**Improving English Vocabulary and Writing Production through the Implementation of Short Tales in 10th Grade Students at A Public School in Barrancabermeja, Santander: An Action Research**

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Practicum stage

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# CHAPTER I: General Overview

The Bachelor's Degree Program in Foreign Languages English-French at the University of Pamplona offers tenth-semester students the opportunity to perform their integral practicum within an educational institution with the objective of acquiring experience in the professional field. Taking into account the above, the student-practitioner put into practice their communicative skills in the foreign language through projects related to teaching. Because of this, this study has three main components that were divided into five chapters related to the language program missionary axes and institutional axes: General Overview, Institutional Observation, Research and Pedagogical Component, Community Outreach Component and Intrainstitutional Activities Component.

The first chapter focuses on the general view of the proposal. The second chapter focuses on the observations that were carried out within the school "*Institución Educativa el Castillo*" in order to identify the difficulties that students presented in the English area in order to seek solutions to the problem. In addition to this, it is important to mention the importance of knowing the "PEI", the different methodologies used by the teacher, the handbook, among other aspects.

The third chapter refers to the need that arose after having carried out the observations in the *El Castillo* School in Barrancabermeja city to identify the problem. It was evidenced that students hardly ever participate in classes due to the lack of vocabulary to express their ideas; this is why the strategy to improve English vocabulary is through short stories that allow students to learn new words and at the same time relate them to a real context.

In the same way, the fourth chapter refers to the teacher's contribution to the primary child community in the English learning process with the objective of orienting, guiding and supporting the students taking into account the needs that may arise during their learning process. For this purpose, flashcards will be used to improve the vocabulary of fifth-grade students using Canva since it allows the creation of flashcards.

The fifth chapter shows the knowledge of the institution acquired by the student-practitioner, as well as the participation and insertion within the context of the practice institution.

The final chapter reflects all the experiences that arrived during the practicum taking into account the challenges the pre-service teacher had at the moment of developing the pedagogical research.

**Introduction**

English is currently considered the most important language in the world, either for those who speak it as a first language or for those who speak it as a second language. Today English is one of the most useful tools in our society but we know that it is not easy to learn a second language and that this requires both internal and external motivation. In this sense, it is important to emphasize that learning English has become a fundamental aspect for all areas of work and a basic level (A1) is required.

David Wilkins (1972) states that although without grammar little can be conveyed, without vocabulary nothing can be transmitted. Thus, teaching vocabulary is crucial for the

understanding of the foreign language and helps students to have a better writing production.

This research seeks to improve English vocabulary and writing production through short tales, which are a striking tool for students because at the same time provide knowledge and also encourage reading in a brief and dynamic way to avoid reading becoming a boring habit and improving concentration while reading.

**Justification**

English is indispensable in the formation and can be implemented from the preschool level, seeking to develop communicative skills in students, allowing the development of a language culture that contributes to the knowledge and training of the student. In the different dimensions worked in the preschool level, allowing the development of communicative and cognitive skills of the learner favoring the development of the process of teaching a second language. People know the importance of teaching a second language and it is believed that this second language can be English since it will help them in their development as professionals.

Regarding the observations made at the "El Castillo" institution, most of the 10th-grade students presented lack of vocabulary at the moment of expressing their ideas and participating in the class when teacher made questions to answer. For this reason, this project is focused on the implementation of a strategy which is the use of short tales that allows students to learn new words that can be used in a real context.

Therefore, the 10<sup>th</sup>-grade students are the population benefited and it is expected this project encourages students to be self-confident at the moment of writing expressing their ideas and motivates them to keep learning new words in a dynamic way.

**Objectives**

**General Objective**

- To enhance the English vocabulary acquisition and writing production using short tales in 10<sup>th</sup>-grade learners while developing the teaching practicum in "El Castillo" institution.

**Specific Objectives**

- To examine how the implementation of short tales enhance tenth-grade learners' vocabulary and writing production.

- To teach English vocabulary in early childhood education by using flashcards at El Castillo school.

- To participate actively in the academic and extracurricular activities of the El Castillo institution.

**Conclusions**

The teaching and learning of English as a foreign language has become a necessity in all domains owing to the importance that the English language has worldwide. Therefore, the experience of having done the practicum in the El Castillo institution

evidenced the importance of modern strategies to teach English in a dynamic, easy and effective way.

The investigative and pedagogical component, it reflected relevant conclusions for the report thanks to the instruments implemented taking into account the students' needs in terms of vocabulary acquisition and writing skill. Despite the lack of knowledge at the moment of speaking and writing, the students made an effort and obtained an improvement when expressing their ideas in writing with the vocabulary acquired during the process showing motivation to keep learning and participation in the classroom.

Regarding the community outreach component, the objective of assisting the English training needs of the primary school children population has been met. Likewise, the implementation of flashcards to learn vocabulary evidenced the students' vocabulary acquisition improvement successfully.

Finally, the component of intra-institutional activities was fully carried out although some changes were made in the chronogram because of a strike that arrived. Due to the situation mentioned above, two of the activities will take place on June 17th and it is impossible to be part of them since the practicum finished. Furthermore, the pre-service teacher was not able to be part of the teachers' meetings due to lack of initiative of the coordination to include the practitioner in this process.

**CHAPTER II – Institutional Observation**

A general observation was conducted within the institution during one week in order to explore the administrative part, the pedagogical resources, the methodology implemented by the English teacher to teach the language, the classrooms, among other important aspects that should be taken into consideration to be familiar with the school. For this reason, the Institutional Educational Project (PEI) and the National Ministry of Education (MEN) were taken into account.

**Documentary Analysis**

**Location**



Illustration 1

In 1968 Miss. Toro Vallejo founded the school BACHILLERARO MIXTO MUNICIPAL EL CASTILLO, first center of mixed education at high school level and initially operating in the classrooms of the concentration El Castillo, then the land donated by Mr. José Domingo Reyes Rivero, and with resources from the municipality and some state entities were managed; free labor by parents and students at the beginning, classes began in black work and with many discomforts. The educational institution El Castillo is located at Kra 52 # 29-92 in the neighborhood "El Cerro" in Barrancabermeja, Santander

city with four educational institutions and has excelled over the years in sports and cultural activities such as soccer, micro soccer, handball, baseball, dances and arts, as well as in its moral, ethical and academic development; demonstrated with excellent averages in state tests and its recognized institutional prestige at the local level.

**Physical facilities**

The school has adequate infrastructure for the 500 students in the afternoon journey. It has 17 classrooms, a bilingual classroom, a physics laboratory, a chemistry classroom, a computer laboratory and a coliseum where sports activities are held. It also has four bathrooms (2 for women and 2 for men), two cafeterias, a library and a green area.

**Authorities**

- Principal: Hernán Feria Morón
- Academic coordinator: Rocío Martinez Salazar

**Administrative Level**

**Institutional Educational Project (PEI)**

The Institutional Educational Project is based on human formation, with greater emphasis on autonomy, spirituality, personal and social discipline, leading to an effective and transforming leadership, a search for permanent identity, so that the subject can take on the challenges of life. In its academic purposes, it seeks to position itself in the reality as an institution that defends the environment, which guides processes for the prevention of pollution and promotes an environmental culture and the integration to the productive

world through agro-industrial processes and chemical analysis as the basis of the economy of a region.

In addition, the institutional educational project is divided into four components: administrative component, conceptual component, teleological component and conceptual component. It is also focused on the social-historical (cultural) pedagogical model by Vygotsky with elements of Ausubel, meaningful learning, Carl Rogers, learner-centered teaching and pedagogy for peace.

**Organization chart**
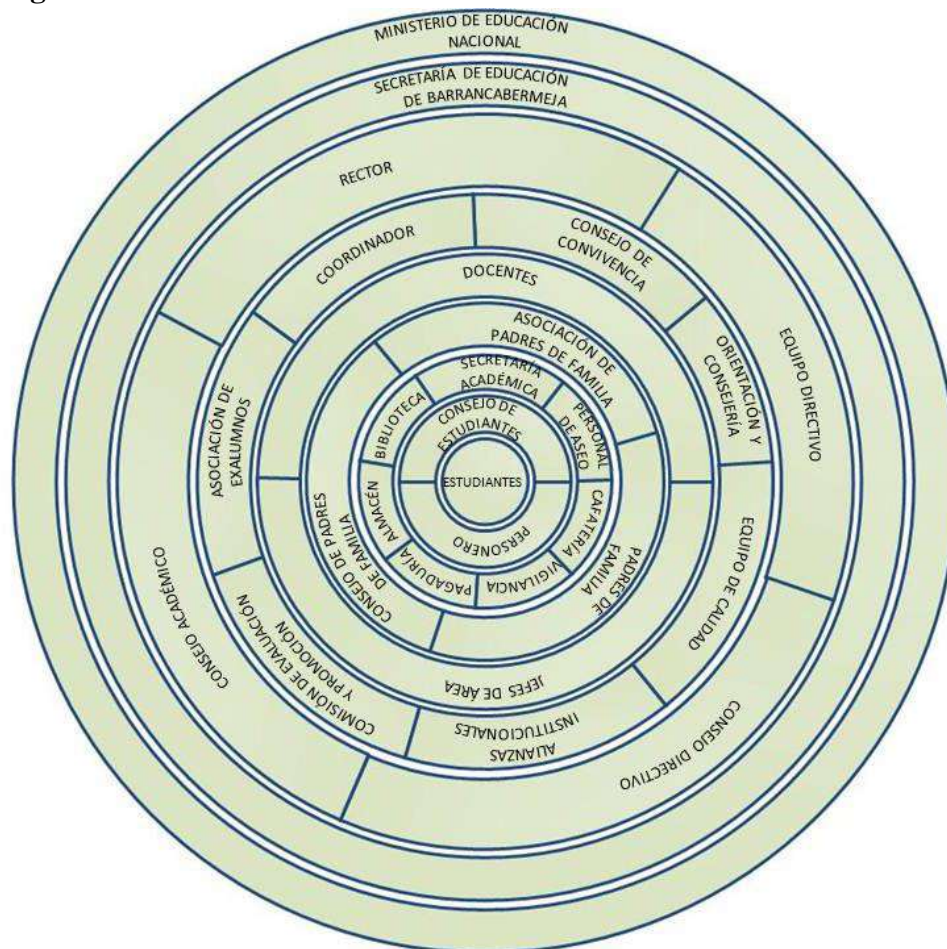
Illustration 2 Organization chart

**Mission**

The Educational Institution El Castillo trains men and women integral leaders who generate transformation processes in their environment, competent in the field of natural sciences, environmental management, chemical analysis and agro-industrial processes, committed to the exercise of institutional values and principles.

**Vision**

By the end of the year 2025, the Educational Institution El Castillo will be recognized regionally as a teacher of integral leaders, competent in the area of natural sciences, environmental management, chemical analysis and agro-industrial processes.

**School symbols**

**Slogan**

"Formamos líderes para un territorio de paz"



Illustration 3 Institutional logo

Illustration 4 Institutional flag

**Institutional Objectives**

- To develop an institutional policy aimed at achieving the quality goals oriented from the different areas of the strategic direction.

- To execute the Institutional Improvement Plan on a continuous basis by making pertinent adjustments, according to the innovation processes required by the MEN and the needs of the context.

- To direct all educational action based on the curricular reforms that may be necessary, taking into consideration the pedagogical model and the policies of quality, coverage, efficiency and relevance.

- To promote from each of the disciplines of study a formation oriented towards integral leadership with social projection and community service.

- To encourage in the school population the gradual discovery of science through constant research and the critical spirit of the researcher.

- To generate processes of interdisciplinary cohesion towards the consolidation of pedagogical processes that allows the achievement of the mission, vision and profiles.

- To evaluate the educational project, with the pertinent adjustments according to the development of the context.

- To develop pedagogical workshops for reflection on pedagogical strategies, evaluation techniques and didactic actions.

- To promote the strengthening of the campus' in-depth studies through agreements and actions that allows linking theory with practice.

