). Teaching Reading & Comprehension to English Learners

Additionally, as mention before, the focus of this project is on the implementation of graphic organizers to teach vocabulary. Thus, Based on Stamper (2006) cited in Hervinia (2015), p.18:

“Graphic organizers can be used flexibly for a variety of learning situations for students. It can be used in whole class, small group, and individual students. By

using the graphic organizer as motivational to teach and practice vocabulary skills, the students can learn unfamiliar words in an interesting way.”

Furthermore, Graphic organizers (GO) can be applied in any of the following ways: 1. drawing the GO on the board or on chart paper. 2. using a template for the GOs. 3. reproducing several copies of the GOs for the students to work in class in groups, and 4. Have multiple copies available for students to develop individually (Stamper, 2006, cited in Hervinia, 2015).

Research chronogram

As the activities need to be planed for then to be carried out, it was crucial to design a research chronogram to organized all what would be develop week by week, presented as follows:

Table 7. Research chronogram

Activities	Development of the Project by weeks											
	1	2	3	4	5	6	7	8	9	10	11	12
A	x											
B	x											
C		x										
D			x									
E				x								
F					x							
G						x						
H							x					
I								x				
J								x				
K									x			
Activities	Description of the activities											
A	Pre-test preparation											
B	Pre-test application											
C	Vocabulary acquisition #1 (TBL)											
D	Put into practice the vocabulary											
E	Vocabulary acquisition #1 (TBL)(no class)											
F	Put into practice the vocabulary (no class)											
G	Vocabulary acquisition #3 (TBL)											
H	Put into practice the vocabulary											
I	Post-test Preparation											

J	Post-test application
K	Unstructured interview

Source: Own source

Treatment (Planning to develop the strategy)

The development of the proposal strategy was planned in different stages and dates to have a better organization when applying this method. In the next chart, it can be appreciated the sequence step by step to conduct it (**see appendix D**).

Task Based Learning

As the approach used to conduct was mainly focused on Task Based Learning (TBL), each implementation was divided in three parts which were also broken down in a series of stages as it can be appreciated as follows:

Pre-task

This part was formed by five main stages which were basically the presentation of the vocabulary to be taught and learned.

1. Stage 1. Presentation of the vocabulary. The new words are given to the students and the pronunciation is practiced.
2. Stage 2. Real context examples. The teacher gives an example in a real context for the students to better understand the words.
3. Stage 3. Dictionary definitions. The teacher presents a definition found on internet or in a dictionary that exposures the use of formal English

4. Stage 4. Own words definitions. The teacher gives an explanation of the definition in his own words for the students to relate the words to real context and find them familiar.
5. Stage 5. Aspect of the words. The students develop activities of matching, word order, multiple meanings, etc.

While-task

The following part was broken down in 2 more stages and a production activity as it can be described:

1. Stage 6. Activity. The students draw a web graphic organizer where they put each word.
2. Stage 7. Final summary. The teacher summarizes all the vocabulary studied during the lesson

Production activity: this activity depends on the planning and what it to be proposed. It could be an oral or written production. Moreover, the students can work in groups or individually.

Post-task

This is the final part of the implantation. Therefore, it is basically focused on the feedback, observations, corrections of the mistakes committed in the production activities concerning the vocabulary studied before.

First implementation- let's know the city.

The first implementation was aimed at acquiring vocabulary about the places of the city. So, firstly, the teacher presented the vocabulary, it was socialized with different definitions, and illustrated with images. Then, the students developed a series of activities including the graphic organizer, and at the end, they did a written production using the past simple of the verb to be and the vocabulary learned. Additionally, they search a foreign place to develop an activity.

Table 8. 1st planning- let's know the city.

GROUP:	LEVEL:	DATE
8 th grade	A1 level	April 8 th 2022
LINGUISTIC OBJECTIVE To identify the vocabulary of the places To use the verb to be in the past simple.	COMMUNICATIVE OBJECTIVE To mentions the different places where they were in the last days.	SOCIO-CULTURAL OBJECTIVE To know the most important places in an anglophone country.
TASK To make a schedule about where they were in the past using the places studied	MATERIALS Board Markets Sheets	TOPIC Places of the city.

STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY
Introduction of the project	Listening	The teacher presents the project and explains to the students that they will be part of the project named 'Implementing Graphic Organizers as a Strategy to Teach English Vocabulary through TBL of Bethlemitas Brighton High School: An Action Research'; also it is explained the way it will be developed by introducing the strategy of using graphic organizers to acquire vocabulary. As the teacher will work with three different graphics, he explains how to use them to build vocabulary and the methodology in which they will be implemented inside and outside the classroom.

Pre-task	Vocabulary	<p>Stage #1 – vocabulary presentation</p> <p>The following vocabulary will be given to the students and the pronunciation is practiced.</p> <p>1. Airport 2. Bank 3. Church 4. Hospital 5. Library 6. Park 7. Restaurant 8. School 9. Supermarket 10. Zoo 11. Bakery 12. Cinema 13. University 14. Police station</p> <p>Stage #2- Real context example</p> <p>The teacher gives an example in a real context for the students to better understand the words. This material a vocabulary will be presented in slides with images that will help the students to deduce the meaning of each word.</p> <ol style="list-style-type: none"> Airport I'm late, I need to go to the airport, I will miss the plane. Bank I need to go to the bank to get some money. Church My family and I were at church yesterday. Hospital My neighbor had an accident, he is in the hospital. Library Before, people used to go to the library to do homework, now all is on internet. Park There were many people in the park last Saturday, they were celebrating something. Restaurant I had dinner with my girlfriend last night at the most expensive restaurant of the city. School

		<p>I have to use a uniform every day to go to school.</p> <p>9. Supermarket Families use to go to supermarkets on Sunday to buy food, groceries and more.</p> <p>10. Zoo A cousin was in the biggest zoo of the country last month and there were many exotic and wild animals.</p> <p>11. Bakery The bakery is close, so I cannot buy a cake for my mom's birthday.</p> <p>12. Cinema Today, the new film of DC comics is released at the cinema.</p> <p>13. University My sister will graduate next week from the university, she is studying an engineering.</p> <p>14. Police station The thieves who stole you last Tuesday were arrested and they are in the police station.</p> <p>Stage #3- Dictionary definition</p> <p>The teacher presents a definition found on internet or in a dictionary that exposures the use of formal English preparing them for the language proficiency.</p> <p>1. Airport a complex of runways and buildings for the take-off and landing of the airplanes</p> <p>2. Bank a financial institution that accepts deposits from the public and creates a demand deposit while simultaneously making loans</p> <p>3. Church a building used for public Christian worship</p> <p>4. Hospital an institution for medical and surgical treatment</p> <p>5. Library a building or room containing collections of books.</p> <p>6. Park a large public area of land used for recreation.</p> <p>7. Restaurant a place where people pay to sit and eat meals</p> <p>8. School</p>
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		<p>an institution for educating children.</p> <p>9. Supermarket a large self-service shop selling foods and more.</p> <p>10. Zoo an establishment which maintains a collection of wild animals</p> <p>11. Bakery a place where bread and cakes are made or sold</p> <p>12. Cinema a theatre where films are shown for public entertainment.</p> <p>13. University a high-level educational institution in which students' study for degrees</p> <p>14. Police station the office of a local police force.</p> <p>Stage #4 – Own words definition</p> <p>The teacher gives an explanation of the definition in his own words for the students to relate the words to real context and find them familiar.</p> <p>1. Airport It is a place where people take the plane to travel.</p> <p>2. Bank Here people can save their money and make loans.</p> <p>3. Church It's a place where people usually go to pray.</p> <p>4. Hospital Where you are sick, you go to this place.</p> <p>5. Library If you need to buy a book, you go there.</p> <p>6. Park You go there to play with your friends, walk, and eat ice scream.</p> <p>7. Restaurant If you are hungry, you buy food in this place, when you don't want to cook at home.</p>
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		<p>8. School You study a lot of subjects in this place, learn and meet friends.</p> <p>9. Supermarket When you want to cook at home, you go there to buy food.</p> <p>10. Zoo There are many exotic, wild, and domestic animals here.</p> <p>11. Bakery You buy bread here, for breakfast.</p> <p>12. Cinema You go and watch movies there with you friends and family.</p> <p>13. University People study and become professional in this place.</p> <p>14. Police station When you go stolen, you go there to make the report with the police officers.</p> <p>Stage #5 – Aspect of the words Work on spelling, synonyms, antonyms, multiple meanings. In this stage the teacher gives a definition for each word and they have to match it with the corresponding word, moreover the words will be given with the letters in disorder. Ex: Krap a large public area of land used for recreation.</p>
While- task	Writing	<p>Stage #6- Activity The students draw a web graphic organizer where they put each word and make a drawing of the same.</p>

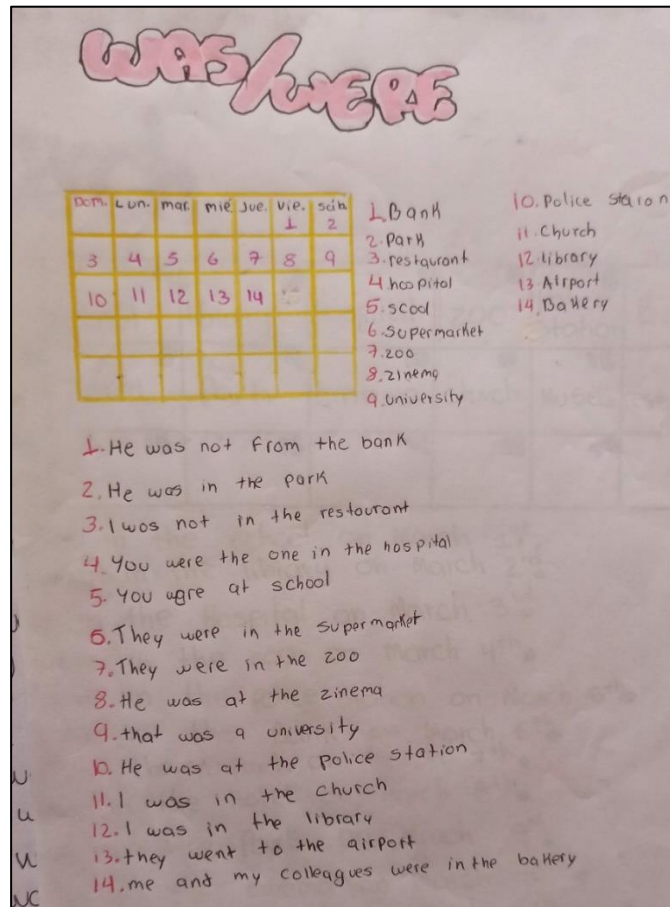


Stage #7- Summary

The teacher summarizes all the vocabulary studied during the lesson where he reviewed the pronunciation, the meanings and certain examples given in the explanation.

The students will make a schedule of the last month. There, they will write the place where they were at, for then, to make complete sentences using was and were and the place as the complement. There should be 14 sentences in total.

Ex: I was in the **park** on march 03rd.



