

**Teaching Vocabulary to enhance writing production in Eleventh Graders Students
the Educational Institute Agueda Gallardo de Villamizar.**

Castro Bautista Jenire Dayana

Cooperating Teacher

Foreign languages department, University of Pamplona

Heiner Torres

Lic. Lenguas extranjeras

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Chapter I: General presentation

The following project aims at implementing the requirements of the practicum process of the Foreign Languages degree at the university of Pamplona. Throughout the six chapters the

different aspects that make up the development of this project are disclosed. The first chapter contains the general presentation of the project. In the second chapter the aspects related to institutional observation and the diagnostic process will be presented such as institutional, administrative, pedagogical aspects, as well as the technological level of the institution and the type of population.

For the development of the third chapter, the aspects related to the pedagogical and investigative component are developed, the aspects related to the development of the pedagogical project such as the research problem, justification, objectives to be achieved, and the methodology for both the implementation of the project and for the research to be carried out, and the fourth chapter the outreach component that seeks to attend to the needs of language education for primary school students.

The fifth chapter, aspects related to intra-institutional activities that the institution seeks to know and achieve a correct insertion in the institutional context will be considered to reach a complete teaching experience. such as the objectives, the methodology and the schedule with the activities to be attended and finally the six-chapter related to the reflective approach to integral practicum.

Introduction

Nowadays, learning a foreign language has become more than just "important". The Argentine professors and researchers Biava and Segura (2010) confirmed that learning a foreign language, specifically English, has gone from being a privilege to a need for learning in different productive sectors. The process of globalization has been the main reason why English has become so important on a global scale that today it is considered the lingua franca of business. The Ministry of National Education of Colombia (2005) points out that "In higher education, recent graduates are expected to be able to understand complex texts that are within their area of knowledge and can express themselves with a certain degree of fluency when communicating with other people in English, for this reason Higher Education Institutions must guarantee compliance with a number of basic hours and the quality in the courses that are taught". That is why educational institutions sought that students learn to express themselves in English.

Throughout the development of the observations, some inconveniences were evidenced that do not allow the correct acquisition of the foreign language, where one of the most affected is the writing production, a necessary competence for the complete learning of foreign languages, which causes a decrease in the level. Therefore, it is necessary a pedagogical intervention where students could improve this competence. Then, the interest to develop with the students a research project that would allow them to significantly approach the writing production by learning vocabulary in English and search for the most pertinent acquisition strategy so that this vocabulary was actually learned at the same time with tasks that are developed functional and practical.

In this sense, this project aims to reinforce vocabulary by working with the contents proposed for each one of the weeks as a complement for the development of the activities scheduled for the rest of the trimester, in addition to the fact that this project seeks to improve the level of vocabulary of those students who require pedagogical support.

Justification

Vocabulary is one of the most important factors for learning a foreign language, it is necessary to have a lexical assortment to put into practice the rules of grammar, writing, to understand what is said and even to express themselves orally, it is easy for a person with a number of varied combinations to express ideas, opinions, or thought more easily than a person who knows the grammatical structures but who does not have a enough vocabulary, which also applies for reading or writing as presented by the British linguist David Wilkins (1972), who states that "Although without grammar little can be transmitted, without vocabulary nothing can be transmitted" an example of someone who could read a text almost without using grammar, but without vocabulary is extremely difficult.

The main motivation with which this project is conceived lies in the need to encourage students from the Agueda Gallardo de Villamizar school to improve their writing production by learning vocabulary in combination with the topics proposed by the institutional curriculum, considering that vocabulary helps us to express ourselves on a daily basis. and increase writing fluency in English which applies not only to the educational context but also to everyday life as required later by the students.

General objective

- ✓ To improve writing production by teaching mnemonic vocabulary strategy to eleventh grader students at the educational institute Agueda Gallardo de Villamizar.

Specific objectives

- ✓ To show the administration, internal working and resources of the Educational Institution Agueda Gallardo de Villamizar.
- ✓ To improve vocabulary competence in eleventh grade students at Educational Institute Agueda Gallardo de Villamizar
- ✓ To integrate the language training of the students of the Bachelor's Degree Program in Foreign Languages English-French to the educational reality of English teaching in elementary school.
- ✓ To participate in extracurricular and cultural activities carried out at the institution

Chapter II: Institutional observation and diagnosis.

Recognition of field observation

The “Educational institute Agueda Gallardo de Villamizar” is a mixed educational institution, located in Colombia, department of Norte de Santander in the city of Pamplona, its main office is located at Carrera 9 #8-103, Salesiano neighborhood.