**Coexistence Handbook**

The School Handbook is part of the school's internal regulations and aims to guide the students' behavior, teachers, parents, education assistants, directors and school administrators. In simple terms, it provides answers and possibilities for dealing with different situations. On the other hand, the student recognizes three basic aspects: Rights as a student, duties as a student, and offenses and penalties. Likewise, it states community norms in the service of the principles and behaviors that seeks to teach students, which must also be respected and practiced by the adult members of the institution to guarantee a better school environment.

**Students' rights**

The rights that students possess allow them an integral formation and a sense of freedom and autonomy that will lead them to be more responsible for their actions.

Consequently, every student of the institution has the right to:

- To receive an ethical, cultural, academic and updated formation oriented to the integral and harmonic development of their personality.

- To know in a timely manner the institutional horizon, administrative structure, evaluation system, and Coexistence Handbook.

- To have equal rights, freedoms and opportunities without discrimination on the basis of disability, race, national or family origin, language, religion or political and philosophical opinion.

- To be treated respectfully and cordially by all members of the educational community

- To freely express opinions in a respectful, critical, responsible and well-founded manner.

- To be heard when justifying and explaining actions, following the regular procedure and to receive answers to the concerns presented.

- To enjoy a healthy environment that strengthens physical and mental development.

- To be evaluated in a comprehensive manner and in accordance with the guidelines established in Decree 1290 of 2009 and the Institutional Evaluation System (SIE).

- To receive from the teachers, the tests, the evaluated work in a timely manner and with the proper guidance.

**Students' duties**

Every duty is a responsible action of the student in compliance with his or her obligations. The observance of the practices and norms of personal and social commitment are an unavoidable condition for the process of human development. Therefore, the "castillista" student must:

- To abide the Political Constitution, the laws of Colombia, the provisions set forth in this Handbook, the circulars and guidelines issued by the different school authorities.

- To enter the school, punctually according to the day, remaining on campus according to the established schedule and attend all classes and scheduled events.

- To assume the orientations and commitments derived from the agreements with teachers and other members of the Institution.

- To present themselves neat, with the appropriate uniform and in good condition, to all curricular and extracurricular activities scheduled by the Institution.

- To obey library regulations and those adopted by any group or institutional activity (marching band, dances, theater, sporting events, etc.).

- To wear the uniform correctly and with dignity on and off campus.

- To respect and defend the honor and good name of the Institution.

- To assume their own mistakes and assume the consequences of their actions as well as the corrective measures assigned.

- To respect the dignity, religious creed, social and racial conditions, and other individual differences of each member of the Educational Community.

- To treat all members of the Educational Community with due consideration, respect and courtesy.

- To take care of the environment, deposit garbage in the trash cans and always collaborate with the cleanliness of the classroom, patios, corridors, small squares, cafeteria and green areas of the school and return the containers in good condition to the cafeteria.

- To avoid rough games and situations with risk of accidents.

- To observe good behavior in the classroom and participate actively, respecting the ideas and interventions of their classmates in class.

- To provide an adequate learning environment in the classroom and outside of it.

- To justify absences to class while being inside the Institution.

- To comply with the rules established for accident prevention and emergency management.

- To provide the student social service in accordance with the provisions of the P.E.I

**Institutional Values**

- Respect

- Responsibility

- Tolerance

- Honesty

- Solidarity

**Institutional principles**
- Justice

- Human Dignity

- Truthfulness

- Leadership

**MEN guidelines for covid-19 health emergency**

Taking into consideration the return of educational institutions to the face-to-face classes, the El Castillo School followed the security protocols stablished by the Ministry of Health and Social Protection of Colombia with the resolution 777 of 2021. For the aforementioned, the El Castillo institution implemented measures related to flexibility in order to have a face-to-face contact.

**Working day**

The Educational Institution El Castillo has three journeys with different schedules. The morning journey starts at 6:00 and finishes at 11:45 am. The afternoon journey starts its school activities from 12:15 to 5:45 p.m. Finally, the evening school day runs from 6:15 p.m. to 10:00 p.m. It is important to emphasize that there are six 55-minute class hours with a 30-minute break.

## Institutional Schedule

| INSTITUCIÓN EDUCATIVA EL CASTILLO | |
|---|---|
| **CRONOGRAMA DE ACTIVIDADES 2022** | |
| **ENERO** | |
| **FECHA** | **ACTIVIDAD** |
| **Martes 11** | Reunión general bienvenida 2022 |
| **Miércoles 12 al 14** | Trabajo de áreas y grados: Planeamiento asignatura y aula |
| **Lunes 17** | Planeamiento asignatura y aula |
| **Martes 18** | Inducción grupo faro 7 hábitos |
| **Miércoles 19** | Capacitación CAS – PRAE |
| **Jueves 20** | Instalación consejo académico y planeamiento<br>Taller de investigación – primaria |
| **Viernes 21** | Planeamiento de asignatura y aula |
| **Lunes 24** | Entrada de los estudiantes<br>INICIO PRIMER PERIODO |
| **Lunes 24 al 04 de Febrero** | Refuerzo áreas del primer nivel |
| **FEBRERO** | |
| **Martes 01** | Inicio de actividades Jornada Nocturna |
| **Martes 01 al 04** | Reunión: padres de familia<br>Elección del Consejo de Padres y representantes del PAE |
| **Viernes 04** | Entrega planes de área y asignatura a rectoría |
| **Viernes 25** | Scratch day – área informática<br>Socialización y elección Zome |
| **MARZO** | |
| **Viernes 04** | Elección del gobierno escolar<br>Elección de los docentes al consejo directivo |
| **Martes 08** | Izada de bandera Conmemoración día de la mujer (11°, 5°, V) |
| **Martes 22 al 25** | Acumulativas áreas del segundo nivel – primer periodo<br>Apertura de plataforma<br>Prueba externa |
| **Sábado 26** | Proyecto ''pedaleando con nuestra comunidad'' |
| **Lunes 28 al 01 de Abril** | Acumulativas áreas del primer nivel – primer periodo |
| **ABRIL** | |
| **Sábado 02** | Capacitación proyecto zome |
| **Lunes 04 al 08** | Semana de cierre |
| **Viernes 08** | Cierre de primer periodo |
| **Lunes 11 al 15** | Receso de Semana Santa |
| **Lunes 18** | INICIO SEGUNDO PERIODO |
| **Martes 19** | Cierre de plataforma |
| **Jueves 21 y Viernes 22** | Comité de evaluación – primer periodo |
| **Viernes 22** | Izada de bandera: Día del idioma y liderazgo (9°, 4° y Ciclo IV)<br>Área lengua castellana |
| **Lunes 25** | Homenaje póstumo a nuestros compañeros castillistas (Proyecto tiempo libre)<br>Proyecto ''a embellecer nuestros parques'' – tiempo libre |
| **Miércoles 27** | Reunión con padres de familia: Entrega de boletines 1 periodo |
| **MAYO** | |
| **Lunes 16** | Izada de bandera: Día del maestro (8°, 3° y III |

| | |
|---|---|
| **Martes 17** | Scratch day – área de informática |
| **Martes 31 al 02 de Junio** | Acumulativas áreas de segundo nivel – segundo periodo<br>Apertura de plataforma<br>Prueba externa |
| **JUNIO** | |
| **Viernes 03** | Proyecto ''Ciencia al parque'' |
| **Lunes 06 al 10** | Acumulativas áreas del primer nivel – segundo periodo |
| **Lunes 13 al 17** | Semana de cierre |
| **Viernes 17** | Cierre del segundo periodo<br>Vacaciones estudiantes y docentes |
| **JULIO** | |
| **Martes 05** | Reinicio de actividades académicas<br>INICIO TERCER PERIODO |
| **Miércoles 6 y Jueves 7** | Comité de evaluación – segundo periodo |
| **Martes 12** | Reunión padres de familia: Entrega de boletines 2 periodo |
| **Jueves 21** | Izada de bandera (7°, 2° y Ciclo III) |
| **AGOSTO** | |
| **Lunes 01 al 19** | Proyecto ''elevando valores'' |
| **Viernes 05** | Proyecto ''Conversatorio filosófico'' |
| **Viernes 12** | Conmemoración del primer centenario del distrito de Barrancabermeja.<br>Proyecto PESCC – área ciencias sociales<br>Proyecto ''environmental awareness circuit'' (Circuito de conciencia ambiental) – área de inglés |
| **Martes 16 al 19** | Acumulativas áreas de segundo nivel – tercer periodo<br>Apertura de plataforma<br>Prueba externa<br>Proyecto ''elevando valores'' |
| **Lunes 22 al 26** | Acumulativas áreas de primer nivel – tercer periodo |
| **Viernes 26** | Foro ''conciliémonos no peleemos'' – Proyecto Zome |
| **Lunes 29 al 02 de Septiembre** | Semana de cierre |
| **SEPTIEMBRE** | |
| **Viernes 02** | Cierre del tercer periodo |
| **Sábado 03** | Festival recreativo lúdico y deportivo |
| **Lunes 05** | INICIO CUARTO PERIODO |
| **Martes 06** | Cierre de plataforma |
| **Miércoles 07 y Jueves 08** | Comité de evaluación tercer periodo |
| **Martes 13** | Reunión padres de familia: Entrega de boletines 3 periodo |
| **Viernes 16** | Izada de bandera (6°, 4° y IV) |
| **OCTUBRE** | |
| **Lunes 10 al 14** | Receso estudiantil – actividades de desarrollo institucional |
| **Lunes 24 al 28** | Acumulativas áreas del segundo nivel – cuarto periodo<br>Apertura de plataforma<br>Prueba externa |
| **Lunes 31 al 04 de Noviembre** | Acumulativas áreas del primer nivel – cuarto periodo |
| **NOVIEMBRE** | |
| **Martes 08 al 11** | Semana de cierre |
| **Jueves 10** | Proyecto ''Los científicos vuelven a la escuela'' |
| **Viernes 11** | Cierre del cuarto periodo |
| **Martes 15** | Cierre de plataforma |
| **Miércoles 16 y Jueves 17** | Comité de evaluación cuarto periodo: Informe de nivelación |

| | |
|---|---|
| **Viernes 18** | Izada de bandera (10° , 5° y VI) |
| **Lunes 21 al 24** | Nivelaciones |
| **Viernes 25** | Comité de promoción<br>Vacaciones estudiantes |
| **Martes 29** | Integración docentes |
| **Miércoles 30** | Entrega carga académica 2023 |
| **DICIEMBRE** | |
| **Jueves 01** | Reunión padres de familia: Entrega de boletines finales<br>Entrega planes de asignatura |
| **Viernes 02** | Ceremonia de graduación: Once y Ciclo VI |
| **Lunes 05** | Vacaciones docentes |

Table 1 Institutional schedule

## Pedagogical Level

### English area planning

Teachers use a planning created by themselves taking into account proposed contents. They simply focus on teaching implementing activities and evaluations to assess students.

### English teachers' methodology

The teacher develops the classes in a traditional way using the video beam to project the subject matter to be worked on. The professor starts explaining the theoretical part giving examples and practicing pronunciation with the students, then the educator offers a space in order to solve any doubts that arise during the explanation and finally assign the activities to be developed.

**Pedagogical Resources**

Nowadays, the institution lacked of educational materials such as English books but it has a bilingual classroom suitable for classes with air conditioning, sufficient clarity inside the classroom, speakers to produce the listening, and video beam.

**Syllabus**

Teachers do not follow an established syllabus but are guided by the topics established in the coexistence manual.

**Modalities for accompanying apprentices**

Currently, with the return to face-to-face teaching in educational institutions, teachers provide support by having direct contact with the students. It is important to highlight that most of the accompaniment to solve the students' doubts is done during class, there is no space where the teacher offers tutoring but there is a space where attention is offered to parents.

**Guides and material design**

The teachers create the learning guides by themselves using the Microsoft Word tool. Likewise, professors upload the topic's information creating chronological and coherent sequence using theoretical information and examples. Teachers do not make use of a specific established format since it does not exist.

