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**Fostering Learners' Reading Proficiency through Vocabulary Didactic
Strategies in Eleventh Course at a Public School in Cúcuta.**

Jarrinson Navarro Ospina

Pre-service teacher

University of Pamplona

Faculty of Education

Department of languages and communication

Bachelor of Arts in Foreign Languages

Practicum stage

2022-2



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Chapter I: General overview of the Project

The project includes four chapters that are focused on the pre-service teacher practicum stage which main objective is to put into practice in a real scenario the linguistic skills and the pedagogical and didactic strategies learned throughout the educational process in the Bachelor of Arts in Foreign Languages at the Universidad de Pamplona. Additionally, this last cycle seeks the opportunity to possess and experience the learning-teaching procedure as a form of increasing a comprehensive professional profile.

Moreover, the research consists of four fundamental elements in which that provides a reference framework into the pre-service teacher. The first is regarding the observation that has as a main goal to get to know the important aspects such as the administrative, pedagogical, technological factors and population in order to obtain a focal point to carry it out the administrative and pedagogical organization to benefit all the community involved.

On the other hand, the second component is the pedagogical research that has the purpose of implementing a project focused on learners' needs at Instituto Técnico Padre Manuel Jauregui Fe y Alegria in Cúcuta, Norte de Santander, which tries to enhance the lexical competence through English texts with the aid of didactic strategies as that will help



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them to understand and create phrases where the vocabulary is needed in their English classes at the school.

The community outreach is the third element that aims to an academic reinforcement in primary education with the second, third, and fourth grades students to improve their vocabulary and pronunciation since good basis will help learners to develop a better understanding from a very young age. That is why, didactic classes are offered in order to facilitate the learning process, drawing their attention and interest in the foreign language.

As the last stage, the intra-institutional component is presented which concentrates directly on the pre-service teacher in education, extracurricular and cultural activities that seek after the enrichment of the knowledge related to the organization system and the educational procedures. Besides, that allows the teachers to have a sense of belonging in the institution and all the activities proposed by them.



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Introduction

Nowadays, English is considered as an important tool to obtain different academic and labor opportunities as it exerts a big influence in the national and international society, since this is a language that allows the commercial and education development of different countries through communication spaces as it involves other scenarios such as trading, technology and science. Additionally, Srinivas (2019) states the importance of English in the educational field considering there are numerous books and researches published in this language. Besides the previous assertion, learning English is getting useful in the labor field as the employers ask for the FL qualifications to interact with international companies. In others words, English is referenced as a relevant language in order to deal with the different social fields to reach a better communication among cultures (p.66).

At this point it is essential to make comments about the implementation of didactic strategies to learn vocabulary through texts that permit pupils to comprehend in a global and specific approach the sense of it. Guaqueta and Castro (2017) state that they consider important the life-long meaningful learning; reason why, vocabulary development was the initial point for students to enhance their language proficiencies and know strategies to



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work oneself in the future (p.70). Hence, the vocabulary can help in the beginners' FL learning process as that is the baseline in order to learn English.

Additionally, reading can give a good opportunity to strengthen the lexical as many words and phrases are involved in a text; reason why, the learners can learn and at the same time comprehend what the text says, being that an aid for their English classes every day. To this, Altalhab (2016) points out that he chose teaching and learning vocabulary as a focus because it is an essential element in learning a new language and also understanding vocabulary through reading is a helpful strategy for students that are exposed to English texts in their educational process (p.68). Thus, reading is an important tool in order to enrich the vocabulary to facilitate the English learning process for obtaining better outcomes regarding both the comprehensive and productive skills.

Furthermore, as the institution is focused on prescriptive grammar, the comprehension of texts and the creation of sentences by themselves, it is relevant to learn vocabulary in order for them to start creating phrases on their own without using technological resources. Therefore, Garcia (2020) state that vocabulary plays a fundamental role in the reading process, contributing increasingly to learners' comprehension as a reader is not able to comprehend a text without knowing what the words mean and they learn the meanings of words either orally or in the written language and through carefully designed



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instruction (p.232). Therefore, as the students are requested to create and read texts, it is beneficial that they can understand most of the words by learning vocabulary immersed in the paragraphs with didactic strategies which draw their attention and interest in learning English.

Finally, it is also important to highlight the role of the motivation in the learning process in order for the students to participate in an agreeable environment that can draw their attention. Muñoz et al. (2015) state that the motivation which is triggered by the teacher will influence increasingly on the learner, since learning an FL can become a difficult and overwhelming task for students who are starting with the learning process (p.176). In this sense, teachers are called upon to create positive environments in which allow students to express themselves and also to motivate them to participate during the development of the classes.

Justification

After two years of emergency remote education, the students were presenting a low performance in English classes due to the lack of knowledge and practice regarding vocabulary and grammar, reason why, the institution tried to seek different strategies for them to use the foreign language such as writing sentences and doing oral presentations to practice the pronunciation and confidence in the FL. However, through the preliminary, it



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was evidenced a students' lack of interest in learning a foreign language in ninth, tenth and eleventh grades without saying simple English phrases which can be explained as they are not used to have an English space where the teacher asks them to interact in the FL; also, as they do have a great variety of words learnt, they refuse to speak, read or write in English having an impact on their communicational skills.

Therefore, vocabulary learning is fundamental in order to enrich their knowledge and getting a better development in the language. To this, Susanto (2017) mentions that there are several techniques such as drilling, drawing, pictures, active involvement, using objects, among others, related to teaching vocabulary, reason why, EFL teachers need to present the lexicon to practice and revise it in order to avoid forgetting linguistic knowledge (p.186). Therefore, it is important to continue adopting strategies that allow to obtain better results within the learning process with the aid of the active participation to produce a good performance, undoubtedly other aspects are necessary in the FL such as the grammar and phonetics are very relevant but vocabulary exerts a greater influence since without grammar very little can be conveyed, reason why researches begin to center their attention on how to enhance the vocabulary learning on the basis of learning strategies (Nie & Zhou, 2017).

As a general summary, the purpose of this project is to foster students' learning of new vocabulary with different strategies that allow the students from eleventh grades



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ranging from 16 to 18 years old at *Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria* to improve their communicational skills through reading as a way to understand English texts. Likewise, those activities will allow learners to grow their vocabulary in an enjoyable space where they can memorize the new words and apply them in the reading comprehension. Garcia (2020) comments that for children to get meaning from what they read, they need two aspects: one of them is the great variety of words; the other is about the ability to implement strategies to apply the meanings of those words. Therefore, in order to have a reading comprehension, it is necessary to immerse the students in the text through the vocabulary applied.

In addition, the current study aims at training the pre-service teachers through the integration to the diverse components: pedagogical-research, community outreach, intra-institutional activities can contribute to the development of English language with the main goal to reach the objectives proposed by the school.

Objectives

General Objective

- To develop the practicum stage at Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria in order to help learners from ninth, tenth and eleventh grades and pre-service teachers through the development of the



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three components: The pedagogical and research component, community outreach, and intra-institutional activities.

Specific objectives

- To foster learners' reading proficiency through vocabulary didactic strategies in eleventh courses.
- To extend the English knowledge in students from second, third and fourth grades through didactic strategies at Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria.
- To participate actively in the Intra-institutional responsibilities established by the institution and the administrators.

General conclusions

The practical stage states four important conclusions throughout the implementation of the four components: Pedagogical-research project, community extension project, intra-institutional activities project and reflection of the general practice, each of them having a deeper knowledge to the pre-service teacher.

Regarding the pedagogical project, the implementation of vocabulary learning strategies to foster the reading comprehension allowed the students to get better educational outcomes in their learning process since they could grow their vocabulary that was



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connected with the texts. Besides, it was evidenced that the use of images was essential in their comprehension with the meaning and retention of the vocabulary. Thus, they had the opportunity to expand their English vocabulary to enhance their reading skill through didactic strategies which created an enjoyable environment.

Furthermore, with regard to the community outreach component, the learners from primary enjoyed to attend classes where they could play while learning as they did not consider English as a boring subject with this didactic approach. Likewise, the strategies focused on games, worksheets or songs were essential for them to learn new vocabulary and pronunciation as the kids applied them in all the activities they developed. Finally, it was evidenced that they gained a great extension of vocabulary and their participation increased in the English classes with the help of the didactic strategies and the worksheets performed in class.

Finally, it is important to highlight that the intra-institutional component allowed the pre-service teacher to dig down deeper detail the academic role in the institution. It was experienced the great influence that the cultural event could exert on the learners as they could express themselves. Moreover, it allowed the pre-service teacher to be enrolled in those events to obtain knowledge and values such as the responsibility and discipline with the school and all the educational activities different from the academic field.



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Chapter II: Institutional Observation

With the objective of doing an exploration of the institution regarding the administrative field in order to be fully involved in the educational practicum, a deep observation was made taking into consideration some aspects such as the administrative, pedagogical, technological and population level for having a better comprehension of the real context of the school. The information is provided by the document named Proyecto Educativo Institucional (PEI) and in English Institutional Educational Project in which it is evidenced the community, handbook, syllabus, academic activities chronograms, teaching methodology, guidelines and health emergency regulations by the school during the pandemic time, among others. All these aspects aforementioned aspects will allow to understand and identify the population to be more involved during the practicum stage.

Knowledge of the setting

It is important to highlight the need to have a large knowledge of the Educational Institution, reason why, it was necessary to attend to the establishment which enables to visualize and obtain the real context of the central campus at *Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria*, a public school that is functional in an urban area in the city of Cúcuta in Norte de Santander.



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Characterization of the setting

Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria is the main campus of the public school, where primary, secondary and technical education are linked to the SENA. There are two different schedules: One from 6:00 am to 12:00 pm and the other one goes from 12:15 to 6:00 pm, including both shifts primary and secondary education. It is noted that the school has a good infrastructure with a library that has technological resources such as the projector, the books and the sound system to reach the learners' needs.

Knowledge of the different types of activities that take place in the educational community

It was noticed that the classes are being developed in a face-to-face educational modality respecting the biosecurity measures proposed by the government to prevent the COVID-19. It is essential to point out that these courses implement a methodology based on worksheets and workshops with different activities. The classes are based on tasks, assignments and evaluations as a way to test their knowledge. It was also experienced that the school has a reading project of 30 minutes at the beginning of the schedules for the learners to read any book that they find interesting in order to improve their reading comprehension and critical thinking.



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Perceptions of the educational community regarding the measure established by the Ministry of Education through Resolution 2157 of 2021 that emphasizes the return to class

It is necessary to mention that based on the recommendations of the Epidemiological Advisory Committee, schools, kindergartens and Universities, whether public or private, as well as all the service centers of the Colombian Institute of Family Welfare (ICBF), were required to return on site classes. However, the pandemic produced significant changes in the educational system in which all the institutions needed to implement new strategies, being undoubtedly Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria one of them. Therefore, all the administrative staff were transferred to home office work modality, using the technology as an aid to carry out the classes. At the moment, the Ministry of Education stated the return to face-to-face classes, it was experienced shortcomings in their learning process in which the school was forced to give priority to offer reinforcements in the classes with the main goal to enhance their learning process.

Use and distribution of the educative work

It can be pointed out that all the teachers perform their classes in the face-to-face modality in which that allows learners to receive a better-quality education where they obtain more significant knowledge since, they need to pay attention in order to understand



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the class. In their free hours, the professors are willing to clarify doubts about any activity or class or they take that time to grade the worksheets and activities.

Taken into account the beforementioned, it was possible to perceive the pedagogical resources and technological tools that are available in order to find and use other strategies to implement other kind of activities that are helpful to develop a different educational space. This environment is offered for all the teachers from primary and secondary education in order for them to watch videos, make any presentation or playing educational games as a way of a reinforcement of the learning process.

Analysis of the Institution

Topographical location of the institution

Figure 1

The topographical location of Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria.



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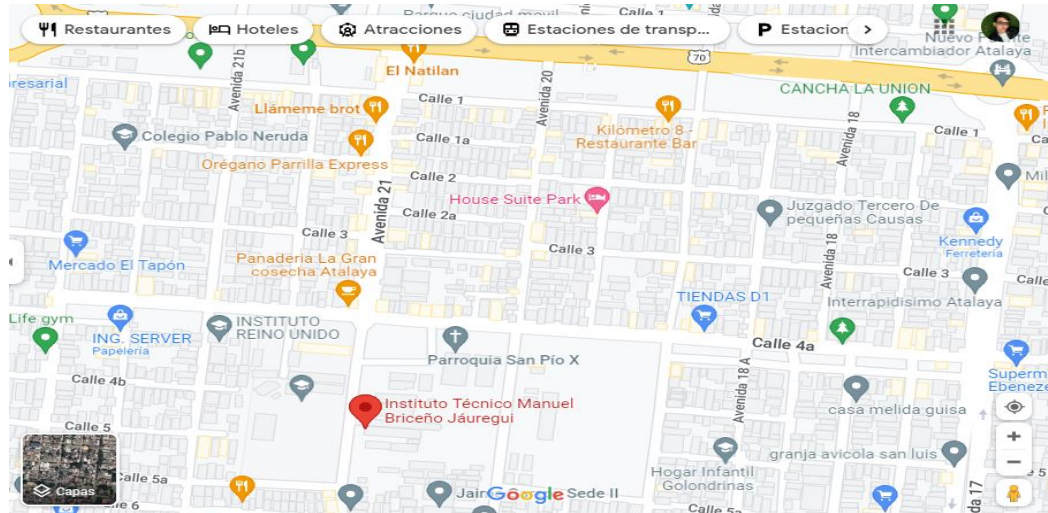


Figure 2

Instituto Técnico Padre Manuel Briceño Jauregui Fé y Alegría



Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegría is located in an urban area in the city of Cúcuta-Norte de Santander, more specifically on Avenue 21 # 2-100 Cúcuta 75 neighborhood, Atalaya. It was founded on March 2nd, 1994. It was created with the objective of decreasing the use of drugs, the robbery and the slaughter. It is also



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necessary to state that the educational school has two headquarters which are named Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegría (main headquarter focuses on primary and secondary education) and another preschool and elementary education named Teodoro Gutierrez Calderon No. 38 located nearby.

Table 1

Institution Headquarters

INSTITUTION HEADQUARTERS	
HEADQUARTER A	Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegría
HEADQUARTER B	Teodoro Gutierrez Calderon No. 38

Administrative level

PEI of the Institution

El *Proyecto Educativo Institucional* (PEI) or the Institutional Educational Project of Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegría presents the foundations, the history, subjects, the activities of the year, the rulebook, mission, vision and the documentation related to the organization of the education system applied in the school for having the good operation, accomplishing the diverse requirements, regulatory decrees and



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resolutions established by the Ministry of National Education for public schools at Colombia.

Additionally, with the review of the PEI, there were found important factors that are taken into consideration when performing the activities inside the classroom in order to reach the community's overcoming and offer an education of an excellence quality.

Moreover, the institution adopts the popular pedagogy that was born in the socio-critical model of Paulo Freire, seeking that students develop critical thinking, which should allow them to be trained as transforming agents of their own context, focusing on the classroom strategy of "the guide of personalized education", that is oriented to develop the cognitive skills of the students; therefore, it contains six types of guides, as follows: conceptual, information, exercise, reinforcement, deepening and control.

On the other hand, the institution implements the pedagogical approach based on Piaget and those that currently have followed and refined this model promoting in students the use of concrete experiences and reflection from practice as it fosters the use of social experiences during the learning process, such as joint projects, teamwork and discussions; it proposes the use of evaluations by the group and not only by the teacher, also gives the opportunity to train the teacher in the use of didactic strategies to make students reflect while they learn.



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Institutional Philosophy

The Instituto Técnico Padre Manuel Briceño Jáuregui Fe y Alegría is a Catholic, non-for-profit and a formal nature establishment founded on the basis of the pastoral and evangelizing work of the Jesuit community, aware of the social problems that Cucuta inhabitants struggle with, especially the area where the school is located.

The purpose of the Institute is to provide the opportunity to those people who wish to learn and be educated under a comprehensive education in values, in and for productive work so that they can integrate into the community through active and permanent participation respecting the differences; ethnic and cultural diversity. In addition, it promotes respect for gender freedom, freedom of thought, freedom of worship, based on tolerance, love, service, teamwork, fair treatment and training in values.

On the other hand, since its creation, the institution adopted the *Fe y Alegría* model for the implementation of its educational project, and being a public school, the ordinance 08 of April 20, 1994 in its article 2 establishes that the educational system of the Fe y Alegría Association of Colombia, which is run nationally by the Society of Jesus, will be applied to the Departmental School "Padre Manuel Briceño Jáuregui S.J.". The name of the educational institution, after the merger, was modified to its current name: Instituto Técnico Padre Manuel Briceño Jáuregui Fe y Alegría de Colombia. Jáuregui Fe y Alegría.



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Mission

The Instituto Técnico Padre Manuel Briceño Jáuregui Fe y Alegría contributes to form young people with moral, social, civic, and cultural values that commit them as an exemplary citizen, useful to society and the homeland; training in technical high school that allows them to work towards a productive future that improves their quality of life and that of their environment.

Vision

To project the Instituto Técnico Padre Manuel Briceño Jáuregui Fe Y Alegría as an Institution committed to educational processes directed to the student population of the popular sectors of the Juan Atalaya citadel, contributing in this way to the construction of a project of social transformation, based on the Christian values of justice, participation and loyalty. and loyalty.

Institutional Objectives

General Objectives

- To project the Instituto Técnico Padre Manuel Briceño Jáuregui Fe Y Alegría as an Institution committed to educational processes directed to the student population of the popular sectors of the Juan Atalaya citadel, contributing in this way to the construction of a project of social



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transformation, based on the Christian values of justice, participation and loyalty.

- To design and implement an administrative structure that, in the service of the construction of the integral popular educational model, the training and renewal of educators and complementary pedagogical services, responds in terms of quality, efficiency and timeliness to the needs, interests, problems and expectations of the educational community.
- To structure the socio-critical pedagogical model that allows establishing quality indicators, enabling, evaluating and improving the experience of values, processes and structures, retaking the education in and for productive work. productive.
- To design and implement a project for the qualification of Fe y Alegría educators, through a process of formation and training from the intellectual, religious, ethical, social, political, pedagogical and community point of view, so that they fulfill the objectives of integral popular education proper to Fe y Alegría's ideology.
- To implement the Fe y Alegría quality improvement program. "Quality is conceived as a concept that goes beyond the satisfaction of consumers and clients, the achievement of academic results to establish rankings or with the



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mere optimization of resources. The concept of quality is understood as immersed in the midst of transformations, confrontations and tensions of historical processes, nurtured by a variable and dynamic context, which inevitably accompanies the formation and constitution of an alternative, critical and transforming citizenship project, therefore quality includes and adopts the concept of equity, which is why it is a duty and a commitment to participate and deepen in the same tensions and struggles that are fought within it.

- To implement and apply new classroom strategies: personalized guidance (high school and technical high school) and classroom project (elementary school), which, adjusted to the socio-cultural context of our students, contribute to better learning. better learning.
- To develop scientific, critical, creative and reflective thinking in students so that they can be transformative agents of their own context and improve their quality of life. context and improve their quality of life
- To strengthen reading habits and critical reading skills through the promotion of reading strategies, the library friends project and the reading club.