WAS/WERE

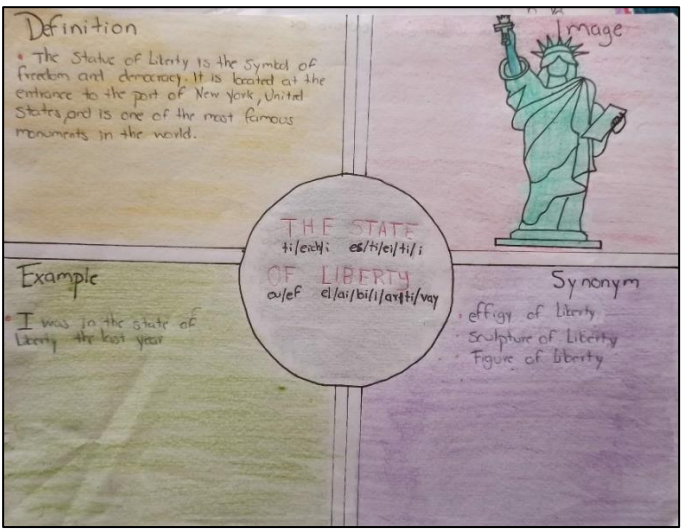
Dom.	Lun.	mar.	mie.	Jue.	Vie.	Sab.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14		

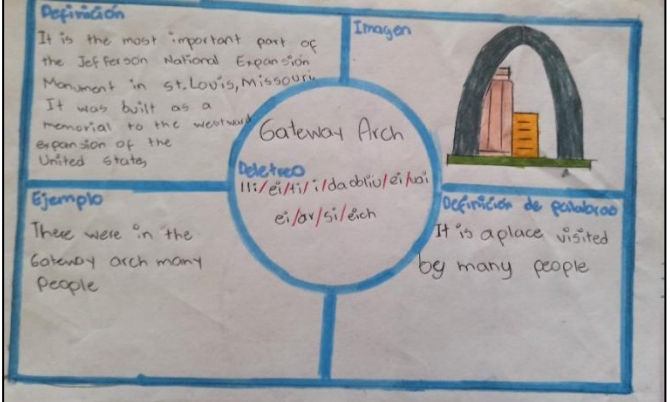

- 1. Bank
- 2. Park
- 3. restaurant
- 4. hospital
- 5. school
- 6. Supermarket
- 7. zoo
- 8. cinema
- 9. university
- 10. Police station
- 11. Church
- 12. library
- 13. Airport
- 14. Bakery

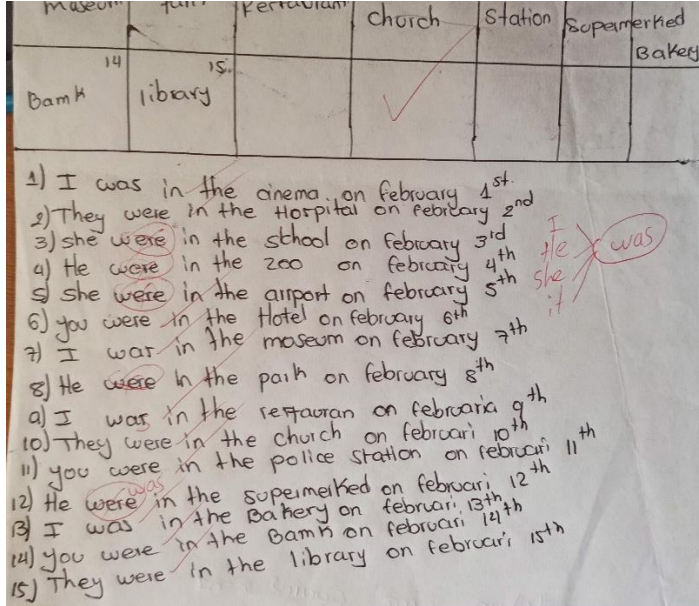
1. He was not from the bank
2. He was in the park
3. I was not in the restaurant
4. You were the one in the hospital
5. You were at school
6. They were in the Supermarket
7. They were in the zoo
8. He was at the cinema
9. that was a university
10. He was at the police station
11. I was in the church
12. I was in the library
13. they went to the airport
14. me and my colleagues were in the bakery

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Throughout the development of the lesson and the implementation of the strategy, the students were attentive and paid attention to all the vocabulary presented. Besides, they participated actively by reading, answering the questions and giving examples and opinions about the new words relates to the “places of the city”. So, the participation was better than the pre-service teacher expected, even where he gave the indications to start with the creation of the first graphic called “WEB GRAPHIC ORGANIZER” where they

		<p>had to work in pairs and work as an equip to achieve great results. In this graphic they had to put the central topic in the center of it. Then, (as there were 14 places) each person had to choose 7 places and make the diagram and a drawing as a representation. I could appreciate that students get entertained when they have to be creative and work with colors or when the activities are more didactic.</p> <p>Furthermore, when developing these activities, there are many distractors for the students that do not allow them to be really focused on what they are doing. For instance, that day some students had to leave the classroom to prepare a presentation. Then, these influence on the students understanding and concentration on the activities proposed.</p> <p>On the other hand, to carry out the activity planned and put into practice the vocabulary studied and the grammar topic learned in the last classes, the teacher gave a series of indications, however, some students were not in the classroom due to a presentation which affected the comprehension of the activity. In addition, other students did not pay attention to the advises and the examples the teachers gave, therefore, they got confused when developing the activity, even though the trainee-teacher asked if they had understood everything.</p> <p>As a second stage, the teacher explains the homework, here the students have to look for an important place in the United States and develop the 'frayer vocabulary graphic organizer' explained by the teacher in class.</p> 
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		 <p>Definición It is the most important part of the Jefferson National Expansion Monument in St. Louis, Missouri. It was built as a memorial to the westward expansion of the United States.</p> <p>Imagen </p> <p>Definición de palabras It is a place visited by many people.</p> <p>Ejemplo There were in the Gateway Arch many people.</p> <p>Deletreo 11: /ei/11: /da: dli/ /ei/11: /ei/11: /si/ /ei/11: /ei/11: /si/ /ei/11: /ei/11: /si/</p>
		<p>Journal 18th April</p> <p>For the second part of the implementation, it was proposed a second graphic called “FRAYER MODEL GRAPHIC ORGANISER” in which the teacher presented an example to help the students better understand what they had to do after the explanation. The work was related to look for an important place in the united states for then to complete the graphic which had some important points such as: make a drawing, spelling, definition, description and make a sentence with that foreign place. With this, it can be said that the students knew some well-known places in an anglophone country as well as they practice the vocabulary learned and the grammar seen to make sentences. Moreover, it is inferred that they could better memorized what they investigate thanks to the process to complete the chart or graphic and of course, the definitions, the examples and the drawings. Furthermore, it the necessary to highlight the teacher’s accompaniment during the development of the activities given that they had some doubts and questions sot be solved. Also, their autonomous work was very remarkable in this second implementation.</p> <p>However, some of them got confused and put different aspects never asked, but they got the idea and followed the model of the graphic. Thus, it can be inferred that when the students are absent, and they try to ask an explanation to the other classmates, they got lost on what the real work was.</p>
Post-task	Assessments	<p>Corrections</p> <p>As this first implementation was divided into two parts, the first was done in class and the other was as a homework. Some students got confused in what they had to do. So, some of them did assist to class, that was one reason.</p>

		<p>The other reason was that even the teacher asked if they had understood they said 'yes', but they did something different.</p> <p>On the other hand, concerning the grammatical mistakes, there were not significant errors. Some of them got confused in the conjugation of the verb to be in past with the corresponding pronoun. However, the ones who did understand the work, they did it really good achieving in this way a good product generally.</p> 
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Second implementation – What's the weather look like?

For this second implementation, it was focused on the weather. Thus, the teacher presented the vocabulary to the students, then, they completed the activities to solve some doubts and finally, they did a writing production simulating a conversation between two people taking about the weather in the past.

Table 9. 2nd planning- what's the weather look like?

GROUP:	LEVEL:	DATE
8 th grade	A2 level	May 9 th 2022

LINGUISTIC OBJECTIVE To identify the vocabulary of the weather.	COMMUNICATIVE OBJECTIVE To mention the different climate changes, they have experienced so far in their cities.	SOCIO-CULTURAL OBJECTIVE To know the differences between the weather in north America and south America.
TASK To make a role play in pairs talking about the weather (in pairs)	MATERIALS Board Markets sheets	TOPIC The weather

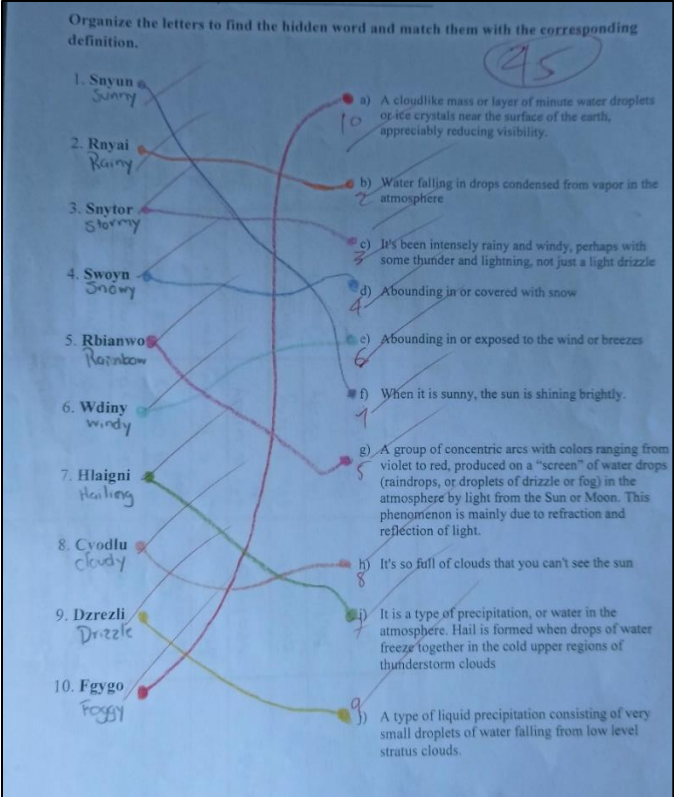
STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY										
Pre-task	Vocabulary	<p>Stage #1 – vocabulary presentation</p> <p>The following vocabulary will be given to the students and the pronunciation is practiced.</p> <table><tr><td>1. Sunny</td><td>6. Windy</td></tr><tr><td>2. Rainy</td><td>7. Hailing</td></tr><tr><td>3. Stormy</td><td>8. Cloudy</td></tr><tr><td>4. Snowy</td><td>9. Drizzle</td></tr><tr><td>5. Rainbow</td><td>10. Foggy</td></tr></table> <p>Stage #2- Real context example</p> <p>The teacher gives an example in a real context for the students to better understand the words. This material a vocabulary will be presented in slides with images that will help the students to deduce the meaning of each word.</p> <p>1. Sunny</p>	1. Sunny	6. Windy	2. Rainy	7. Hailing	3. Stormy	8. Cloudy	4. Snowy	9. Drizzle	5. Rainbow	10. Foggy
1. Sunny	6. Windy											
2. Rainy	7. Hailing											
3. Stormy	8. Cloudy											
4. Snowy	9. Drizzle											
5. Rainbow	10. Foggy											