**Schedule**

**HORARIO PROVISIONAL 2022**
**OSPINO RUEDA ABIMAEL**
Colegio el Castillo, Cl 30 52-21, Barranca

| | **1** 12:15 01:05PM | **2** 01:05 01:55PM | **3** 01:55 02:45PM | **DESCANSO** 02:45 03:15PM | **4** 03:15 04:05PM | **5** 04:05 04:55PM | **6** 04:55 05:45PM |
|---|---|---|---|---|---|---|---|
| **LUNES** | 8.2 PISO 2 INGLES | 10.1 PISO 1 INGLES | | | | ATENCION A PADRES | 9.1 PISO 2 INGLES |
| **MARTES** | 9.2 PISO 1 INGLES | 10.2 PISO 2 INGLES | 9.1 PISO 2 INGLES | | | 11 PISO 2 INGLES | |
| **MIERCOLES** | 9.2 PISO 1 INGLES | 10.1 PISO 1 INGLES | 9.1 PISO 2 INGLES | | 8.2 PISO 2 INGLES | ATENCION A PADRES | |
| **JUEVES** | 8.2 PISO 2 INGLES | 9.1 PISO 2 INGLES | 9.2 PISO 1 INGLES | | 11 PISO 2 INGLES | | 10.2 PISO 2 INGLES |
| **VIERNES** | 11 PISO 2 INGLES | 10.2 PISO 2 INGLES | | | 8.2 PISO 2 INGLES | 10.1 PISO 1 INGLES | 9.2 PISO 1 INGLES |

Illustration 5 Male supervisor's schedule

**Technological Level**

Even though the educational institution owned an English lab, computers are not available to students. Instead of using the computers, the teacher uses the video beam to project all the information about the subject to be worked on. In addition to this, only the teacher can use the internet connection.

**Population and information of individuals**

| Grade | Number of students | Genre | Age |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| 10°1 | 31 | 20 women 15 men | 15-17 |
| 10°2 | 31 | 22 women 13 men | 15-17 |
| 11° | 33 | 18 men 15 women | 15-17 |

Table 2 Students' information

**Teacher staff**

| CUERPO DOCENTE 2022 |
|---|
| <ul><li>Inglés: Abimael Ospino Rueda, Agustín Alvarado</li><li>C.Sociales: Rafael Antonio Velasquez Rodriguez</li><li>Ética: Edgar de Jesús Pinzón</li><li>Religión: Santiago Castro Bayona</li><li>Filosofía: Santiago Castro Bayona</li><li>Química: Gladys Peluffo Suárez</li><li>Biología: Matilde Carvajal</li><li>Física: Heberto de la Torre</li><li>Matemáticas: Edilberto Ojeda Villamizar</li><li>Español: Luis Eduardo Rincón</li><li>Informática: Yolanda Arteaga</li><li>Artística: Deyis Bastidas</li><li>Ed.Física: Julián Millos</li></ul> |

Table 3 Teacher staff

## Administrative teaching staff

| No. | APELLIDOS Y NOMBRE COMPLETO | Grado Escalafón | DEDICACIÓN | | | TÍTULO | GRADO | ÁREA |
|-----|------------------------------|-----------------|-----------|---|---|--------|-------|------|
| | | | T.C. | M.T | H.C | | | |
| 1 | FERIA MORON HERNAN | 14 | X | | | Lic. Matemática – Física  Esp. Docencia universitaria | RECTOR | |
| 2 | MÓNICA VERA | 14 | X | | | Lic. Química  Esp. Informática educativa | COORDINADORA JORNADA MAÑANA | |
| 3 | MARTINEZ SALAZAR ROCIO | 14 | X | | | Lic. Ciencias Sociales  Esp. Gerencia en informática. | COORDINADOR JORNADA TARDE | |
| 4 | PRADA GALVIS ALBERTO | 14 | X | | | Magister en Educación  Doctorando en Gerencia de Proyectos | COORDINADOR SEDES A-B-D-E PREESCOLAR Y PRIMARIA | |

Illustration 6 Administration teacher staff

## Administrative staff

| No. | APELLIDOS Y NOMBRE COMPLETO | Grado Escalafón | DEDICACIÓN | | | TÍTULO | GRADO | ÁREA |
|-----|------------------------------|-----------------|-----------|---|---|--------|-------|------|
| | | | T.C. | M.T | H.C | | | |
| 1 | SUSANA MARCELA FERNÁNDEZ RUEDA | | X | | | C | SECRETARIA HABILITADA | |
| 2 | LEDYS STELLA PADILLA GIL | | X | | | T | SECRETARIA CON FUNCIONES ACADÉMICAS | |
| 3 | YESID VERGARA | | X | | | C | ALMACENISTA | |
| 4 | DORIS LERMA | | X | | | B | SECRETARÍA RECTOR | |
| 5 | LESLY ELIZABETH MAZZEO MENESES | | X | | | T | BIBLIOTECARIO | |
| 6 | SUSANA ÁLVAREZ | | | | | | AUX. PAGADORA | |
| 8 | ALEXANDRA LIZARAZO | | | | | | SECRETARÍA AUXILIAR | |

Illustration 7 Administration staff

**Parent community**

The El Castillo Institution has a direct relationship with parents since it is important that they become familiar with the events and occurrences that arise within the institution during the academic period. For this reason, the institution offers a space of attention where they are given the opportunity to resolve doubts and seek solutions if problems arise.

**CHAPTER III – Research and Pedagogical Research**

**Improving English Vocabulary and Writing Production through the Implementation of Short Tales in 10th Grade Students at A Public School in Barrancabermeja, Santander: An Action Research**

**Introduction**

One of the reasons for learning English nowadays is due to its increasing importance towards the professional context, since with this language many opportunities open up in the world of work. Furthermore, it is important to highlight that learning a second language requires both internal and external motivation. According to Gardner (1985), motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language. On one hand, learning vocabulary is crucial to achieve proper communication since without a good lexicon it is possible that when expressing ideas, they cannot be transmitted correctly. For this reason, the Colombian educational system includes in the country's public institutions, specific hours of English and basic learning rights for teaching it.

On the other hand, the writing production includes all the skills and knowledge that help writers put their ideas and thoughts in order and give them meaning to express them in writing. According to Harmer (as cited in Yulianti, 2014) states that writing is an integral part of an activity that focuses on goes beyond practicing the language, acting or speaking. It is important to highlight writing skills are necessary in the learning process since it is

crucial to communicate in a written way making correct use of grammar, spelling among others components.

For this reason, , a project will be developed based on the implementation of short tales to improve students' vocabulary and writing production in which students have the opportunity to improve their written production and learn new vocabulary about different topics and associate them in a real-context.

**Problem Statement**

English vocabulary is fundamental to learning and teaching the English language, without sufficient knowledge of vocabulary people cannot understand others or express their own ideas. In different languages, even without grammar, with some useful words and expressions, communication can be achieved. Schmitt (2010), states that learners carry dictionaries and not grammar books with them to communicate. Learning English vocabulary helps students understand and communicate with others.

In the same vain, taking into consideration the observations carried out in order to identify the problematics students present at the moment of expressing their ideas through speaking or writing activities, it was evidenced students lacked basic vocabulary and this hinders the communicative part since the students at the moment of expressing their ideas even knowing the correct grammatical structures, the message they want to share is not well understood. Regarding the writing part, communicative tasks are not use by the teacher since he emphasized on the theoretical part, in other words, students constantly

used the dictionary and asked the teacher to help them with the meaning of most of the words.

Owing to this problematic, this project aims to improve tenth-grade students' vocabulary and writing production at the El Castillo School with the help of short tales for the learning and teaching process of English as a foreign language.

**Justification**

One of the most important aspects of teaching a second language is vocabulary. Despite the fact that learning vocabulary is crucial in learning English, most of the teachers and students do not know how to deal with it. Mastering grammatical structures has always been the main issue for most English teachers. Although grammar is fundamental in teaching a foreign language, it is also necessary to have a lexical assortment. The importance of vocabulary is in understanding. A person who has never studied the structures of the English language, but is able to use an acceptable amount of word combinations, can easily make himself understood by a native speaker. On the contrary, if someone handles grammatical structures and his vocabulary is insufficient, his communicative process will be unsuccessful.

Taking into consideration the importance of learn vocabulary, the use of short tales helps to improve not only vocabulary acquisition but also written production since these tools allows the development of creativity through the knowledge of new words that can be related to real life. As EFL learners go on reading short-stories, they go on guessing the meaning of new words from the context which is very crucial in foreign language learning

(Duff and Maley, 2008). Therefore, the acquisition of vocabulary, especially EFL (English as a Foreign Language) vocabulary, implies the use of different resources that facilitate its comprehension in the classroom, taking into account that the use of images helps the student to think and place learners in the central element or topic to be studied (ESL directory, 2011).

This project seeks to improve English vocabulary and written production in order to not only achieve communication but also being understood at the moment of expressing ideas. This will be carried out through short tales given to the students.

**Objectives**

**Main Objective**

- To examine how the implementation of short tales enhance tenth-grade learners' vocabulary and writing production.

**Specific Objectives**

- To analyze the difficulties that arises while writing in a second language in the tenth-grade students.

- To identify the strategies used by the tenth-grade students to enhance writing production and vocabulary acquisition.

- To demonstrate the influence of using short-stories to improve vocabulary for writing production.

**Research Questions**

**Grand-tour question**
- How does the implementation of short tales improve tenth-grade students' vocabulary and writing production?

**Sub-questions**
- What are the most significant difficulties that tenth graders have with the writing production skill?

- What learning strategies do tenth-grade students use to reinforce writing production and vocabulary acquisition?

- What is the influence of using short stories as a strategy for improving writing production in Tenth grade students?

**Theoretical Framework**

In this section of the research, key concepts such as writing production, writing process, vocabulary, types of vocabulary, short tales and flashcards will be highlighted in order to give the reader a complete and clear understanding of the research topic.

**Written Production**

Saldanha (2015) defines it as a meaningful act that leads the learner to form and express his or her ideas, feelings, interests, and concerns in order to communicate them to others. This form of communication requires the implementation of skills and strategies the learner will be called to master gradually during their academic learning. On the other hand,

Pujol (2000) understands this concept in terms of one of the most complex tasks students must face. In fact, it involves the development and coordination of linguistic and cognitive skills, in addition to requiring certain pragmatic knowledge.

Likewise, according to White and Arndt (1991) in Hammad (2013: 1), writing is a thinking process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meanings.

**Writing Process**

There are many variations in the way to write to follow up certain patterns. The following are the three stages of writing process commonly followed: pre-writing, while writing and post-writing (Wenden and Rubin, 1987; Lyons, 1987; Brown, 2000).

**a) Pre-writing:** Is a way of organizing your thoughts or beginning to put the information you have on paper. It helps writers generate the ideas by numerous ways such as brainstorming, outlining or free-writing.

**b) Drafting:** The students need to arrange their writing. It can be done by using native language first and later translate into English or directly write in English with some problems may face.

**c) Revising:** This process means students learn from some feedback they got to improve their writing.

**Vocabulary**

As stated by Snow, Griffin, and Burns (2005), vocabulary refers to students' understanding of oral and print words. This understanding implies conceptual knowledge of words that goes well beyond a simple dictionary definition. In this sense, with the help of vocabulary, one can develop mastery over language taking into consideration vocabulary acquisition is a process occurs over time as students and allows to make connections to other words and use the words accurately within the context of the sentence. Furthermore, Schmitt (2000) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language.

**Types of Vocabulary**

As cited in Snow, Griffin, and Burns (2005), the words that EFL learners need to master and use come in two forms: oral and print. On the other hand, vocabulary can be receptive and productive.

- Oral vocabulary includes those words that we recognize and use in listening and speaking.

- Printed vocabulary includes those words that we recognize and use in reading and writing.

- Receptive vocabulary includes those words that we recognize when we hear or see them.