Environment characterization

The “Educational Institution Agueda Gallardo de Villamizar” offers education at levels preschool, elementary, secondary and middle school, and academic and technical secondary education, elementary school for adults, middle school for adults, and adult education programs.

Design of immersion and community outreach strategies.

The first step for the immersion and approach to the educational community is the sending of a letter prepared by the integral practicum team of the department of foreign languages and communication to the rector of the designated school and to the teacher in charge of supervising the practice process; where the collaboration and approval of the request are appreciated. In the same way, the student who will do his internship process in his educational institution are presented on a specific day, followed by the presentation by the candidates to practice in each institution with both the rector and the supervising teacher of the English area.

Once these two processes have been completed, a class observation is carried out by the cooperating teachers where they present themselves for the first time to the students, they will be in charge of the moment of starting the process formally.

Knowledge of the different types of activities developed in the educational community.

The Institution Agueda Gallardo de Villamizar As a Salesian institute, it offers students different weeks according to the guidelines given by the government and by the Salesian sisters, who propose weeks of reflection such as those of peace, where different meetings are held and issues related to equity of gender are discussed, these meetings are held week by week according to the topics to be discussed, on the other hand the teachers are present during the development of these activities.

Documentary analysis

Topographical localization

The “Educational Institution Agueda Gallardo de Villamizar” is a mixed educational institution, located in Colombia, department of Norte de Santander in the city of Pamplona. This institute, in turn, has different locations. In the main location, educational services are offered from sixth to eleventh grades, at the “El Escorial” located at Carrera 11 8C-55, Afanador neighborhood, and the “Jardin Nacional “location located by the vital park-intra road to the aqueduct where it is offered education from first to fifth grade

Administrative level

Institutional PEI

The Agueda Gallardo de Villamizar institutional educational project approved on October 14, 2016 under the rectory of Sor sol Cristina Redondo Avila n Property Magister in Local Development Management shows us the different aspects related to the development of the institution, operation and different guidelines for its operation the PEI is divided by components the first one it is related to the conceptualization issues such as the situation are addressed institutional, mission, vision, the principles that govern the institution, the values, and finally the educational offer.

The second component, the administrative components where aspects such as the school government, the enrollment system, the human, physical, technological and economic resources are addressed as well as the organization criteria of the institution, regulations and manuals. The following is the pedagogical component where the pedagogical model is discussed, in this humanist-constructivist case, as well as the methodological approach, the curricular design, among others. Finally, the community component is addressed, where procedures are discussed to relate to other institutions, educational programs of a non-formal or informal nature, and the risk and social service plan.