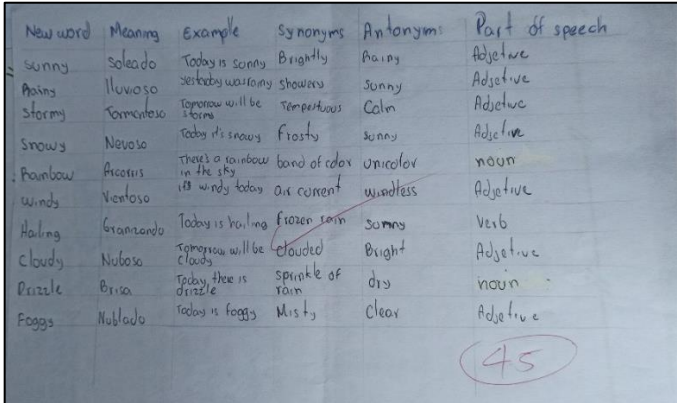
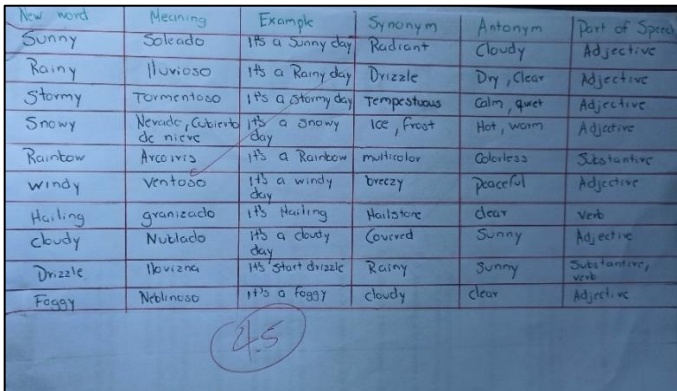
		<p>Yesterday was a sunny day, so we could go to the beach.</p> <p>2. Rainy</p> <p>Today it's rainy and the internet it's so slow.</p> <p>3. Stormy</p> <p>Be careful! I don't like stormy days because of the flashes and the thunders.</p> <p>4. Snowy</p> <p>Someday I want to go to Canada because in winter, it is snowy.</p> <p>5. Rainbow</p> <p>Some people say that where a rainbow ends, there is a treasure.</p> <p>6. Windy</p> <p>It was a windy day and Lucy thought there would have storms later.</p> <p>7. Hailing</p> <p>We always get a lot of hail when it gets windy in the spring.</p> <p>8. Cloudy</p> <p>Today is cloudy, I think we should bring a raincoat, it might rain.</p> <p>9. Drizzle</p> <p>In my town sometimes just drizzle and it does not rain very hard.</p> <p>10. Foggy</p> <p>Sometimes Pamplona is covered with fog, and I love foggy days.</p> <p>Stage #3- Dictionary definition</p>
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		<p>The teacher presents a definition found on internet or in a dictionary that exposures the use of formal English preparing them for the language proficiency.</p> <p>1. Sunny</p> <p>When it is sunny, the sun is shining brightly.</p> <p>2. Rainy</p> <p>Water falling in drops condensed from vapor in the atmosphere</p> <p>3. Stormy</p> <p>It's been intensely rainy and windy, perhaps with some thunder and lightning, not just a light drizzle.</p> <p>4. Snowy</p> <p>Abounding in or covered with snow</p> <p>5. Rainbow</p> <p>A group of concentric arcs with colors ranging from violet to red, produced on a “screen” of water drops (raindrops, or droplets of drizzle or fog) in the atmosphere by light from the Sun or Moon. This phenomenon is mainly due to refraction and reflection of light.</p> <p>6. Windy</p> <p>Abounding in or exposed to the wind or breezes</p> <p>7. Hailing</p> <p>It is a type of precipitation, or water in the atmosphere. Hail is formed when drops of water freeze together in the cold upper regions of thunderstorm clouds</p> <p>8. Cloudy</p> <p>It's so full of clouds that you can't see the sun</p> <p>9. Drizzle</p> <p>A type of liquid precipitation consisting of very small droplets of water falling from low level stratus clouds.</p> <p>10. Foggy</p>
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		<p>A cloudlike mass or layer of minute water droplets or ice crystals near the surface of the earth, appreciably reducing visibility.</p> <p>Stage #4 – Own words definition</p> <p>The teacher gives an explanation of the definition in his own words for the students to relate the words to real context and find them familiar.</p> <p>1. Sunny</p> <p>When there is not clouds in the sky, it's clear.</p> <p>2. Rainy</p> <p>It's when drops of water fall from the sky.</p> <p>3. Stormy</p> <p>When it rains hard with thunders and flashes.</p> <p>4. Snowy</p> <p>When too much snow starts falling from the sky. (Snowflake)</p> <p>5. Rainbow</p> <p>When an arc with different colors appears in a place.</p> <p>6. Windy</p> <p>When the wind is blowing a lot.</p> <p>7. Hailing</p> <p>When ice balls fall from the sky.</p> <p>8. Cloudy</p> <p>When it looks like it is going to rain because there are black clouds.</p> <p>9. Drizzle</p> <p>Before it rains, some tiny drops fall from the clouds.</p> <p>10. Foggy</p>
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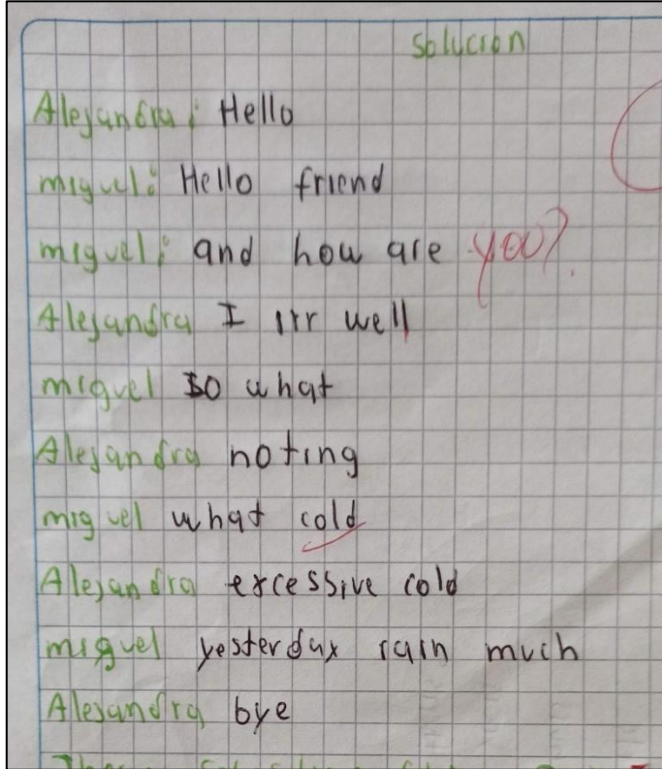
		<p>It's when a lot of fog covers everything and you can see almost nothing.</p> <p>Journal May 09th</p> <p>For the development of this implementation, it was necessary to broken it down into several sections in order to entirely finish the conduction. Having said this before, the vocabulary was presented and explained in the different stages with the aid of some slides to illustrate them with images.</p> <p>It was appreciated that the students paid attentions and were focused on the explanation and examples as well as they wrote all down in their notebooks. It could be inferred that giving them several illustrations (examples, images, own words definitions, among others,) help the students to better understand and memorize the information given that they have a direct contact with every singles word and its corresponding activities and examples.</p> <p>(May 13th ,2022)</p> <p>Stage #5 – Aspect of the words</p> <p>Work on spelling, synonyms, antonyms, multiple meanings.</p> <p>In this stage the teacher gives a definition for each word and they have to match it with the corresponding word, moreover the words will be given with the letters in disorder.</p> <p>Ex:</p> <p>Synun</p> <p>When it is sunny, the sun is shining brightly</p>
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		<p>Organize the letters to find the hidden word and match them with the corresponding definition.</p>  <p>Journal May 13th</p> <p>For the second part of the implementation, the students developed the activities proposed concerning the vocabulary studied. Moreover, make the graphic organizer.</p> <p>After having explained and presented the vocabulary with the different kind of definitions, examples, illustrations, images, activities, etc.. the students seemed to be focused on the topic thanks to the images overall which helped the students to pay more attention to the aspect of the words (spelling) and their definitions as it can be appreciated on the activity applied. Additionally, teamwork also motivates them to develop the activities faster and better, and as they said "it made it easier".</p> <p>Next, for the creations of the graphic organizer called (six column vocabulary GO) they wrote the list of the words and started to do the activity. Thus, it could be inferred that it really helped them to memorized each word given that they had to use the dictionary to complete the chart by looking for the missing words such as synonyms, antonyms, part of speech, definitions, and meanings. Having noticed this, it can be said that they better memorized and recalled the vocabulary</p>
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		thanks to work done word by word which engage the students to work on the vocabulary.
While- task	Writing	<p>Stage #6- Activity</p> <p>The students draw a web graphic organizer where they put each word.</p>   <p>Stage #7- Summary</p> <p>The teacher summarizes all the vocabulary studied during the lesson where he reviewed the pronunciation, the meanings and certain examples given in the explanation.</p> <p>(May 23rd ,2022)</p>

		<p>The students will do a written production, it will be an invented conversation between two people talking about the weather.</p> <p>The aim of this activity is to put into practice the vocabulary learned and use the vocabulary they know so far to simulate a speech in a written way.</p> <div data-bbox="730 567 1065 848"> </div> <div data-bbox="730 854 1065 1285"> </div> <div data-bbox="1070 449 1380 848"> </div> <div data-bbox="1070 861 1390 1285"> </div> <p>Journal May 23rd</p> <p>To put into practice the vocabulary learned, it was proposed a writing production such as a conversation where they used the vocabulary related to the weather. It was a kind of simulation or a role play but just in a written way. Moreover, they have to classify among that 10 words about the weather which one belong to their native country and which one to The United States as well as investigate which other words can be found related to the weather and its different states.</p> <p>With this product, it can be appreciated that the students could know the differences between the weather in The Unites States and Colombia, which is something important related to general culture given that the location of these two countries is really different and possess</p>
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		<p>different states of the weather. So, it is appreciated that they understood the words and the activity in comparison with the first implementations where they got confused.</p> <p>Furthermore, it the necessary to highlight the teacher's accompaniment during the development of the activities given that they had some doubts and questions sot be solved. Also, "Their autonomous work was very remarkable in this second implementation given that the sequence in which the TBL planning was prepared, was being conducted with the students successfully where the students did all according to the instructions and with a good quality. So, it was inferred that the preparations of the planning for the lesson considering TBL was crucial for the implementations and foe the participants' engagement for developing all the activities".</p> <p>However, some of them did not do the activity just because they did not assist that day to class or because they did not want to. On the other hand, the results were really good as it can be seen in the evidences, I was not expected that the students made a product where they reflect the vocabulary learned with a good quality taking into account the creativity and the written production as it was individually.</p>
Post-task	Assessments	<p>Corrections</p> <p>For this second implementation, the students paid more attention to the indications considering the observations given in the first activities.</p> <p>Therefore, for the product of thus second work was better and with a good quality. However, some students did the activity in a hurry as it is appreciated in some works what makes them to hand out some written productions really short and with no sense.</p> <p>Grammatically, the works were really good, something that the researcher was not expected.</p>

		
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Source: own source

Third implementation- Do you practice any sport?

In this third planning, it was proposed to work on vocabulary relates to sports where the students would know 10 different sports with its corresponding meanings illustrated by images, and they would develop a series of activities. At the end, they would performance an oral role play taking about the sports they like. Unfortunately, it was not possible to achieve due to the missing classes and the time spent in some other activities of the institution.

Table 10. 3rd panning - Do you practice any sport?

GROUP:	LEVEL:	DATE
8 th grade	A2 level	May 23 rd 2022

LINGUISTIC OBJECTIVE To identify the vocabulary of sports		COMMUNICATIVE OBJECTIVE To mention the different kind of sports they have played so far.	SOCIO-CULTURAL OBJECTIVE To know the different sports played in the united states and Colombia.
TASK To make a role play in pairs talking about the sports they like playing. (in pairs)		MATERIALS Board Markets sheets	TOPIC Sports
STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY	
Pre-task	Vocabulary	Stage #1 – vocabulary presentation The following vocabulary will be given to the students and the pronunciation is practiced. <div><div>1. Football</div><div>2. Tennis</div><div>3. Basketball</div><div>4. Baseball</div><div>5. Golf</div><div>6. Volleyball</div><div>7. Swimming</div><div>8. Climbing</div><div>9. Running</div><div>10. Boxing</div></div> Stage #2- Real context example The teacher gives an example in a real context for the students to better understand the words. This material a vocabulary will be presented in slides with images that will help the students to deduce the meaning of each word. 1. Football The football team won the match yesterday.	