- Productive vocabulary includes those words that we use when we speak or write.

**Short Tales**

Short stories are an exciting and continuously evolving form of storytelling that is central to the human cognitive system as it captures human social interaction core. Through short stories, the authors communicate and sharing information, ideas, feelings, belief, and experiences in a narrative form. Thus, short stories not only provide interesting, rich, authentic language uses (Cameron, 2001) but also engage them to interact and communicate, which, in turn, will cater to student-centered learning. Various language teaching pundits have suggested that using short stories in EFL classrooms offers linguistic, socio-cultural, personal, and emotional benefits (Pathan, 2013) and facilitates students to consolidate language skills and components, transmit information and ideas, nurture values and beliefs, and convey subliminal messages (King, 2001)

**Flashcards**

According to Komachali & Khodareza (2012) flashcards are a cardboard consisting of a word, a sentence, or a simple picture on it. Moreover, these tools aids learning, for this reason, teachers use flashcards as a learning exercise making a striking exhibition that is able to capture the attention of students to aid memorization through repetition, very effective for basic and higher education.

In addition, García F. (2010) says that flashcards are a tool that not only serves to understand and comprehend a topic, but also provides the opportunity for interactive games

to learn the topic addressed, offers "fun" and does not have any established population. In other words, flashcards keep the students' mind active.

**Literature Review**

In this section, studies carried out in previous years on the improvement of vocabulary, written production and the use of short stories were taken into account to deepen the research topic.

The first studied entitled Recent Experimental Research on Short Story Efficacy in EFL Classrooms: A Review conducted by Pardede, P. (2021) aimed at exploring the trend in 35 experimental researches on short stories use in EFL classrooms published in 2011-2020, what they say about short stories efficacy, and the identified gaps that future research needs to address. The reviewed research revealed that short stories are effective materials or tools for language skills development, language components learning, communicative competence advancement, cultural awareness increase, memory enhancement, and critical thinking skills development. It Is important to mention that that two of the research focusing on the effect of short stories on reading comprehension performance administered online (digital) short stories. The results showed that short stories are more effective for language skills development and language components learning than other materials or tools that do not use short stories. The results also showed short story efficacy for developing communicative competence, cultural awareness, memory, and critical thinking skills.

As a second study, is taken from The Use of Short-stories in EFL Classroom: Advantages and Implications Labyrinth | Vol.4 No.2 (2013) focused on identify the benefits of using short-stories for developing language skills. On one hand, this research study have often ended on recommending this use for effective teaching and learning of foreign language skills as well as other essential personal traits. Short-stories offer numerous benefits for EFL teachers and learners. And if selected and used wisely, they can transform the whole process of teaching and learning of foreign language tremendously making it not only easy but also pleasurable and worth undertaking. Likewise, the use of short-stories, for developing language skills, can be more beneficial than any other informational materials as stories help in stimulating the acquisition process. They provide authentic contexts for processing new language.

This study showed linguistic advantages at the moment of using short-stories such us:

- The working of EFL learners with stories, on their own, also helps in promoting self-dependency among them while learning the target language, which is considered, by many scholars, as very crucial.

- The variety of choice for different interests and tastes, in the use of short-stories can be practically implemented with all levels (beginner to advanced), all ages (young learners to adults), and all types of classes (summer courses to evening classes)

- They offer motivating and meaningful context for foreign language learning and draw the language learners naturally towards them.

In addition, the use of short-stories also has many socio-cultural benefits for EFL classrooms. Finally, it was concluded that short-stories can help not only in achieving linguistic goal of foreign language teaching, which is to make the learners efficient in their use of the target language but also in achieving true, broader, universal goal-which is to develop their various personal traits, by which they learn to respect and appreciate others' cultures, societies, ideologies and become open-minded and more responsible citizens of this culturally diverse world we live in. This study contributed to the implementation of the present project since it demonstrated the relevance of using short stories not only to develop written production skills or vocabulary but also to promote collaborative work, nonverbal-communication, and kinesics among learners when learning English.

By the same token, a research study named improving vocabulary through short stories at elementary level according to The Common European Framework of Reference (CEFR) 5th International Scientific Research Congress (IBAD - 2020). This research was designed to enhance the vocabulary of the learners through short stories at elementary level. It has also created an awareness among the elementary level teachers how they can develop English vocabulary of their students. The main objective of the study was to make effective use of short stories to improve vocabulary skills. The study was developed under the framework of quantitative research approach. It adopted pretest-posttest control group quasi experimental design. A sample of two hundred students and fifty teachers was taken from Bahawalpur region. The data was collected through test and questionnaire.

Taking into account the main objective of the previous study, the purpose of this study is to develop vocabulary of elementary students through short stories. It was proved that the group who was taught through various activities and strategies, which were proved

fruitful and full of entertainment for the students during the experiments, seemed improving. On the contrary; the students taught by the non-effective way of teaching made it clear that there is no meaningful difference and it was concluded that when a teacher creates a learning environment in the classroom by using interesting short stories then naturally the students' response is positive.

As a final investigation, it was presented the effect of Short Stories Reading in enhancing EFL Secondary Schools Students' Paragraph Writing, SUST Journal of Linguistic and Literary Studies (2021). The study was applied on a purposeful sample of second year secondary school's students in a governmental school in Khartoum south in the academic year 2019/2020. Students were assigned to experimental group and control group, the experimental group was taught by using the short stories reading technique, while the control group was taught by the ordinary method.

In the results, there were two hypotheses: the first hypothesis was that there were significant factors that positively affect teaching short stories reading to improve EFL students writing skill. In the second hypothesis teaching short stories reading provide students to an insight to the target language vocabulary. The researcher found that there were significant factors affect positively for developing EFL students writing skills is short stories reading and also build up vocabulary.

Indeed, these previous studies supports and guides the research entitled improving English vocabulary and writing production through the implementation of short tales in 10th grade students at a public school in Barrancabermeja, Santander: an action research since it offers crucial information about short stories and its benefits as it is one of the main topics

to work on. It is an undeniable reality that short stories are a perfect mean for elementary level students to improve vocabulary and written production.

**Pedagogical methodology**

In order to implement short tales for the vocabulary improvement and writing production in tenth-graders, it is crucial to know steps to follow in order to carry out the methodology making reference to the principles of planning proposed by Ruiz (2009).

In this way, the tales will be developed once a week in order to familiarize students with vocabulary, to achieve comprehension; students will use the dictionary to translate unknown words and ask to the pre-service teacher if there is any doubt. Finally, the tales will be presented in the Microsoft Word format where students will find the tale and at the same time the activity to be developed.

*1. Before planning*

In this first step, it was necessary take into account some basic recommendations before to make the planning of a class in order to carry out the pedagogical project.

a. Be familiar with the curriculum the students will be following.

b. Gather ideas, material and possible starting-off points.

c. Consider the students' needs and personalities as individuals and as a group.

d. If students have English book, decide which exercises to develop, change, or delete and add to, all based on the objectives that have been drafted.

**2.** *While planning: mediation activities*

In this part, it is important to consider some elements which the pre-service teacher developed during the classes.

a.      Routine activities: it included activities such as: greeting the students, the reflection time, asking a student to write the date on the board and read it aloud, etc.

b.      Warm up or motivation: students are presented with a task they have to perform, or a problem they have to solve related to every lesson from the book "Outstanding 7"

c.      Farewell students: students were encouraged by the pre-service teacher for the good job they have already done and they always said good bye to the teacher.

**3.** *After planning*

**Presentation:** The teacher explores the topic with the class and may highlight useful words and phrases, helping students to understand the task instructions. The teacher can introduce an object and ask the students to use words to describe the object or word. The language, too, is presented.

**Practice:** The students now practice what they have learnt. They can perform the task and focus on language form as they do the tasks.

**Consolidation:** The students are asked to use the new language in sentences of their own.

**Closing activity:** The pre-service teacher helped students with any mistake she heard during the class; as well as she shared the mistakes with the rest of the students in order to modify common mistakes from others.

**Extra-class work:** Students do extra class work only at home. The pre-service teacher plans carefully any homework. For this reason, the pre-service teacher assigned students some task at home related with the class topic. some tasks were the sequence of any activity which the pre-service teacher started in class.

*4. Evaluation of learning outcome:* It has to take part not as a separate element of the lesson but as a complement in regular classroom tasks. It is an assessment, formal or informal, that teachers make after students have enough opportunities for learning in order to make adjustments for next lesson. They are seen as achievement indicators teachers list to know whether or not students have been successful.

**Materials:** Planning includes realizing what you need to take with you to the classroom, such as, flashcards, memory game, computer, poster. Materials such as short stories and lists of vocabulary are going to be implemented.

**Description of the activities implemented**

Introduction of the project: In this sequence activity (Annex 1), a short presentation of the project was made in order to familiarize students' about what the project is, its objectives and the way the project will be carry out. Aspects such as the instruments that will be used for data collection, the activities that will be developed during the implementation of the project and the duration of the project were mentioned, among others.

First didactic sequence: In this activity, students had to answer three questions about the tale, and then they had to highlight the words they don't know and translate them into Spanish. Finally, students had to practice reading in class, the pre-service teacher read the tale first and the students read it after. (Annex 2)

Questions:

- Who did "man on the moon" meet?

- Why was he sad?

- What did the man do with his spaceship?

Second didactic sequence: As one of the purposes of this project is to improve English vocabulary, the pre-service teacher stablished that students had to read all the tales in order to practice pronunciation and fluency. In this activity, students had to answer four questions about the tale; the last question is related to students' point of view so that the students can express themselves giving their opinion about the tale. It is important to highlight that in all the activities students had to translate the words they didn't know. To develop this activity in class, students and pre-service teacher played a game called "tingo tingo tango" which consists of rotating an object and the last person who touch the object, have to read a part of the tale and so on. (Annex 3)

Third didactic sequence: In order to provide students learned vocabulary bout the first two tales, the pre-service teacher crated a quiz where the vocabulary of the first and second tale was evaluated. Before students took the quiz, the pre-service teacher gave the

instructions: no people talking, no dictionary and no questions about the quiz. The quiz consisted of choosing the correct translation for each word, there were twenty words in Spanish and it had a value of ten point's grade. (Annex 4).

Fourth didactic sequence:  In this activity students had to highlight the words they didn't know and translate them into Spanish. Then they had to answer four questions about the tale. In this occasion, students read after the pre-service teacher to practice pronunciation, the teacher solved doubts about the vocabulary and also they corrected the answers. (Annex5)

Fifth didactic sequence: For this last activity the pre-service teacher wanted that the students had the freedom to create a story with the aim of letting the students use their imagination and creativity using some vocabulary that the pre-service teacher gave them. Some words were written on the table to guide students, words such us once upon a time, in those times, for example, among others.  (Annex 6)

Sixth didactic sequence: In this activity students played a game in which they had to guess the translation of the word they chose by themselves. To carry out this activity in a dynamic way, the pre-service teacher mixed two games: tingo tango and guess the word. The game consisted of rotating an object while the pre-service teacher sang the song "tingo tingo tango" and the last person who touched the object had to choose one word in Spanish and put it next to its English translation. For this, the pre-service teacher wrote on the table

the words in English and created flashcards with the words in Spanish. Students were

happy. (Annex 7)

**Research methodology**

This section presents the research design which was action research and the definition used was by Mills, as cited in Creswell (2002). It is important to highlight that this type of research was chosen because it allows research through action and also is a more effective way to obtain specific results. Likewise, this section also presents the research approach, the sampling, the population, the setting, the techniques and instruments applied for data collection, the analysis and interpretation of the data, and finally the schedule to establish how the proposal will be developed.

**Research Approach**

According to Kakai (2008), qualitative research is designed to detect needs, to make a choice or a decision, to improve functioning or performance, to identify a phenomenon but also to test scientific hypotheses. On the other hand, qualitative research is also defined as "a means of exploring and understanding the meanings that individuals and groups give to a social and human problem" (Creswell, 2009: 4). Similarly, this approach leads to an inductive interpretation of the data taking into account the contributions of the participants and the subjective perspective of the researcher in an educational setting (Creswell, 2007).