Organization chart

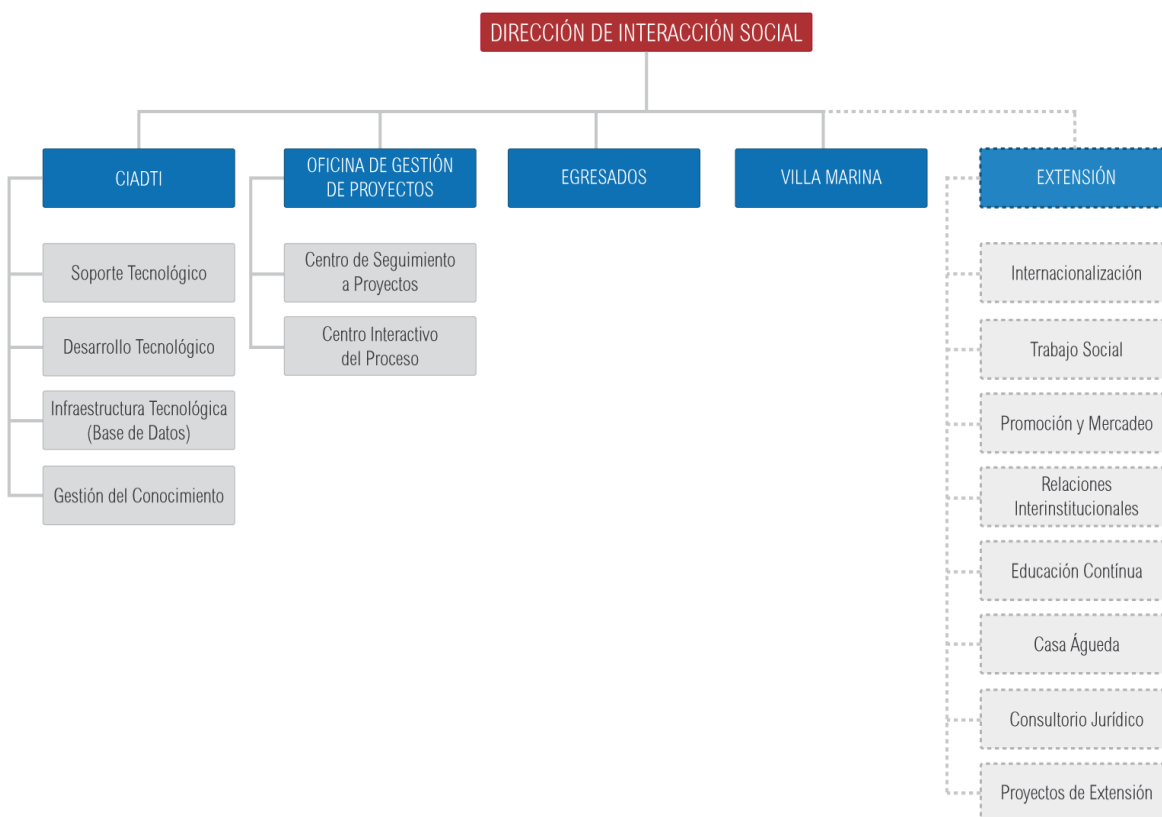


Figure 1. institutional schedule and programming

Handbook

Institutional school coexistence handbook that promotes conciliation and dialogue.

Objective

In agreement with article 87 of the general education law, educational establishments will have a coexistence manual in which the rights and obligations of student fathers, mothers or guardians will be defined, which must be signed at the time of signing the enrollment. This

applies to all members of the educational community as an establishment that offers educational services without discrimination of race, culture, sex, gender, ideology, creed, socioeconomic status, or situations of vulnerability or disability and constantly promoting the processes of inclusion of all members of the community.

Organization

The Manual of Coexistence establishes the ethical and moral code of students, parents or guardians, administrative staff, managers and teachers, in the first chapter the general guidelines are established, including the basic concepts, then the principles guiding of the institution that are reason, religion, kindness, work, piety and joy, below are the objectives with which the manual of coexistence is conceived among other aspects, and the legal framework, the second chapter the institutional framework of the manual aspects related to the mission, vision, values and quality policies, the third chapter present the rights and duties of students as well as pedagogical actions, the fourth chapter broach the system of admission and permanence of students in the fifth chapter the form of conflict prevention and resolution is discussed, in the sixth chapter, the situations that attend against social coexistence and the classification of each of the situations classified as type I, II, III according to severity, finally, rules and personal care are discussed

Sessions

The English classes are divided by weeks according to the courses for the eighth graders, it is assigned to work 8 hours a week and with the eleventh grade 4 hours a week, these class sessions take place in the mornings, however the students of the technique have classes in the afternoons