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Institutional symbols

Figure 3

Institutional Flag

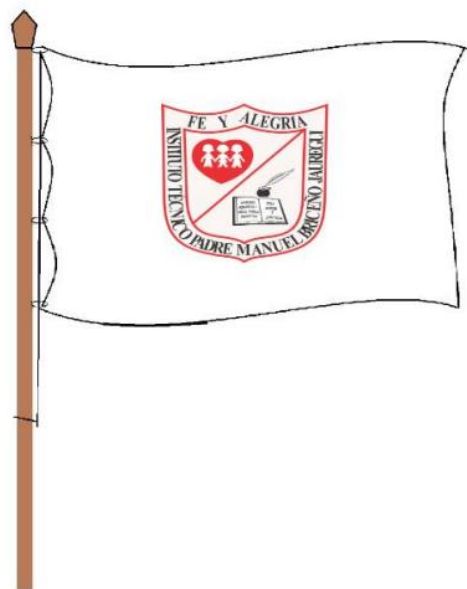


Figure 4

Institutional Shield



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Organization Chart of the Institution

The institution does not have an organization chart in the PEI or in the handbook related to the administrative hierarchy; nevertheless, the school has the same order as any other educational establishment, beginning with the rectory in the top of the administrative power then it is followed by the coordination and then the academic, student and administrative councils. In the academic one, the teachers are the focal point and, the students' component includes the office, comptroller's office and course representatives.

Community Handbook

The handbook applied by the school adopts a rigid structure in order to accomplish with all the criteria in order to evaluate the behavior and accomplishment of the rules of all



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the community as a purpose to strengthen all the rights and duties of the human beings, belonging to the institution as it is worth highlighting the importance to create a coexistence of all the members of the educational staff.

Students' rights at school

It is essential to state that the Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria gives the security to cover all the rights, including the moral, spiritual and physical the physical as it is pointed out as follows:

- To be treated by all members of the Educational Community with the consideration, appreciation, respect and justice that all human beings deserve from their fellow human beings.
- The institution promotes and respects the right to free development of personality, self-determination and equality.
- To receive an education that guarantees an integral formation, in accordance with the academic and technical programs, the institutional objectives, and students' needs.
- To make use of the right of defense, with all the prerogatives contemplated by law. To be heard before being reprimanded or sanctioned in accordance with the procedure contemplated herein.



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- To use, within the established schedules, the library, computer room and orientation services offered by the institute.
- To actively participate in the teaching-learning process and in all cultural, social, civic, patriotic, and patriotic and sports programs of the Institute.
- To be attended in a timely manner by management, administrative, teaching and service personnel, within the established schedules and requirements.
- To know and sign the observations that are made about his/her behavior in the Student's Observer Observation.
- To Receive from the faculty in a timely manner the necessary information about standards, competencies, achievement, indicators and evaluation criteria of the academic and technical subjects he/she is studying.
- To be attended to in the claims and requests he/she makes, as long as the regular channels are observed.
- To elect and be elected in the different committees and bodies of the School Government and positions provided for in the School Legislation.
- To be exempted from absenteeism failures in case of official representation of the Institute, the Municipality, the Department or the Nation, in sporting, cultural, scientific and other activities, to present their evaluations.



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- To make good use of the Institute's facilities, equipment and didactic material.
- To request in writing to the coordinator, authorization to be absent from the Institute during class hours, only for matters of urgency, domestic calamity or force majeure.
- To receive timely information about activities programmed by the Institute.
- To enjoy the established incentives.
- To demand that all members of the Community comply with the duties and norms established in the National Constitution, the Law and the
- To receive timely information on their academic and behavioral performance.
- To receive the evaluation reports contemplated in the Law in a timely manner.
- To participate in educational, cultural and sports outings, with the fulfillment of the requirements demanded by the Institution.
- Institution.
- The others established in the Constitution and current laws.
- Participate in the construction and updating of the coexistence manual.



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Students' duties at school

The learners need also to follow a duty map in order to know how the process is performed.

- Maintain harmony and act in a spirit of cooperation with all members of the school community.
- To treat everyone as a person worthy of respect.
- To always use decent and respectful language when addressing classmates and superiors.
- To denounce any misconduct that goes against the common good, so as not to become an accomplice and co-responsible for the same misconduct.
- To take care of all their belongings and refrain from bringing to the Institute, any kind of weapons, money, jewelry, piercing, earrings, bracelets, scarves, jackets, hats, and other objects that disrupt academic and disciplinary work.
- Do not use in class sessions: cell phones, radios, headphones, walkman, electronic games and in general all kinds of games that interrupt the normal development of each class session. The school is not responsible for the loss of these items.



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- To avoid amorous demonstrations in public situations of coexistence, inside and outside of the Institution, while wearing the uniform.
- To avoid direct or indirect participation in games that threaten the physical or emotional integrity of their classmates or against social morals.

Técnico Padre Manuel Jauregui Fe y Alegría protocols

Protocols for the attention of type I situations

Managed conflicts inadequately and sporadic situations that negatively affect the school climate, and that in no way case they cause damage to the body or health. According to article 42. (Decree 1965) must meet the following requirements:

- To call the students involved to express their positions on the fact or reason to listen to them, in order to intercede and mediate in a pedagogical way before the conflict.
- In an impartial, equitable and fair manner, the final decision must be left, aimed at seeking the repair of the damage caused.
- The respective follow-up and verification of the commitments acquired must be carried out to emphasize the seriousness and responsibility that they have been fulfilled or if the application of Articles 43 and 44 of Decree Law 1965.



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Protocols for the attention of type II situations

Situations of aggression school, bullying and cyber bullying. They do not have the characteristics of committing a crime and meet with at least one of these characteristics:

- They occur repeatedly or systematically.
- They cause damage to the body or health without generating any disability.

Serious offenses are considered to be those that directly affect the rights of individuals, in the which are committed within the Educational Institution and present recidivism. It has as a consequence moral, physical, and material harm and damage hinders any institutional process, activities pedagogical, the normal development of training behaviors, showing and being characterized by going in their behavior contrary to the Coexistence Manual and in the good name of the Institution. Corresponds to these offenses bullying (Aggression and bullying) and cyberbullying (Harassment in Networks Social).

According to article 43. (Decree 1965) must be:

- Provide immediate attention to the physical and mental health of those involved, referring them to the competent entities and evidence will be left and the record of this procedure will be left.



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- According to Law 1098 of 2006, when measures to restore rights are required, must refer to the administrative authorities to continue the process of law.
- Those involved must be protected regardless of the event, leaving a record of this process.
- The Guardians of the Involved must be informed immediately of all the facts and will be recorded.
- What happened will be exposed, taking all the prudence and confidentiality in the details that they are extremely careful before the coexistence committee and the measures adopted.

Protocols for the attention of type III situations

Aggressive situations school that are constitutive of alleged crimes against freedom, integrity and sexual formation, referred to in Title IV of Book 11 of Law 599 of 2000, or any other crime established by law Colombian criminal. The very serious offenses are considered within the range of the type situations III, since they correspond to that of school aggressions (Damage to the body).



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National Education Ministry (N.E.M) Guidelines and Regulations regarding the Health Emergency based on the Resolution 777 of June 2, 2021

The institution is committed to give the right measures of biosecurity due the pandemic in order to carry out a quality education as well as accomplishing the guidelines and resolutions given by the Ministry of National Education which arose in the confinement of COVID-19 to prevent the spread of the virus. Thus, they gave to know some healthy recommendations to save all the community around such as physical distancing, hand washing, appropriate ventilation, self-care and co-responsibility at school and home environment.

School shift

The school offers two different schedules: One in the morning from 6:00 am to 12:00 pm and the another from 12:15 pm to 6:00 p.m. Both of them provide high school grades and primary education in order to accept as many learners as possible in order to expand free education to every person. It is essential to remark that the teachers adopt correctly the biosecurity measures suggested by the Ministry of Health, having a healthy, controlled and safe place to teach the classes with the purpose of guiding the learners through the topics during the whole educational year.



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Schedule of the institutional program

At *Técnico Padre Manuel Briceño Jauregui Fe y Alegría* establishes a number of activities planned in the school calendar 2022. The following image represents the events that are performed from July to December.

Figure 5

Institutional Schedule.

MES	D	L	M	Mi	J	V	S	D	L	M	Mi	J	V	S	D	L	M	Mi	J	V	S	D	L	M	Mi	J	V	S	D	L					
JULIO					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
					INC.															EUC															
AGOSTO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
	AUA	AUA	AUA	EUC IZB CPL	CEV			RGP											CAC																
SEPTIEMBRE				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
							S11	S11												DAA												DFL			
OCTUBRE					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
							RAR	RAR	RAR	RAR	RAR	RAR	RAR	RAR	RAR																				
NOVIEMBRE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
		CES																																	

Pedagogical level

Planning of the English area

The format of the English foreign language planning at *Instituto Técnico Padre Manuel Jauregui Fe y Alegría* is based on the English Language Curriculum in which it is focused on the Basic Learning Rights as it includes essentially the basic standards in FL, having a distribution as follows:



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Figure 6

Institutional Planning



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PADRE MANUEL BRICEÑO JAUREGUI FE Y ALEGRÍA**
*Formando hombres y mujeres en y para el mundo
productivo, con paz, amor y justicia*



PLAN DE AULA 2022				
ÁREA: Idioma Extranjero	ASIGNATURA:	PERIODO:	GRADO:	TIEMPO:
ESTÁNDAR:	COMPETENCIA:			
COMPONENTE:	APRENDIZAJE (DBA):			
CONTENIDO:	EVIDENCIA:			
ETAPAS	ACCIONES Y / O CLASE	RECURSOS	TIEMPO	PROYECTOS TRANSVERSALES
EXPLORACIÓN				
ESTRUCTURACIÓN				
PRACTICA Y TRANSFERENCIA				
VALORACIÓN				

Methodology of work of the English staff

The English staff at the Instituto Técnico Padre Manuel Jauregui Fe y Alegría normally meets at the beginning of the school year during the institutional weeks to work mainly on the creation of the English Pedagogical Plan where they discuss about the strategies, content, resources considering the English basic learning standards and the English curriculum as well as the evaluation criteria as it seeks to evaluate the development of the language knowledge through the learning procedure.

Knowledge of the available pedagogical resources

Regarding the pedagogical resources available at the school for English teachers, the school offers a great variety of tools to develop the classes found in the library where there



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are English books such as the “Way to go” that are focused on students from sixth to eighth grades and also “English, please” for students from ninth to eleventh grades and those courses have teachers’ guides to help the learners in the learning procedure and also dictionaries suggested by the National Bilingual Program. Additionally, it is necessary to mention that the library is supplied with technological resources; for example: computers and projector that can be used to show presentations, online activities or videos to reinforce the knowledge, obtaining better outcomes. These technological materials can be used by asking permission in advance; besides, every teacher is allowed to have five hours per week in order to allow all the professors to also take advantage of this benefit.

Ministry of education’s guidance text

Suggested English Language Curriculum was used to guide some topics in 2019; however, currently the teachers would rather have subjects linked to the grammar part in order to train the students to the *Instituto Colombiano para la Evaluación de la Educación* (ICFES) exam and the Suggested English Language Curriculum provides a great strength in the speaking skill; that is why they do not longer use it.

Syllabus

Regarding the English syllabus, the teachers select the topics autonomously in order to reach all the learners’ needs. Besides, the professors discuss what their weaknesses and



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strengthens are which is to improve their learning process and accomplish the proposed outcomes given by the government.

Methodology

The methodology implemented by Instituto Técnico Padre Manuel Briceño Fe y Alegria is based currently on face-to-face modality where all the contents and areas are taught through on-site class. The pedagogical guidelines are designed to be developed inside the class with some activities that learners can make on their own in order to enhance the topics. During the explanation, the professors answer and clarify all the doubts regarding the subjects, the grades or the activities. At the end of the class, the teacher suggests an activity to verify if the learners acquired the knowledge and understood the topic in order to examine if the educator could continue to the next subject or if he/she needs to do a reinforcement for having a high-quality learning.

Learning support methodologies

There are two methods of learning support of the English teachers given to learners, one of them is to offer tutoring in the free hours where they can solve doubts individually about the explanation, about the grades or if they need to present an activity because they could not attend to an English class with a valid excuse signed by the principal. Moreover, from the pandemic time, virtual classes were implemented, reason why, the teacher also



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offers her help through WhatsApp to clarify doubts since the professor has a group assigned in all the classrooms where the teacher is ready to solve any question.

Design of workshops and material

For the design of materials and workshops, the English teachers create the materials by themselves, given to the fact, they would rather work on the grammar component to help the learners with the type of questions that are presented in the ICFES exam, they also apply some didactic activities to put into practice the communicational skills such as presentations or songs. The professors follow the subjects depending on the English Area Plan in order to have an appropriate sequence of the topics and the level of difficulty in which all the workshops have activities in order to test the knowledge provided by the educators.

Figure 7

Pedagogical guide



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IDIOMA EXTRANJERO		
AREA: INGLÉS	GRADO:	PERIODO: 2
TEMA: PRESENT PERFECT	TEACHER: LIC. LEIDY LILIANA AMAYA MARTÍNEZ	
ESTUDIANTE:	FECHA:	
¿Cómo usamos el presente perfecto?		
¿Necesitamos auxiliares?		
¿Los verbos son escritos en que forma?		

PRESENT PERFECT TENSE

The present perfect is a verbal tense very interesting because this tense helps me to recognize the action that began in past but continue in present. For that reason, this verbal tense uses auxiliary, that is the auxiliary verb **HAVE**, but this auxiliary verb **change** to third person (SHE-HE-IT) and it is written **HAS** for these subjects. The auxiliary is written in the three forms (affirmative, negative, interrogative), and the most important, is that the principal verb, it's to say the action, should be written in past participle, just it would be a regular or irregular verb.

El presente perfecto es un tiempo verbal muy interesante, ya que este tiempo me permite reconocer una acción que empezó en el pasado y continua en el presente. Por esto, este tiempo verbal usa auxiliar, que es el VERBO AUXILIAR **HAVE**, pero este verbo auxiliar, por estar en el "presente" debemos escribirlo diferente en las terceras personas (HE-SHE-IT) y se escribe **HAS** para esos sujetos. El auxiliar que corresponda al sujeto en la oración debe escribirse en las tres formas; afirmativo, negativo e interrogativo. Y lo más importante, es que el verbo principal, es decir la acción en sí, debe escribirse en la forma pasado participio, ya sea un verbo regular o un verbo irregular.

MEN's guidelines (standards)

El *Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria* considers the criteria and requirements established in the basic standards of competence, which gives a knowledge of the skill the learners must work on as well as the abilities they need to perform in the English contexts at the diverse levels.

Figure 8

Basic standards in eighth and ninth grades (B1.1)



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GRADOS
8 a 9
Básica Secundaria
Pre intermedio I
(B I.1)

Además de lo que logré en el nivel anterior, en este nivel



Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares, y comprendo textos argumentativos cortos y sencillos.

Cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el lenguaje es claro.



Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria.

Escucha

• Sigo las instrucciones dadas en clase para realizar actividades académicas.	2
• Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición.	2, 3
• Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado.	1, 2
• Reconozco los elementos de enlace de un texto oral para identificar su secuencia.	2
• Muestro una actitud respetuosa y tolerante al escuchar a otros.	3
• Identifico diferentes roles de los hablantes que participan en conversaciones de temas relacionados	

Lectura

• Identifico iniciación, nudo y desenlace en una narración.	2
• Reconozco el propósito de una descripción en textos narrativos de mediana extensión.	2
• Identifico puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado.	1, 2
• Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos.	1, 2
• Identifico la recurrencia de ideas en un mismo texto.	1, 2
• Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.	1, 2

Figure 9

Basic standards in tenth and eleventh grades (B.1.2)



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Escucha

- Entiendo instrucciones para ejecutar acciones cotidianas. 1, 2
- Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema. 2
- Identifico conectores en una situación de habla para comprender su sentido. 1, 2
- Identifico personas, situaciones, lugares y el tema en conversaciones sencillas. 2, 3
- Identifico el propósito de un texto oral. 2
- Muestro una actitud respetuosa y tolerante cuando escucho a otros.
- Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender la información.

Lectura

- Identifico palabras clave dentro del texto que me permiten comprender su sentido general. 1, 2
- Identifico el punto de vista del autor. 2
- Asumo una posición crítica frente al punto de vista del autor.
- Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad.
- Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento.
- Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. 2
- Analizo textos descriptivos, narrativos y argumentativos con el fin de comprender las ideas principales y los detalles.

Courses

The supervising teacher is in charge of guiding five grades at the school: seventh, eighth, ninth, tenth and eleventh. Seventh and eighth have one group and ninth, tenth and eleventh grades have two groups named by letters, this means "7C, 8C, 9D, 9E", and "10D, 10E, 11C, 11D", each group attend three English hours per week and has an approximate of 30 students, belonging to the afternoon shift.

Schedule

Table 2



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Supervisor's Schedule

Teacher: LEIDY LILIANA AMAYA MARTINEZ						
	1	2	3	4	5	6
MONDAY		9E 1:35- 2:15	9E 2:15-3:15	9D 3:45-4:35	9D 4:35-5:15	10D 5:15-6:00
TUESDAY		7C 1:35- 2:15	7C 2:15-3:15	8C 3:45-4:35	8C 4:35-5:15	10E 5:15-6:00
WEDNESDAY		11C 1:35- 2:15	11C 2:15-3:15	9D 3:45-4:35		7C 5:15-6:00
THURSDAY		11D 1:35- 2:15	11D 2:15-3:15	8C 3:45-4:35	10D 4:35-5:15	10D 5:15-6:00
FRIDAY	9E 12: 45-1:35		11C 2:15-3:15	10E 3:45-4:35	10E 4:35-5:15	11D 5:15-6:00



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Table 3

Trainee teacher's schedule on secondary school.

Pre-service teacher: JARRINSON NAVARRO OSPINA						
	1	2	3	4	5	6
MONDAY		9E 1:35- 2:15	9E 2:15-3:15	9D 3:45-4:35	9D 4:35-5:15	
TUESDAY						
WEDNESDAY						
THURSDAY		11D 1:35- 2:15	11D 2:15-3:15		10D 4:35-5:15	10D 5:15-6:00
FRIDAY			11C 2:15-3:15	10E 3:45-4:35	10E 4:35-5:15	11D 5:15-6:00



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Table 4

Trainee teacher's schedule on primary school.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SECOND GRADE	2A 12: 45-1:35				
THIRD GRADE					3A 12: 45-1:35
FOURTH GRADE				4A 12: 45-1:35 4B 3:45-4:35	

Technological level

Connectivity

It was evidenced that school has several computer rooms with connection to the internet since SENA needs it in order to offer the courses based on administrative assistant, systems and tourist animation in which they are focused on teaching and preparing the students for the professional life, reason why, the connectivity is essential in the learning



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process. In addition, the institution also has a library with computers, good audio system and video beam in order to develop the classes.

Access and use of platforms

The usage of the platforms is limited at school since not all the students can access to the virtual world, implementing some apps; for instance, Google Classroom, Microsoft teams, Edmodo, Zoom, among others due to different personal situations; therefore, to make the learning process equal, the teachers prefer to use Whatsapp where they are willing to answer any question as this social network is used in any device and it is more accessible in all the houses as it does not use lots of data. Hence, it makes the learning process easier in which all learners can access to it.

Development and interaction duration

The duration of the English classes at the Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria is one or two hours per day depending on the schedule. It is important to point out that every course has three hours per week where the educator has time to explain and perform activities with the main objective of verifying the learning process and give feedback for them to comprehend their mistakes and learn from them.