In this way, it is considered that the qualitative study is the most viable way to collect and analyze the information that will correspond to the opinion of the students about vocabulary acquisition.

**Research Design**

On one hand, Action Research is a method of systematic enquiry that teachers undertake as researchers of their own practice. The enquiry involved in Action Research is often visualized as a cyclical process as shown in the images below:
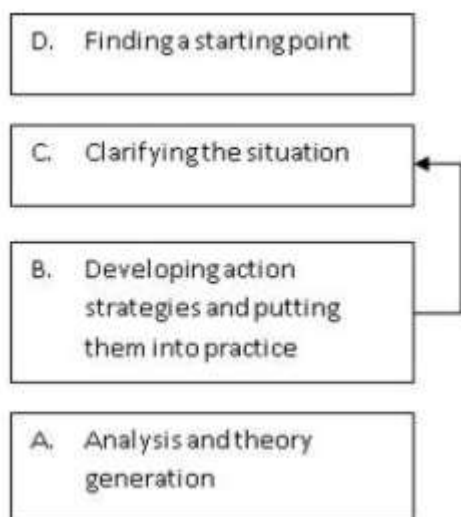


Figure 1 Stages of action research process
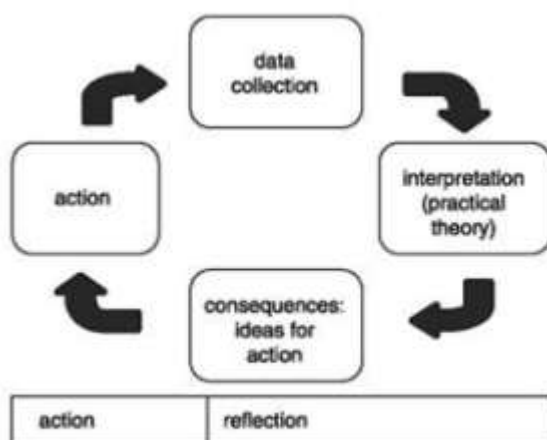


Figure 2 the circle of action and reflection

On the other hand, Action Research is based on 4 phases that are planning, acting, observing, and reflecting which illustrate the way in which the data is collected, 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 (Mills, 2011 as cited in Creswell 2002).

**Population**

The participants for this research pedagogical project were tenth- grade students from the El Castillo Educational Institution, whose age range is between 14 and 17 years old.

**Sampling**

According to Lavrakas, P. J. (2008), convenience sampling is a type of non-probability sample in which people are sampled simply because they are convenient sources. Taking into consideration all students are a source of information, only six tenth-grade students participated.

**Data Analysis**

According to Wanlin, (2007: 249) data analysis constitutes a set of increasingly refined and constantly improving methodological tools that apply to extremely diverse discourses and are based on deduction and inference. The data analysis will allow the pre-service teacher to know the performance of the students in the activities of written production and the acquisition of vocabulary. For this study, data was collected through the implementation of two semi-structured interviews and one pre-test and post-test.

**Data collection techniques**

Regarding the data collection techniques to be implemented, the main sources of information were vocabulary test (pre-post). Pretest-posttest designs are used in behavioral research with purpose of comparing groups or measuring change resulting from experimental treatments (Dimitrov and Rumrill 2003).

The pre-test was applied before the implementation of the short tales in order to know what level the participants had in terms of English vocabulary. The test consisted of eight multiple-choice questions with a single answer where students could not use any tool to answer other than their knowledge and ask the teacher. (Annex 8)

Afterwards, a post-test took place in the last week of the teaching practicum with the aim of verifying that the students learned vocabulary after having used short stories. The post-test was composed of eight multiple-choice questions with a single answer. (Annex 9)

The other instrument applied was semi-structured interviews since semi-structured researchers come at the interview with guiding questions, are open to follow the informants' leads and study areas that emerge during the interview interactions (Hatch 2002). It is important to highlight that both interviews were created in Spanish because of the students' level, thus the participants feel more comfortable when answering and conducting the interview.

The implementation of the first semi-structured interview was carried out in order to know the students' perceptions about the use of short stories for vocabulary improvement and written production. (Annex 10)

Subsequently, the second interview took place in the last week of the teaching practicum. This final interview was made in order to know students' perception about the use of short tales to improve English vocabulary, four questions related to the work we did during the process were made. The principal objective of this interview was to know if the use of short tale in classes is a good strategy to learn English. (Annex 11)

**Method of data analysis**

For this study the interpretative analysis proposed by Hatch (2002) was used, in which backgrounds and explanations of the phenomenon are given to have an in-depth analysis. It is crucial to read all the data in order to have different perspectives of the phenomenon, for this reason, participants' excerpts from the two interviews to be interpreted were used. (Annex 12) (Annex 13)

After transcribing all the information collected from the semi-structured interviews, the information was analyzed and compared all the answers in order to obtain a general perception about the use of short tales. Likewise, the information from the pre-test and post-test were also analyzed in a Microsoft Word format with the aim of providing the students' English vocabulary acquisition. (Annex 14)

| | Participant 1 | Participant 2 | Participant 3 | Participant 4 | Participant 5 | Participant t6 |
|---|---|---|---|---|---|---|
| Pretest | 3 | 0 | 0 | 4 | 0 | 6 |
| Posttest | 6 | 5 | 6 | 7 | 7 | 6 |
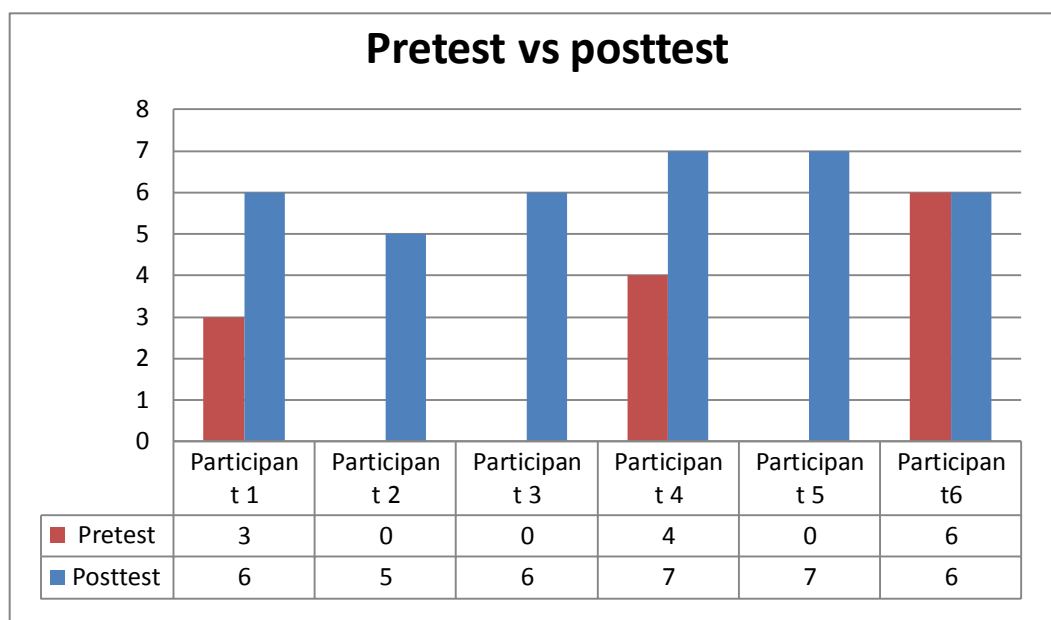
Table 4 Pretest and posttest results

**Results**

Regarding the analysis of data carried out from the instruments implemented in this research, which were pre-test, post-test and semi-structured interviews, it was possible to obtain the following results in terms of English vocabulary acquisition and written production.

**The implementation of short tales to improve English vocabulary and written production**

In this part it was evidenced that the implementation of short tales to improve English vocabulary was a different way to learn English since anyone has worked on this before in the El Castillo School as stated by one of the participants in the first semi-structured interview: *"Sí, por supuesto que es importante aprender el vocabulario en*

*inglés, ya que se nos facilitaría entender sobre qué estamos hablando, y ya que el inglés se considera como el idioma universal, sería muy importante cuando viajemos o aprender el idioma como tal"* (Participant 2)

In addition, it should be noted that the use of short tales also helps to improve written production because the students' can express their ideas as stated by some participants: *"Sí, el escuchar, leer y escribir hace que nos acostumbremos más al vocabulario en inglés y así mejoraremos nuestra producción escrita"* ( Participant 2). Another student expressed: *"Sí, ya que al leer aprendemos nuevas palabras y cómo se escriben y su correcta ortografía, a saber que significan las palabras"* (Participant 4).

On the other hand, the use of short tales increased the students' motivation when learning English because students stated this is a new way to interact with others and a dynamic way to learn English: *"Me gustaron mucho porque eran cuentos que conocíamos en español y esta vez los conocimos en inglés y aprendí palabras y expresiones"* *(Participant 1).* Another student expressed the following: *"Sí porque fueron cuentos cortos fáciles de entender y también el vocabulario fue fácil de aprender"* (Participant 2).

Moreover, some students stated that the use of short tales as a strategy to learn English is better than sitting in their places writing theory while the teacher explains:

*"Sí porque sus clases fueron muy dinámicas y nos divertimos mucho"* *(Participant1).*

*"Pienso que su metodología fue la mejor porque nos divertimos mucho y no nos aburrimos en la clase"* (Participant 5)

*"Me gustaron mucho las clases porque también implementó juegos que relacionábamos con los cuentos y el vocabulario, por ejemplo el juego del tinto tingo tango en donde todos nos divertimos y nos reímos mucho"*

Finally, the tenth grade students at the El Castillo institution found in Short Tales a new, more fun and dynamic way to learn English, which motivated them and this motivation was reflected in their participation in class.

**Conclusions**

On one hand, the integral practicum is a space that the University of Pamplona offers to the tenth-semester students as the first experience of being a teacher in a real academic context. Taking into account the return to academic normality, one of the great challenges that arose was to capture the attention of the student and avoid distraction since they had just studied for two years in virtuality due to the health emergency that occurred since the year 2020 (Covid-19). Despite the different challenges that arose during the practice process, knowledge of the foreign language was successfully transmitted.

On the other hand, regardless of the changes that were made because of the strike that arrived by the students, the implementation of the activities was achieved since students' showed interest in developing and presenting the activities for the data collection. Although some changes were made in the chronogram taking into the lack of time to fully apply the pedagogical and research project, it was an enriching experience which helped the pre-service teacher not only to improve the abilities already acquired as a teacher but also to strength certain weaknesses that were had during the process.

Regarding the implementation of the pedagogical and research project, it can be said that most of the objectives were achieved positively, in other words, a 90% exactly, since this project was a new strategy to teach English in a better way in which students' felt more comfortable  even knowing they could made mistakes.

**Recommendations**

Some recommendations are presented taking into account the point of view of the pre-service teacher about what pedagogy means in the workplace and also some suggestions related to the use of short stories for learning English. It is important to mention that recommendations are beneficial advices that can be followed or not, all this depending of the person, institution or entity.

The teaching of English in the classroom must be taught taking into account the needs of the students, this will allow students not only to learn the language but also to connect with the outside world as well as improve skills in other areas such as creativity. . In addition, the activities should motivate students to continue learning the language in its different skills: listening, speaking, writing and grammar. It is important to highlight that although the use of new technologies plays an important role in learning a foreign language, they are not essential since it can be learned in different ways, such as through educational games.

It is recommended to use short stories for teaching English since they allow to the teacher develop the class more comfortable and pleasant, students relate more with the language and show greater motivation, participation and improvement in the language in

the classroom. In addition, teachers can use didactic games to make the class more enjoyable and prevent students from getting bored during the classes.