- Morning sessions
- Afternoon sessions
- full time

Institutional schedule and programming

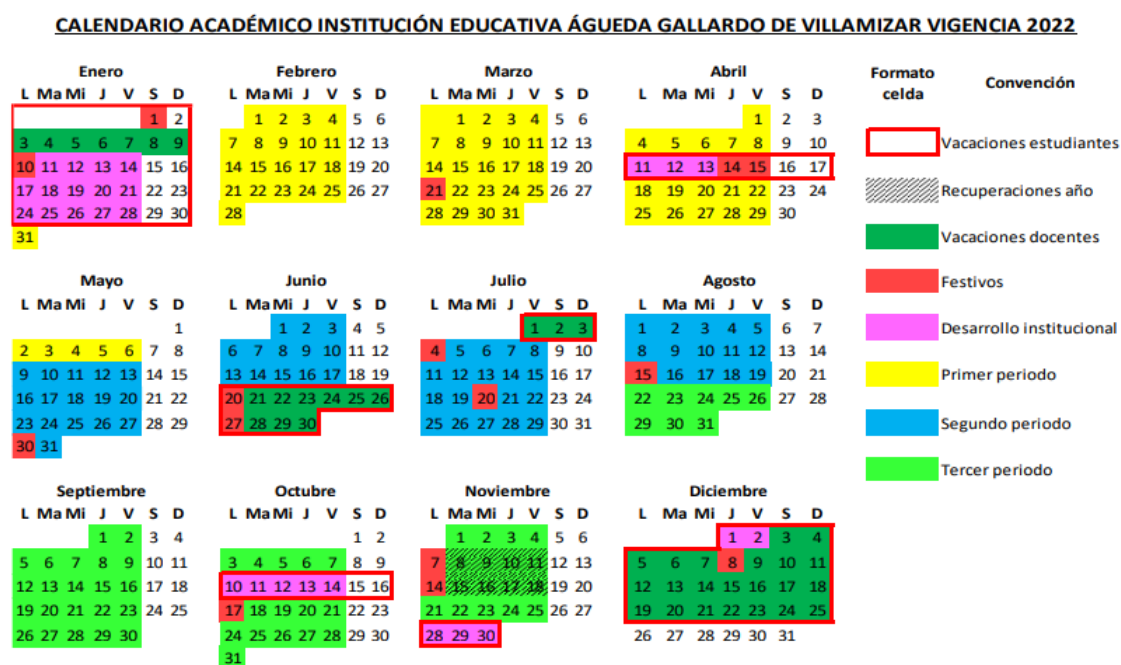


Figure 2. *institutional schedule and programming*

Pedagogical level

Language area planning

The planning of the English area is established by trimesters according to the grade, it is established according to the standards of each group by thematic areas, the objectives are also established for the basic competences as well as citizenship and task competence to finally move on to the performance indicators.

ÁREA: Idioma extranjero – inglés

GRADO: Undécimo

PERIODO: Segundo Período RESPONSABLES: Docentes de área

ESTÁNDARES	EJES TEMATICOS	COMPETENCIAS BÁSICAS	COMPETENCIAS CIUDADANAS	COMPETENCIAS LABORALES	INDICADORES DE DESEMPEÑO
Comprendo textos de diferentes tipos y fuentes sobre temas de interés general y académico En interacciones con hablantes nativos de inglés reconozco elementos propios de su cultura y puedo explicarlos a mis compañeros	YOU CAN MAKE A DIFFERENCE • Future tense • Passive voice • Need to • When and until • Simple tenses review: present and past -Saber test - Regular and irregular verbs	ESCUCHA Identifico personas, situaciones, lugares y el tema en conversaciones sencillas. LECTURA Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento. ESCRITURA Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo. MONÓLOGO Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. CONVERSACION Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto.	Utilizo distintas formas de expresión para promover y defender los derechos humanos en mi contexto escolar y comunitario	Reconozco los resultados y el impacto de mis acciones sobre los otros.	Escribe composiciones cortas utilizando tiempos verbales simples. presente, pasado y futuro Sustenta puntos de vista en forma oral y escrita, sobre temas de interés general, haciendo uso de expresiones y estructuras estudiadas Muestra interés por fomentar el bien común

Figure 3. language area planning

Knowledge of available pedagogical resources.

Considering presence-based modality allows access to the resources available in the institution, which are:

- ✓ Board.
- ✓ Video Beams.
- ✓ Academic advising through established schedules.
- ✓ Assigned computers for each classroom.
- ✓ Computer lab.

Methodology

The methodology for the development of each activity is presence-based modality with an hourly intensity of three hours per week where teachers develop different activities to work on English skills, the methodology consists of introducing the themes through different previous activities once completed goes to the explanation of the grammar to finally evaluate the topic seen, normally the evaluative tests are type Icfes with multiple answers.

Learning supports modalities (tutoring, communication tools and strategies, etc.).

The modalities of student accompaniment are:

- ✓ Explanation of each of the topics in detail in class.
- ✓ Additional explanation if it is necessary
- ✓ Advice to students if it is necessary.

Guide and material design

For the explanation of the topics, work guides can be used with the explanations of the activities. Likewise, for the activities to be developed, the students receive copies with the

exercises. In addition to this, some classrooms have video beams and computers and even a television where videos related to topics are displayed and you can even work with songs.

The Basic Rights of learning in the institution.

The national bilingualism program seeks those students to possess the ability to speak in English to act and promote the economy and culture through the tutorial system. To realize this purpose, the Ministry of National Education has taken as a reference the common European framework to explain the size of levels and performance of every student with the foreign language. These standards translate into goals that the coed should achieve at each level.

Tabla No. 1

NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	• Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	• Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		• Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

Figure 4. levels

Courses

✓ Levels, Grades:

Preschoolers:

✓ Transition

Primary:

- ✓ Elementary with 1st Grade
- ✓ Elementary with 2nd Grade
- ✓ Elementary with 3rd Grade
- ✓ Elementary with 4th Grade
- ✓ Elementary 5th Grade

High schools:

- ✓ Secondary with 6th Grade
- ✓ Secondary with 7Mo Grade
- ✓ Secondary with 8Vo Grade
- ✓ Secondary with Grade 9

Middle education:

- ✓ Middle Education with 10th grade
- ✓ Middle Education with 11th grade

Schedule

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 to 7:55	8A		8B	Outreach Component	
7:55 to 8:50	8A	11A			
8:50 to 9:45		8B			
10:15 to 11:10		11B			
11:10 to 12:05		11B			8B
12:05 to 1:00		8A	8A	11A	8B

Table 1. schedule

Technological level

Connectivity

Despite the efforts for students to have access to different technological spaces, those are limited, many of the video beams installed in the classroom do not work, so television must be used, and although there are computers assigned to each classroom, it is often difficult to have access. Despite this, with a computer lab to develop some of the activities.