		<p>2. Tennis</p> <p>I don't know any famous tennis player.</p> <p>3. Basketball</p> <p>My favorite basketball player is Michael Jordan.</p> <p>4. Baseball</p> <p>I don't know how to play baseball; can you teach me?</p> <p>5. Golf</p> <p>I like to go to the fields where people play golf but, I don't like playing it.</p> <p>6. Volleyball</p> <p>My friend Sophie is a professional volleyball player.</p> <p>7. Swimming</p> <p>My brother learned how to swim at the age of 5.</p> <p>8. Climbing</p> <p>Climbing is very dangerous, because you have to climb very high hills</p> <p>9. Running</p> <p>Running is not everyone, you have to be very resistant.</p> <p>10. Boxing</p> <p>A friend practiced boxing until he almost died in a fight.</p> <p>Stage #3- Dictionary definition</p> <p>The teacher presents a definition found on internet or in a dictionary that exposures the use of formal English preparing them for the language proficiency.</p> <p>1. Football</p> <p>a game in which two opposing teams of 11 players each defend goals at opposite ends of a field.</p> <p>2. Tennis</p>
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		<p>a game played on a rectangular court by players with rackets, in which a ball is driven back and forth over a low net.</p> <p>3. Basketball</p> <p>a game played by two teams who attempt to score points by tossing a ball through a basket on the opponent's side of the court.</p> <p>4. Baseball</p> <p>a game involving the batting of a hard ball, played by two teams of nine players each on a large field with four bases.</p> <p>5. Golf</p> <p>a game in which special sticks called clubs are used to hit a small, hard, usually white ball into a series of holes, usually 9 or 18, situated at various distances over a course.</p> <p>6. Volleyball</p> <p>a game for two teams in which the object is to return a large, inflated ball, and in such a fashion that the opposing team will be unable to do the same over a high net by striking it with the hands before it touches the ground.</p> <p>7. Swimming</p> <p>a competitive sport based on the ability to swim.</p> <p>8. Climbing</p> <p>to go upward on or along, to the top of, or over climb a hill</p> <p>9. Running</p> <p>Running is both a competition and a type of training for sports that have running or endurance components.</p> <p>10. Boxing</p> <p>the act, technique, or profession of fighting with the fists.</p>
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		<p>Stage #4 – Own words definition</p> <p>The teacher gives an explanation of the definition in his own words for the students to relate the words to real context and find them familiar.</p> <p>1. Football</p> <p>It is a sport where there is a team of 11 players played with a ball.</p> <p>2. Tennis</p> <p>It is a racket sport played with rackets and little ball.</p> <p>3. Basketball</p> <p>It is a team sport in which two teams, the primary objective of shooting a basketball through the defender's hoop.</p> <p>4. Baseball</p> <p>It is a bat-and-ball game played between two opposing teams, of nine players each, that take turns batting and fielding.</p> <p>5. Golf</p> <p>It is a sport in which special sticks called clubs used to hit a small white ball into a series of holes in a field.</p> <p>6. Volleyball</p> <p>It is a sport for two teams in which the object is to return a large, inflated ball, by striking it with the hands before it touches the ground.</p> <p>7. Swimming</p> <p>It is a sport based on how fast you are when swimming.</p> <p>8. Climbing</p> <p>It is an extreme sport for people who like climbing hills.</p> <p>9. Running</p>
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		<p>Running is a sport played by people who are fast with their legs.</p> <p>10. Boxing</p> <p>It is a rude sport in which two people usually fight with gloves.</p> <p>Stage #5 – Aspect of the words</p> <p>Work on spelling, synonyms, antonyms, multiple meanings.</p> <p>In this stage the teacher gives a definition for each word and they have to match it with the corresponding word, moreover the words will be given with the letters in disorder.</p> <p>Ex:</p> <p>Bingxo</p> <p>The act, technique, or profession of fighting with the fists.</p>
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While- task	Writing	<p>Stage #6- Activity</p> <p>The students draw a web graphic organizer where they put each word.</p> <p>(Not developed)</p> <p>Stage #7- Summary</p> <p>The teacher summarizes all the vocabulary studied during the lesson where he reviewed the pronunciation, the meanings and certain examples given in the explanation.</p> <p>-----</p> <p>The students will do an oral production, it will be a role play between two people talking about the sports they like.</p> <p>The aim of this activity is to put into practice the vocabulary learned and use the vocabulary they know so far to simulate a speech.</p>
Post-task	Assessments	<p>Corrections</p> <p>Journal</p> <p>I would have liked to develop all the planning's prepared in order to help the students to increase their vocabulary. However, it was difficult due to the series of extracurricular activities inside the institution and the missing classes given that 8th graders had classes on Mondays and Fridays so it was very difficult to achieve this activity planned.</p>

Source: Own Source

Limitations and ethical considerations

It is crucial to highlight that this project considered two main aspects: first of all, respect for the anonymity of the participants and their dignity. In this manner, the data gathered was shared in a clear and textual way in order to keep its reality and truthfulness. Secondly, in order to respect participants' dignity, they were not judged or criticized encouraging them to have active and dynamic participation. As a consequence, to keep the anonymity, participants' names were not included in this study analyzing the data anonymously.

Analysis and interpretation of data

Data analysis

It was required to adopt the typological methodology to analyze the data gathered in order to obtain specific information concerning the aim of the study and its objectives. LeCompte & Preissle (1993) described typological analysis as “dividing everything observed into groups or categories on the basis of some canon for disaggregating the whole phenomenon under study”. Likewise, for the data analysis, the overall data is divided into categories or groups based on predetermined typologies. “Typologies come from theory, common sense, and/or research objectives, and initial data processing happens within those typological groupings” (Hatch, 2002, p.153). Having said that, the analysis applied to this study was taken as a strategy to describe qualitative data focused on the development of a set of categories within the studied phenomenon concerning vocabulary acquisition.

In the same token, the deductive code system was applied to this project since the researcher already had pre-established codes according to the research questions. Thus, the analysis is started by pre-established categories proposed by prior research findings or theories where the codes are deducted (Armat et al., 2018).

Likewise, the information was analyzed according to the following categories: Vocabulary, Graphic organizers, Written production, and Task based learning. Besides, seven sub-categories were found after re-reading the information such as: motivation, images, culture, influence on students, lexical, autonomous work, and teacher's support. Accordingly, it was implemented the color coding technique since it allows to have a better understanding of what is being observed and to remember the information in an organized way as mentioned by Bianco, Gasparini & Schettini (2014) "The use of color for encoding data can greatly improve the observer's understanding of the information depicted by image and his/her capacity for remembering it". Hence, this technique was done manually on an online document where the researcher can read all the data collected for the to analyze it, and finally, classify it into the corresponding categories by colors. (see **appendix E**)

Interpretation of data

The conduction of these data collection instruments was accurate to gather rich information while implementing the strategies to build the 8th graders' English vocabulary. Thus, concerning the journal, it was crucial to point out the teacher or the researcher's perception taking into account each implementation. That is to say, with this instrument, the researcher reflected on the teaching and learning process of the students regarding their vocabulary acquisition as well as proving the efficiency of the strategy proposed as presented below:

“It could be inferred that it really helped them to memorized each word given that they had to use the dictionary to complete the chart by looking for the missing words such as synonyms, antonyms, part of speech, definitions, and meanings. Having noticed this, it can be said that they better memorized and recalled the vocabulary thanks to work done word by word which engage the students to work on the vocabulary.” Journal (pre-service teacher).

Additionally, the test allowed the trainee-teacher to know a percentage about que quantity of vocabulary the students knew with the ‘pre-test’. Therefore, the post-test permitted the verification not only of the efficiency of the material used for the development of the strategy but also to prove if the students-participants learned and memorized new vocabulary through the proposal and its process.

Likewise, pointing out at the final unstructured interview, it was essential since with this the researcher knew the students’ perceptions and arguments about the strategy implemented to increase their English vocabulary through the use of graphic organizers as visual learning tools. Furthermore, it was known something else related to the motivation’ increasement of the students by using new strategies for leaning a foreign language and new didactic and interactive methodologies to develop a lesson, as stated by participant 2 in the interview:

“Para mi Se me hizo muy fácil aprender este nuevo vocabulario que, aunque algunas ya las conocía, la mayoría no, pero mediante las gráficas eran nuevas alternativas para poderlas memorizar de una mejor manera, además el uso de sinónimos y eso, lo cual se me hizo más fácil aprenderme, aunque, claro, Se me volvieron a algunas, pero la mayoría de las aprendí.”

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Results

After having categorized and analyzed the data gathered, this section is broken down into four categories which each of them is formed by a series of sub-categories where every subcategory is supported by authentic information gathered from unstructured interviews, journals, and tests responded by students of 8th grade of the educational institution Bethlemitas Brighton from Pamplona, Colombia. Moreover, it is necessary to highlight that the implementation of graphic organizers as a foreign language visual learning tool to improve the students' English vocabulary was successful. Hence, the typologies found as the most remarkable aspects to apply this strategy in the classroom are listed and supported below, where the letter "P" makes reference to the participants:

Vocabulary

According to Hiebert and Kamil (2006), "Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime". As a consequence, the acquisition of new vocabulary plays an essential role among the four linguistic skills in every single language, reading, writing, listening and speaking. Therefore, it is not fair to state that a foreign language learner does not need vocabulary since it is basically the root of all language. As a result, two sub-categories emerged from the data gathered such as: motivation and images. These sub-categories were found since the students talk about the increase of motivation for learning a foreign language thanks to the way they were learning the vocabulary. Additionally, the images showed during the explanation of the vocabulary and the drawings they did in the activities helped them to more engage and memorized the new words.

Motivation.

The first sub-category found for this typology was Motivation that “may be defined as the degree to which individuals commit effort to achieve goals that they perceive as being meaningful and worthwhile” (Johnson, & Johnson, 2003, p.138). So, the students motivation depends on the development of the lessons inside a classroom and its activities for them to manage their learnings objectives (see **appendix F**), as stated by P4 in the interview:

“With the images, illustrations, graphics and examples, we could get a good deduction of what each word meant and when we could use it. I mean, in what context and then, to be able to develop the different activities that we carried out which was very motivating to continue working in this way.”

Additionally, it was perceived by the researcher as well that participants were engaged to develop the activities proposed regarding the new vocabulary thanks to the interactive and creative workshops, as he established it in the journal: *“I could appreciate that students get entertained when they have to be creative and work with colors or when the activities are more didactic”*.

Images.

According to Cambridge dictionary (2022), an image is a representation of how somewhere, something or someone looks like. Thus, the use of images to help and motivate the students to acquire new vocabulary was successful given that they found it interesting and very interactive (see **appendix G**) since it helped them to better memorize and recall the words studied, supported by the pre-service teacher in the journal:

“It could be inferred that giving them several illustrations (examples, images, own words definitions, among others,) help the students to better understand and “Formando líderes para la construcción de un nuevo país en paz”

memorize the information given that they have a direct contact with every single word and its corresponding activities and examples.”