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Description of the used digital resources

The digital resource used for having a constant communication with the students at the institution is WhatsApp since all the learners have access to it from their cellphones. On the other hand, the teachers make the classes under the traditional methods in other words, the normal physical space founded in a classroom and the materials such as the board and books offered by the school. However, the library is equipped with more technological resources such as English books, projector, sound system and computers that can be used to carry out the English classes.

Population level and target population information

Number of students

The number of students enrolled in seventh, eighth, ninth, tenth and eleventh grades are based on the following groups (7C, 8C, 9D, 9E, 10D, 10E, 11C, 11D). Therefore, it can be inferred that there are approximately 260 students in total distributed in each of the groups presented above.

Gender

The different student groups beforementioned at the *Instituto Técnico Padre Manuel Jauregui Fe y Alegria* include a mixed student community.



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Age

The learners' age ranges from 12 to 17 years. Nevertheless, it is worth mentioning that there could be older students in the latest grades.

Language level

Taking into consideration the standards the students from eight and ninth are supposed to have B.1.1 level and the learners from tenth and eleventh grades B.1.2; nevertheless, due to the COVID-19 and all the educational difficulties found, most of the students have A1 proficiency level in which the teachers need to work constantly with them in order to help them to obtain a higher English level as the main goal is to get good outcomes in the ICFES exams.

English teaching staff

The English teaching staff at Instituto Técnico Madre Manuel Briceño Jauregui is made up of two English educators who are in charge of teaching the secondary classes. The professors are graduated from the Bachelor of Arts in Foreign Language. On the other hand, the students from primary education do not have an English teacher since the professors are graduated in basic education where they need to teach all the subjects.



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Administrative staff

The administration is organized by the head of the educative institution, the principal Claudia Susana Uscátegui Maldonado, who is on the main power of the administrative element and is in charge of authorizing the organization either logistically and academically. The principal named Marcos Peñaranda is charged of the coordination and fulfillment of the administrative aspects, both of them cooperate with the learning procedures and help to the educational community.

Table 5

Administration staff

NAME	ROLE, THEY PLAY AT SCHOOL
CLAUDIA USCÁTEGUI	Rector
MARCOS PEÑARANDA	Academic coordinator

Parent's community

The institution also offers the opportunity to integrate the parents in the administrative issues where they can participate actively and help with the educational processes; therefore, they have positions in the board of directors and parents' council in which the purpose is to allow all the community takes part in order to build a society full of social rights and equity.



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Chapter III: Pedagogical and Research Component

Fostering Learners' Reading Proficiency through Vocabulary Didactic

Strategies in Eleventh Course at a Public School in Cúcuta.

Introduction

The vocabulary didactic strategies are important at the moment of enhancing the language skills in students from any level as they can gain new lexicon and obtain better educational outcomes in their learning process. Hence, this study examines how the vocabulary learning strategies (VLS) can help the English learners to foster their linguistic improvement in the reading process. Thus, the aim of this project is to investigate how the reading comprehension can be improved using didactic techniques that allow them to know the method to study vocabulary and also to obtain better English outcomes. Besides, it is evidenced that the learners are required to read texts and they do not comprehend most of the paragraphs as they do not possess a great extension of lexicon. To this, Nurmalasary and Haryudin (2021) stated that “the reason why the students feeling difficult while they learn reading in the class. Many of them feeling difficult in grammar and lack in vocabulary. Thus, they not really understand about the meaning of the text as a whole” (p.33).



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One of the reasons why students feel difficulties when reading in class is because of the lack of vocabulary knowledge. This process can enhance the lexical competence in which the learners are provided with the contextualization of the new words; however, they need to have a development in the orthographic, phonological, and semantic word knowledge (Perfetti & Hart, 2002, as cited in Lawrence et al. 2021). That is why, it is important to mention that the vocabulary learning strategies can be of great help in order to obtain the meaning of the words giving the opportunity of understanding the message of the text. Thus, Kesmez (2021) found that teaching the VLS can impact in a positive way in which the learners obtain more success in the learning process in elementary and pre-intermediate levels results (p.81).

Moreover, the task-based learning can enhance their educational process since the vocabulary is guided through reading tasks in which the main focus is to learn the vocabulary and obtain a better comprehension. Celik (2017) pointed out that “task-based learning provides learners a chance to use the target language in order to improve language proficiency under teacher guidance. In task-based learning the learner places himself/herself in a real situation where oral communication is needed to perform task.” (p. 105). Therefore, the tasks foster their vocabulary building with the help of the reading skill with the objective to endeavor to express themselves and comprehend a message.



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Statement of the problem

After a participant observation, it was experienced that learners do not possess a great extension of vocabulary and that affects their learning process, reason why, Afzal (2019) states that students with a weak vocabulary knowledge can present low performance in the courses related to any FL in any field of the education (p.81). Therefore, when the learner has vocabulary flaws, that can produce a difficulty at the time of developing and performing an English class.

On the other hand, it is possible to mention that learners are needed to create and make sentences in order to test their knowledge using the grammar; however, the students fall into the error to make the same prototype of sentences as they do not have the ability to think about other situations due to the deficiencies of the lexical competence since that is key of a FL. To this Abuhabil (2021) pointed out that “learning a new language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary” (p. 280). In other words, the lexical competence can be an obstacle in the learning procedure for those who do not have a great lexicon since when they are asked to use their imagination to produce, they are not able to do it by themselves.

In addition, students do not dare to participate actively in the English classes because they do not know how to express correctly, finding the English activities difficult



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because they do not understand the texts when they read or the sentences found in the exercises. In this sense, Liando et al (2018) mention that vocabulary is fundamental in the teaching process as the insufficiency of it cause students not to be able to understand others or express their own ideas. To contextualize with an illustration, when a teacher asks their students to read a text and write the global idea, if the learners do not know plenty of the vocabulary that is printed in the text, they are not going to have the proficiency to comprehend the general thought.

On the other hand, the students are allowed through the learning process to put into practice all the skills as much as possible such as reading, writing, speaking and listening. Therefore, as they do not get the enough vocabulary, those linguistic skills are affected. Liando et al (2018) state that teaching English covers all the language skills and in order to master those proficiencies, the learners are required to have sufficient vocabulary. Therefore, when the professors want to apply a different activity that includes any skill, even it is easy, the learners are going to face difficulties due to the lack of the lexical competence. It was noticed as the students do not read in English or they do not have any vocabulary learning strategy; therefore, they do not know a lot of words and that impacts negatively on their grades and their educational results.



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Moreover, another reason why the students suffer from that education problem is because they do not know the different strategies in order to study vocabulary since most of them can arrive to the conclusion that the only technique is the memorization which impacts their performance as that method is not suitable for everyone. To this, Ravisan (2019) comments that the right and dynamic strategies the learners employ can exert a great influence on a successful academic performance (p.177).

Grand-Tour question

- How can the vocabulary didactic strategies foster the reading proficiency improvement in eleventh grade?

Specific questions

- In which way can the vocabulary influence the students' reading comprehension?
- What strategies can be applied to teach vocabulary to facilitate the improvement of the reading comprehension process?

Justification

Reading is important in order to gain new knowledge and grow new vocabulary that help the learners to expand their arguments. Garcia (2020) states that the vocabulary building is a reading comprehension instrument but also an opportunity to help students to understand



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how the language works and the context used (p. 249). The reading comprehension can be found as an obstacle for students as they do not possess the knowledge related to the vocabulary (Brooks et al. 2021, p. 355). When the learners use the reading skill as a way to learn new vocabulary, they can comprehend the organization of the words and the meaning.

The vocabulary allows the students to face emerging difficulties that can be presented in a text as it is the misunderstandings due to the learners' knowledge gaps, reason why, it is worth highlighting the strategies that can be implemented with the main purpose of having a better learning process and understanding of the message. According to Surmanov and Azimova (2020) "Vocabulary is an important factor for language learning because inadequate vocabulary knowledge leads the learners to encounter difficulties in language learning. By developing ability to use vocabulary learning strategies learners can significantly increase their general English level" (p. 145). Besides, the vocabulary is a vital component since it allows the learners to express themselves in a written or oral way. To this, Abuhabil (2021) points out that the words are relevant to convey, express or desire feelings or ideas in which the lexicon is a support in order to establish a communication with others.

In addition, when the teacher can provide strategies, such as drawing, scrabble, flashcards, online-games, among others for students to employ in the future and they can



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know how to face with new words founded in a text, they will start using those techniques in order to learn the vocabulary. Ravisan (2019) explains that “Learners may employ different learning strategies that they assume to be an effective way of acquiring vocabulary.” (p. 177). These didactic techniques give the opportunity to offer a significant advancement in their reading proficiency as the learners determine their own learning process in which that facilitates the learning-teaching procedure, becoming it more permanent (Kesmez, 2021, p. 79). Therefore, it is perceived that the vocabulary can enhance the reading skill through didactic strategies in order to create a better understanding of the message and the meaning of the English texts as the lexical element is the center of the language learning.

Reading comprehension is an essential factor in their learning process in their high school life as they need to be prepared when presenting the ICFES exam which is a relevant part of their education as depending on their results they obtain more opportunities to access easily to the higher education being the texts necessary to be well developed in the English section



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Objectives

General Objective

- To foster learners' reading proficiency through vocabulary didactic strategies in eleventh courses.

Specific Objectives

- To comprehend the way in which the vocabulary influences the learners' reading comprehension.
- To implement vocabulary strategies as a way of easiness in the reading process.

Theoretical Framework

In this section, the foundations related to the reading comprehension through vocabulary learning strategies are covered. Therefore, it is important to mention the reading process, Peters (1984) stated that “reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation” (p. 5). Regarding the vocabulary it can be defined as the knowledge of words and word meanings or someone else may define vocabulary as a list of words arranged in alphabetical order with their definitions. (Alizadeh, 2016, p. 22). Hence, in order to identify the theories, categories



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involved in the present study, being these: the reading approach which is essential in order to comprehend the message of a text passage (Wixson and Peters, 1984; Hulme and Snowling, 2011; Klingner 2004). Likewise, the vocabulary is the central axe in order to understand and be able to produce a communication in any FL (Algahtani, 2015; Harmer, 1998; Min and Hsu, 2010). In this sense, the vocabulary learning strategies (VLS) are important in order to create a didactic environment to facilitate the educational procedure in both teaching and learning process (Reza et al. 2012; Gu 2010; Nemati, 2013). Likewise, the task-based learning which allows the students strengthen the learning process through tasks (Celik, 2017; Renxiong, 2014).

Reading approach

The reading approach is essential in order to analyze the meaning of the words and comprehend a text in a meaningful and structural approach. In this sense, Hulme and Snowling (2011) explained that the objective of the reading process was to obtain a meaning from text depending on two processes: decoding and language-comprehension skills (p. 139). In other words, the reading approach strengthens the cognitive process in order to extract a code and then putting it into the context, reason why, it is worth mentioning that there are strategies in order to comprehend a text; however, Klingner (2004) pointed out that the traditional measures only give a global idea of the students' performance with the understanding of a text, failing to provide information related to the



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cognitive and metacognitive processes or to know the reason why a student struggles with the reading comprehension (p.59).

Vocabulary

The vocabulary plays an essential role in the learning process of any FL as it allows the students to know how to express, read or write fluently as the student has the extensive knowledge to connect all the ideas and give a meaning to a text or conversation. That's why, Alqahtani (2015) pointed out that vocabulary is seen as a critical tool for second language learners as when they do not possess a great variety of lexicon that impedes a successful communication (p. 22). Besides, it is known that students can struggle due to the lack of vocabulary when they try to read a text and comprehend even a general indication as their knowledge is limited. Harmer (1998) stated that in the vocabulary learning process, the students are needed to test find out their improvement related to the vocabulary knowledge. (p.23)

In vocabulary learning process, learners will be constantly tested to find out their level of improvement in lexical knowledge. If learners do not have sufficient vocabulary, they will present inconveniences in recognizing the meaning of the text and that can provoke a disinterest in reading. In other words, when learners do not have the meaning of the words, they can get frustrated because they are not able to express and develop an idea



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causing in them a lack of motivation with the reading process. To this, Min and Hsu (2010) obtained the conclusion that a better comprehension of the vocabulary sense, it can definitely generate a better understanding on the whole meaning of the text (p.100).

Vocabulary learning strategies

The learning of vocabulary can be perceived as an interesting aspect when the teachers can apply learning strategies to enhance the poor vocabulary proficiency, a way is the explicit teaching of a vocabulary learning strategy (Reza et al. 2012). Thus, Oxford (1990, as cited in Huh, 2009) explained different techniques divided into two categories: Direct and indirect strategies as follows:

The direct strategies start with the memory strategies that are related to the images and sounds to help learners store and retrieve new information, the cognitive strategies applied by learners to better understand and produce the target language (e.g., summarizing, analyzing, reasoning) and the compensatory strategies used for overcoming deficiencies in knowledge of the target language (e.g., guessing meanings from context, using synonyms to convey meaning). In the indirect strategies the metacognitive strategies are important as they allow learners to control their own cognition (e.g., coordinating the planning, organizing, and evaluation of the learning process). Besides, the affective strategies that refer to the



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methods that help learners to regulate emotions, motivation, and attitudes (e.g., taking emotional temperature, self-encouragement). Finally, the social strategies which include interaction with others through the target language (e.g., asking questions, cooperating with native speakers, becoming culturally aware). (p. 39).

Moreover, the strategies applied to learn the lexical competence can be very appealing and didactic in order to facilitate the education process as when students get a different perspective of the vocabulary learning, they can be motivated to study the words with the techniques. In this sense, Gu (2010) mentioned that the language proficiency tends to get important and positive correlations between both vocabulary learning strategies and the linguistic proficiency. Moreover, the techniques help the students to participate actively since that can draw their attention and willingness to be part of the class. Hence, Nemati (2013) stated that it is effective as it requires the students to be more active different from those who are not strategically focused on the task.

Task based learning

Celik (2017) stated that the task-based learning is meaningful as the learner uses the language to learn, and also English teaching through tasks is considered as a useful tool to be implemented in the classroom since students learn the FL when they use tasks to



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reinforce the knowledge. In other words, the task-based learning is a vehicle to learn languages effectively as it helps to enhance the learning procedures.

This teaching model can make students learn and practice English in the procedure of fulfilling tasks, which can not only cause learners to experience the feeling of successes, arouse their study interests, create a relax, natural and authentic language environment, enhance their language knowledge and abilities of language use, but also train learners' abilities of thinking in English and cultivate their such good virtues as activeness, cooperation, interactiveness (Renxiong, 2014, p. 514).

In this sense, the tasks enhance the educational process since the students are eased when they are in an agreeable environment full of successful learning in which they feel they are learning the language.

Literature Review

In this section, significant studies related to the research project will be explored to support the stated objectives. Therefore, the approaches that can support the research were divided into three categories: 1) Reading Comprehension to Strengthen the Vocabulary Knowledge, 2) The Influence of Didactic Strategies to Learn Vocabulary 3) The Vocabulary and its Challenges in the Learning Process.



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Firstly, reading comprehension process in order to increase the vocabulary was studied. To this, Altalhab (2016) point out the negotiation reached by the learners and teachers to learn the vocabulary through reading emotional aspects such as motivation, interest, anxiety, and the correlation between the vocabulary and the reading skill (Brooks et al. 2021).

On the other hand, the benefit of the vocabulary learning strategies to increase the lexical knowledge in which the students feel they are having success in the learning process (Kesmez, 2021; Nie and Zhou, 2017; Guaqueta and Castro, 2017).

Finally, the challenges the teachers can face when they want to teach the vocabulary in a classroom due to the lack of training in order to comprehend and memorise the lexicon. (Afzal, 2019; Liando et al., 2018).

Reading Comprehension to Strengthen the Vocabulary Knowledge

The vocabulary helps the students to foster their reading skill, reason why, Altalhab, (2016) explored the social practice of the vocabulary teaching techniques through the reading skill whereas Brooks (2020) focused on the factors that may affect the reading comprehension of English in the learning process of a FL.



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Altalhab (2016) implemented a mixed research with participants from a university different from Brooks (2020) who applied an exploratory study with participants from an international school, both studies used the semi-structured as the main instrument.

When the learning process is guided to reach the learners' needs with the help of the social context, the participants beliefs and attitudes, it can be a powerful influence on what students learn (Altalhab, 2016) different from Brooks et al. (2020) who obtained as conclusions that the factors are focused on the vocabulary knowledge, the fluency and the linguistic knowledge which are predictors in the reading comprehension.

The Influence of Didactic Strategies to Learn Vocabulary

The vocabulary learning strategies can facilitate the vocabulary building as those techniques can be of great help, reason why, studies were focused on the effective vocabulary strategies implemented by English teachers and the process to deal with the apprehension of the lexicon (Kesmez, 2021; Nie and Zhou, 2017) whereas Guaqueta and Castro (2017) explored the vocabulary learning through apps to foster the educational process.

Nie and Zhou (2017) implemented a case study approach whereas Kesmez (2021) and Guaqueta and Castro (2017) applied a mixed research. Related to the participants Nie and Zhou (2017) and Kesmez (2021) selected students from universities and used



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questionnaires and interviews as their instruments; different from Guaqueta and Castro (2017) who selected participants from a school and used an initial diagnosis and a final development test which they included eight lessons and eight assessment sessions.

It was found that the learning strategies enhanced their knowledge as they presented difficulties when studying the vocabulary. Therefore, it is recommendable a great variety of strategies in order to generate a long-term memorization with the use of technology and the classroom practices to foster the lexical competence (Kesmez, 2021; Nie and Zhou, 2017; Guaqueta and Castro, 2017)

The Vocabulary and its Challenges in the Learning Process

Learning vocabulary has lots of benefits in the educational process which can help in the management of the language; however, there are some difficulties presented throughout the learning procedure. That is why, Afzal (2019) investigated the English problems when acquiring the vocabulary and Liando et al. (2018) inquired teachers' efforts and the difficulties they presented when trying to enhance the English vocabulary in a context.

Afzal (2019) implemented a quantitative approach different from Liando et al. (2018) who used a descriptive research. Besides Afzal (2019) selected participants from the



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university using online questionnaires and Liando et al. (2018) set English teachers from junior high school implementing interviews.

Additionally, learners face several issues in comprehending the vocabulary, meaning, pronunciation, uses, memorization and spelling of new words, being recommendable to draw the students' attention to the process and encounter the problems highlighted by the students (Afzal, 2019) whereas Lindo et al. (2018) revealed that teachers can present some difficulties in teaching vocabulary such as the creativity and time management as the professors have the purpose of applying different and enjoyable strategies.

Pedagogical Methodology

This section focuses on presenting the methodology that will be taken into consideration to develop the practicum stage. It is worth commenting that should the methodological design of the present study is based on the contributions performed by Garcia and Ortiz (2009) who explained the three steps of the reading process: Before, during and after:

Phase one: Before reading.

The authors stated that the students need to ask themselves several questions before reading such as: What am I going to read for? (Determine the objectives of the



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reading) What do I know about this text? (Activate prior knowledge) What is this text about? What does its structure tell me? (Formulate hypotheses and make predictions about the text).

Phase two: During reading

They also formulated some questions regarding the second step, what do I read correspond to what was initially assumed? What doubts do I have about the text? How do you identify in the reading the basic approaches of the text? Ask questions about what you have read in order to verify hypotheses and predictions and formulate new ones, if necessary.