Access and platforms use

Platforms are not used for the development of classes, however the educational institution has a platform for both teachers and students, on this platform teachers can upload notes and students review them, WhatsApp is used for sending information related to board-level meetings as well as information related to students' workshops and assignments, where each teacher has assigned an account only for sending and receiving academic activities, and also via email.

Description of digital resources used

The digital resources used for the development of each class vary and can be:

- ✓ Slideshow.
- ✓ Video Beam.

✓ Videos.

✓ Television.

Population level and information

Number of students	Eighth A	Eighth B	Eleventh A	Eleventh B
	33 students	32 students	35 students	25 students

Table 2. Population

Genre	Age	Language level
Male and Female students	13 to 19 years old.	A1 and B1 level

Table 3. Information

Teachers team

It is created by all the teachers who provide their services in the educational institution for the English area. There are three teachers responsible for the sixth to eleventh grades.

Teacher's name	Class
Anderson Fabian Contreras	6° and 7°
Nataly Guarín	8° and 11°
Yolima Parra	9° and 10°

Table 4. Teacher's team

Administrative team

It is formed for all members of the operational area who are distributed in the different locations, as well as the members who direct the educational establishment.

- A porter for the National Garden headquarters
- A porter for the Agueda Gallardo headquarters
- A general secretary
- Two operatives for general cleanliness
- Four Administrative Assistants
- Two assistant secretaries
- A concierge
- A rector from the Community of Daughters of Maria Auxiliadora.
- A coordinator who is responsible for monitoring situations and/or academic problems

Parents community

The families that make up the community of parents of the Agueda Gallardo de Villamizar school, are mostly Catholic families that agree with the Salesian philosophy, these families are 90% from social class 1 and 2 and 10% social class 3, some They come from rural areas and mostly from peripheral neighborhoods, most of the families have an income below the minimum wage through informal jobs, 10% with income of a minimum wage, this for families in social class 2 and 3 , and 10% do not receive any income and 5% receive some pension.

Chapter III: Pedagogical and Investigative Component

Teaching Vocabulary to Enhance Written Production in Eleventh Grader Students at the Educational Institute Agueda Gallardo de Villamizar.

Introduction

Through this research project, it is seeking to leave an alternative response to optimize the learning and teaching of vocabulary of the English language in the eleventh-grade students of the educational institution, Agueda Gallardo de Villamizar. When starting the teaching practice at the Agueda school, it was evident that the students had difficulties in remembering the vocabulary as well as in expressing it orally or in writing. As the author Schmitt (2010) points out, “students carry dictionaries and not grammar books to communicate”. Learning English vocabulary helps students to understand and communicate with others.

In this way, the interest arises in developing a research project with the students that would allow them to approach the vocabulary in English in a significant way and look for the most pertinent acquisition strategy so that this vocabulary was really learned as functional and practical tasks. That is why this proposal is designed from an action research perspective.

The project presented below contemplates in the first place a diagnostic stage in which the research problem is raised, described and formulated, justifying itself within the framework of foreign languages, from this it was possible to establish the objectives, as well as, the theoretical framework that offers information about the different concepts to support the research followed by the previous studies that serve as a guide for the development and execution of this project on the other hand the methodology in which the type of research is contemplated and the research work is contextualized to through the description of the population under study, followed by the development of the proposal to finally analyze the results of this research.

Problem

Vocabulary is an important component when learning English, the author Nation (1994) points out that vocabulary learning is a way to enrich students' reading, listening, writing and speaking skills, which ultimately generates fluency in all competencies regarding the language. Through the teaching practice process in the institution it is observed that in the classes the students present a difficulty to remember the vocabulary related to the previously seen topics since when the topics are explained and due to the lapses of attention the students easily forget the meaning of the words or expressions even if they were previously presented.

Due to this problem, many of the students are inhibited or do not have a real interest in participating in classes, thus losing interest in working on the subject and it becomes seen as one more class to pass the cycle, despite the importance that the course has in the educational system.

Research questions

- ✓ How can the use of vocabulary improve the writing production of eleventh grader students?
- ✓ Can learning vocabulary influence the improvement of written production competence?
- ✓ Is it possible to support and transform the written production component through the use of Mnemonic as a strategy to learn vocabulary?