In addition, it was also affirmed by P3 in the interview: *“It was easy for me, quite easy, to remember the antonyms, the meanings, the synonyms, and among other words, thanks to the images that we had to make in each graphic.”*

Memorization of new vocabulary.

To easily memorize new words, it is necessary to have a strategy where visual learning tools are presented. Therefore, visual aids not only have helped them to increase their lexicon but also to understand the meaning of a word through either cartoons or picture images. Besides, it “helped their imagination and assisted in learning new vocabulary items” as stated by (Saad, Yaacob, and Shapii, 2017, cited in Tahir, et al. 2020, p. 328) and appreciated in the tests applied. Thus, in the pre-test, it was evidenced that the students had a few amounts of vocabulary. Eventually, in the post-test which was at the end of the implementation, it revealed that the conduction of the study and the use of GOs were essential for the English vocabulary acquisition of the students given that the outcomes in the post-test were remarkable.

Graphic organizers

As the main strategy proposed for the vocabulary building of 8th graders were the use of graphic organizers, it is necessary remark that “A graphic organizer is visual to show the relationship between ideas, concepts, facts and terms in one main topic. Moreover, Graphic organizers also referred to concept map or diagram concepts” (Safitri, 2017, p.6). Having stated this before, graphic organizers (GOs) can be used in classrooms (**see appendix H**) to help the students to increase their vocabulary thanks to the different ways in which they utilize them as

well as because they are visual tools engaging the students to increase their motivation. Consequently, culture and influence on students emerged as sub-categories since the use of graphic organizers permitted not only acquire new vocabulary but also the knowledge of another culture related to the topic studied thanks to the searches proposed. Moreover, it was seen the impact of the GOs on the participants in their process of vocabulary building and memorization.

Culture.

Following Tylor (1870) cited in Spencer (2012) stated that culture is “that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society”. Therefore, throughout the implementation of the strategy and the development of the lessons, the students have to work on the differences between an anglophone country and its native country which help them to know something about a different culture. Furthermore, it was appreciated that they liked and enjoyed this activity given that they knew something new of other country regarding the most important places of another country and its differences in the weather by their own searches on WEB. **(see appendix I)**. In this way, the researcher stated in the journal that:

Moreover, it is inferred that they could better memorized what they investigate thanks to the process to complete the chart or graphic and of course, the definitions, the examples and the drawings.”

And also, as it was affirmed by P3 in the interview where they said that not only learned something new related to other culture but also put into practice the topic studied before: *“I enjoyed the culture activities, specially the one related to the places of the city developed in the frayer*

model GO since it allowed me to practice the spelling (alphabet), to explore on Internet some examples, definitions and places that I did never even heard.”

Influence on students.

“Graphic organizers are associated with increased learning and retention of subject matter” (Stone, 1983, cited in Zaini, Mokhtar, & Nawawi, 2010). Hereby, the use of graphic organizers were useful for the vocabulary building of the students given that they had a remarkable impact (see **appendix J**) since GOs helped them to better memorized and easily remember the new words, as illustrated below said by P2: *“To me, I think that it was easy, since we put the graphics and we could not only remembering, but also discovering themes that I had been studied in previous years, and the topics that we had already seen, because it helped us remember them more easily”*. Additionally, P4 also affirmed: *“It was easy for me too, relatively easy to remember the antonyms, the meanings, and the synonyms thanks to the images and the graphics that we had to do”*.

Written production

Following Olson, Torrance, and Hildyard (1985) cited in Gomez (2017) states that “written production is the discourse produced in written way by learners”. Thus, throughout the development of the written activities (see **appendix K**), the students put into practice most of the vocabulary learned practicing also their abilities of written communications, use of grammar and spelling of the words. Hence, lexical and respect for instructions were the sub-categories for his main category since with the product which where the written productions to prove the comprehension of the vocabulary, it was appreciated the amount of lexical they could put into practice and respecting the instructions given for its development.

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Lexical.

According to the CEFR, “lexical of receptive vocabulary for English as a second/foreign language (EFL) that reports the normalized frequencies of words across 5 of the six levels of the CEFR”. Hence, the lexical used in the written productions done by the students at the end of each implementation as a product where they put into practice not only the new words learned but also their skill of producing texts, showed that somehow they increase their lexical thanks to the lessons. By the same token, P3 stated: *“Well, it helped me a lot because through the tools that these graphics were, I was able to better learn many verbs, new words related to a specific topic to improve my vocabulary in English.”* And also, in compliance with P1, where it was affirmed that the use of the strategy to acquire new vocabulary helped them to learned more words for the to put into practice: *“Well, for me it was quite easy, since through that I learned unknown words, and not only words, verbs, meanings and any other word through images”* (see **appendix L**).

Respect for instructions.

For the activity’s development, it was important to explain in detail the indications for the students “to follow instructions” As defined by Collins dictionary. With this they can hand over quality works. However, the lack of attention when given the instructions did not permit some students to do the workshops correctly as well as their absence to the classes as stated in the journal 1: *“However, some of them got confused and put different aspects never asked, but they got the idea and followed the model of the graphic. Thus, it can be inferred that when the students are absent, and they try to ask an explanation to the other classmates, they get lost on what the real work is.”*

Furthermore, for the second implementation, the teacher gave them some recommendations where it was said that if they pay more attention to the indications and instructions, they would achieve better outcomes in comparison with the first ones. Thus, the results for the second product regarding the written production were improved as affirmed in the second journal: *“the results were really good as it can be seen in the evidences, I was not expected that the students made a product where they reflect the vocabulary learned with a good quality taking into account the creativity and the written production as it was individually”*. Moreover, *“the students paid more attention to the indications considering the observations given in the first activities. As a result, for the product of this second work was better and with a good quality.”*

Task Based Learning (TBL)

The approach considered as the best for the conduction of the strategy was Task Based Learning. Consequently, “A TBL framework focuses on language acquisition and learning through different tasks that pursue a goal (pre-task, while-task, and post-task). When carrying out the tasks, learners do not concentrate on language features, but on reaching their goal” (Rodríguez and Rodríguez, 2010). As a result, the lessons to implement the proposal related to the graphic organizers were focused on TBL approach (**see appendix M**) thanks to the stages that it follows. As a consequence, autonomous work and teacher’s support were found as the sub-categories since the sequence and the organization of each lesson permitted a better comprehension on the students for the development of the activities. However, it was also necessary the teacher’s support where some of the got confused.

Autonomous work.

In accordance with Benson (2001) cited in Correa and Sanhueza (2019), affirmed that autonomous learners are self – directed learners who the ability to: define what to study by setting their learning goals. consequently, they can distinguish which learning and study techniques are the best ones to analyze in detail their own learning process. In this manner, the autonomous work of the students during the development of the activities where they had to create a series of graphics individually and some of the in groups (**see appendix N**), was remarkable given that it showed a high level of comprehension, concentration, and good behavior that allowed the students work in an autonomous way since they were following an organization and the instructions given in detail for the development of the students. Likely, as it was claimed in the journal: *“Their autonomous work was very remarkable in this second implementation given that the sequence in which the TBL planning was prepared, was being conducted with the students successfully where most of the students did all according to the instructions and with a good quality. So, it was inferred that the preparations of the planning for the lesson considering TBL was crucial for the implementations and for the participants’ engagement when developing all the activities”*.

However, some of the students who usually did not pay attention to classes and the other who had to go out of the classrooms due to certain activities or other academic duties, showed a low level of autonomy in their quality of works, as it was demonstrated in the journal:

“Some of them got confused and put different aspects never asked, but they got the idea and followed the model of the graphic. Thus, it can be inferred that when the students are absent, and they try to ask an explanation to the other classmates, they got lost on what the real work was”.

Teacher's support.

Prior researches have shown that teacher support encourage academic competence among students and avoid issues related to the behavior in the classroom (Tennant et al., 2014). As a result, teacher support on students is crucial when developing certain activities, given that not all the students have the ability to understand at first the indications. Therefore, if teacher gives them a second explanation (**see appendix O**) they can better comprehend avoiding disorder and indiscipline during the lesson. Thus, it is supported by P4 in the interview: *"It helped me a lot because thanks to the guidance given by the teacher in the class, I could orient myself and learn in the same way, as I mentioned before, with the images, illustrations and examples, we got a good deduction of what each word meant"*.

Conclusions

The implementation of strategies proposed for the students' vocabulary building called "Graphic Organizers (GO)" and carried out during some lessons have influenced their language learning process. The students actively participated in the different workshops and activities planned taking into account that the topics worked which they found familiar.

Besides, throughout the development of the implementation of graphic organizers to increase the students' English vocabulary, it was found that thanks to the use of images in some of the activities conducted in class, they better memorized and recalled in an easier way the vocabulary studied since they got engaged and enjoyed drawing and found the activity very interactive and dynamic. Therefore, the graphics not only helped them to acquire vocabulary but also the images they observed and had to draw in the activities as well as the increase of motivation for learning of a foreign language.

Consequently, the strategy carried out had a high influence on vocabulary acquisition of students considering that graphic organizers (GO) are visual learning tools that engage the students to learn a foreign language by developing a series of activities where they can increase their knowledge about a certain topic while they get fun at the same time. To better illustrated this, the cultural activities which permitted them to not only know something new of another country but also put into practice what they learned in class and what they had already studied before. In addition, as GOs allow the students to work individually, in pairs, and even in bigger groups where they have the chance to share opinions and ideas creating a good product.

By the same token, as the products were focused on written productions where the students put into practice the vocabulary learned following the indications given by the teacher. Hence, it can be concluded that the use of graphic organizers for vocabulary acquisition and comprehension of the same words was crucial for the students utilized the vocabulary in a productions skill such as writing a text since they easy recall the words and its corresponding meaning for the to use it. On the other hand, it is necessary to consider the importance of respecting the instructions or proving the students if they really understand what they have to do for the development of the activities proposed given that most of them can get distracted and do not pay attention, and as a consequence, the quality of works are not good.

Likewise, the process utilized for developing the lesson in which the proposal would be conducted, was crucial since it kept not only the organization of the class but also the sequence for a successful advancement of the lessons. In this manner, Task-Based Learning (TBL) was taken into consideration which contributed to have a great performance when teaching new vocabulary to 8th graders of the educational institution Bethlemitas Brighton, thanks to its stages (Pre-task, while-task, and post-task).

Having stated this before, it can be concluded that this strategy has shown a good impact on students by increasing their vocabulary through the series of activities developed following the planning (TBL) and the stages of how to teach vocabulary. Besides, not only has their lexical improved but also their interest in doing the workshops and learning a foreign language. Then, it can be inferred that the students better learn through didactic and interactive activities which allows them to be motivated and engaged to discover a meaningful language learning.

Recommendations

The results of this study have implications for students and language educators. EFL teachers may take into consideration planning more effective and interactive teaching material and activities for engaging the students to be more familiarized with a wide range of learning strategies essential for vocabulary building for the target language. Furthermore, when given the indications for any kind of activities, prove if the students really understand what they have to do by asking them questions and examples. In this manner, the teacher can be sure if the students understood the instructions of the activity or not.

On the either hand, in future research, it would be interesting to explore new strategies to engage the students, increase their motivation to learn a foreign language and assist them when learning, memorizing, and using new language words. Furthermore, taking into account the use of graphic organizers, they can be implemented in other skills such as: Using GOs to organized the ideas for written productions or, Implementing GOs to enhance reading comprehension. Finally, the implementation of GOs in classes for helping the students to increase the vocabulary of a foreign language, is recommended to the teachers considering the results of this study.

CHAPTER IV

Community Outreach Component

Supporting elementary students of Bethlemitas Brighton primary school to improve their English language through short stories.