Phase three: After reading

The authors mentioned that when the students read; therefore, they need to ask the following questions, for what purpose do you do it? How do you know that you understood what you read? Why do you think it was difficult for you to understand the text? Verify that the objectives of the reading were met. Additionally, the learners need to formulate questions about what was read in order to confirm hypotheses and predictions and create new questions that project the reader to the search for another knowledge. Some of the activities that occur in this phase are: Summarizing, synthesizing, using graphic organizers, charts, mind maps and others. mental maps and others. (p.126)



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On the other hand, Marzano (2004) commented that there are different steps to teach the vocabulary:

Step 1: Explain—Give the opportunity to have a student-friendly description, explanation, or example of the new term; step 2: Restate—Ask students to restate the description, explanation, applying the examples of the words; step 3: Show—Ask students to construct a picture, symbol, or graphic representation of the term or using the imagination to build the icon; step 4: Discuss—Engage students constantly in structured vocabulary group discussions that help them add to their knowledge and foster it; step 5: Refine and reflect—Periodically ask students to return to their notebooks to discuss and refine entries. Step 6: Apply in Learning Games—Involve learners actively in games that allow them to play with terms. Those strategies can help the learners to foster their vocabulary since the steps allow them to follow little by little a successful learning process (p.28-29).

Research Methodology

This inquiry will be addressing a mixed research, which is a conception of combining both qualitative and quantitative methods with the purpose of obtaining a better understanding of the research problems and questions, being better than doing it separately, (Creswell, 2012). Therefore, it encompasses both approaches according to the researcher's needs to carry out all the proposed objectives, accomplishing a better outcome in the



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research project. To that, Johnson and Christensen (2014) stated that both qualitative and quantitative have strengths and weaknesses. The first concept is concerned on behavior in naturalistic settings and getting detailed information from the participants' point of views; however, it does not allow the researchers to validate or test the hypothesis, different from the latter that is mainly focused on the experimental inquiry that enables the validation or testing of the data, helping with the cause effect-and-effect relation. For this reason, this project will conduct mixed research in which it can be used all the strengths from the quantitative and qualitative research needed to test and know the importance of the vocabulary learning strategies in their reading proficiency.

Setting

This research project takes place at *Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria* in Cúcuta-Norte de Santander. This school is characterized for having two different shifts in the morning and afternoon where both have primary and secondary education are offered to the community which approximately 1300 students that can access to the educational system.

Population

The population chosen to be examined in this research are the students from ninth, tenth and eleventh grades from the *Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria*. The learners are taken from all the four grades, whose ages range from fourteen to



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seventeen years old which are a total of 180 students, and their linguistic level is A1 linguistic proficiency.

Sample

Six students will be selected from one of the eleventh courses and the selection of individuals will be through a non-probabilistic sample as “the researcher selects individuals because they are available, convenient, and represent some characteristic the investigator seeks to study”. (Creswell, 2012, p. 145). This will be done in order to avoid possible inconveniences in the disposition and participation of the individuals who will be part of the research sample.

Design

Action research will be implemented in this project insomuch as it implicates a practical problem; besides, the action research has an applied focus in which it addresses a practical issue, seeking to obtain a solution to a problem (Creswell J. W., 2012). This design helps the researcher to address a specific educational problem as it is the lack of vocabulary knowledge presented at the institution in which it is needed to assess the difficulties in this issue in order to find a possible solution that can be applied to the current inconvenience.



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Implementation of the pedagogical project

It is essential to highlight that the project was implemented following the chronogram of the activities; besides, it was mainly focused on the vocabulary competence in order to foster their reading comprehension. Therefore, this section aims to convey a general description of each activity implemented throughout the development of the pedagogical project.

Activity N° 1

During this activity, the trainee introduced the vocabulary, explaining the meaning of each word with the help of slides created in the Canva app which included images for them to understand significantly the lexicon. The trainee asked the learners the words they remembered to check their retention, after that, a quick review of the words was presented again for them to completely learn the vocabulary. It is worth mentioning that after that, a match activity was presented with the main objective of verifying their knowledge just learned. The pupils were participating actively and with enthusiasm trying to guess the word and its meaning during the development of the first workshop. When developing the reading comprehension exercise, the students were focused on answering the questions correctly as they asked the trainee before writing the response in the paper if what they thought was right ([Appendix B](#), [Appendix C](#) and [Appendix D](#))



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Activity N°2

During the implementation of this activity, the trainee explained the vocabulary with the help of the images and their meaning to facilitate the comprehension when reading the text. The trainee asked them the vocabulary they could retain throughout the explanation and a little review was made to have a significant knowledge. As it is important to apply vocabulary learning strategy, it was performed an online game to enjoy while learning created in Educaplay; besides, a scramble activity in pairs was supplied to reinforce the lexical competence. The students were excited about the activities since they had an optimistic and outgoing attitude when developing them. The reading comprehension was implemented after all those exercises were done, the text was a little more difficult in order to increase the reading level; however, they were relaxed and most of them were sure about the answers ([Appendix E](#), [Appendix F](#) and [Appendix G](#))

Activity N° 3

This activity was implemented in the Virtualteca where there were 20 computers in order to carry out the exercises. Hence, it was explained the vocabulary with images for them to understand in a meaningful approach. It was important to apply some strategies to reinforce the lexicon, reason why, the first game was a crossword created in Educaplay where they could see the image and write the word, the second one was an online game



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created in Wordwall where they needed to select the correct word until a monster catches them and the final activity was a quiz done in Quizziz where they put their knowledge into practice. After that, the reading comprehension exercise was performed in a google form, and in this last step, they asked some questions related to clear the doubts as they wanted just to get a confirmation if their answers were correct ([Appendix H](#) and [Appendix I](#))

Instruments

In order to further advance the exploration and identification of the present research project, the researchers established three techniques and methods of data collection, which are observation with Johnson and Christensen (2014), surveys (2008), semi-structured interviews based on Ayres's definition (2008) and a diagnostic evaluation based on (Cano, 2005, as cited in Intriago et al. 2019).

Diagnostic Evaluation

This test allows the researcher to have a better comprehension of the progress with regard to the initial and final process depending on the outcomes. "The diagnostic evaluation, is one of the necessary processes, that is carried out to measure what students have achieved, from the moment they enter school until the end of their school year"



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(Cano, 2005, as cited in Intriago et al. 2019, p. 54). Hence, two different tests will be implemented, the first one will be at the beginning of the implementation of the activities related to the lexical competence in order to examine their knowledge of the English words and the second one will be addressed at the end of the project to verify the improvement of their vocabulary and the reading comprehension skill. The vocabulary is related to A2 proficiency level according to the CEFR since the words are based on basic lexical topics. One of the diagnostic evaluations is presented in order to understand their language proficiency related to their vocabulary knowledge ([Appendix O](#), [Appendix P](#), [Appendix Q](#) and [Appendix R](#))

Observation

According to Johnson and Christensen (2014), observation is defined as the act of examining the behavioral aspects of a certain group of people in order to important details on the phenomenon of interest, where the observer should try as far as possible not to be an entity that can influence the environment to be studied. The authors consider this instrument as an appropriate manner to collect information on the human behavior.

Therefore, by means of observation the researchers intend to inspect the process when learning the vocabulary through the reading comprehension and the difficulties presented by the education procedures. For this, several observations will be made in the



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during the semester in which the researcher is able to evidence the advancement in the vocabulary building. Below is one model of the three participant observations made by the trainee teacher based on the implementation of the three pedagogical activities in the eleventh course ([Appendix J](#))

Survey

Ballou (2008) stated that survey is a common technique used in social, empirical and scientific fields as it provides the researcher with information related to the social phenomena in which people are involved. The author also emphasizes the importance of using a survey to find out participants' opinions with the purpose to obtain other factual information about members of this population, thus helping to create a statistical profile of the populace to which the sample belongs. Therefore, two surveys are going to be applied in order to know their knowledge in the reading comprehension process with the vocabulary strategy performed with the main objective to test the lexicon and also their perspectives ([Appendix K](#), [Appendix L](#), [Appendix M](#) and [Appendix O](#))

Semi-structured Interview

Based on Ayres (2008) the semi-structured interview is a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions, these are neutral in order to give the participant a wide range of feedback. The



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semi-structured interview gives the opportunity to the participants to enjoy the freedom of expression, which is necessary in order to obtain a worthy answer related to lexical competence.

With the help of the interview, the participants will be able to express their ideas and opinions in relation to the parameters previously established by the researcher, which is essential in the project, as it is important to show the learners' thoughts regarding the activities implemented. ([Appendix S](#) and [Appendix T](#))

Data analysis

For the development of the data analysis, the actual nature of the study being conducted must be considered, which it is a qualitative approach being used since this provides a better comprehension of the problem. (Creswell J. , 2011). Additionally, Patton (1999) stated that the researchers can obtain an achievement in the triangulation method within the qualitative approach by combining diverse types of methods, mixing purposeful samples and perspectives. Thus, as qualitative instruments are going to be implemented, it will allow the research to carry over the analysis of the whole phenomena.

Method of data analysis and validation

The research is addressed through the “triangulation” which allows researchers to analyze the data that is collected by the different instruments. In other terms, it is a



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procedure that has the main objective to combine the data in order to examine a social situation. Therefore, Johnson & Christensen (2014) pointed out that triangulation is a validation process that aims to intersect the outcomes gathered by the diverse researchers, methods, data sources, and/or theoretical perspectives. To this Abdala et al. (2018) stated that triangulation also helps to contribute not only by studying the phenomenon from different resources, but also, by broadening the comprehension of the issue among investigators, creating new and deeper scopes.

Denzin (1978) explained four types of triangulations which are:

1. Data triangulation: It uses diverse data sources which are time, space, and populace in research. This method gives the opportunity to verify the findings to discover possible weakness and strengths of the data, therefore, the results have a major validity and reliability.
2. Investigator triangulation: It is used when there are more than one inquirer, interviewer, observer, researcher or data analyst in research. Since the confirmation of the findings across investigators without presenting a mutual collaboration makes the findings notably more credible.
3. Theory triangulation: it is evidenced when numerous theories or hypotheses are involved in which the phenomenon is studied through different perspectives or points



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the view without being necessary to have aspects in common since it can provide diverse concerns.

4. Methodological or method triangulation: It is the use of various methods to study a situation or phenomenon. The objective is to decrease the flaws and biases which are presented in a method. In other terms, the strong points of one method can counterbalance the weak sides of another.

The theory and methodological triangulation are used in this research project since numerous theories and methods are implemented in order to analyze the gathered data. Besides, the difference of perspectives given by different authors allow the inquiry to broader better insights of the information. In other terms, the aid of those theories and methods applied award a compilation of significant knowledge about fostering the lexical competence in learners from nine, tenth and eleventh grades related the of the vocabulary learning strategies.

As the approach is mixed research (Qualitative and quantitative methods), the triangulation is contemplated as the most indicated method to analyze and converge the gathered data to widen a whole perspective of the phenomenon. Likewise, triangulation offers the following benefits to the study: bringing additional sources of valuable information that could not be obtained from the literature review by itself; minimizing the



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shortcomings of single-source research by involving three data sources that complemented and cross-checked each other; and also providing richer and more complete information.

This method assists researchers to perform a proper verification by converging multiple and different sources of information to form themes or categories in a study, in this case, allowing to analyze the statements in relation to those previously stipulated in the project

Chronogram of the Pedagogical and Research Methodology

It is important to have an organization of the activities and instruments that will be implementing during the development of the school year, reason why, it is explained the type of activity with the dates, as follows:

Table 6

Pedagogical - Research Chronogram

Theme	September		October		November				December			
	III	IV	I	II	III	IV	I	II	III	IV	I	II
Diagnostic evaluation	X											
Selection of the participants		X										
Letter of consent			X									



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Text 1 relation with images			X										
Observation	X	X	X		X	X							
Questionnaire			X										
Text 2, Scramble					X								
Questionnaire					X								
Text 3 Online games						X							
Semi-structured interview							X						
Data analysis								X	X				
Writing process of the results										X	X		

Ethical considerations

The participants are notified about the research purpose and all the information regarding this study, in which they give and sign the consent to be part of it. Therefore, Hatch (2002) affirmed that the informed consent is a relevant aspect, insomuch as it is a



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human subject's requirements which needs to be signed when the formal permission is granted. That is why, the consent is written for participants to read carefully and comprehend all the research process and how it is developed.

Besides, the participants are informed individually to explain in more detail the whole process of data collection. Creswell (2007) stated that the researcher needs to convey the participants, explaining all the study process and its purpose. Likewise, they are given a set time so that they can ask any question they have due to prior doubts before reading the consent and after doing it, they have full security of delivering the information. Therefore, they have the right and freedom to decide whether they want to help in this inquiry or they want to decline.

On the other hand, their names are anonymous using pseudonyms in order to hide their real identity to protect their privacy. Hence, Christensen and Johnson (2014) emphasized that one important ethical consideration is the confidentiality in which the participants' identity cannot be revealed to anyone other than the researcher and his or her staff. Equally, all the information gathered will be only used for educational purposes and nobody can utilize it with different objectives ([Appendix A](#))



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Findings

Vocabulary Learning Strategies

The first finding is related to the lexical competence that plays an important role in the reading comprehension process. All the instruments were taking into consideration the observations, surveys, the diagnostic evaluations and semi-structured interview in order to obtain a wide understanding of the process.

The results obtained from the diagnostic evaluation showed the students did not have a great extension of vocabulary as they did not know more than 50 English words. Regarding the findings obtained from the students' perspectives towards the implementation of the vocabulary were positive as they were asked the following question: *Did the vocabulary given in class help you to comprehend the text? Justify your answer.* All the learners agreed that the activities helped them as they could learn new words and memorize them in which the explanation of the lexicon gave them the opportunity to understand the text and answer the questions easily.

Participant N° 2 "I think that this type of teaching is quite effective because we usually don't have many classes like this where our visual education is more approachable. I think that this type of teaching is quite active because, for me personally, it has been very



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useful for the application of English texts and it has been very fun to learn.” (Student’s interview)

Participant N° 4 “Yes, because by encouraging the words through strategies, at the moment of reading the text, it will help us to understand the words.” (Student’s interview)

The learners enjoyed the classed when they are dynamic and that could be appreciated as they were participating in all of them. Likewise, they considered this sort of learning was active and a useful tool to learn the lexicon, receiving better outcomes when it comes to reading English texts as they could comprehend with the help of the vocabulary explanation and activities which were captured by them as a pleasant approach.

On the other hand, when they were asked if the activity related to match the images with the words, scramble or online games fostered their comprehension with the new words, all of them drew to the same conclusions which were that when they were able to see the images that could facilitate the meaning of the words or create an idea of it and that allowed to have more dynamic classes that performed a recreational and active participation as they commented that it was an easier and creative approach to teach the vocabulary since they were able to retain certain words learned in class. Moreover, they stated that those exercises are important to overcome the difficulty they presented when reading which was



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the lack of the vocabulary to understand in a meaningful way the text, reason why, they did not find any disadvantages when applying these types of exercises.

Participant N° 2 “I think that one of the strategies that is the most effective is the relationship of images, because first it helps us to have a good memorization and supports us a lot in the vocabulary.” (Student’s interview)

Participant N° 6 “The relationship of images because it helped me to look at the images and know what their meaning may be.” (Student’s interview).

It was evidenced students were visual as they comprehended the vocabulary significantly with the relation of images since in all the activities where they needed to match the words with the pictures, all of them obtained the utmost results, reason why, it was appreciated that students preferred the explanations with images having as a main objective of connecting the pictures with long-term meaning.

Additionally, it was showed that those activities were meaningful in their learning process as that could help them overcome the obstacles with the lack of lexicon as one of the participants said he was going to apply what he learned in future texts and even the results gathered in their comprehension activities could be analyzed as positive due to their good grades. Some of their answers related to the activities if that helped them with the difficulties can be evidenced below:



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Participant N° 3 “Yes, because it was taught a lot of vocabulary and since we did it with dynamics and online games, I feel that it stayed a little more in my memory than doing it in a very traditional way.”

Participant N° 6 “Yes, because with these activities I learned new words and they helped me to obtain better results and understand the text in a better way.”

That is the reason why, the learners were participating constantly in all the steps of the class development as when the researcher asked them about the vocabulary, they tried to guess the word; besides, the students enjoyed to develop the dynamic activities related to the vocabulary as they were doing the activity with enthusiasm and it could be heard some comments where they said they would wish to have more classes with that dynamic approach. Moreover, it was evidenced that during the reading comprehension, they were not worried since they had a secure attitude about the answers.

Influence of the VLS in the Reading Comprehension

The students were asked in the semi-structured interview and survey about their difficulties in the reading comprehension and it was found students had the vocabulary as a deficiency when reading the text since they could get confused with the words or when they did not recognize them that could affect their learning process. Another question was asked where they needed to say a global idea of the text, it could be analyzed that students did not



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understand the message completely; however, they could say something related with the text and what they could interpret with the help of the words.

Moreover, they could find the connection with the vocabulary learning strategies as the lexicon explained in class was a tool that guided them through the reading exercise since they noticed that new words were reviewed before implementing the comprehension.

Participant N° 1 “Yes, because that vocabulary, you learn it and when you go to read the reading comprehension, you understand more about what is being talked about and it becomes easier to answer questions about what is being asked in the activity.”

Participant N° 2 “I think that it has enough connection because, due to the class we can connect a lot and understand what we are going to see in the following text, it is very easy to understand and interpret it and the classes are very good.”

However, it was found that even with the explanation of the vocabulary, learners continued having problems with the reading comprehension as they did not recognize other words; therefore, for them, the lack of vocabulary was still a problem when trying to comprehend the paragraphs.

Participant N° 3 “As there are words that the teacher teaches us, there is also other vocabulary that I don't know and that is my difficulty at the moment of reading.” (Student's interview)



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Participant N° 4: “The most complex thing was that in the readings there were words that had not been studied, since there were other connectors.” (Student’s interview).

Those activities fostered their vocabulary in order to get better results when reading; however, there were other words they did not know and that hindered their learning process as they needed to practice the vocabulary as all the participants agreed on that question since the whole sample suffered from that aspect. Besides, it could be evidenced because there were some opportunities in which they asked about other lexicon that was not explained previously and they did not know their meaning.

Despite those difficulties with the new words, in the three comprehension activities developed, most of them obtained high or upper results being possible to arrive to the conclusion that the vocabulary learning strategies helped them with the reading comprehension, reason why, they could answer the questions in order to get good grades. On the other hand, it could be analyzed that the first activity was difficult for them due to the basic outcomes, however, eventually with the next activities they could overcome the obstacles of the unknown lexicon and obtain better learning results.

Table 7

Students’ results during the implementation of the activities

Participants	Grades	Grades	Grades
--------------	--------	--------	--------



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	Activity N° 1	Activity N° 2	Activity N° 3
Participant N° 1	High	Upper	Upper
Participant N° 2	Basic	Upper	High
Participant N° 3	Basic	High	Basic
Participant N° 4	Basic	Upper	Upper
Participant N° 5	High	High	Upper
Participant N° 6	High	High	High

On the other hand, when doing the comprehension exercise, certain students asked other questions related to the confirmation of their answers since even when they knew the answer, they doubted. Hence, it can be perceived that learners understood the text but there was a variable which was the lack of confidence.