**Chronogram**

| ACTIVITIES | MARCH | APRIL | | | | MAY | | | | | JUNE | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| III | IV | I | II | III | IV | I | II | III | IV | V | I | II | III | IV |
| Introduction of the project | X | | | | | | | | | | | | | |
| Pre-test | | X | | | | | | | | | | | | |
| First interview | | X | | | | | | | | | | | | |
| School break week | | | | X | | | | | | | | | | |
| Presentation of the topic | | | | | X | | | | | | | | | |
| First activity | | | | | X | | | | | | | | | |
| Second activity | | | | | | X | | | | | | | | |
| Third activity | | | | | | | X | | | | | | | |
| Fourth activity | | | | | | | | X | | | | | | |
| Post-test | | | | | | | | | X | | | | | |
| Second interview | | | | | | | | | | | X | | | |
| Final project delivery | | | | | | | | | | | | X | | |

Table 5 Chronogram of the activities implemented

**Ethical considerations**

Taking into account the responsibility that being a pre-service teacher as a researcher implies, in order to carry out the research properly, a short presentation was

made in order to familiarize students with the project. On one hand, the participants had the opportunity to confirm their availability to participate in the project and the names of participants were kept anonymous to protect the identity of them. On the other hand, as the participants' names were kept anonymous, only the researcher and the mentor have direct access to the information collected. Finally, the participants decide whether to continue participating in the project or not since it is not obligatory and they have the right to decide what information can be included.

## CHAPTER IV: Community Outreach Component

## The Use of Flashcards to Improve the Primary Learners' Vocabulary at the El Castillo Institution

**Introduction**

The learning and teaching of English as a foreign language are established within the syllabus of each institution regardless of whether it is public or private because it prepares young people to a globalized world and nowadays this language is one of the most useful tools in our society taking into account that it is required in all domains. Nevertheless, in the ranking of the EF English Proficiency Index (EPI) study conducted by Education First (EF), Colombia has a low English proficiency and went from 60th place, in 2018, to position number 68, in 2019 pointing out that to improve greater efforts are needed from the education sector, such as training teachers so that they have training in the most innovative and modern teaching methodologies.

Taking into account the observations carried out in the primary classroom it was noticed that students participate actively in the class but when expressing their ideas, most of the times they are not understood due to the lack of basic vocabulary they may have considering the grade they are in. For this reason, the implementation of flashcards to improve English vocabulary allows the student to more easily remember the correct answer or the topic taught, and thus reinforces knowledge (Flashcard Learner, 2011).

**Justification**

According to Komachali & Khodareza, (2012), flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it and it is considered as a helpful strategy because of its benefits. Moreover, teachers can also use flashcards for drilling and presenting new words. Undoubtedly one of the most important aspects of teaching a second language is vocabulary, when teaching new vocabulary it is better to use flashcards instead of translator because this strategy helps students to memorize words as well and it is used to introduce several topics such as fruit, animals, colors, numbers among others in order to increase students' motivation through the implementation of colorful pictures taking into account vocabulary helps students to express meaning and thought.

Knowing that flashcards are essential instruments for learning, it is recommended to teach variety of topics since kids will learn words related to the educational area and real-life. Likewise, young learners will experience a new way to memorize words with the help of flashcards that present objects students see in their environment.

This project aimed to integrate the trainee teachers in the institutions they applied to develop their integral practices. In this sense, the fifth-grade students at the El Castillo School were the population benefited.

**Objectives**

*General Objective*

- To teach English vocabulary in early childhood education by using flashcards at El Castillo school.

*Specific Objectives*

- To assist the English training needs of the primary school children population.

- To integrate the students' training language of the Bachelor Program in Foreign Languages: English-French to the educational reality of primary school English teaching.

**Methodology**

For the development of this project, flashcards will be implemented in order to teach topics related to the real life context. First, the subject matter will be explained to familiarize the students, then the learning cards will be shown and the pronunciation will be practiced repetitively in order to memorize each word shown and finally a space will be created where the students will be able to solve the doubts that arose during the class and feedback will be given. The Canva website will be used to create each flashcard.

**Description of the activities**

Before starting the implementation of the project in this community, a short presentation about me and the project was made in order to familiarize students with the purpose of the project. Teachers asked the practitioner to do feedback about numbers and family members since these topics were already worked. Hand-made flashcards were used and students participated actively when teacher asked to repeat what she was saying. (Annex 15)

Second activity: Hand-made flashcards were also used for this activity. First, the topic to work on was explained, followed by the practice of pronunciation of each color and its meaning was made known. Finally, a dynamic activity was carried out where the students had to guess how each color was said in English using objects in the classroom such as colors, books, clothes, among others. (Annex 16)

Third activity: In this activity online flashcards about animals were used. As it was made before with the two activities, first the topic to work on was explained and then the activity to develop. In this opportunity, students practiced pronunciation and play a game about trying to imitate the animal classmate chose for each one. (Annex 17)

Fourth activity: In this final activity, the pre-service teacher did a feedback about all the topics worked during the process: animals, numbers from 1 to 10, colors, and family members. The participation of the students was higher than the beginning since they showed improvement in their English vocabulary and motivation in the classroom. (Annex 18)

**Chronogram**

| Activities | Weeks of the teaching practicum | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **A** | | | | | X | | | | | |
| **B** | | | | | | X | X | | | |
| **C** | | | | | | | | X | X | |
| **D** | | | | | | | | | | X |
| **Activities** | **Description of the activities** | | | | | | | | | |
| **A** | **Introducing myself to fifth-grade students'** **First activity:** Feedback (numbers and family members' flashcards) | | | | | | | | | |
| **B** | **Second activity:** Colors' flashcards | | | | | | | | | |
| **C** | **Third activity:** Animals' flashcards | | | | | | | | | |
| **D** | **Fourth activity:** Feedback | | | | | | | | | |

Table 6 Chronogram of the activities

**Conclusion**

Working with children was a totally different experience than working with older grades since children are more vulnerable when avoiding distractions as well as tending to be more hyperactive and their behavior is more complicated to manage. Despite the adversities, an adequate teacher-student relationship was achieved. On the other hand, students showed interest when carrying out stablished activities by the pre-service teacher because of the dynamic way the activities were developed, in the same vein; they manifested enthusiasm when the pre-service teacher came to the classroom. Finally, it was concluded that the use of flashcards for teaching English is an effective method since the students showed greater motivation and participation in class thanks to the color of the implemented flashcards.

## CHAPTER V– Intrainstitutional Activities Component

**Introduction**

Being a teacher not only implies knowing the students and being able to determine the needs of each one in the classroom to ensure that knowledge can reach them, facilitate meaningful, collaborative learning that allows to awaken an interest in the classroom and in the subject on the part of the students but also to be part of the intra-institutional activities in order to become familiar not only with the institution but also with the students, the teachers and the academic events that the educational institution El Castillo proposes.

The extracurricular activities are ideal for pre-service teachers to gain experience in the professional and educational field. On the other hand, offers the opportunity to learn the importance of belonging and the institutional identity with values and principles inside and outside the institution.

**Justification**

Given the fact of belonging to an educational community as a trainee, it is essential to emphasize the weight of the intra-institutional component for the assimilation of experiences in real learning contexts as a guide for a better understanding of value formation, institutional identity and sense of belonging as key reference points to be

transmitted and stimulated in the various stages of student teaching, in order to involve them in an integral and meaningful process.

Taking into account the forgoing, pre-service teacher will be actively involved in the extra-curricular activities of the El Castillo educational institution in order to have an experience of what being a teacher implies. The activities will be taken into account are: flag rising because of the language day, a posthumous tribute, flag rising because of the teacher's day, and two projects.

**Objectives**

**General Objective**

- To participate actively in the academic and extracurricular activities of the El Castillo institution.

**Specific Objectives**

- To support teachers in extra-curricular activities organization at El Castillo School.
- To teach English vocabulary with the help of flashcards.

**Methodology**

The pre-service teacher assumes an active and positive attitude towards the activities that will be carried out within the educational institution such as competitions,

flag rising, among others events. The foregoing, in order to know and deepen the principles of the educational establishment. It is important to highlight that most of the activities are of a higher range where the pre-service teacher will not be involved, such as evaluation committees, exams, meetings with parents, among others.

**Description of the activities**

Classroom decoration: For this activity three students from each course were chosen in order to decorate the classroom due to the birthday of Barrancabermeja city. For the decoration, balloons, yellow and black paper were used, since they represent the city's flag, among other representative objects such as iguanas or petroleum tower. The role of the pre-service teacher was to help the students when decorating each classroom and be aware of the students' behavior and materials. (Annex 19)

Barrancabermeja's birthday parade: In this event all Barrancabermeja's institutions participated: schools, universities, among others. As is the tradition of every year, April 26th is declared a civic day for the city's birthday, in this event you can see presentations such as marching bands, dances and costumes of all genres. The mayor of the city, officials, local news and citizens are present in this commemorative parade, this year it was attended by more than 8 thousand people. To carry out this event, main roads are closed to avoid accidents; the event started at two in the afternoon and ended at ten at night. In this case, the pre-service teacher accompanied the students half a day. (Annex 20)

Science day: This activity was carried out on June 3rd in a park near to the school where the students inaugurated the renovation of the park with recyclable objects, there were presentations by the police with dogs, exhibitions by the students where they explained the entire process and all the grades of the institution were present. The pre-service teacher had to accompany the tenth grade students throughout the day. (Annex 21)

**Chronogram**

| ACTIVITIES | APRIL | | MAY | | | | | JUNE | | |
|---|---|---|---|---|---|---|---|---|---|---|
| WEEKS | III | IV | I | II | III | IV | V | I | II | III |
| Classroom decoration | X | | | | | | | | | |
| Barrancabermeja's birthday parade | | X | | | | | | | | |
| Science day | | | | | | | | X | | |

Table 7 Chronogram of the activities proposed by the institution

**Conclusions**

Without a doubt, being a teacher is one of the best professions that can exist. Being part of the El Castillo institution has been one of the best experiences. On the other hand, participating in extracurricular activities is an example of the union and the good relationship that should exist between the teacher and the student, since it allows for the

development of a comfortable coexistence and provides the opportunity to spend pleasant time with all the members of the school institution as well as meeting the students in a different way. The activities in which the pre-service teacher participated allowed the practitioner to connect with students and the others teachers in the institution and also to know more about the different aspects related to the values the school have.

## CHAPTER VI: Reflective Approach

Despite the different changes made throughout this process and the situations that have appeared so far, this experience has been one of the best. The students learned to respect the classes and a pleasant relationship has been achieved during all this time. In addition to this, successful learning has been evidenced by the students and they radiate motivation to continue learning this second language. Likewise, it is important to always be positive to teach and transmit good energy so that students do not get bored in class and are active.

Taking into account the situations the practitioner had to go through, it is important to highlight the effort made in order to achieve all the objectives and to motivate students' to keep learning English. One of the most challenges when developing the pedagogical project was to motivate the students to work in class since at the beginning they showed low interest because they thought English is bored and they didn't want to read when the teacher asked to do it or even to participate in class, but with the implementation of the short tales and the use of some games that they already know, the participation was increasing every day.

Regarding the outreach component, the objectives were successfully achieved taking into considerations the students' needs. Students manifested happiness and were comfortable during the teaching process because of the methodology used by the pre-service teacher. They loved the flashcards since they could manipulate them and also the games played in the classroom.

In the Intrainstitutional component, the objectives were achieved taking into consideration some changes were made due to different situations that took place during the teaching practicum. The activities in which the practitioner participated gave the pre-service teacher the opportunity to create a closer relation between the students and the teachers in the institution as well as enrich the knowledge related to the importance of participating in extracurricular activities for both personal and professional growth.

Finally, an important aspect to mention is the methodology used by the teacher in the class, students always told to the supervisor to do the classes like the pre-service teacher did since they expressed their classes were too bored because they only write in their notebooks English rules or theory about grammar. They also showed preference in the pre-service teacher's classes because of the dynamic way the practitioner taught the language.