Introduction

The language learning process for very young children is a crucial aspect given that is easier for them to acquire a second or a foreign language. Thus, “ children are better than adults in learning a new language, the fact that economic globalization has pushed the demand of English in the form of workforce who speak English, and the parents’ enthusiasm for their children to learn English early in order to have social and economic benefits” (Supriyanti, 2012, cited in Oktaviani & Fauzan, 2017). it means thanks to globalization; children are encouraged to learn a new language since they are little for better communicate in future in job fields.

Considering the above, it is essential for teachers to encourage and motivate young English learners by creating attractive and didactic material for the development of the lessons. for this radon, elementary students’ material can involve flashcards, images, videos, songs, tales, games, stories, and so on, that by taking advantage of these contents the students can learn in an unconscious and enjoyable way.

In this regard, the pre-service teachers of the bachelors’ degree of languages of the University of Pamplona are required to support, as community outreach, the elementary students because of the lack of English teachers in this field with a purpose of meeting their academic needs,

that in this case, they are children from Bethlemitas Brighton elementary school in Pamplona, Norte de Santander who are eventually benefited.

Justification

The teaching and learning process in elementary school is poor due to the language level that primary school teachers have which represents a considerable problem in education regarding the acquisition of a foreign language since elementary school. thus, the failures in EFL teaching in primary schools are evidenced in phonetics, pronunciation, lack of vocabulary, and grammar issues which are essential for the acquisition of a foreign language.

Taking into account the mentioned before, a community outreach pedagogic project is proposed for teaching English in the 5th graders of the Bethlemitas Brighton elementary school, focused on supporting English learning and practicing in primary school aimed at improving EFL acquisition of 5th grade students, as well as supporting the elementary teachers by creating attractive material and managing the English lessons.

General Objective

To implement short stories as an attractive and didactic tool for teaching the English language to elementary students.

Specific Objectives

To create didactic tasks that catch the students' attention.

To teach the vocabulary through attractive short stories for children.

To help the students' foreign language learning process an agreeable environment.

Methodology

Throughout the current project, the English language improvement of the 5th grade students, is the main objective thanks to the implementation of short texts and stories to work their reading comprehension and the vocabulary building. As mentioned before, 5th graders of the Bethlemitas Brighton elementary school in Pamplona, worked with worksheets where a text was presented concerning the themes studied before so in this manner they understand the most of the texts. The pre-service teacher helps them to comprehend the text for them to answer correctly and, at the end of each activity, there was a feedback and a socialization of the outcomes.

Chronogram of activities

For the development of the activities, a chronogram needs to be set. Thus, during the lessons centered on the primary school children, the topics for the material implemented in this subproject were related to the grammar topics studied in there. Therefore, the activities worked are established as well as the topics, the dates and material executed with the primary students, as it can be appreciated in the next table:

Table 11. Outreach activities chronogram

ACTIVITIES PER WEEK	TOPICS	WEEK	RESOURCES
First activity	The verb TO BE (Tom and Jerry)	12-16 April	Worksheet
Second activity	The weather	16-20 May	Worksheet
Third activity	Professions (no applied)	23-28 May	Worksheet

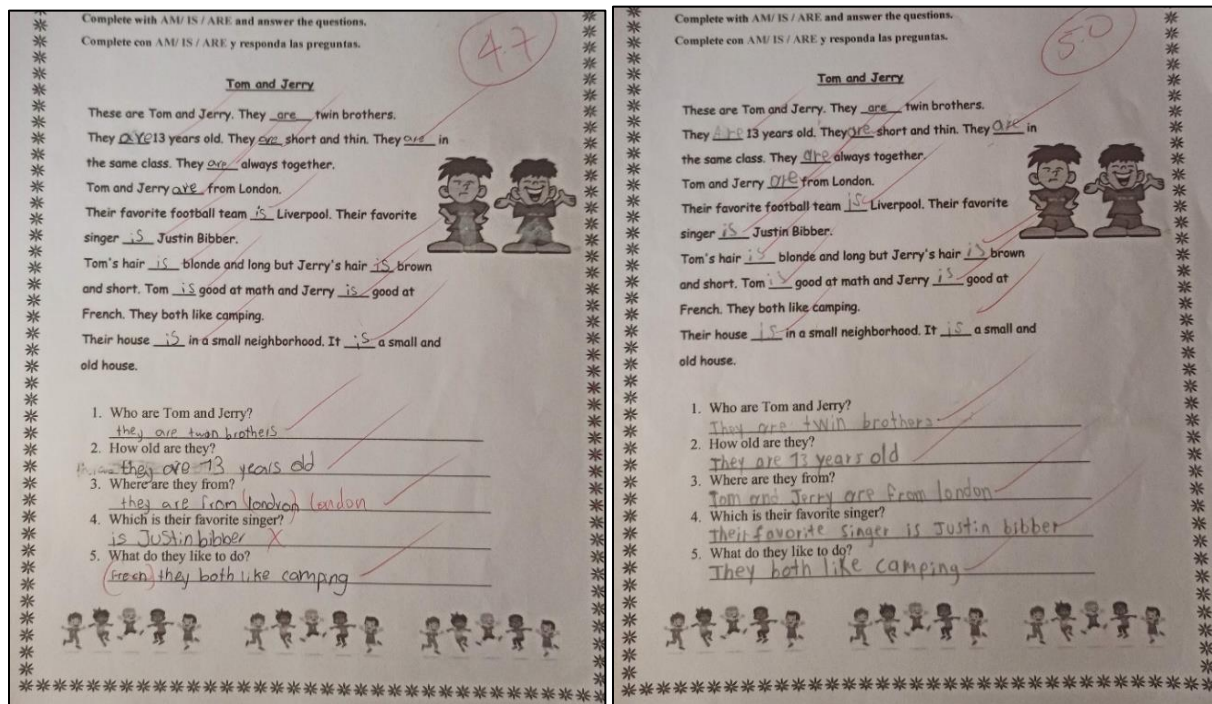
Source: own source

The worksheet for the first activity was broken down into 3 parts, where a warm up activity was done to help the students recall the topic seen in the last class (to be verb). Then, they had to

"Formando líderes para la construcción de un nuevo país en paz"

start fulfilling the blanks to complete the text with the corresponding conjugation of the verb to be. Next, the teacher explained what the questions meant and started to read the text aloud while the students repeat for them to practice the pronunciation. Additionally, the translation of the text was given and analyzed with all the students. Finally, they answered the questions following the indications said.

Figure 17. The verb TO BE (Tom and Jerry)



Complete with AM/IS/ARE and answer the questions.
Complete con AM/IS/ARE y responde las preguntas.

Tom and Jerry

These are Tom and Jerry. They are twin brothers.
They are 13 years old. They are short and thin. They are in the same class. They are always together.
Tom and Jerry are from London.
Their favorite football team is Liverpool. Their favorite singer is Justin Bibber.
Tom's hair is blonde and long but Jerry's hair is brown and short. Tom is good at math and Jerry is good at French. They both like camping.
Their house is in a small neighborhood. It is a small and old house.

1. Who are Tom and Jerry?
They are twin brothers

2. How old are they?
They are 13 years old

3. Where are they from?
They are from London London

4. Which is their favorite singer?
is Justin bibber

5. What do they like to do?
They both like camping

Complete with AM/IS/ARE and answer the questions.
Complete con AM/IS/ARE y responde las preguntas.

Tom and Jerry

These are Tom and Jerry. They are twin brothers.
They are 13 years old. They are short and thin. They are in the same class. They are always together.
Tom and Jerry are from London.
Their favorite football team is Liverpool. Their favorite singer is Justin Bibber.
Tom's hair is blonde and long but Jerry's hair is brown and short. Tom is good at math and Jerry is good at French. They both like camping.
Their house is in a small neighborhood. It is a small and old house.

1. Who are Tom and Jerry?
They are twin brothers

2. How old are they?
They are 13 years old

3. Where are they from?
Tom and Jerry are from London

4. Which is their favorite singer?
Their favorite singer is Justin bibber

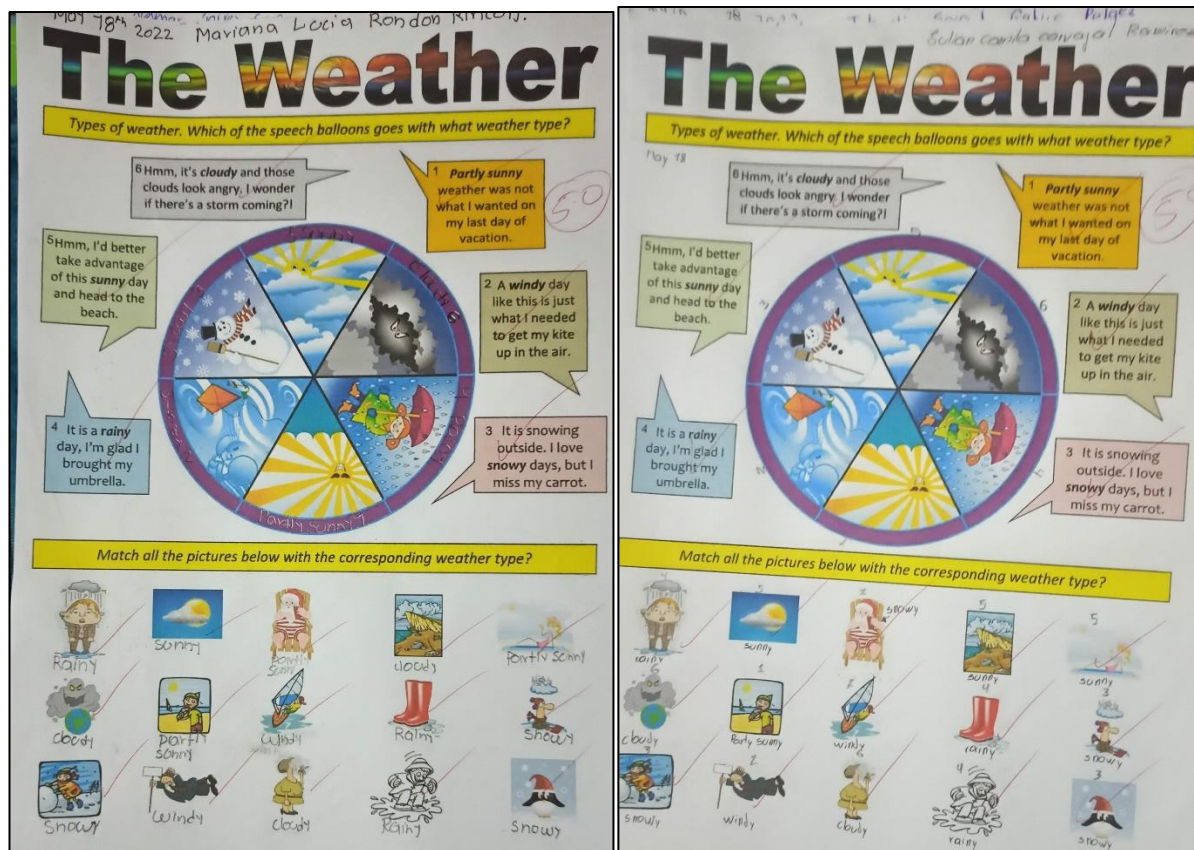
5. What do they like to do?
They both like camping

Source: own source

The activity for the second implementation was focused on the vocabulary learned concerning the weather. So, this lesson was divided in three main stages in which the students got encouraged by the series of activities. Firstly, it was done a warm-up activity as an ice-breaker to start the class. Then, the vocabulary was worked as follows: the teacher gave them 10 new words related to the weather for the students to look them in the dictionary and writing 5 times, and making the corresponding drawing. Finally, the worksheet was developed in order to prove the

efficiency of the process. In the sheets, there were some short text that the students had to match with corresponding images concerning the vocabulary learned before.