In the final assessment, it is worth mentioning the great impact that those activities influenced in their learning process as it was revealed in their results where most of the students could get significant knowledge in a long-term period as they could remember the words reviewed in all the activities being able to reinforce their reading skill to understand not only the questions but also the answers as evidenced in the (Appendix R)

Table 8



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Students' results in the final assessment.

Participants	Qualitative grades: Final assessment
Participant N° 1	Upper
Participant N° 2	Upper
Participant N° 3	High
Participant N° 4	High
Participant N° 5	Basic
Participant N° 6	Basic

Fostering the reading proficiency through vocabulary strategies

Considering what it was stated in the aforementioned paragraphs, the learners enjoy when the classes are dynamic as they were used to learn with the traditional method without focusing on their vocabulary knowledge. Therefore, it was perceived that when they were learning in a pleasant environment, they could get better results in the reading comprehension as they did not see English as a boring subject; that's why, they were participating actively in every activity with enthusiasm and they said they would wish to get more recreational classes showing they were having a good moment while learning.

The didactic activities applied such as online games, scramble and relation with images were important as they influenced on their reading skill as they stated those



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exercises made easier the comprehension as they already knew the words; hence, they did not feel blocked with the questions and answers but the one they said was the best was the relation of images as they could memorize easily and they could connect the picture with the meaning. That is why, Afzal (2019) pointed out in his results that “To advance their vocabulary, students should have opportunities to repetitively see and hear the new words, through different activities, which they are likely to forget otherwise.” (p.87)

Besides, the vocabulary strategies helped them to overcome those obstacles when having new and unknown lexicon since it was not affecting their results as they knew the other words explained in class, therefore, it was much easier for them to comprehend the text and answer correctly.

Finally, it was manifested in their results from the reading exercise that none of them failed the activities in which most of the students obtained high and upper grades; therefore, it can be highlighted that the vocabulary learning strategies were important in their reading process as they enhanced the lexical competence in an enjoyable approach and they were able to comprehend the English texts influencing on their attitudes, behavior and academic field, as well.



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Conclusion

In conclusion, this pedagogical component focused on the vocabulary didactic strategies to foster the reading comprehension which has allowed to obtain a real understanding of the students' needs in which the vocabulary exerted a big influence when trying to understand a text since the students could feel encouraged to participate and get involved during the development of the class, allowing them to receive good outcomes in the comprehension activity. Besides, the main problem that had been for them when reading had been the lack of the lexical competence since even when the activities implemented, they continued having some problems with the different lexicon and that could be because they did not have dynamic classes related to the vocabulary for boosting the reading skill.

It is worth mentioning that the vocabulary didactic strategies can draw the learners' attention and that could generate a higher participation since they tried to be constantly connecting the image with the meaning during the explanation and they showed with their attitude and words that these workshops were of big great to possess a great variety of English words. Besides, the implementation of dynamic activities could produce a significant knowledge of the words with the main purpose of obtaining better results when practicing the reading skill as that has been their main obstacle with the English text.



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Finally, it can be highlighted that this sort of activities allowed learners to enjoy the classes without believing that English was a difficult obstacle; hence, the didactic strategies were a vehicle to learn new lexicon as a help for the reading comprehension creating an agreeable environment in which their attitude towards the learning process was positive.

Recommendations

According to the pedagogical experience of the pre-service teacher at the *Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria* and throughout the implementation of the pedagogical component, it is recommendable to use the vocabulary learning strategies to enhance the learners' understanding in both the lexical competence and the reading comprehension as it was evidenced the great influence this kind of exercises can exert on them, helping with their learning process.

On the other hand, it is worth mentioning to vary the activities with the main objective of catching the students' attention to avoid the monotony. The students have fun while learning when the teacher brings something different. Likewise, they like to have competitions in group activities that make them think faster to be the winning group.

Finally, it is important to use the creativity as teachers in order to create different workshops or slides that can facilitate the leaning and teaching process using a lot of images as it was experienced that students gain the knowledge effortlessly with the use of



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the visual strategies since they can relate the meanings with the pictures being that a useful aid in the memorization process.



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Chapter IV: Community Outreach Component

Extending the English knowledge in students from second, third and fourth grades through didactic strategies at Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria.

Introduction

The Colombian government engages English in all the educational scenarios with the main objective of giving the opportunity to the whole community to express in a foreign language since the Ministerio de Educación Nacional (MEN) or in English Ministry of Education wants to enhance the English learning standards in the whole educational system. That is why, the learners from primary are a good vehicle to guide in the English process as they are in a very young age, the learning process can be interesting with good basis for them to continue with the next school years, reason why, it is essential to apply didactic strategies that allow learners to gain vocabulary in an enjoyable approach to draw their attention and interest, reaching their educational needs. As the California Department of Education (2009) pointed out the more preschool teachers can know about their students' learning process, the better prepared they are going to be in order to develop the English classes rich in learning contexts. Hence, it is important for the teachers to know the correct way in which a topic is going to be taught with the main objective to reach the learners' needs and also to foster the interest for the English language.



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In addition, this social project aims to focus on the learners' needs in primary school children, especially in the municipality of Cúcuta. Hence, the objective is to enhance their linguistic skills in English from a young age since the school is willing to help the learners obtaining further knowledge in this area as the MEN has established in the Basic Learning Rights; however, it is needed to point out that the goals gathered in primary education are not the expected ones as the children do not have a qualified English teacher in which helps them to be integrated in the foreign language world and also because the spaces and schedules to teach English are limited.

Therefore, this component is concerned with the response of creating learning situations where they feel motivated to participate and can be able to use the language in academic spaces at *Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria*.

Justification

The English education is essential in the curriculum provided by the MEN in which they stated that it is important to extend the intensity in primary and secondary schools in order to offer a better education. Hence, the students are required to see this area as an important subject since they are in the first-year of elementary education, reason why, it is important for teachers to have a basic knowledge for helping the students with their needs and questions; however, not all the professors are well prepared to teach this subject. That's



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why, this project aims to attend to those English educational needs through didactic strategies in which they can learn new vocabulary, pronunciation and reinforce the knowledge with games or workshops. To this, UNICEF (2018) pointed out that educators think about how to guide the teaching process for tapping their enormous learning potential in which the game is the most important tool for young children to gain knowledge and skills.

Furthermore, it is essential to start teaching English to children since from that moment, they can start creating a good memory of the English classes, being easier for them in the next years to overcome the English obstacles. In this sense, Scott and Ytreberg (1990) mentioned that once the children feel happy and secure in the classroom, they can feel motivated and adventurous in the learning process of the FL. Thus, with activities that they feel comfortable, they can feel confident with English.

Therefore, this pre-service practicum stage is focused as well in those children for primary education to give them the opportunity to learn a foreign language with an English that is qualified to bring activities to address their needs through a friendly and agreeable environment to foster their learning procedure.



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Objectives

General objective

- To extend the English knowledge in students from second, third and fourth grades through didactic strategies at Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegria.

Specific objectives

- To offer educational workshops to reinforce the learning process.
- To apply didactic strategies to foster their pronunciation and writing through games and songs.

Methodology

The activities planned to be developed in second, third and fourth grades have the main objective to work on different topics. These classes will be performed in three different stages: The first one is that the teacher is going to review the knowledge, the second stage is the pronunciation and repetition, the third stage is related to the games, videos play in the library with songs or worksheets.

It is necessary to mention that this outreach component will be applied from September 12th to November 4th. It will take place in accordance with the following schedules, on Monday from 12:45 pm to 1:35 pm with 2A; On Thursday from 12:45 pm to



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1:35 with 4A and from 3:45 to 4:30 with 4B. Finally, On Friday from 12:45 pm to 1:35 pm with 3A.

In addition, with the purpose of implementing this proposal, the pre-service teacher will talk with the primary teachers in order to carry out these activities, helping the educational community.

Description of the Activities implemented

In this section, it is described in a deeper detail the activities implemented such as games, worksheets and songs in students from second to fourth grades at the *Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegría*.

First week activity

It is important to highlight that in the first week some basic topics were presented as a way to review their knowledge related to the vocabulary; therefore, in the second grade, it was taught the clothes and colors previously taught by their teacher. Firstly, it was introduced the pronunciation and then, the pre-service teacher asked who wanted to pronounce voluntarily and finally a worksheet was performed in class. In the third and fourth grade, the pre-service teacher taught the lexicon related to the animals; firstly, it was explained the pronunciation and the activity implemented was the broken phone and the last kid went to the board to draw what they had heard ([Appendix U](#)).



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Second week activity

In this week, it was just possible to teach to fourth grade due to educational meetings. Hence, in that grade it was taught the adjectives and it was put into practice the animals in order to be reinforcing constantly the knowledge. The pre-service teacher explained the pronunciation and repetition at the same time and then it was asked who felt willing to pronounce. After that, an outdoor didactic activity called “Hot Potato” was done as a way to learn while learning where the student who got the potato needed to choose one word from a little box and pronounce the word and say the meaning if the learner did not know, an English challenge was given to him/her ([Appendix V](#))

Third week activity

This week was a great experience as the students from second, third and fourth grades were able to go to the library to reinforce the vocabulary previously viewed in class. Thus, it was played some songs and informative videos for kids in which they sang along being possible to practice the pronunciation. The topics were according to each group; the second grade, color and clothes; third grade, the animals, and fourth grade, the animals and adjectives ([Appendix W](#)).

Fourth week activity



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During the development of this week, it was introduced another topic to the second grade which was the family. Therefore, the trainee teacher practiced the pronunciation with them and then, the “Hot Potato” activity as a contest where every line was able to make points to win a prize. They needed to take a paper from the box and they had to pronounce the word to obtain a point and the line which got more was the winning one. After that, a worksheet was implemented to reinforce the knowledge. In the third grade, it was explained the jobs and occupations; hence, it was applied the same dynamic and then the students were able to complete a worksheet. Those activities allowed the students to enjoy while learning since they were happy and all of them wanted to participate. Finally, in the fourth grade, they did a quiz related to the adjectives and animals to check their knowledge and their learning process. ([Appendix X](#)).

Fifth week activity

This week was implemented the body parts in the second grade where they could learn how to pronounce the words and parts that are in every human being. First it was taught the pronunciation and then they sang the song “Head, shoulders, knees and toes”. After that, a worksheet was developed in order to have a significant knowledge. Related to the third grade, a reinforcement in the library was performed where they could watch videos about the jobs and occupations and sing along with the music in which they can



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learn in an enjoyable environment. Finally, the fourth grade had the opportunity to learn the personal pronouns, it was first explained again the vocabulary and then the trainee teacher and learners went out of the classroom to play “The chair” where the learners needed to surround the chair while the music was sounding and when the music stopped, they needed to sit down and the student, who did not have a chair, had to answer a question regarding the topic ([Appendix Y](#)).

Sixth week activity

During this week, the third grade learned a new topic which was the places in town, where they wrote the words and then the pronunciation was given by the trainee teacher. After that, the pre-service professor asked who wanted to pronounce some words and then, they participated in a contest where the winning line won a prize. Talking about fourth grade, as the personal pronouns were already taught in the previous class, the new topic was the verb to be. The trainee teacher explained them the structure in the affirmative form of the verb to be, then a competition was done where two lines were competing where the first student who completed the sentence with the correct verb to be won a point for the line. After that, they did a role play where they practiced the family vocabulary, the pronunciation and the structure of the topic ([Appendix Z](#)).

Seventh week activity



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This week, it was possible to teach to second and third grade in which the trainee teacher applied some didactic games to review the topics. Therefore, in second grade, it was explained the action verbs; firstly, the pre-service teacher wrote the vocabulary and then the students pronounced the verbs, they tried to say the words in English to continue practicing the vocabulary and finally, a game was implemented in which they needed to be in two different groups and overcome different challenges until they were able to blow up a balloon and say the word which was in it, the first group who did all those steps was the winning group. In third grade, it was performed a game where they reviewed all the topics explained during these weeks, they needed to overcome different steps, as well. When they were in the last challenge, they needed to select a card and look for the correct meaning and then, it was essential to draw to obtain a point and the group who has more points was the winning one. ([Appendix AA](#))

Eighth week activity

During this week, the students were doing their final exams. Therefore, the trainee teacher created the exams for second and fourth grades where all the topics reviewed in class were evaluated in order to analyze their results in this learning process. On the other hand, it was possible to do the game in fourth grade already developed in the other primary courses where they needed to accomplish some challenges and the first group obtained a



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point. After that activity, it was easier for them to be able to answer the questions since with the game, they could review the vocabulary that was presented in the exam. ([Appendix AB](#))

Ninth and tenth activity

During those two weeks, the primary teachers told the pre-service teacher that it was not necessary to continue going as they were in the leveling process with the students who had failed other subjects and the other learners were already on vacation.

Chronogram of activities

Table 9

Outreach component Chronogram in second grade.

CHRONOGRAM 2nd GRADE										
REINFORCEMENT ACTIVITIES	TEACHING PRACTICUM WEEKS									
	1	2	3	4	5	6	7	8	9	10
Clothes	X									
Colors		X								



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Reinforcement of clothes and colors			X							
The members of the family				X						
The body parts					X					
Action verbs						X				
Vegetables and fruit							X			
Shapes								X		
Part of the house									X	
Reinforcement of the previous topics.										



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Table 10

Outreach component Chronogram in third grade

CHRONOGRAM 3rd GRADE

<i>REINFORCEMENT ACTIVITIES</i>	TEACHING PRACTICUM WEEKS									
	1	2	3	4	5	6	7	8	9	10
<i>Animals</i>	X									
<i>Jobs and occupation</i>		X								
<i>Places in town</i>			X							
<i>The nationalities</i>				X						
<i>Parts of the body</i>					X					
<i>Reinforcement of all the topics</i>						X				



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My favourite food

Part of the house

Sickness

Reinforcement of the previous subjects

						X			
							X		
								X	
									X

Table 11

Outreach component Chronogram in fourth grade



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CHRONOGRAM 4th GRADE

REINFORCEMENT ACTIVITIES	TEACHING PRACTICUM WEEKS									
	1	2	3	4	5	6	7	8	9	10
Animals	X									
Adjectives		X								
Personal pronouns			X							
Verb to be				X						
Nationality					X					
Reinforcement of all the topics						X				
Fruits and vegetables							X			
Sports								X		



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Weather									X	
Reinforcement of the previous topics.										X

Conclusion

It is possible to certain aspects from this component that were evidenced in the teaching procedure. Firstly, the implementation of didactic material such as songs, worksheets and games could increase the learners' attention and generate motivation. Besides, those strategies were appealing from students as they participated in all the classes with joy and enthusiasm. Moreover, they did not feel English as a boring subject since the students could comprehend in a significant way the vocabulary as they were learning the academic topics while playing.

On the other hand, the creation of games and creative worksheets could influence their attitude towards English as most of their previous classes were based on the traditional method as the primary teachers were not fully prepared in this field as they focus their teaching process on vocabulary; therefore, it was essential to apply in all the classes the pronunciation of the words for them to practice the speaking skill which enables to create oral activities to fully develop their language proficiency.



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It is worth mentioning that the use of this pedagogical activities was able to create an idea for primary teachers to use in the future as a meaningful strategy to develop a better comprehension and learning related to the foreign language to avoid the monotonous classes. The teaching process was as beneficial for students as for the trainee since through the implementation of the exercises, it was important to understand the learners' needs, the worksheets and games that could draw their attention, being also the classroom management essential during the development of the class in order to carry out the activities proposed.



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Chapter V: Intra-Institutional Activities Component

Introduction

The administrative aspects are essential in the institution in order to enrich and complement the school year. These activities allow the students to develop their personality and leadership as they carry out some contests that can strengthen their knowledge and willingness to participate, and also the school performs activities related to important days where they can have an agreeable environment in the institution. Therefore, that created a sense of belongingness and an availability of being part of academic and non-academic events.

Besides, the intra-institutional component exerts an influence in the learning-teaching process of the pre-service teacher as it is important in the real context to be immersed constantly in the organization and activities proposed by the administrative staff in which that can include staff meetings and documentation of the students' performance, the flag raising and cultural events as well as other academic projects.

In this sense, this competence can give the opportunity for the pre-service teacher in the practicum stage to have an experience and a widen perspective of the activities that involved not only the academic component in which all beforementioned creates a integral and qualified professional.



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Justification

The integration of the pre-service teachers and the administrative events becomes an essential factor in the pedagogical formation as that allows to develop the academic and the educational components as the first factor is a complement to be fully involved in the educational scopes. Thus, it is important to reflect the influence of those administrative activities and the knowledge that can generate a positive impact as that allows to understand how those activities follow some steps to be carried out such the planning, the design, and the implementation; besides, “teachers will add to their educational practice different beliefs, convictions and scales of values that they will undoubtedly transmit in their pedagogical discourse with their students (Prieto, 2008, p. 328).

On the other hand, another benefit is the self-awareness of these academic events in institutional field and the positive effect in both teachers and learners. Besides, as a member of the institution to get involved in a deep manner with the main objective to learn for future scenarios how to develop and carry out those activities with the institutions.

Therefore, pre-service teachers need to participate actively into the process to acquire information and experience during the teaching-learning performance taking into consideration both, the administrative and academic aspects.



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Objectives

General objective

- To participate in the Intra-institutional responsibilities established by the institution and the administrators.

Specific objectives

- To engage in the different institutional activities with cultural and pedagogical purposes.
- To comprehend the importance of the institutional chronogram related to the learning procedure.

Methodology

As a member of the institution, it is essential to be integrated actively in the academic events that are designed by the school, in which the pre-service teacher offer the possibility to help in the implementation to carry out them successfully in which it is necessary to organize and participate to show a sense of belongingness with the institution and the community itself.

It should be remarked that the Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegría implements a numerous of activities throughout the school year in which



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they point out the cultural, administrative and academic events that are important for the institution, the learners and the parent community.

The activities proposed by the institution in which the pre-service teacher will be encouraged to participate in some of them in the 2022-2 calendar.

Description of events and activities

Some of the activities in which the pre-service teacher was required to be part in the 2022-2 calendar were the following (*Business fair and the family day*)

Table 12

Intra-institutional activity N° 1

Business fair	
Objective	To create different businesses in charge of eleventh grade as a way to prepare them in the labor field.
Teacher's role	It is important to mention that the pre-service teacher had a passive role as the educators helped them buy what each group of students offered.
Acquired learning	From this activity, it was perceived that learners had innovated business ideas and the ability to be able to materialize that thought can create a positive impact in their learning process.



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Evidences



Table 13

Intra-institutional activity N° 2



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Family day	
Objective	To celebrate a family day and spend a pleasant moment with the parents, administrators, students and teachers.
Teacher's role	During this event, teacher had to help with the learners' discipline in order to avoid the disorder while it was performed the cultural event.
Acquired learning	In this activity, it was evidenced the importance of the family concept as the teachers asked the students to supply any supermarket grocery to create a gift basket and raffle it to a family. Therefore, there was a joining together among the students to make that possible.



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Evidences



Table 14

Intra-institutional activity N° 3



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La Colombianidad	
Objective	To celebrate the regions of Colombia which is highlighted their dances, typical dishes and traditions.
Teacher's role	The trainee teacher helped with the vigilance of a classroom and with the decoration of the school.
Acquired learning	It is important to highlight all the efforts that are involved in order to create an event, reason why, the pre service teacher was able to help with decoration and control which helps to understand the importance to be creative and disciplined for obtaining the goals



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Evidence

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Table 15

The students' day	
Objective	To celebrate the students' day with joyful activities with the main objective of developing the learners' social skills.