Justification

For the educational institution Agueda Gallardo de Villamizar, it is important that students learn basic vocabulary in English that allows them to communicate in a real situation in this language, using different communication skills, appropriating their knowledge. Learning a lexicon makes it easier to express themselves more confidently in English. The Ministry of National Education of Colombia (2006) through its National Plan for Bilingualism requires that students develop communicative skills in another language, allowing better levels of performance in this language. For this reason, it is intended that students, when they graduate from the school system, achieve a level of English B1 (Pre-intermediate).

On the other hand, teaching vocabulary is also important because it is used in all daily conversations and its learning allows students to communicate freely and promotes both oral and written production. In addition, it is one of the pillars to improve the understanding and development of skills defined by the basic standards of skills in foreign languages. Likewise,

Salvador Rosa (2006) affirms that “Vocabulary teaching acquires, from this point of view that we share, immense importance at all stages of education, and even more so in preschool, because it conditions the consolidation of grammar and, in an absolute way, the expressive fluency of words. kids. If the child has very few terms, he will hardly be able to progress in the rapid elaboration of the message that the situation demands”, because if he does not have a basic vocabulary, he will not be able to complete simple sentences, many do not fully understand what they mean.

Writing is one of the most useful and essential means of communication in the educational context, especially if it emphasizes the learning-teaching of foreign languages. “Every time a student writes, he personalizes her learning; the act of writing helps to generate ideas, observations and emotions” (Fulwiler 1982), so this project seeks to improve this ability through the use of mnemotechnic for learning, which will make it easier for students to express their ideas with the knowledge acquired.

Objectives

General objective

- ✓ To enhance writing production by teaching mnemonic vocabulary strategy in 11° grader students at the educational institute Agueda Gallardo de Villamizar.

Specific objectives

- ✓ To encourage writing into 11th grade students putting in practice English as a foreign language.
- ✓ To enhance students' written competence throughout the vocabulary teaching process.
- ✓ To increase the student's vocabulary through the use of mnemotechnic strategy of acquisition of vocabulary.

Theoretical framework

The **vocabulary** competence is fundamental in high school students, vocabulary improves other competences as it's mentioned by Hill (2012) he said that vocabulary plays an important role in oral language development an early literacy, this competence is a determining factor at the moment of expressing our ideas, thought and knowledge through writing or oral production. Konza (2016) notes the importance of explicit teaching of vocabulary to support students to become confident in a word's meaning and use vocabulary in context. Therefore, vocabulary is a fundamental competence in learning a foreign language because having enough vocabulary, it is easier for students to express themselves fluently, when facing this language in a real context

Learning vocabulary in a foreign language involves some techniques, Paul Nation (2001) states that “students remember more words if they have the opportunity to review the words several times”, He points out three essential conditions for the vocabulary learning: the first one is called noticing in this stage of the process students realize the need of learning a lexical unit (pre-teach vocabulary). The second one is retrieving which consists of remembering

productively or receptively the word or its meaning. Students remember its meaning when listening or reading. Finally, the third phase of the process is elaboration, which can be productive when students use this word in a new context and receptive if students learn new meanings or uses of it.

These conditions are related with strategies to learn vocabulary where students adopt the most convenient with their learning process, considering that each student learn in a different way according to their level, Jesús Moya (1975) mention that” The phases of acquisition are not fixed and exclusive, being able to find several of the stages described in the same subject and in different periods of its evolution.”

In this way vocabulary acquisition goes hand in hand with **vocabulary learning strategies** according to levin and Presly (1985) there are four groups of vocabulary learning strategies: the first one called repetition that consist in simply, to think, say out loud or write the same word several times with the purpose of memorizing it; the second one called sensorial refers to the idea that vocabulary will be better detained if it is process through motor experiences; the third one semantic strategy based on the analysis and association of new vocabulary and, finally.

The mnemotechnic consists of the establishment of "artificial" relationships, associations created on purpose in order to improve memorization. The latter is the proposal for the development of this project where it is intended that students learn vocabulary through the association and grouping of vocabulary. The value of mnemonics lies in the fact that it makes the student carry out an analysis of the word; the mental activity of creating images or "scenarios" contributes to create connections that enhance memory (Cohen, 1987b: 45). It is important to know all the vocabulary learning strategies in order to understand the way in which students learn.

Written production is a linguistic ability that tends to develop the ability to organize, structure and disseminate ideas that encourages the application of rhetorical functions such as the description of a general parameter and all its nuances: definition, explanation, exemplification, illustration, comparison, integration, generalization, hypothesizing and critique.