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**Annexes**

**Annex 1. Presentation of the topic**



Illustration 8 Presentation of the topic

**Annex 2. First didactic sequence**

| STAGES | DESCRIPTION OF THE ACTIVITY | MATERIALS |
|---|---|---|
| **EXPLANATION OF THE TOPIC** | The pre-service teacher made a short presentation about what is a tale, types of tales with examples and assigned the activity. | Slides made in Power Point |
| **SPACE TO CLARIFY DOUBTS** | The pre-service teacher asked students if they had any doubt about the topic seen before. | |
| **EXPLANATION OF THE ACTIVITY** | The pre-service teacher explained the activity to the students. The activity was divided into three sections: first, the students had to read the tale with the teacher to practice pronunciation, after that, the | Word format |

| | | |
|---|---|---|
| | students had to highlight the words they don't know and translate them. Finally, the students had to answer three questions about the tale. | |
| **CLOSURE** | The pre-service teacher asked the students to finish the activity at home because of lack of the time. Then she thanked for the participation in class and said goodbye | |

Table 8 First didactic sequence



Illustration 9 First tale

**Annex 3. Second didactic sequence**

| STAGES | DESCRIPTION OF THE ACTIVITY | MATERIALS |
|---|---|---|
| **EXPLANATION OF THE TOPIC** | The pre-service teacher explained the topic: the tale called the ugly duckling. | |
| **SPACE TO CLARIFY DOUBTS** | The pre-service teacher asked students if they had any doubt about the tale. | |
| **EXPLANATION OF THE ACTIVITY** | The pre-service teacher explained the activity to the students. The activity was divided into three sections: first, the students had to read the tale with the teacher to practice pronunciation, after that, the students had to highlight the words they don't know and translate them. Finally, the students had to answer four questions about the tale. | Word format |
| **CLOSURE** | The pre-service teacher asked the students to finish the activity at home because of lack of the time. Also asked the students to bring the activity to keep working on it in class. | |

Table 9 Second sequence activity

Illustration 10 Second tale

**Annex 4. Third didactic sequence**

| STAGES | DESCRIPTION OF THE ACTIVITY | MATERIALS |
|---|---|---|
| **EXPLANATION OF THE TOPIC** | Before started the quiz, the pre-service teacher worked on the last tale. Then, the pre-service teacher told the students they were going to present the quiz about the two tales already worked. | Word Format |
| **SPACE TO CLARIFY DOUBTS** | The pre-service teacher asked students if they had any doubt about the quiz. | |
| **EXPLANATION OF THE ACTIVITY** | The pre-service teacher explained the quiz to the students where the vocabulary of the first | Word format |

| | and second tale was evaluated. Before students took the quiz, the pre-service teacher gave the instructions: no people talking, no dictionary and no questions about the quiz. The quiz consisted of choosing the correct translation for each word, there were twenty words in Spanish and it had a value of ten point's grade. | |
|---|---|---|
| **CLOSURE** | The pre-service teacher asked the students to bring the quiz and gave them the activities already graded. Finally, told them to be prepared for the next class. | Pieces of sheets |

Table 10 Third sequence activity
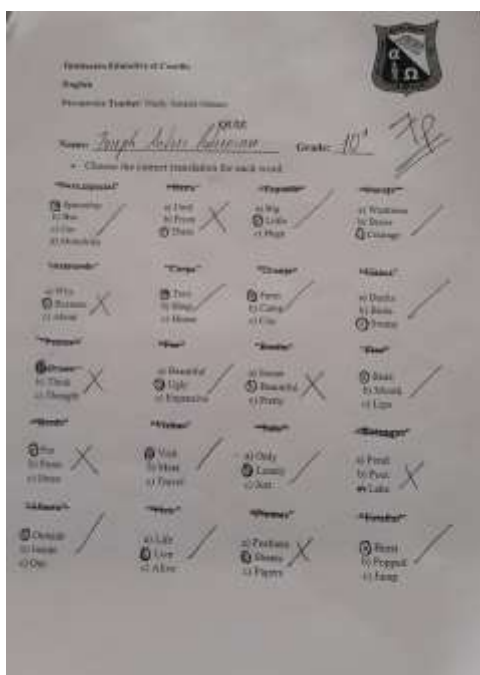


Illustration 11 Quiz

**Annex 5. Fourth didactic sequence**

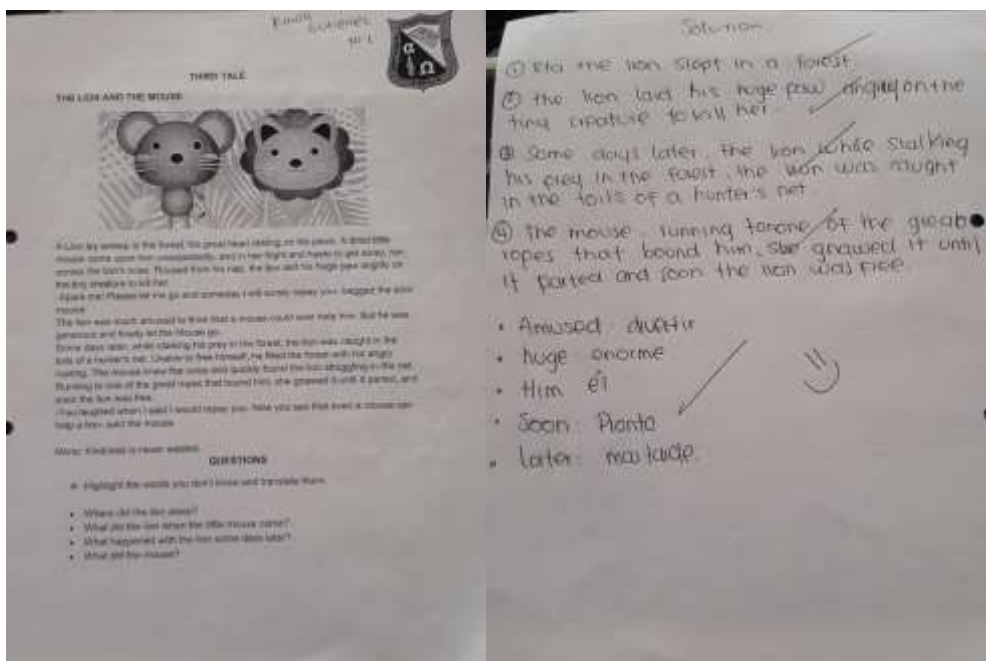| STAGES | DESCRIPTION OF THE ACTIVITY | MATERIALS |
|---|---|---|
| **EXPLANATION OF THE TOPIC** | The pre-service teacher started the class greeting the students, then, presented the topic to work on class. | Word Format |
| **SPACE TO CLARIFY DOUBTS** | The pre-service teacher asked students if they had any doubt about the activity. | |
| **EXPLANATION OF THE ACTIVITY** | The pre-service teacher explained the activity for the class: In this opportunity, had to highlight the words they don't know and translate them into Spanish. Then they had to answer four questions about the tale. In this occasion, students read after the pre-service teacher to practice pronunciation and finally corrected the answers. | Word format |
| **CLOSURE** | The pre-service teacher solved the doubts and told students next class will be different. | |

Table 11 Fourth didactic sequence

Illustration 12 Third tale

**Annex 6. Fifth didactic sequence**

| STAGES | DESCRIPTION OF THE ACTIVITY | MATERIALS |
|---|---|---|
| **EXPLANATION OF THE TOPIC** | The pre-service teacher started the class greeting the students, then, presented the topic to work on class to the students giving them some instructions on the table. | Board and markers |
| **SPACE TO CLARIFY DOUBTS** | The pre-service teacher asked students if they had any doubt about the activity. | |
| **EXPLANATION OF THE ACTIVITY** | The pre-service teacher explained the activity for the class: In this case, students had | Board and markers |

| | to create a short tale of one page maximum using some vocabulary and expressions the practitioner wrote on the table. The pre-service teacher also mentioned that the topic was free s that the students could use their imagination and creativity. | |
|---|---|---|
| **CLOSURE** | The pre-service teacher asked the students to bring the homework next class. | |

Table 12 Fifth sequence activity



Illustration 13 Tale

**Annex 7. Sixth didactic sequence**

| STAGES | DESCRIPTION OF THE ACTIVITY | MATERIALS |
|---|---|---|
| **EXPLANATION OF THE TOPIC** | The pre-service teacher explained to the students that for this activity they will work on the vocabulary they already know. | Board and markers |
| **SPACE TO CLARIFY DOUBTS** | The practitioner brings a space to solve any doubts but the students understood since the pre-service teacher spoke in English and at the same time in Spanish. | |
| **EXPLANATION OF THE ACTIVITY** | In this activity students played a game in which they had to guess the translation of the word the chose by themselves. The pre-service teacher mixed two games: tingo tango and guess the word. The game consisted of rotating an object while the pre-service teacher sang the song "tingo tingo tango" and the last person who touched the object had to choose one word in Spanish and put it next to its English translation. For this, the pre-service teacher wrote on the table the words in English and created flashcards with the words in Spanish. | Board and markers |

| CLOSURE | The teacher thanked students for their participation in class and also in the project, they thanked the practitioner too. | |

Table 13 Sixth didactic sequence



Illustration 14 Game

## Annex 8. Pretest

**Institución Educativa el Castillo**

**English**

**Pre-service Teacher**: Nazly Amaris Gómez

### Vocabulary placement test

El siguiente test se realizará con el fin de recolectar información para el proyecto titulado "Mejorando el vocabulario y la producción escrita en inglés a través de la implementación de cuentos cortos en estudiantes de 10° grado de una escuela pública de Barrancabermeja, Santander: una investigación-acción". El principal objetivo es conocer qué nivel poseen los estudiantes en cuanto al vocabulario de la lengua inglesa.

**Instrucciones:** Lea y elija la respuesta correcta (única respuesta). No se debe utilizar diccionario ni ninguna otra ayuda pedagógica ya que es una prueba diagnóstica.

**Name:** _____ **Grade:** _____ **Date:** _____

- I love animals. I work in a ____
  a. camp
  b. farm
  c. city
  d. shop
- I go to work ___ car
  a. by
  b. in
  c. at
  d. on
- My cousin ___ a doctor
  a. are
  b. looks
  c. is
  d. seems
- These shoes ___ blue
  a. were
  b. was
  c. is
  d. are

- ____ is my school bag?
  a. when
  b. where
  c. what
  d. who
- The keys are ____ the table
  a. at
  b. on
  c. in
  d. from
- I would like ___ apple
  a. an
  b. two
  c. a
  d. --
- Your car is next ___ mine
  a. of
  b. on
  c. to
  d. in

## Annex 9. Posttest

**Institución Educativa el Castillo**

**English**

**Pre-service Teacher**: Nazly Amaris Gómez

### Vocabulary placement test

El siguiente test se realizará con el fin de recolectar información para el proyecto titulado "Mejorando el vocabulario y la producción escrita en inglés a través de la implementación de cuentos cortos en estudiantes de 10° grado de una escuela pública de Barrancabermeja, Santander: una investigación-acción". El principal objetivo es conocer qué nivel poseen los estudiantes en cuanto al vocabulario de la lengua inglesa.

**Instrucciones:** Lea y elija la respuesta correcta (única respuesta). No se debe utilizar diccionario ni ninguna otra ayuda pedagógica ya que es una prueba diagnóstica.