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Teacher's role	The trainee teacher helped to watch the students as they were not doing classes; therefore, to maintain a peaceful space without disturbance.
Acquired learning	It is worth mentioning that those activities allowed to see how important is for students to get a recreational space where they can enjoy and spend time with their classmates. That allows the teachers to see the other students' perspectives in a non-academic situation.



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Evidences



Table 16

Race day	
Objective	To celebrate the Colombian diversity through history and different performances honoring those cultures and traditions.



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Teacher's role	The teacher was in charge of watching the students' behavior during this event as they needed to respect their classmates.
Acquired learning	It is essential to highlight that these cultural events allowed the pre-service teacher to know about his own country and the importance of our traditions. Therefore, it was beneficial as significant knowledge was acquired.
Evidences	



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Figure 10

Academic Calendar 2022-02

ACADEMIC CALENDAR 2022-2											
Sept	02 Eucaristia	03-04 Pruebas saber	05-09 Olimpiadas Matemáticas	16 Día del amor y la amistad	20 Consejo Estudiantil	23 Día de artística y sociales	28 Consejo Directivo	30 Día de la familia			
Oct	01 Eucaristia	03-07 Reunión de áreas.	07 Rally matemático	10-14 Semana de desarrollo institucional	27 Consejo Directivo	28 Consejo académico					
Nov	01 Consejo estudiantil	02-09 Evaluaciones Bimestrales	10 Autoevaluación y ajustes	11 Cierre de plataforma e Izada de bandera	15-17 Nivelaciones de periodo	17 Consejo directivo	18 Comisión de evaluación	21 Eucaristia	21-24 Nivelaciones finales	24 Clausura de preescolar y 5º grado	25 Grado de bachilleres
Dic	01 Clausura de 9º grado	01 Reunión de padres de familia y entrega de boletines	01-02 Semana de desarrollo institucional								

Conclusion

Regarding this component, all the institutional activities developed during the practicum stage have been rewarding in this teaching process as it allowed the trainee to obtain a better perspective of one aspect different from the academic field. Besides, those



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activities have been of great benefit since they develop an approach not only with the students but also the administrative staff.

On the other hand, those educational spaces were meaningful in the students' learning process as they develop their social skill in which they were participating in some important events where they needed to interact with people or perform different dances or performances.

These activities allowed the trainee to expand the knowledge about the educational field which includes diverse components to develop the different students' skills. However, those events could limit the accomplishment of the academic topics that were planned, reason why, it is suggested to be able to balance the academic and administrative activities to carry out all the chronogram.



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Chapter VI: Reflexive Approach to Integral Practicum

Description of the reflection process

The pre-service teacher addressed weekly narratives that allowed a deeper analysis of every process through the different components involved in the practicum stage. Besides, it gave the opportunity to reflect about the teaching-learning procedure as it was important to know all the educational aspects and the approaches to improve the development of the classes. ([Appendix AC](#))

Additionally, it has allowed to understand all the challenges presented in the academic field such as the materials, teaching methods or technological resources as every teacher had to ask permission in advance to be able to carry out the classes with the use of the technology. Likewise, this process has helped to develop and gain knowledge about the control and management in a classroom as sometimes the students can be undisciplined; therefore, it is essential to know what strategies can be applied in those situations.

Finally, it is worth mentioning this thoughtful process has been essential to implement different teaching strategies to avoid the traditional method with the main objective of reaching the learners' needs and boosting their learning process as it was necessary to think about diverse pedagogical methods focused on teaching a foreign language.



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Conclusion

Class time

The time management was a challenge as every hour was only 45 minutes where different activities were planned to carry out; nevertheless, it was not possible as the time was not enough to finish. That is why, it was necessary to adjust the exercises to be more concise with the main purpose of executing all the activities proposed. Besides, there were some moments where there were other non-academic activities that changed all the planning which needed to be reformulated in order to teach the topics.

Topic management

At the beginning, it was difficult to teach grammar as the knowledge was not enough; thus, it was essential to study and review the topics to refresh the knowledge obtained at the college. Likewise, if any doubt was presented, the teacher had all the willingness to answer the concerns to carry out the classes successfully.

Teaching Methodology

The pre-service teacher implemented diverse pedagogical strategies to develop the classes adopting the technological resources to obtain better outcomes in their learning process. Moreover, it was evidenced students enjoy learning while playing or using different methods as they participated actively in the classes.



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Use of English in class

It is important to state that the use of English was limited in the classes as the learners did not try to make an effort to speak the foreign language and that did not allow to have an English environment since when the pre-service teacher spoke in the language, they did not understand and they asked to speak Spanish. Therefore, it was needed to translate everything affecting unfortunately their learning process.



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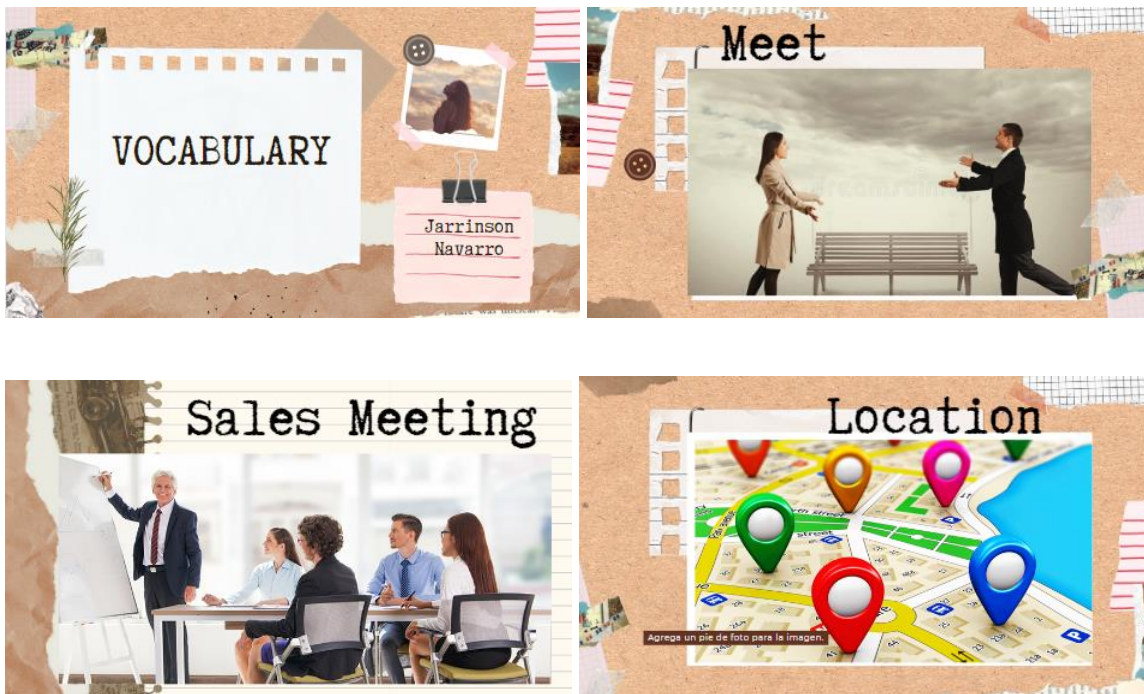


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Appendix B. Materials used for the first learning vocabulary strategy

https://www.canva.com/design/DAFOHFSXNTk/a8geBJ5UyaTPqgeyenbfYw/view?utm_content=DAFOHFSXNTk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Match activity

<https://docs.google.com/document/d/1aO2g4kiISC4fDLV20J0y61ThpJi3HSZN/edit?usp=sharing&oid=103220041908520719684&rtpof=true&sd=true>



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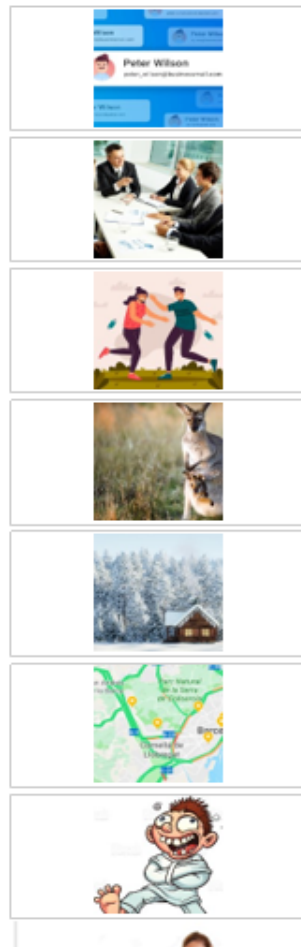


NAME: _____

DATE: _____

1. Match the words with the images

Email address
Fun
Winter
Trip
Sales meeting
Location
Meet
Show
Kangaroo



Reading Comprehension exercise N° 1

[https://docs.google.com/document/d/1PcNydOHd-LC97E8IjMMXIUv1oH4-](https://docs.google.com/document/d/1PcNydOHd-LC97E8IjMMXIUv1oH4-P2kS/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true)

[P2kS/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true](https://docs.google.com/document/d/1PcNydOHd-LC97E8IjMMXIUv1oH4-P2kS/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true)



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IDIOMA EXTRANJERO		
SUBJECT: ENGLISH	COURSE: 11	TERM: 3
TOPIC: Reading Comprehension		PRE- SERVICE TEACHER: Jarrinson Navarro Ospina
STUDENT:		DATE:

1. Read the following e-mail.

Hi Lucia

How are you? It was so nice to meet you last week in Sydney at the sales meeting. How was the rest of your trip? Did you see any kangaroos? I hope you got home to Mexico City OK.

Anyway, I have the documents about the new Berlin offices. We're going to be opened in three months. I moved here from London just last week. They are very nice offices, and the location is perfect. There are lots of restaurants, cafés and banks in the area. There's also public transport; we are next to an U-Bahn (that is the name for the metro here). Maybe you can come and see them one day? I would love to show you Berlin, especially in the winter. You said you have never seen snow – you will see lots here!

Here's a photo of you and me at the restaurant in Sydney. That was a very fun night! Remember the singing Englishman? Crazy! Please send me any other photos you have of that night. Good memories. Please give me your email address and I will send you the documents.

Bye for now

Mikel

From the British council

2. Answer the questions related to the text

Class development of the activity N° 1



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PLAN DE AULA 2022				
ÁREA: Idioma Extranjero	ASIGNATURA: inglés	PERIODO: 3	GRADO: 11	TIEMPO:
ESTÁNDAR: Hago interferencias a partir de la información de un texto		COMPETENCIA: Competencia lingüística, Competencia Pragmática		
COMPONENTE: Lingüística y pragmática.		APRENDIZAJE (DBA) Reconoce la opinión del autor(a) en textos orales y escritos de mediana longitud con su contexto escolar y académico.		
CONTENIDO: Actividad de vocabulario y comprensión lectora		EVIDENCIA: - Entiendo el significado del nuevo vocabulario en inglés - Aplica el vocabulario aprendido al momento de realizar la lectura		
ETAPAS	ACCIONES Y / O CLASE	RECURSOS	TIEMPO	PROYECTOS TRANSVERSALES
EXPLORACIÓN	Saludo y verificación de asistencia	Canva Proyector	1 minuto	
ESTRUCTURACIÓN	Explicación del vocabulario por medio de imágenes y luego se les pregunta <u>que</u> léxico se acuerdan.	Canva Proyector	10 minutos	
PRACTICA Y TRANSFERENCIA	Se realiza una actividad de relacionar la palabra en inglés y la imagen.	Fotocopias	15 minutos	
VALORACION	Una actividad de comprensión lectora donde el estudiante pone en práctica el vocabulario visto en clase como forma de facilitar la comprensión del texto al momento de responder las preguntas.	Fotocopias	25 minutos	

Appendix C. Match activity developed by participants

Participant N° 1



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Appendix E. Materials used for the second learning vocabulary strategy

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Educaplay activity related to the vocabulary

https://es.educaplay.com/recursos-educativos/13132465-vocabulary_2.html



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Vocabulary 2

4/00 NUM. ITEMS 88 SCORE 00:58 TIME

			Emperor				
			Dome			Archway	

Vocabulary text scramble

[https://docs.google.com/document/d/1iBwrjBboLVxSOQJTl3gfnj_i6X0ku9qU/edit?usp=sh
aring&oid=103220041908520719684&rtpof=true&sd=true](https://docs.google.com/document/d/1iBwrjBboLVxSOQJTl3gfnj_i6X0ku9qU/edit?usp=sharing&oid=103220041908520719684&rtpof=true&sd=true)



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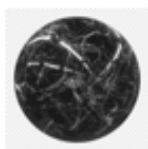


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IDIOMA EXTRANJERO		
AREA: INGLÉS	GRADO: 11	PERIODO: 3
TEMA: VOCABULARY	PRE-SERVICE TEACHER: Carlos Navarro Ospina	
ESTUDIANTE:	FECHA:	

VOCABULARY TEXT SCRAMBLE

Unscramble the words in order to have the correct order.

OŠOAMMUEL: _____



VIERR: _____

YBUR: _____

VELIBEE: _____

TUOFNAIN: _____

AHYWASRC: _____

ILGBUNDI: _____

MTETPAT: _____

REMOPRE: _____

AUBRIL: _____

GAADMED: _____

SALTMO: _____



LEMBRA: _____

KARLDNMA: _____



Reading Comprehension exercise N° 2

<https://docs.google.com/document/d/11Banm36OEQZQamq9fmJsdxCS6C6RXFh/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true>



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IDIOMA EXTRANJERO		
AREA: INGLÉS	GRADO: 11	PERIODO: 3
TEMA: READING COMPREHENSION		PRE-SERVICE TEACHER: Jarrinson Navarro Ospina
ESTUDIANTE:		FECHA:

1. Read the following text

The Taj Mahal

The Taj Mahal is a famous mausoleum next to the river Yamuna in the Indian city of Agra. A mausoleum is a building where people bury the dead. The name Taj Mahal means 'the crown of palaces'.

1.

The most famous part of the Taj Mahal is the large white dome in the centre. It is 35 metres high and is surrounded by four smaller domes. The rooms inside the building are decorated with beautiful archways and precious stones in the walls. The buildings are surrounded by gardens with pathways, pools, fountains and green gardens.

2.

The construction of the Taj Mahal began in 1632 and finished in 1653. It was built with materials from all over India and Asia, but the main material is white marble. Historians believe that the materials were transported by over 1,000 elephants for the construction.

2

Class development of the activity N° 2



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PLAN DE AULA 2022				
AREA: Idioma Extranjero	ASIGNATURA: inglés	PERIODO: 3	GRADO: 11	TIEMPO:
ESTÁNDAR: Identifico palabras claves dentro del texto que me permiten comprender su sentido general.		COMPETENCIA: Competencia lingüística, Competencia Pragmática		
COMPONENTE: Lingüística y pragmática.		APRENDIZAJE(DBA) Reconoce la opinión del autor(a) en textos orales y escritos de mediana longitud con su contexto escolar y académico.		
CONTENIDO: Actividad de vocabulario y comprensión lectora		EVIDENCIA: - Comprendo el significado del vocabulario relacionado con el - Identifico el léxico aprendido al momento de realizar la lectura - Aplica las nuevas palabras vistas en clase en la realización de		
ETAPAS	ACCIONES Y / O CLASE	RECURSOS	TIEMPO	PROYECTOS TRANSVERSAL
EXPLORACIÓN	Saludo y verificación de asistencia	Planilla	1 minuto	
ESTRUCTURACIÓN	Explicación del nuevo léxico con la ayuda de imágenes, se pregunta que palabras lograron retener y se hace otro pequeño repaso.	Canva Televisor	15 minutos	
PRÁCTICA Y TRANSFERENCIA	Se realiza una actividad de relacionar la imagen con la correcta palabra y se hace otro ejercicio de scramble donde deben organizar y escribir la palabra correctamente.	Fotocopias Televisor Educaplay	20 minutos	
	Una actividad de comprensión lectora donde el estudiante ejerce el nuevo vocabulario para lograr una mejor comprensión del texto al momento de			

Appendix F. Scramble Activity developed by participants.

Participant N° 1



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Appendix H. Implementation of the activity N° 3

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Crossword created in Educaplay

https://es.educaplay.com/recursos-educativos/13169570-vocabulary_3.html



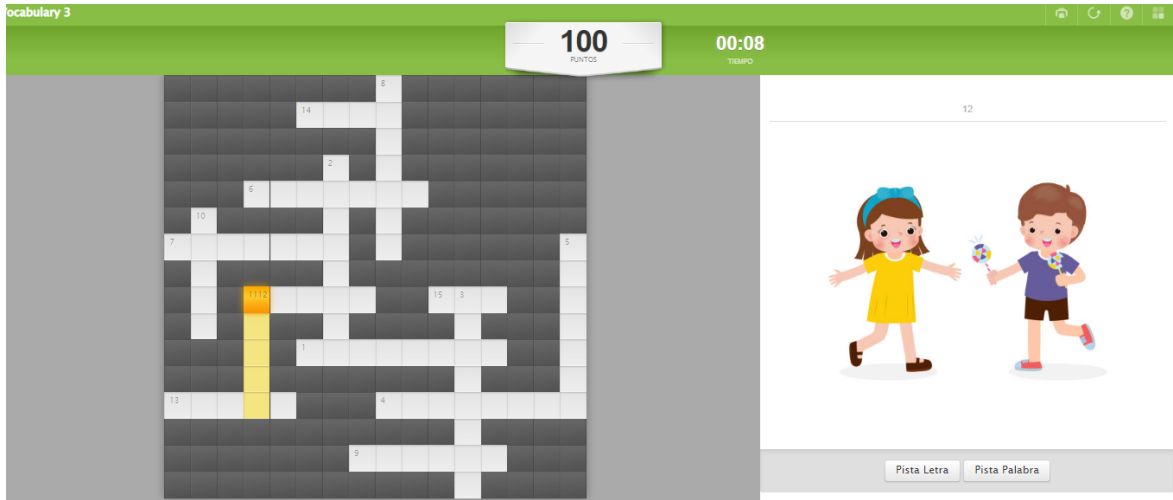
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Didactic game created in Wordwall

<https://wordwall.net/es/resource/36873739>



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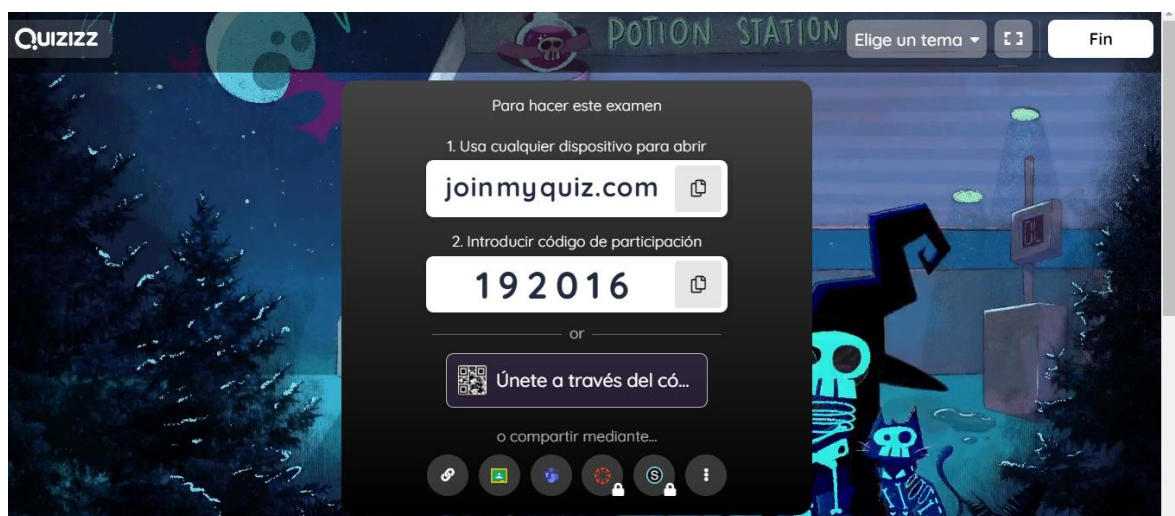


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Vocabulary Quiz created in Quizizz

https://quizizz.com/admin/quiz/634a02829c69f0001dbf973c?source=quiz_share



Reading Comprehension Exercise N° 3

<https://forms.gle/F5uFdgXH4CbaXBAw7>



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Date.	Type of activity	Students' attitudes regarding the vocabulary strategy	The learners' position related to the reading comprehension exercise	Observations and comments.
Oct 5th	Vocabulary 1	They showed themselves very participative and they try to guess the English word through the image. They said that also the didactic activities helped them to understand in a better way the lexicon.	When they are doing the reading comprehension activity, they make questions related to the text; however, they do not ask information related to the vocabulary, they just want to confirm if their knowledge to answer the question is right.	It is noticed how students like the didactic strategies as they participate in all the questions and they said after the comprehension activity that they could understand a little more when reading thanks to the vocabulary explanation. Most of them try to guess the word and participate actively.
Oct 19th	Vocabulary 2	The students continue with the same	In the reading comprehension, the text was a little more	It is worth mentioning their positive attitude

Appendix K. Questionnaire N° 1

<https://docs.google.com/document/d/1RvBu->

[dps7_OCP9_8PSdXjdasHCKjov1W/edit?usp=sharing&ouid=103220041908520719684&rtopof=true&sd=true](https://docs.google.com/document/d/1RvBu-dps7_OCP9_8PSdXjdasHCKjov1W/edit?usp=sharing&ouid=103220041908520719684&rtopof=true&sd=true)



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IDIOMA EXTRANJERO		
SUBJECT: ENGLISH	COURSE: 11	TERM: 3
TOPIC: Reading Comprehension		PRE- SERVICE TEACHER: Jarrinson Navarro Ospina
STUDENT:		DATE:

QUESTIONNAIRE

1. ¿El vocabulario dado en clase le ayudó a comprender mejor el texto? Justifique su respuesta.