Figure 18. The weather



Source: own source

For the third activity proposed for 8th graders, the teacher showed the vocabulary related to jobs and occupations. So, he presented 10 new profession in Spanish, then the students have to look for each one of them in the dictionary and write them 5 times for then, to make a drawing. In this way, the students better focused on each word their meaning for a better memorization. Unfortunately, as many classes were missed due to some activities, the final reading activity was

not applied. There, they had to match the profession with the corresponding description. Next, they must put the corresponding number to every image.




Figure 19. Professions.




Nam: _____ **Date:** _____




Write the letter of the description next to the correct profession:
Escribe una letra en la descripción correspondiente:

1. Chef ()
2. Waiter ()
3. Pilot ()
4. Soccer player ()
5. Teacher ()
6. Farmer ()
7. Doctor ()
8. Nurse ()
9. Actor ()
10. Singer ()

- a) person who teaches students
- b) serves food in a restaurant
- c) works in a hospital and helps doctors
- d) someone who sings for a living
- e) works in a hospital and treats sick people
- f) flies airplanes
- g) person who acts in movies and plays
- h) cooks in a restaurant
- i) plants foods that we eat
- j) a person that plays soccer for a living

Source: own source

Conclusion

There are many important aspects When teaching primary school students that encourage them to keep learning a foreign language. in this case, the short stories caught the children's attention by allowing the development of the lesson, because the activities implemented and the vocabulary taught before the reading activity motivated the students and/or the children to have a good disposition on the development of the lessons creating also a meaningful learning environment.

The foreign language teaching process for children must be mainly focused on children's learning by developing interactive, interesting, and fun activities in order to maintain their attention and achieve meaningful learning. As in this case, English was the target language to be taught, it was crucial that children perceived the learning process as something fun and that they enjoyed each lesson while they learned, as well as having an agreeable space to share with the teacher and their classmates.

CHAPTER V

Extracurricular component

Introduction

For the preservice teacher to have experienced the real teaching context, it is necessary as the last stage to participate in a series of events, academic and cultural activities scheduled by the institution. Therefore, the trainee teacher has to carry out everything he learned during the university degree for the development of the intra-institutional activities by being integrated and contributing to the progress of the school projects.

Additionally, the opportunity of participating in the intra-institutional activities also allow the pre-service teacher not only to be aware of his duties as an educator in the institution but also to have the knowledge to reach the role of a real teacher, and to have an adaptation to new circumstances that he can face.

Justification

Having the necessary knowledge and commitment when the pre-service is conducting his integral practicum is not sufficient because it is also important the active participation in all the intra-institutional activities and events that are carried out by the institution since they help the trainee teacher process to know the protocols of an institution and improve his personal abilities and capabilities.

Besides, the participation in these kinds of activities is a crucial aspect given that the preservice teacher is immersed in the institution setting and context learning the procedures, the

behavior, and the focus that has to be taken into account during the development of every single event prepared and scheduled by the institution.

General objective

To participate in Bethlemitas Brighton School's extra-curricular activities during the first semester of 2022 in the return of face-to-face classes.

Specific objective

To support teachers with the planning and execution of intra-institutional activities.

To participate in cultural and religious extra-curricular events.

To guide the Bethlemitas Brighton school students in the participation of extra-curricular activities.

To help in the organization of events or projects that involve students and teachers of the Bethlemitas Brighton high school.

Methodology

During the development of the integrated practicum stage of all pre-service teachers from the English-French bachelor's degree of the University of Pamplona, an intra-institutional component need to be a crucial part of the process for the trainee's teacher to get immersed into the institutional context and acquire knowledge about the development of these extracurricular activities scheduled and proposed by the school maintaining in this way the culture of the same.

Chronogram of activities

The schedule for the activities to be conducted by the institution is presented as follows:

Table 12. Chronogram of activities

Date	Activity
March 22 nd	World water day.
March 23 rd	Flag-raising (10 th grade government possession).
April 1 st	Christ meeting (8 th grade).
April 7 th	Agapes fraternos.
April 21 st	Flag-raising (language day).
April 25 th	Saint brother Pedro eucharist.
May 16 th	Marian Minute: Virgen de Guadalupe.
May 26 th	Flag-raising: 9 th graders.

Source: own resource

To keep the organization of the events for the Bethlemitas Brighton high school, the institution creates a schedule (**see appendix P**) that indicates the dates for the activities to be develop. Thus, the preparation for each event needs to be well structured and organized since before. Therefore, the pre-service teacher has the knowledge and the opportunity to be participant in these events. For instance, the first activity related to the “World water day” focused on

celebrating the international water day and making aware the students about how much vital the water is in the planet not only for human beings' survival but also for all animal and plants. Then, the trainee teacher participates helping with the organization, preparation and keeping the students' discipline during the development of the activity.

Figure 20. World water day



Source: own source

Furthermore, flag raisings are common activities in then educational institutions which facilitates the participation of pre-service teachers, so this event aimed at 10th graders government possession where a series of performances such as dances, music and even the participation of military was appreciated.

Figure 21. Flag-raising -10th grade government possession



Source: own source

In addition, one of the activities scheduled by the institution is that the students have a reflective space where they feel free and learn about life appreciation, emotional and religious duties. It is called “Encuentro Con Cristo” in this activity the pre-service teacher had the opportunity to be present and participate since he had class with 8th graders students.

Figure 22. Christ meeting (8th grade)



Source: own source

Moreover, an activity developed by groups called “agapes fraternos” related to the Catholics beliefs where food is shared and a reflection is done by the integrands and the teacher uncharged of the group. The, the trainee teacher helped the teacher with the music, the videos and the organization of the food for all the students who were presents.

Figure 23. Agapes fraternos



Source: own source

Besides, a flag raising to celebrate the language day through the performance of certain activities were develop in the Jauregui theatre where all the secondary school community was there. There, the pre-service teacher had the opportunity to observe and appreciate the presentations made by the students related to the date in which they declaimed poems and represented important characters of literature.

Figure 24. Flag-raising (language day)



Source: own source

Additionally, the commemoration of the “Santo hermano Pedro” was an of the interinstitutional activities carried out in the educational institution Bethlemitas Brighton high school in which a mass with all the students participated as well as the administrative and teacher community.

Figure 25. Saint brother Pedro eucharist



Source: own source

Moreover, the next extracurricular event in the educational institution was a called: “MINUTO MARIANO: VIRGEN DE GUADALUPE”, where 10th and 11th graders prepared a series of activities concerning the celebration of the same. In this manner, the pre-service teacher

collaborated with the organization of the students and had the opportunity to observed all the activities presents in this day.

Figure 26. Minuto Mariano: Virgen de Guadalupe



Source: own source

Finally, for the last extracurricular activity where the trainees-teacher assisted in this process of integrated practicum, was a flag-raising prepared by the 9th grade of the educational institution Bethlemitas Brighton where the students did a series of activities as well as the institution's marching band did a performance for the first time inside the institution which was a really good presentation and last event of the process.

Figure 27. Flag-raising: 9th graders



Source: own source



Conclusions

The pre-service teacher's participation in extracurricular activities such as tutoring, events, and academic meetings, creates a sense of ownership of his role as a future teacher providing the opportunity to contribute with opinions, ideas, academic material, and logistics for the interinstitutional activities of the educational institution community where not only students can be advised but also parents, and to highlight the accompanying and teaching for the learning process.

Chapter VI

Reflective Approach to the Integral Practicum

First, it is necessary to highlight the opportunity to have developed this process of integral practicum as well as having been in direct contact with the teacher's lifestyle inside an educational institution. It is not as secret that every single pre-service teacher receives observations and recommendations from the teacher-supervisor, and I consider that this is the idea, to learn from that people who have experience concerning the group management and control and methodologies to develop the classes. Moreover, those teachers who have worked in the education field for many years.

Additionally, the experience of this process, personally speaking, was good enough. It can be said that I learned many strategies during the lessons. Specially, when the trainee teachers had to struggle with difficult groups regarding the discipline and academic performance because there he obtains the experience of how to control the groups and what to do when most of the students are failing.

Besides, concerning the relationship between the students and me as a pre-service teacher was really good, they were respectful. That is today, they were never rude with me. However, as the indiscipline as really bad in one specific group, it made me feel upset because somehow I did not how to do in that situations so the teacher- supervisor told me some recommendations for me to handle with that. On the same hand, the relationship with teacher of the institutions was really good as well, they are very kind with me as well as the people who form the administrative stuff.



Conclusion

Concerning the development of all the component of this project, it was very confused at the beginning since I did not know how to start. Moreover, there was too much information that we have to read, interpret and write; therefore, the work is really exhausting, mainly, because we have to be too much time sat and behind a screen which is harmful. However, it can be affirmed that the experience has been satisfactory since it is the last part of the degree. On the other hand, it is crucial to remark that one of the most difficult and extensive components was the pedagogic and investigative component.

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Appendix D. Planning (TBL).

GROUP:	LEVEL:	DATE:
5 th grade	A2 level	May 9 th 2022
LINGUISTIC OBJECTIVE To identify the vocabulary of the weather.	COMMUNICATIVE OBJECTIVE To mention the different climate changes, they have experienced so far in their cities.	SOCIO-CULTURAL OBJECTIVE To know the differences between the weather in north America and south America.
TASK To make a role play in pairs talking about the weather (in pairs)	MATERIALS Board Markers charts	TOPIC The weather

STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY										
Pre-task	Vocabulary	<p>Stage #1 – vocabulary presentation The following vocabulary will be given to the students and the pronunciation is practiced.</p> <table border="0"> <tr> <td>1. Sunny</td><td>4. Windy</td></tr> <tr> <td>2. Rainy</td><td>5. Hailing</td></tr> <tr> <td>3. Stormy</td><td>6. Cloudy</td></tr> <tr> <td>4. Snowy</td><td>7. Drizzle</td></tr> <tr> <td>5. Rainbow</td><td>8. Foggy</td></tr> </table> <p>Stage #2- Real context example The teacher gives an example in a real context for the students to better understand the words. This material a vocabulary will be presented in class with images that will help the students to deduce the meaning of each word.</p> <p>1. Sunny Yesterday was a sunny day, so we could go to the beach.</p>	1. Sunny	4. Windy	2. Rainy	5. Hailing	3. Stormy	6. Cloudy	4. Snowy	7. Drizzle	5. Rainbow	8. Foggy
1. Sunny	4. Windy											
2. Rainy	5. Hailing											
3. Stormy	6. Cloudy											
4. Snowy	7. Drizzle											
5. Rainbow	8. Foggy											
		<p>3. Rainy Today it's rainy and the internet it's so slow.</p> <p>4. Stormy Be careful! I don't like stormy days because of the flashes and the thunder.</p> <p>4. Snowy Sunday I want to go to Canada because in winter, it is snowy.</p> <p>5. Rainbow Some people say that where a rainbow ends, there is a treasure.</p> <p>6. Windy It's always get a lot of hail when it gets windy in the spring.</p> <p>7. Hailing Today is cloudy, I think we should bring a raincoat, it might rain.</p> <p>8. Cloudy In my town sometimes just drizzle and it does not rain very hard.</p> <p>9. Drizzle Superman: Paraglider is covered with fog, and I love foggy days.</p> <p>Stage #3- Dictionary definition The teacher presents a definition based on internet or in a dictionary that expresses the use of formal English preparing them for the language proficiency.</p> <p>1. Sunny When it is sunny, the sun is shining brightly.</p> <p>2. Rainy Water falling in drops condensed from vapor in the atmosphere.</p> <p>3. Stormy It's been extremely cold and windy, perhaps with some thunder and lightning, not just a light drizzle.</p> <p>4. Snowy Accumulating in or covered with snow.</p> <p>5. Rainbow A group of concentric arcs with colors ranging from violet to red, produced as a "reflex" of water drops (raindrops, or droplets of drizzle or fog) in the atmosphere by light from the Sun or Moon. This phenomenon is mainly due to reflection and refraction of light.</p> <p>6. Windy Accumulating in or exposed to the wind or breezes.</p> <p>7. Hailing It is a type of precipitation, or water in the atmosphere. Hail is formed when drops of water freeze together in the cold upper regions of thunderstorm clouds.</p> <p>8. Cloudy It's a ball of clouds that you can't see the sun.</p> <p>9. Drizzle A type of liquid precipitation consisting of very small droplets of water falling from low level stratus clouds.</p> <p>10. Foggy A condition where or layer of moisture water droplets or ice crystals near the surface of the earth, appreciably reducing visibility.</p> <p>Stage #4 - Own words definition The teacher gives an explanation of the definition in his own words for the students to relate the words to real context and find them familiar.</p>										
		<p>1. Sunny When there is not clouds in the sky, it's clear.</p> <p>2. Rainy It's when drops of water fall from the sky.</p>										
		<p>It was appreciated that the students paid attention and were focused on the explanation and examples as well as they wrote all down in their notebooks. It could be inferred that giving them several illustrations (examples, images, own words definitions, among others,) help the students to better understand and memorize the information given that they have a direct contact with every single word and its corresponding activities and examples.</p>										