**Name:** _____ **Grade:** _____ **Date:** _____

- I am a doctor. I work in a ____
  a. hospital
  b. farm
  c. city
  d. shop
- I go to the stadium ____ car
  a. by
  b. in
  c. at
  d. on
- My cousin ____ a teacher
  a. are
  b. looks
  c. is
  d. seems
- These shoes ____ blue
  a. were
  b. was
  c. is
  d. are

- ____ is my car?
  a. when
  b. where
  c. what
  d. who
- The keys are ____ the table
  a. at
  b. on
  c. in
  d. from
- I would like ____ apple
  a. an
  b. two
  c. a
  d. --
- Your car is next ____ hers
  a. of
  b. on
  c. to
  d. in

**Annex 10. First semi-structured interview**

Institución Educativa el Castillo

English

Pre-service Teacher: Nazly Amaris Gómez

### Semi-structured interview

La siguiente entrevista se realizará con el fin de recolectar información para el proyecto titulado "Mejorando el vocabulario y la producción escrita en inglés a través de la implementación de cuentos cortos en estudiantes de 10° grado de una escuela pública de Barrancabermeja, Santander: una investigación-acción". El principal objetivo es conocer la percepción de los estudiantes de 10° grado respecto al uso de cuentos cortos para la mejora del vocabulario y la producción escrita en inglés. Finalmente, esta entrevista cuenta con 5 preguntas abiertas.

**Instrucciones:** Escuche con atención cada una de las preguntas y responda según su punto de vista de manera clara y concisa.

### Preguntas

1- ¿Considera usted importante aprender vocabulario en inglés? Sí. No ¿por qué?

2- ¿Considera usted que el uso de cuentos cortos ayude a la mejora de la producción escrita? Sí. No ¿por qué?

3- ¿Está de acuerdo en que la implementación de cuentos cortos ayude a la adquisición de nuevo vocabulario en inglés? Sí. No ¿por qué?

4- ¿Con qué tipo de cuentos le gustaría a usted trabajar para la mejora de esta habilidad comunicativa?

5- ¿Qué otra habilidad comunicativa le gustaría trabajar a futuro?

## Annex 11. Second semi-structured interview

**Institución Educativa el Castillo**

**English**

**Pre-service Teacher**: Nazly Amaris Gómez

**Semi-structured interview**

La siguiente entrevista se realizará con el fin de recolectar información para el proyecto titulado "Mejorando el vocabulario y la producción escrita en inglés a través de la implementación de cuentos cortos en estudiantes de 10° grado de una escuela pública de Barrancabermeja, Santander: una investigación-acción". El principal objetivo es conocer la percepción de los estudiantes de 10° grado respecto al uso de cuentos cortos para la mejora del vocabulario y la producción escrita en inglés. Finalmente, esta entrevista cuenta con 5 preguntas abiertas.

**Instrucciones**: Escuche con atención cada una de las preguntas y responda según su punto de vista de manera clara y concisa.

**Preguntas**

1- ¿Le gustaría que el docente titular del área continuara implementando los cuentos cortos para el aprendizaje del vocabulario en inglés? ¿Por qué?

2- ¿Considera usted que el uso de cuentos cortos ayudó a la mejora de la producción escrita? Sí. No ¿por qué?

3- ¿Está de acuerdo en que la implementación de cuentos cortos ayudó a la adquisición de nuevo vocabulario en inglés? Sí. No ¿por qué?

4- ¿Considera que el tipo de cuentos que usó la practicante fue el adecuado para el desarrollo de las clases?

5- ¿Está de acuerdo con que la metodología implementada por la practicante tuvo éxito?

**Annex 12. Transcription of the first semi-structured interview**

| QUESTIONS | STUDENTS' ANSWER |
|---|---|
| Do you consider learning English vocabulary as an important aspect? | 1: "Yes, because it is essential for understanding, since without sufficient knowledge of vocabulary people cannot understand others or express their own ideas"<br><br>2: "Yes, of course it is important to learn the vocabulary in English, since it would make it easier for us to understand what we are talking about, and since English is considered as the universal language, it would be very important when we travel or learn the language"<br><br>3: "yes, learning a new language opens doors and gives me opportunities, for any type of work that I want to do, knowing English helps me improve myself, also for my knowledge and is essential for many things"<br><br>4: "Yes, since it facilitates learning English and serves to meet people from different parts of the world" |

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| Do you think that the use of short tales helps de English vocabulary acquisition? | 1: "Yes, because it helps us to strengthen the expression, in the production of meanings, it helps us to stimulate the formation of reflective subjects and builders of their own discourse"<br><br>2: "Yes, listening, reading and writing makes us get more used to the vocabulary in English and thus we will improve our written production"<br><br>3: "Yes, by reading we learn new words and how they are written and their correct spelling, to know what the words mean"<br><br>4: "Yes, because it does not tire the student in striving to understand more the writing and pronunciation of different verses" |
| Do you agree that the implementation of short stories helps the acquisition of new vocabulary in English? | 1: "Yes, because it allows us to learn this vocabulary through functional and practical methods"<br><br>2: "Yes, I agree, it could help a little to improve our English vocabulary, although most of our English vocabulary we learn on our own"<br><br>3: "Yes, reading stories in English helps us |

| | |
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| | expand our vocabulary to know and learn words, to identify them and to know when they should be used and in what context"<br><br>4: "Yes, because being short helps more the learning of many verbs and facilitates the learning of English vocabulary and literature" |
| What kind of stories would you like to work with to improve the writing skills? | 1: "I would like to work with tales that exchange ideas as a need to express themselves and interact according to their culture and history"<br><br>2: "With short stories, not so long to avoid to get entangled or overload them with vocabulary, everything is little by little, also that they are interesting to have a fun learning"<br><br>3: " Novel, fantasy, history, sagas, I feel that something that attracts us to read and thus improve"<br><br>4: "Interactive, classic, and structural stories" |

| What other communication skill would you like to work on in the future? | 1: "-practice interacting with other people. -reading as a communication process" |
| | 2: "I would like to learn multiple languages" |
| | 3: "Be able to read, speak, write, and interpret what another person says each of them fluently" |
| | 4: "Learn various languages of English, create my own company with foreign employees" |

Table 14 First semi-structure interview
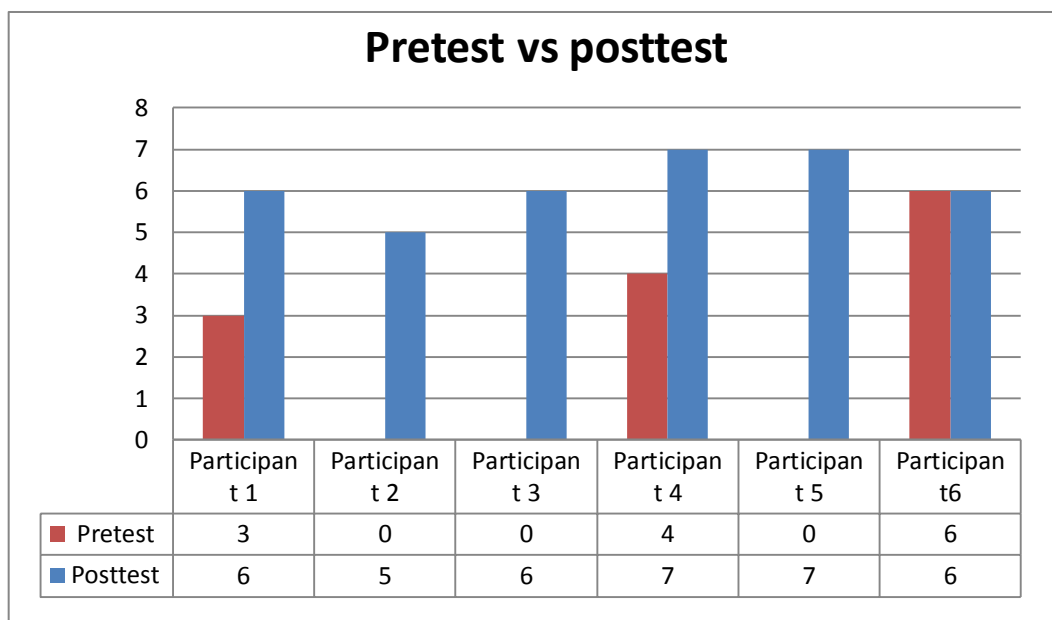
## Annex 13. Transcription of the second interview

| QUESTIONS | STUDENTS' ANSWER |
| --- | --- |
| Would you like the head teacher of the area to continue implementing short stories for learning vocabulary in English? Why? | 1: "Yes, I would like it because in this way the classes are more fun and dynamic, writing a lot and just seeing theory bores me" |
| | 2: "It would be great since in this way classes are more dynamic and funny" |
| | 3: "I think it is a good idea because we liked the practitioner's classes and it would be |

| | different and cool" |
| --- | --- |
| | 4: "Of course yes because some of us are tired of writing and writing in the English classes" |
| | 5: "In my opinion it would be fantastic since in this way we don't get bored" |
| Do you consider that the use of short stories helped to improve written production? | 1: "Yes, because it helped me express my ideas and also because writing stories allows us to be creative" |
| | 2: "I agree because the short tales are a different way to learn English and also helped me to express my ideas when writing" |
| | 3: "It helped a lot because knowing the vocabulary of the tales we worked, I could express my ideas in other words" |
| | 4: "Yes because with the short tales I could express my ideas when writing and creating a tale by me" |
| | 5: "Absolutely yes because I created a tale with my own words and some of the short tales we worked" |
| Do you consider that the type of stories | 1: "I liked them a lot because they were |

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| used by the pre-service teacher were adequate for the development of the classes? | stories that we knew in Spanish and this time we knew them in English and I learned words and expressions"<br><br>2: "Yes because they were tales we already know but this time in English"<br><br>3: "Yes because they were tales easy to understand and the vocabulary was easy to learn"<br><br>4: "Yes because with the tales we worked the classes were more dynamic"<br><br>5: |
| Do you agree that the methodology implemented by the practitioner was successful? | 1: "Yes because her classes were very dynamic and we had a lot of fun"<br><br>2: "I loved her classes because we also played games and we related the games with the tales"<br><br>3: "I really liked her classes since I had so much fun, I laughed a lot with my classmates and I learn new vocabulary"<br><br>4: "I think that the methodology was better than the teacher because it was dynamic"<br><br>5: "I think was the best because we didn't get bored and we had so much fun" |

Table 15 Second semi-structured interview

**Annex 14: Pretest and posttest results**

## Pretest vs posttest

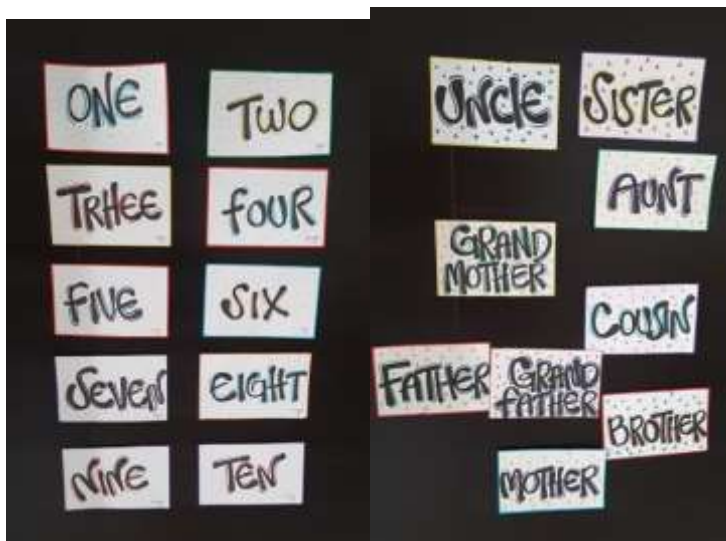| | Participant 1 | Participant 2 | Participant 3 | Participant 4 | Participant 5 | Participant t6 |
|---|---|---|---|---|---|---|
| Pretest | 3 | 0 | 0 | 4 | 0 | 6 |
| Posttest | 6 | 5 | 6 | 7 | 7 | 6 |

**Annex 15. Flashcards**



Illustration 15 Flashcards

**Annex 16. Colors' flashcards**



Illustration 16 Colors' flashcards

**Annex 17. Animals' flashcards**



Illustration 17 Animals flashcards

**Annex 18. Feedback**



Illustration 18 Feedback

**Annex 19. Classroom's decoration**



Illustration 19 Classroom's decoration

**Annex 20. Barrancabermeja's birthday**



Illustration 20 Barrancabermeja's birthday

**Annex 21. Science day**



Illustration 21 Science day