2. ¿Usted considera que, al aplicar una actividad dinámica como la asociación con imágenes, le ayuda entender las nuevas palabras en inglés? Si o no, ¿Por qué?

3. ¿Cuál es la mayor dificultad que usted presenta cuando lee un texto en inglés?

Appendix L. Questionnaire N° 1 answered by students regarding the vocabulary strategies

Participant N° 1



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IDIOMA EXTRANJERO		
SUBJECT: ENGLISH	COURSE: 11	TERM: 3
TOPIC: Reading Comprehension		PRE- SERVICE TEACHER: Jarrinson Navarro Ospina
STUDENT:		DATE:

QUESTIONNAIRE

1. ¿El vocabulario dado en clase le ayudó a comprender mejor el texto? Justifique su respuesta.
Pues si porque mencionaban varias palabras del vocabulario y eso me ayudo a comprender un poco más sobre lo que estaba hablando el texto.
2. ¿Usted considera que, al aplicar una actividad dinámica como la asociación con imágenes, le ayuda a entender las nuevas palabras en inglés? Si o no, ¿Por qué?
Si por que ayuda a comprender mejor, con la ayuda de las imágenes los estudiantes pueden aprender de una manera mas facil y creativa.
3. ¿Cuál es la mayor dificultad que usted presenta cuando lee un texto en inglés?
Pues a veces se me dificulta por la falta de vocabulario, por esta razon me gusta mucho la forma de aprender vocabulario con imagenes.
4. ¿Siente que este tipo de actividades de vocabulario le ayuda a afrontar con esa dificultad que usted anteriormente mencionó al momento de leer? Justifique su respuesta
Claro que si por que aprendo vocabulario de una muy facil y divertidad asi que esto me ayudara con la dificultad.
5. Ahora que ya leyó el texto, ¿Podría decirme detalles o ideas importantes del mismo?
Pues es un mensaje que le envia Mikel a Lucia y le habla sobre si quiere en viaje.

¡Muchas gracias por su participación!



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Appendix M. Questionnaire N° 2

<https://docs.google.com/document/d/15raPrtEVuahjQP2uOVJgtk9SH5Ltp1ss/edit?usp=sharing&oid=103220041908520719684&rtpof=true&sd=true>

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IDIOMA EXTRANJERO		
SUBJECT: ENGLISH	COURSE: 11	TERM: 3
TOPIC: Reading Comprehension		PRE- SERVICE TEACHER: Jarrinson Navarro Ospina
STUDENT:		DATE:

QUESTIONNAIRE

1. ¿Durante el desarrollo de la actividad de lectura se le facilitó la comprensión del texto?

2. ¿Al implementar una actividad dinámica como el scramble y juegos en línea, se puede entender las nuevas palabras en inglés? Si o no, ¿Por qué?

3. ¿Cuál fue la dificultad que presentó al leer este texto en particular?

Appendix N. Questionnaire N° 2 answered by learners related to the vocabulary strategies

Participant N° 1





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IDIOMA EXTRANJERO				
AREA: INGLÉS		GRADO:		PERIODO: 3
TEMA: MODALS		TEACHER: LIC. LEIDY LILIANA AMAYA MARTÍNEZ		
ESTUDIANTE:		FECHA:		

T 1. Write the meaning of the words in Spanish behind the paper.

1 Obey	21 Difficult	41 Chair	61 Sister	81 Crow
2 Poor	22 Dry	42 Drink	62 Answer	82 Bath
3 Strong	23 Night	43 Brave	63 Active	83 House
4 Beauty	24 Burger	44 Take	64 Empty	84 Nose
5 Careful	25 Enjoy	45 Grandmother	65 Simple	85 Cat
6 Entry	26 Full	46 Help	66 Joy	86 Good
7 Chocolate	27 Apple	47 Plate	67 Far	87 Colour
8 Remember	28 Onion	48 Long	68 Thin	88 Park
9 Swim	29 Potato	49 Time	69 Sleep	89 fish
10 Question	30 Go	50 Milk	70 Cool	90 Sofa
11 Listless	31 Come	51 Mother	71 Easy	91 Gate
12 Full	32 Eye	52 Rich	72 Wet	92 Eat

Appendix P. First diagnostic participants' answers

Participant N° 1



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Appendix Q. The final assessment

<https://drive.google.com/file/d/1enkpbA460zFhVQhWNRksHBbBThaF8Sap/view?usp=sharing>

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IDIOMA EXTRANJERO		
SUBJECT: ENGLISH	GRADE: 11	TERM: 3
TOPIC: Final assessment		PRE- SERVICE TEACHER: Jarrinson Navarro Ospina
NAME:		DATE:

1. Match the words with the images

Damaged



Landmark



Mausoleum



Sales meeting



Building

experience in France. You know I was in a sales meeting where I had to talk about job and some documents that I needed to transfer later to my boss but I wanted to enjoy, as well. That's why, I visited one of the most famous landmarks which is the Eiffel Tower. It's amazing! There are some people who underestimate it but I loved it.

On the other hand, everything isn't a bed of roses, I was walking and unfortunately, I stumbled and my phone fell and now it's damaged. I attempted to power back on but it didn't, so I bought another one. It's your turn, tell me about your trip to Australia, how has it going?

Appendix R. Learners' answers regarding the final assessment.

Participant N° 1



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Participant N° 5

BS

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IDIOMA EXTRANJERO		
SUBJECT: ENGLISH	GRADE: 11	TERM: 3
TOPIC: Final assessment		PRE-SERVICE TEACHER: Jarrinson Navarro Ospina
NAME: Jonathan Mario Roca		DATE:

1. Match the words with the images

Damaged

Landmark

Mausoleum

Sales meeting

Building

✓

✓

✓

✓

✓

2. Is that the synonym or the meaning? True or False

A. Almost is "nearly" **(F)**

B. Burial is "interment of a dead person" **(F)**

C. Pathway is "channel of water" **(F)**

D. Attempt is "have faith" **(F)**

E. Transfer is "think same" **(F)**

F. Job is "work" **(T)**

G. Underestimate is "Give the same value" **(F)**

3. Read the following text and answer the questions.

Hello, Gabriel.

I hope you are doing great; I'm writing you today because I want to tell you about my

experience in France. You know I was in a sales meeting where I had to talk about job and some documents that I needed to transfer later to my boss but I wanted to enjoy, as well. That's why, I visited one of the most famous landmarks which is the Eiffel Tower. It's amazing! There are some people who underestimate it but I loved it.

On the other hand, everything isn't a bed of roses, I was walking and unfortunately, I stumbled and my phone fell and now it's damaged. I attempted to power back on but it didn't, so I bought another one. It's your turn, tell me about your trip to Australia, how has it going?

Talk to you later.

With love,

Luisa

1. What did Luisa get damaged?
A) Computer ☒ Phone C) Tablet

2. According to the author, what can "everything is not a bed of roses" mean in the second paragraph?
A) Everything was not pleasant
☒ B) Everything was easy
C) Everything was not difficult

3. What is the general idea of the text?
A) Talk about a financial problem in France
B) An information related to the Eiffel tower
☒ C) Tell Gabriel about her trip in France

4. What can be the synonym of damaged?
A) Fixed ☒ B) Harmed C) New



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Appendix S. Semi-structured interview

https://docs.google.com/document/d/12W_G_fm56mY4IrTrOpS8ZGwRR5eNXJe/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true

SEMI-STRUCTURED INTERVIEW

- Title: Fomento de la competencia lectora de los alumnos mediante estrategias didácticas de vocabulario en el undécimo curso
- Purpose: Fomentar la competencia lectora de los alumnos mediante estrategias didácticas de vocabulario en undécimos cursos.
- Research questions:
 - o ¿Cómo pueden las estrategias didácticas del vocabulario fomentar la mejora de la competencia lectora en el undécimo grado?
 - o ¿De qué manera el vocabulario puede influir en la comprensión lectora de los estudiantes?
 - o ¿Qué estrategias se pueden aplicar para enseñar vocabulario para facilitar la mejora del proceso de comprensión lectora?
- Consentimiento: Esta entrevista está siendo manejada bajo las consideraciones éticas es decir que todo lo que diga aquí referente a las preguntas y respuesta solo se utilizarán con fines académicos, su nombre no será utilizado, ya que se utilizará un sobrenombre, por lo tanto, ¿usted me autoriza a dar continuidad a |

Appendix T. Participants' answers about the Semi-structured interview

<https://docs.google.com/document/d/18mXKeOW0ebHPCemqyOCPJ1sBoOQ5G8k2/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true>



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SEMI-STRUCTURED INTERVIEW						
Objective: To foster learners' reading proficiency through vocabulary didactic strategies in eleventh courses.						
Questions	Participant N°1	Participant N°2	Participant N°3	Participant N°4	Participant N°5	Participant N°6
1. ¿Usted piensa que la ayuda de estrategias didácticas permite una mejor comprensión al momento de leer? Justifique las razones.	Si, porque se aprende de una forma más dinámica. Es más fácil comprender así con esos métodos de clases, se hacen las clases más divertidas; se hace comprender más fácil.	Yo opino que ese tipo de enseñanzas es bastante efectivo ya que, porque por lo general no tenemos muchas clases así donde nuestra educación visual sea más fácil entenderlo. Yo opino que este tipo de enseñanza es bastante activo ya que, a mí en lo personal me ha servido para la aplicación de textos de inglés y ha sido bastante divertido el	Si, porque todo el vocabulario que vimos mediante didácticas me ayudaron a comprender un poco más los textos gracias a que mediante actividades podemos relacionar ya sea imágenes para una mejor comprensión.	Si, porque al fomentar las palabras mediante estrategias, al momento de leer el texto, nos va a fomentar más el entender de las palabras.	Si, porque aprendí en los juegos que usted nos explicó, también en las diapositivas usted explicó muy bien y teníamos imágenes y me ayudó mucho a entender eso. Si, ya que con los textos porque también encontré las respuestas y las preguntas ahí en la lectura.	Si, me ayudaron ya que, me sirvió al momento de comprender las palabras que había en el texto y así entender de una manera más lúdica dicho vocabulario para saber qué decía el texto.

Participants' Recordings

https://drive.google.com/drive/folders/1RXG3b70t1Vdp898wFSCHhNJJdfCNxghs?usp=share_link

Nombre ↑	Propietario	Última modificaci...	Tamaño de archivo
Participant N° 1.m4a	yo	11:16	3,1 MB
Participant N° 2.m4a	yo	11:16	3,4 MB
Participant N° 3.m4a	yo	11:17	2,6 MB
Participant N° 4.m4a	yo	11:17	2 MB
Participant N° 5.m4a	yo	11:17	2,2 MB
Participant N° 6.m4a	yo	11:17	2,5 MB

Appendix U. Second grade, colors and clothes and third and fourth grade, the animals.



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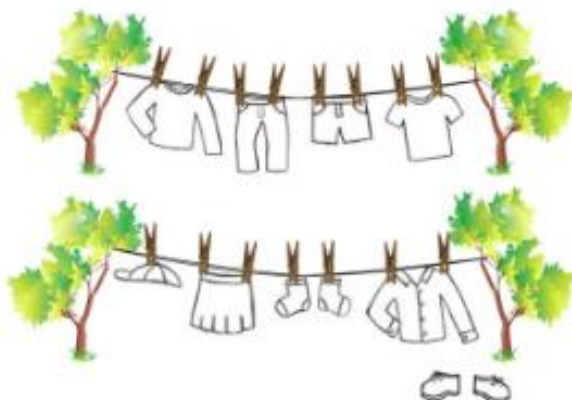


https://docs.google.com/document/d/1o2_B5cqKTd0MPzF7Wcc35hh_4wpRl6PN/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true

NAME: _____

DATE: _____

Color according to the phrase



Colour the t-shirt blue.	Colour the socks green.
Colour the skirt pink.	Colour the trousers yellow.
Colour the jumper red.	Colour the shirt purple.
Colour the shoes orange.	Colour the hat black.
Colour the shorts white.	

SUMMER CLOTHES

Match the number with the clothes



A worksheet developed by a student.



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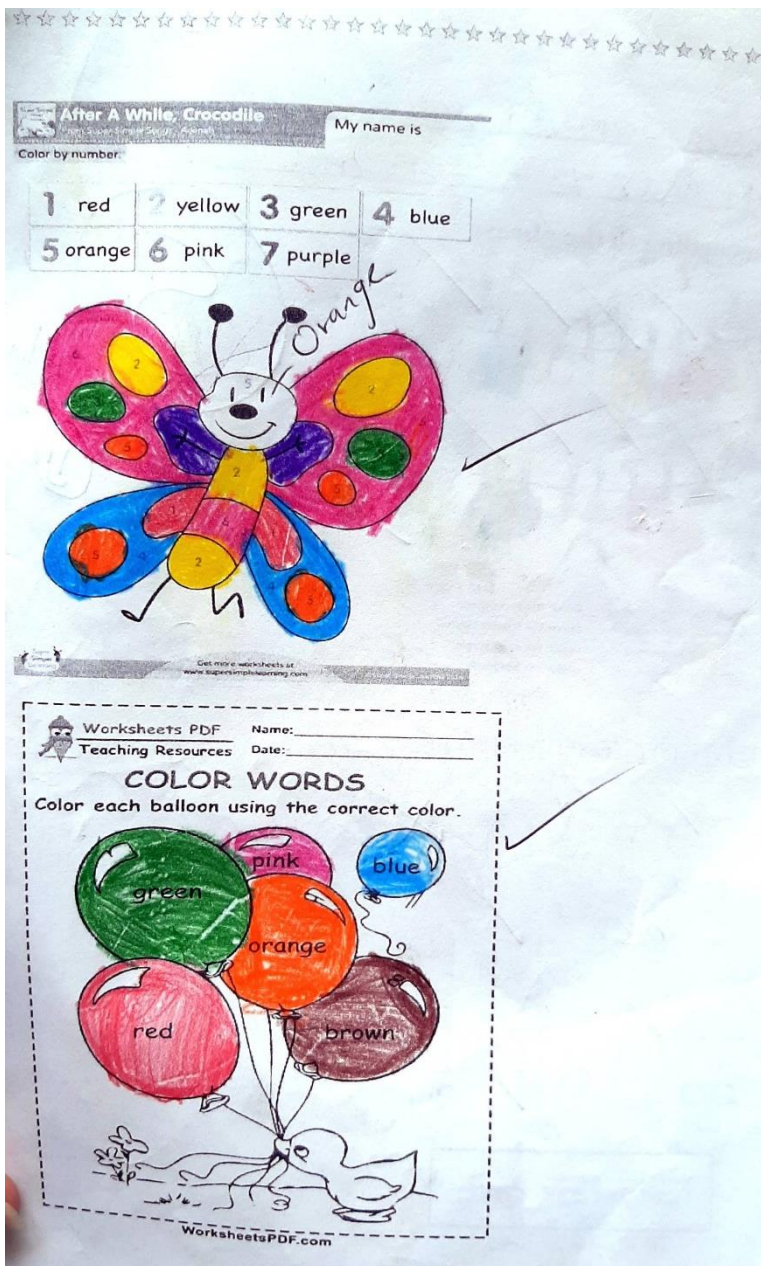
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https://docs.google.com/document/d/1Pk1MOibKllepSo0OuUi94X5ETyBXq_1D/edit?usp=sharing&oid=103220041908520719684&rtpof=true&sd=true

Match the words with the animals.

PIG

HORSE

CAT

SHEEP

DOG

CHICK

COW

DUCK

GOAT

Complete the word and color the animals.

FARM ANIMALS

R__st__r

C__w

H__rs__

Sh__p

P__g

Ch__ck__n

T__rk__y

C__t

D__ck

D__g

Name: _____

Worksheet developed by a student



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Planning of the class related to the animals

https://docs.google.com/document/d/1kSMo9ZB08rr0vufzxc69S7wHej_oN5iO/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true



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PLAN DE AULA 2022					
AREA: Idioma Extranjero	ASIGNATURA: inglés	PERIODO: 3	GRADO: 4	TIEMPO:	
ESTÁNDAR: Sigo atentamente lo que me dice mi profesor y mis compañeros durante un juego o una actividad.		COMPETENCIA: Lingüística y pragmática.			
COMPONENTE: Lingüístico y pragmático.		APRENDIZAJE (DBA): Intercambia opiniones sencillas sobre un tema de interacciones simples y conocidas.			
CONTENIDO: Animals		EVIDENCIA: - Aprende el léxico de los animales - Pronuncia correctamente el vocabulario - Practica en clase las palabras.			
ETAPAS	ACCIONES Y / O CLASE	RECURSOS	TIEMPO	PROYECTOS TRANSVERSALES	
EXPLORACIÓN	Saludo y revisión de conocimientos previos sobre los animales que conocen.	Tablero Cuadernos	2 minutos		
ESTRUCTURACIÓN	Explicación del vocabulario con su significado en inglés y en español, además de la pronunciación.	tablero cuaderno	15 minutos		
PRÁCTICA Y TRANSFERENCIA	Los estudiantes repiten las palabras y se escogen voluntariamente los estudiantes que van a repetir la palabra. Se realiza una actividad del teléfono roto para practicar el vocabulario.	Cuaderno Tablero	10 minutos		
Worksheet como trabajo en clase donde practican					

Appendix W. Reinforcement of previous topics at library.