<p>1. Sunny When there is not clouds in the sky, it's clear.</p> <p>2. Rainy It's when drops of water fall from the sky.</p>	<p>It was appreciated that the students paid attention and were focused on the explanation and examples as well as they wrote all down in their notebooks. It could be inferred that giving them several illustrations (examples, images, own words definitions, among others,) help the students to better understand and memorize the information given that they have a direct contact with every single word and its corresponding activities and examples.</p>	
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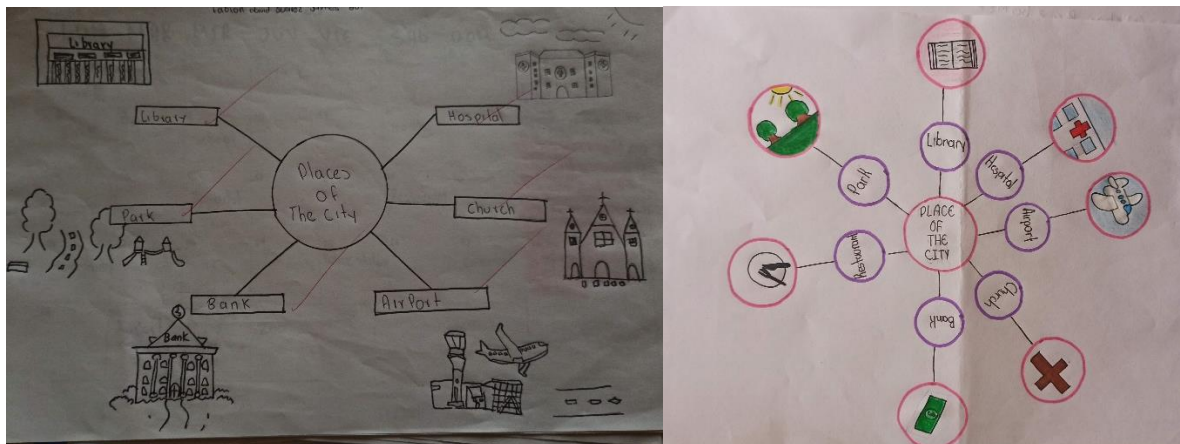
Appendix F. Color coding (manually).

Journal #2	Categories	Sub-categories
<p>Journal May 09th For the development of this implementation, it was necessary to broken it down into several sections in order to entirely finish the conduction. Having said this before, the vocabulary was presented and explained in the different stages with the aid of some slides to illustrate them with images.</p> <p>It was appreciated that the students paid attentions and were focused on the explanation and examples as well as they wrote all down in their notebooks. It could be inferred that giving them several illustrations (examples, images, own words definitions, among others,) help the students to better understand and memorize the information given that they have a direct contact with every single word and its corresponding activities and examples.</p> <p>Journal May 13th For the second part of the implementation, the students developed the activities proposed concerning the vocabulary studied. Moreover, make the graphic organizer.</p> <p>After having explained and presented the vocabulary with the different kind of definitions, examples, illustrations, images, activities, etc., the students seemed to be focused on the topic thanks to the images overall which helped the students to pay more attention to the aspect of the words (spelling) and their definitions as it can be appreciated on the activity applied.</p> <p>Additionally, teamwork also motivates them to develop the activities faster and better, and as they said "it made it easier".</p> <p>Next, for the creations of the graphic organizer called (six column vocabulary GO) they wrote the list of the words and started to do the activity. Thus, it could be inferred that it really helped them to memorized each word given that they had to use the dictionary to complete the chart by looking for the missing words such as synonyms, antonyms, part of speech, definitions, and meanings. Having noticed this, it can be said that they better memorized and recalled the vocabulary thanks to work done word by word which engage the students to work on the vocabulary.</p> <p>Journal May 23rd To put into practice the vocabulary learned, it was proposed a writing production such as a conversation where they used the vocabulary related to the weather. It was a kind of simulation or a role play but just in a written way. Moreover, they have to classify among that 10 words about the weather which one belong to their native country and which one to The United States as well as investigate which other words can be found related to the weather and its different states.</p>	<p>1. Vocabulary</p> <p>2. Graphic organizers</p> <p>3. Written production</p> <p>4. Task based learning</p>	<p>Motivation Images</p> <p>Culture Influence on students</p> <p>Lexical</p> <p>Autonomous work Teacher's support</p>

Appendix G. Motivation (Sub-category).



Appendix H. Web graphic organizer.



Appendix L. Six column vocabulary GO.

New word	Meaning	Example	Synonym	Antonym	Part of Speech
Sunny	Soleado	It's a sunny day	Radiant	Cloudy	Adjective
Rainy	Iluvioso	It's a rainy day	Drizzle	Dry, Clear	Adjective
Stormy	Tormentoso	It's a stormy day	Tempestuous	Calm, quiet	Adjective
Snowy	Nevado, Cubierto de nieve	It's a snowy day	Ice, Frost	Hot, warm	Adjective
Rainbow	Arcoiris	It's a Rainbow	multicolor	Colorless	Substantive
windy	ventoso	It's a windy day	breezy	Peaceful	Adjective
Hailing	granizado	It's Hailing	Hailstone	clear	Verb
cloudy	Nublado	It's a cloudy day	Covered	Sunny	Adjective
Drizzle	lluvizna	It's start drizzle	Rainy	Sunny	Substantive, verb
Foggy	Neblinoso	It's a foggy	cloudy	clear	Adjective

Appendix M. Task based learning planning.

	<p>It is a place where people take the plane to travel.</p> <p>2. Bank Here people can save their money and make loans.</p> <p>3. Church It's a place where people usually go to pray.</p> <p>4. Hospital Where you are sick, you go to this place.</p> <p>5. Library If you need to buy a book, you go there.</p> <p>6. Park You go there to play with your friends, walk, and eat ice cream.</p> <p>7. Restaurant If you are hungry, you buy food in this place, when you don't want to cook at home.</p> <p>8. School You study a lot of subjects in this place, learn and meet friends.</p> <p>9. Supermarket When you want to cook at home, you go there to buy food.</p> <p>10. Zoo There are many exotic, wild, and domestic animals here.</p> <p>11. Bakery You buy bread here, for breakfast.</p> <p>12. Cinema You go and watch movies there with your friends and family.</p> <p>13. University People study and become professional in this place.</p> <p>14. Police station</p>
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	<p>When you go stolen, you go there to make the report with the police officers.</p> <p>Stage #5 - Aspect of the words: Work on spelling, synonyms, antonyms, multiple meanings. In this stage the teacher gives a definition for each word and they have to match it with the corresponding word, moreover the words will be given with the letters in disorder. Ex: Knap a large public area of land used for recreation.</p> <p>Stage #6- Activity The students draw a web graphic organizer where they put each word and make a drawing of the same.</p>
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	<p>Stage #7- Summary The teacher summarizes all the vocabulary studied during the lesson where he reviewed the pronunciation, the meanings and certain examples given in the explanation.</p>
While-task	Writing
	<p>1. The students will make a schedule of the last month. Then, they will write the place where they went at, for them, to make complete sentence using was and were and the place as the complement. There should be 14 sentences in total. Ex: I was in the park on march 03".</p>

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	<p>We creative and work with colors or when the activities are more didactic.</p> <p>Furthermore, when developing these activities, there are many distractors for the students that do not allow them to be really focused on what they are doing. For instance, that day some student had to leave the classroom to prepare a presentation. Then, these influence on the students understanding and concentration on the activities proposed.</p> <p>On the other hand, to carry out the activity planned and put into practice the vocabulary studied and the grammar topic learned in the last classes, the teacher gave a series of indications, however, some students were not in the</p>
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Appendix N. Autonomous work.



Appendix O. Teacher's support.



Appendix P. Schedule of the intra institutional activities.

Abril 2022						
Do.	Lu.	Ma.	Mi.	Ju.	Vi.	Sá.
	SEMANA SANTA- TIEMPO DE ORACIÓN "NO HAY AMOR MÁS GRANDE QUE EL QUE DA LA VIDA POR LOS AMIGOS"				1 ENCUENTRO CON CRISTO GRADO OCTAVO 01	2
3 11:00 A.M. EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO OCTAVO 02	4 LANZAMIENTO DEL VALOR SIMULACROS EDUCATE	5 LANZAMIENTO DEL VALOR PRIMARIA SIMULACROS EDUCATE	6 SIMULACROS EDUCATE	7 AGAPES FRATERNOS SECUNDARIA - AGAPES FRATERNOS PRIMARIA SIMULACROS EDUCATE TARDE: AGAPE FRATERNOS DOCENTES ANCIANATO	8 VIACRUSIS SIMULACROS EDUCATE	9
10 DOMINGO DE RAMOS	11 LUNES SANTO PROCESION OCTAVO GRADO	12 MARTES SANTO	13 MIÉRCOLES SANTO PROCESION TERCERO GRADO PROCESION GRADO NOVENO	14 JUEVES SANTO PROCESION CUARTO GRADO PROCESION DECIMO GRADO	15 VIERNES SANTO PROCESION QUINTO GRADO PROCESION UNDECIMO GRADO	16
17	18 TARDE: JORNADA PEDAGOGICA	19	20	21 IZADA DE BANDERA Y DIA DEL IDIOMA	22 ENCUENTRO CON CRISTO GRADO OCTAVO 02	23
24 11:00 A.M. EUCARISTIA FAMILIAR BETHLEMITA IGLESIA SAN JUAN DE DIOS GRADO SEPTIMO 01	25 EUCARISTIA SANTO HERMANO PEDRO TARDE: JORNADA PEDAGOGICA REPASO	26 9:00 IZADA DE BANDERA SEDE PRIMARIA REPASO	27 REPASO	28 REPASO	29 ENCUENTRO CON CRISTO GRADO SEPTIMO 01 REPASO	30