According to Scarcella and Oxford (1992), to write correctly, one must master the four components of communicative competence defined by Canale and Swain (1980): grammatical, sociolinguistic, discursive and strategic competence.

According to Scarcella and Oxford (1992), to write correctly and effectively it is necessary to master the four components of communicative competence. one of them is grammatical competence, which requires the use of grammar (morphology and syntax), **vocabulary** and certain language mechanisms such as punctuation or spelling, the next is sociolinguistic competence: it allows the use of the language to vary with respect to the theme, genre, reader and purpose of the text to adapt to the given discursive community, followed by discursive competence: it consists of organizing the text so that it has coherence and cohesion, and finally strategic competence: it involves using strategies that allow increasing the competence to write effectively, such as planning, composing, or revising text.

It is evident that many components are involved in writing, what is intended with this project is to strengthen the vocabulary through the mnemonic learning strategy so that it is easier for students to express themselves in writing.

Literature review

With the objective of having a better comprehension of this study It has been divided in two categories:

✓ National research

✓ International research

National research

Vocabulary acquisition

According to a study published by Pedraza May, Rodríguez Jhon and Cristancho Paola (2011), pedagogical materials and the preparation of teachers in the classroom is one of the most important aspects since English should motivate students to learn and get to know another culture. Similarly, basic language skills (reading, writing, listening and speaking) should be put into practice. For this, workshops can be used to reach meaningful learning.

Here, the researchers seek for children to acquire a greater vocabulary of the culture of the United States of America through didactic workshops; That is, they use cultural aspects to carry out the lessons and activities offered to engage their students in English along with vocabulary acquisition. They also use children's stories or video stories and songs for children, tools that facilitate the execution of the programs. The results of these consultations were satisfactory, since the students received basic knowledge of a foreign language (English), as well as specific aspects of the culture of the United States, such as important dates or history.

The use of metacognitive strategies (FLE)

Vargas (2020) in a study aims to observe the initial writing process in FLE from the learning of metacognitive strategies in a public school in Bogotá. The author also mentions that as a motivating aspect, it was based on the objective of communicative exchange of letters in French with Mexican high school students who are learning FLE and who have the same language level, since in this way students would get a first real communicative approach applying the basic level of the language.

Given the results of the letter coherence and cohesion assessment, Vargas (2020), can see how there is an evolution in writing performance and learners begin to improve in writing a text with instructions for an informal letter. We can note an advance in the number of students who write more complete documents. In the results of the writing assessment framework by form of this document it can be noticed that there are results that continue with the idea of learning to write as a process of practice.

Vocabulary Learning

According to an investigation carried out by Constanza Urrego Carreño (2004), it presents the children's story as a didactic tool to learn vocabulary in English, it offers stories, fairy tales and small imaginary stories to learn basic vocabulary by reading the students' experience, to express their ideas about what is understood in the texts. This thesis was developed with undergraduate students of English in Modern Languages from the Pontificia

Universidad Javeriana. The result of the project was that the young people not only learned and mastered new vocabulary, but also learned and mastered new words using readings.

International research

Vocabulary Strategies

A research published by López Miguel, in his article, *Strategies for Learning English Vocabulary in Middle School Students*, reveals different forms of vocabulary acquisition based on the Levin and Presley strategy. Categorized into four groups: repetitive, sensory, semantic, and mnemonic, the goal is for high-level students to make greater use of contextualization and low-level students to use non-contextualized memory strategies. The researcher conducted four vocabulary-learning tests to obtain data on the strategies students use when learning new words. Each test consisted of learning 10 words and attaching a copy of a diagram that clearly showed the meaning of each word. For data collection, he asked the students to learn the vocabulary in the way that was easiest for them. During memorization, they had to report on the strategies used. As a net result, they found that the most used strategy was written repetition 50% of the time, translation 20% of the time, and association 1% of the time. To him, the percentages seem perfect to try to apply new strategies to increase memory efficiency.

Vocabulary Retention

In her thesis "Degree of vocabulary retention through the use of superficial and deep learning strategies" Victoria Deon uses different taxonomies from different authors, such as Nyman et. al., Rubin, O'Malley and Chamot and finally Oxford based on the key method. The purpose of this study is to measure short- and medium-term retention of English vocabulary. English students at the University of Quintana Roo were asked to learn 21 low-frequency words.

The sample was composed of two groups: deep vocabulary in group 1 and superficial vocabulary in group 2. Short- and medium-term storage was measured. As a result of these tests, the researcher found that the key method helps maintain vocabulary in English with satisfactory results in the short and medium term.