Video: <https://youtu.be/-OPU1tnjvEc>



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Link:

https://www.youtube.com/watch?v=48lzhtROVo&ab_channel=Ingl%C3%A9sparani%C3%B1osconMrPea%3A%3ALibroM%C3%A1gico



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Link: https://www.youtube.com/watch?v=c6BVOQfgMP8&ab_channel=Doremi



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Link: https://www.youtube.com/watch?v=xDa22ECW7GY&ab_channel=CantaconJess



Link:

https://www.youtube.com/watch?v=K-QxgE4LOjM&ab_channel=BalloonandBen



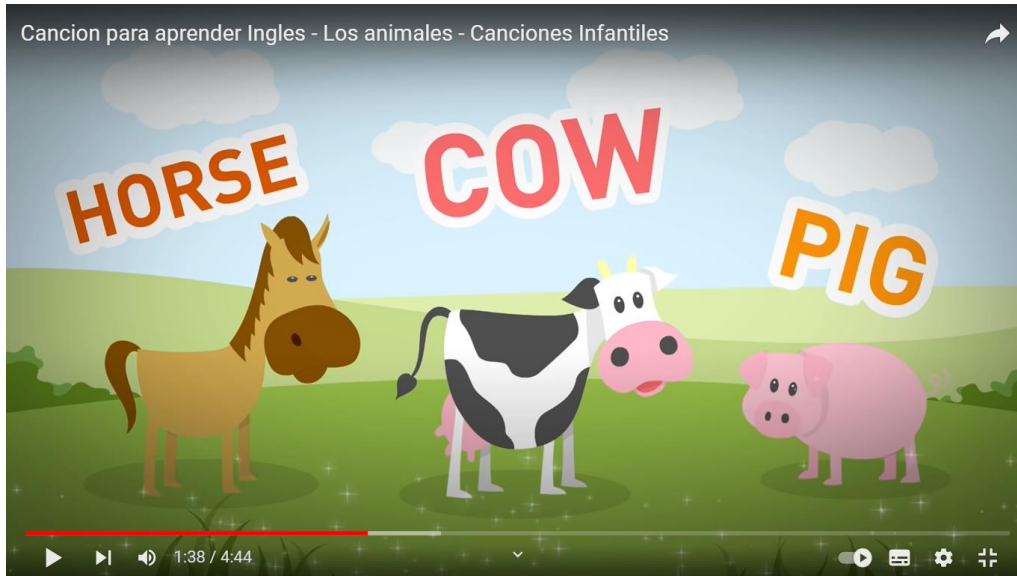
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Link:

https://www.youtube.com/watch?v=n92anAcM4Io&ab_channel=AlejoelConejoquesabeINGL%C3%89S



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Link: https://www.youtube.com/watch?v=sEDy0wGaXJY&ab_channel=ELFKidsVideos



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Link: https://www.youtube.com/watch?v=juvIpZgpfTg&ab_channel=SmileandLearn-English



Appendix X. *Second grade, family; third grade, jobs and occupations and fourth grade, quiz*

https://docs.google.com/document/d/1-Zq2jKr-kydNAIYJH5JcL1nz4J_2eYWs/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true



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Name: _____ Date: _____

Family Wordsearch

Use the words and pictures to help you find the types of families and the people in the family.



daddy mommy aunt uncle family
brother sister grandpa grandma
single parent nuclear extended cousin



Worksheet developed by one student.



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Jobs and occupations with third grade

Video: <https://youtu.be/UYU1r53UwIU>



<https://docs.google.com/document/d/169uRFLs2hThz8falq7W9wyHNfGE23Hb6/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true>



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- Find the words in the word search.

Jobs And Occupations



doctor vet firefighter nurse
judge lawyer teacher singer
dancer farmer builder waiter
waitress chef

- Write the correct occupation.

OCCUPATIONS

What is his job?

He is a _____



What is her job?

She is a _____

What is his job?

He is a _____

A worksheet developed by a learner



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Planning of the jobs and occupations

https://docs.google.com/document/d/12uDXFvFcHQ5a16XuDJPCgwe_QDX4Kz3U/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true



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PLAN DE AULA 2022				
ÁREA: Idioma Extranjero	ASIGNATURA: inglés	PERIODO: 3	GRADO: 3	TIEMPO:
ESTANDAR: Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.		COMPETENCIA: Competencia lingüística, Competencia Pragmática		
COMPONENTE: Lingüística y pragmática		APRENDIZAJE (DBA): Responde, de manera oral o escrita, preguntas sencillas sobre text descriptivos cortos.		
CONTENIDO: Jobs and Occupations		EVIDENCIA: - Reconoce las profesiones en inglés. - Repito la pronunciación. - Escribe el vocabulario en inglés.		
ETAPAS	ACCIONES Y / O CLASE	RECURSOS	TIEMPO	PROYECTOS TRANSVERSALES
EXPLORACIÓN	Saludo y revisión de conocimientos previos sobre las profesiones que conozcan.	Tablero Cuadernos	2 minutos	
ESTRUCTURACIÓN	Explicación del vocabulario con su significado en inglés y en español, además de la pronunciación.	tablero cuaderno	15 minutos	
PRACTICA Y TRANSFERENCIA	Los estudiantes repiten las palabras y se les pregunta de quienes quieren intentar decir la palabra y luego la repiten.	Cuaderno Tablero	10 minutos	
VALORACION	Worksheet como trabajo en clase donde practican el vocabulario.	Worksheet	20 minutos	

Quiz of animals and adjectives

Appendix Y. Second grade, body parts; third grade, reinforcement and fourth grade, personal pronouns.

<https://docs.google.com/document/d/10zfD-pfYhioiEMOfyI-mcOwbjT-AYJ3x/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true>



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NAME: _____

DATE: _____

GROUP: _____


1. Complete the crossword with the words and images.

Body parts crossword

Across

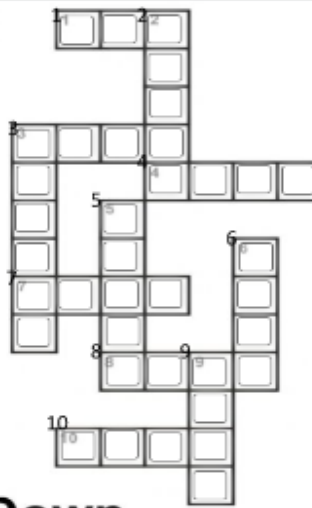
1. a _ _ 

3. f _ _ t 

4. h _ i _ 

Down

2. m _ _ t _ 



Worksheet developed by one learner



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Planning of the body parts

<https://docs.google.com/document/d/1C73eOB1p3kbCvq->

[OdB3cNGtUEionAUOA/edit?usp=sharing&oid=103220041908520719684&rtpof=true&](https://docs.google.com/document/d/1C73eOB1p3kbCvq-OdB3cNGtUEionAUOA/edit?usp=sharing&oid=103220041908520719684&rtpof=true&)

[sd=true](#)



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PLAN DE AULA 2022				
ÁREA: Idioma Extranjero	ASIGNATURA: inglés	PERIODO: 3	GRADO: 2	TIEMPO:
ESTANDAR: Copio y transcribo palabras que comprendo y que uso con frecuencia en el salón de clase.		COMPETENCIA: Competencia lingüística, Competencia Pragmática		
COMPONENTE: Lingüística y pragmática		APRENDIZAJE (DBA): Expresa ideas sencillas sobre temas estudiados, usando palabras y frases		
CONTENIDO: Body parts		EVIDENCIA: - Entiende el vocabulario de las partes del cuerpo - Repite las palabras del léxico. - Practica en el salón el vocabulario a través de juegos.		
ETAPAS	ACCIONES Y / O CLASE	RECURSOS	TIEMPO	PROYECTOS TRANSVERSALES
EXPLORACIÓN	Saludo y revisión de conocimientos previos de las partes del cuerpo humano.	Tablero Cuadernos	2 minutos	
ESTRUCTURACIÓN	Se explica el vocabulario y se les da la pronunciación.	tablero cuaderno	15 minutos	
PRACTICA Y TRANSFERENCIA	Los estudiantes repiten las palabras con el fin de practicar la pronunciación y luego se practica la canción de "Head, shoulders, knees and toes".	Cuaderno Tablero	10 minutos	
VALORACION	Se trabaja un <u>worksheet</u> para reforzar el conocimiento.	Worksheet	20 minutos	

Videos from Youtube to practice the jobs and occupations

Link: https://www.youtube.com/watch?v=UxAvGp55ksw&t=19s&ab_channel=Doremi



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Link:

https://www.youtube.com/watch?v=ckKQclquAXU&t=59s&ab_channel=FunKidsEnglish



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Personal pronouns with fourth grade

Video: <https://youtu.be/Px4B3MT7k4Q>



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Worksheet

<https://docs.google.com/document/d/1E28HLHvnadMxe2mQhM8->


[BRFaTbQynOfO/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true](https://docs.google.com/document/d/1E28HLHvnadMxe2mQhM8-BRFaTbQynOfO/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true)

e

			INSTITUTO TÉCNICO PADRE MANUEL BRICEÑO JAUREGUI FE Y ALEGRÍA <i>Formando hombres y mujeres en y para el mundo productivo, con paz, amor y justicia</i>					
IDIOMA EXTRANJERO								
AREA: INGLÉS			GRADO: 4			PERIODO: 3		
TEMA: THE PRONOUNS						PRE-TEACHER: Jarrinson Navarro Ospina		
ESTUDIANTE:						FECHA:		

1. Choose and color the right personal pronoun

Pronouns!

	<div>she</div> <div>he</div>		<div>he</div> <div>IT</div>
	<div>he</div> <div>They</div>		<div>he</div> <div>she</div>



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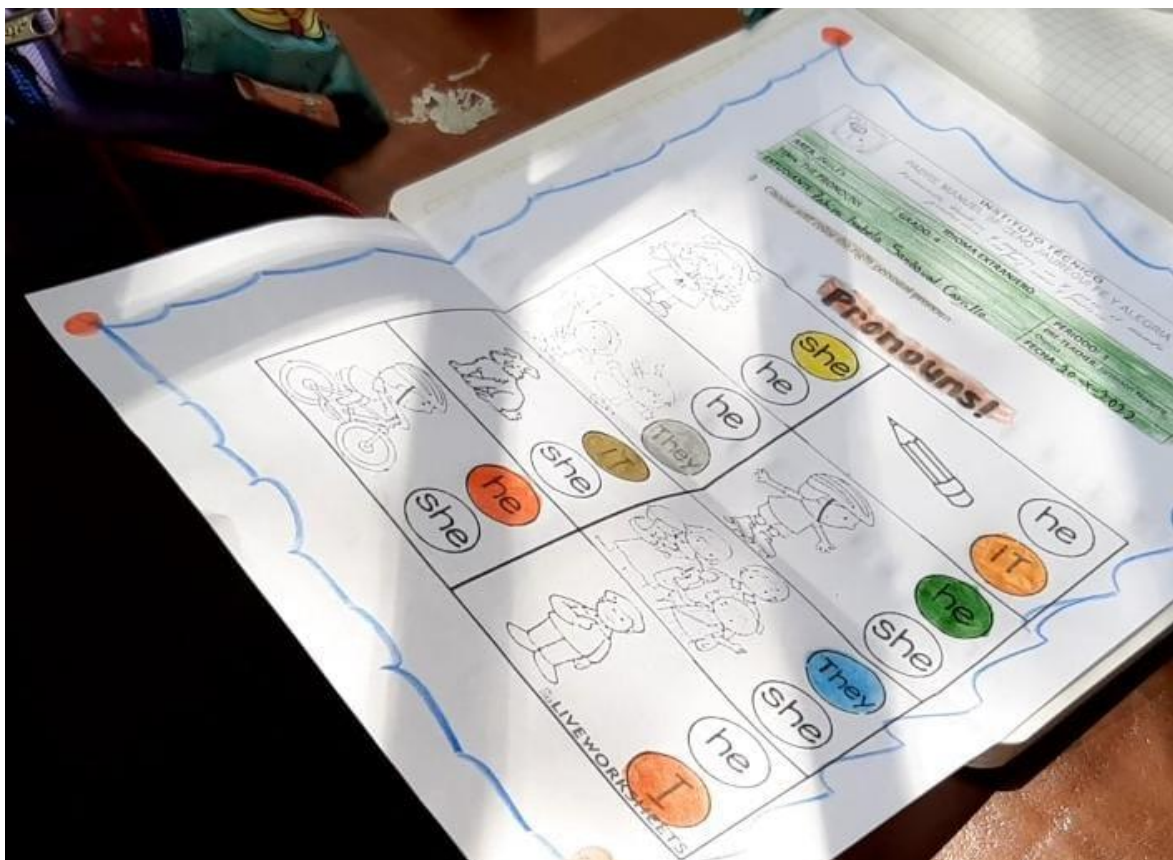
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Worksheet performed by one student



Appendix Z. *Third grade, places in town and fourth grade, the verb to be*

<https://docs.google.com/document/d/1uZgCM2O2ovsSiM4lI1IqkqGcwtweJC2I/edit?usp=sharing&oid=103220041908520719684&rtpof=true&sd=true>



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IDIOMA EXTRANJERO		
AREA: INGLÉS	GRADO: 3	PERIODO: 3
TEMA: Places in town		PRE- SERVICE TEACHER: Jarrinson Navarro Ospina
ESTUDIANTE:		FECHA:

Name _____



1. convenience store
2. bank
3. hotel
4. library
5. pet store
6. school



Worksheet developed by a learner



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Planning of the verb to be

https://docs.google.com/document/d/1vrK_Qct_khGuHayu2d8xmot-

[wL9_GdQY/edit?usp=sharing&oid=103220041908520719684&rtpof=true&sd=true](https://docs.google.com/document/d/1vrK_Qct_khGuHayu2d8xmot-wL9_GdQY/edit?usp=sharing&oid=103220041908520719684&rtpof=true&sd=true)



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*Formando hombres y mujeres en y para el mundo
productivo, con paz, amor y justicia*



PLAN DE AULA 2022				
ÁREA: Idioma Extranjero	ASIGNATURA: inglés	PERIODO: 3	GRADO: 4	TIEMPO:
ESTANDAR: Sigo y doy instrucciones básicas cuando participo en juegos conocidos.		COMPETENCIA: Lingüística y pragmática.		
COMPONENTE: Lingüístico y pragmático.		APRENDIZAJE (DBA): Intercambia opiniones sencillas sobre un tema de interés, a través de oraciones simples y conocidas.		
CONTENIDO: Verb to be		EVIDENCIA: - Comprende el <u>verb</u> to be; am, is, are. - Entiende los usos del verbo - Pronuncia correctamente el verbo to be.		
ETAPAS	ACCIONES Y / O CLASE	RECURSOS	TIEMPO	PROYECTOS TRANSVERSALES
EXPLORACIÓN ESTRUCTURACIÓN	Saludo y revisión de conocimientos previos sobre los pronombres personales que existen en inglés para empezar a conjugar el <u>verb</u> to be.	Tablero Cuadernos	2 minutos	
	Explicación del verbo to be y la respectiva pronunciación.	tablero cuaderno	15 minutos	
	Juego "Hot potato" por filas en donde el			

Appendix AA. *Second grade, action verbs and third grade, review of the previous topics.*

Video: <https://youtu.be/9NWFv122m4k>



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<https://docs.google.com/document/d/1epIp18->

[uKuApXcWp32ftX37rYu5Fpr_C/edit?usp=sharing&ouid=103220041908520719684&rtpof](https://docs.google.com/document/d/1epIp18-uKuApXcWp32ftX37rYu5Fpr_C/edit?usp=sharing&ouid=103220041908520719684&rtpof)

[=true&sd=true](#)



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PLAN DE AULA 2022				
AREA: Idioma Extranjero	ASIGNATURA: inglés	PERIODO: 3	GRADO: 2	TIEMPO:
ESTANDAR: Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.		COMPETENCIA: Competencia lingüística, Competencia Pragmática		
COMPONENTE: Lingüística y pragmática		APRENDIZAJE (DBA): Expresa ideas sencillas sobre temas estudiados, usando frases.		
CONTENIDO: Action verbs		EVIDENCIA: - Comprende el vocabulario de verbos de acción. - Practica la pronunciación del léxico. - Participa en la actividad lúdica con el fin de reforzar los action verbs.		
ETAPAS	ACCIONES Y / O CLASE	RECURSOS	TIEMPO	PROYECTOS TRANSVERSALES
EXPLORACIÓN	Saludo y revisión de conocimientos sobre los verbos de acción en inglés.	Tablero Cuadernos	2 minutos	
ESTRUCTURACIÓN	Explicación de los verbos de acción más comunes y sencillos para los niños.	tablero cuaderno	15 minutos	
PRÁCTICA Y TRANSFERENCIA	Los estudiantes repiten las palabras y luego se les pregunta a los estudiantes quien quiere intentar la pronunciación de ciertas palabras.	Cuaderno Tablero	10 minutos	
	Por último, se realiza un juego didáctico donde ellos deben realizar ciertos desafíos hasta llegar	Globos Vasos		

Appendix AB. Didactic game and exams.

Didactic game

Video: https://youtu.be/zu1_xM8i4U



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IDIOMA EXTRANJERO		
SUBJECT: ENGLISH	GRADE: 2	TERM: 3
TOPIC: Evaluación Trimestral de inglés		PRE- SERVICE TEACHER: Jarrinson Navarro Ospina
NAME:		DATE:

1. Match the images with the words.



3. Match the words with the body parts



4. Number the action verbs with the

Leaners' answers about the exam.



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Fourth grade learners' exam

<https://drive.google.com/file/d/1X3WIr5mVpCXotHIoh9C2dHG-K5VILCq/view?usp=sharing>









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IDIOMA EXTRANJERO		
SUBJECT: ENGLISH	GRADE: 4	TERM: 3
TOPIC: Evaluación Trimestral de inglés		PRE- SERVICE TEACHER: Jarrinson Navarro Ospina
NAME:		DATE:

2. Match the images with the words.

			
			1. farm
			2. horse
			3. cow
			4. sheep
			5. chicken
			6. chick
			7. goat
			8. donkey
			9. mouse
			10. pig
			11. duck

1. Look at the pictures and write the correct pronoun.

we - he - you - I - she - they - it

Learners' answers about the exam.



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Appendix AC. Weekly Narratives

https://docs.google.com/document/d/18TUvcryPpRdza5wFJsx7-Qrc-pgtegS_/edit?usp=sharing&ouid=103220041908520719684&rtpof=true&sd=true

WEEKLY NARRATIVE 1		
Educational Institution:	Trainee teacher:	First week date:
Instituto Técnico Padre Manuel Briceño Jauregui Fe y Alegría	Jarrinson Navarro Ospina	Sept 12th to 15th
Tutor:	Supervisor:	Grade:
Victor Manuel Campo Barrios	Leidy Liliana Amaya Martinez	Ninth, tenth, eleventh.
Objective:	To carry out a reflective perspective of the practicum stage.	
NARRATION AND REFLECTION OF THE EVENTS:		
<p>This first week, I consider it as a good experience since it allowed me to know the real process of being a teacher in an educational environment. From the moment I was there in front of my students I</p>		



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