Pedagogical Methodology

This proposal will be carried out at the Instituto Técnico Agueda Gallardo de Villamizar with eleventh grade students.

- ✓ Presentation of the general aspects and particularities of the pedagogical proposal.
- ✓ Presentation of vocabulary as an important component to acquire a second language in an educational context.
- ✓ Presentation of the mnemonic strategy to learn a foreign language
- ✓ Delivery of images showing social, academic and family life.
- ✓ Explanation of the topics covered during the classes and their use within the pedagogical project.

Lesson plan

For the development of the project and the practicum in a lesson plan format provided by the university of Pamplona has been used, this format includes relevant sections such as the general topic, the grade, the period, the delivery date, the general information for the development and delivery, the topic, as well as, the objectives. Here is the lesson plan used during the development of this project.


Title		PLAN LESSON		
Course		Level	Students	Estimated time
English class		A2	once	2 hours
Institution		Program	Teacher	Classroom
Universidad de Pamplona		Foreign Languages students	Jenire Castro	Colegio Agueda Gallardo de Villamizar
Objectives		<ul style="list-style-type: none">• To describe a character using “clothes” vocabulary• To write phrases or paragraphs using clothes vocabulary		
Activities				
<p>Step 1: By the beginning of the class, the professor will greet the students, then the teacher will start the class by giving directions to the students first teacher we will continue with the explanation about clothes vocabulary topic</p>				
<p>Step 2: The students will be make a short exercise with some characters and make the a small description about the character then teacher will introduce the written exercise (20 min)</p>				
<div><p>SUSAN ROSA EMMA DONNA</p></div>				
<p>The warming up activity will consist on write a short paragraph related to the previous topic teacher will give an example (20)</p>				
<p>instructions: let's talk about clothes</p> <ul style="list-style-type: none">• Choose a famous character• Imagine what the character is wearing, clothes.• Make a short paragraph related to the character				
<p>Step 3: Students have to present a conversation in class based on the previous topic, teacher will explain pronunciation</p>				

Figure 5. lesson plan

- ✓ In the first step, teacher give directions to star class and make the introduction depending on the needs of the course or class
- ✓ The second step to be applied is related to an activity to complement the previous activity and introduce the topic of the class, during this step it is necessary to implement a warm up activity to explain the topic

- ✓ The third step consists in a practical exercise to check the understanding of the topic either grammar or vocabulary.
- ✓ Finally, an activity is carried out to evaluate the topic seen during the class session or sessions.

Pedagogical component timetable

	September				October				November			
Activities	Weeks				Weeks				Weeks			
	1	2	3	4	1	2	3	4	1	2	3	4
Third Conditional			X									
Clothes				X								
institutional development week					X							
Future going to							X					
Future plans								X				
<u>Bimestrales</u>									X			
<u>Nivelaciones</u>										X	X	

Table 5. *pedagogical component*

Classroom Methodology

The development of the classes was divided into four stages where the teacher and the students know the topic corresponding to each week and it is planned as follows:

First stage of introduction: during this time the teacher presents the topic through one or two activities prior to the presentation of the topic. Then comes the exploration stage: in this stage students are given the particularities of the topic, structure, vocabulary, uses, exceptions. And finally, the stage of structuring and practice: in this stage the student performs some practical exercises, in addition to solving the doubts of the students and finally, the evaluation stage: in this stage, the student independently solved each of the exercises following the previously given explanations

Research methodology

Research approach

Regarding this research project, it will take a qualitative perspective, due to the fact that the researcher studies and analyzes a phenomenon in his daily environment, the present study uses qualitative research that according to Cerda (2011) it refers to non-quantifiable attributes, characters or faculties that are used to explain or understand social phenomena or group actions. As in this case, the qualitative approach was chosen due to the interest of knowing the aspects, in addition to improve learning vocabulary of the eleventh-grade students at the Educational Institute Agueda Gallardo de Villamizar

Research design

This study was carried out in an action research modality through which the writing skills of the participants were understood in order to improve their level. As Creswell (2012) mentions, in order to obtain a more precise understanding of how the educational environment works, action research is carried out on students with the aim of improving learning and, therefore, teaching.

Population

The population analyzed were eleventh-grade students from the Instituto Técnico Agueda Gallardo de Villamizar in Pamplona, aged between sixteen and nineteen years old who live in different neighborhoods of the city and who have different social strata, races, religious beliefs and nationalities. Because educational institutions provide all services to all members of society without any discrimination.

Sampling

The sampling was composed by eight eleventh grade student at the Instituto Técnico Agueda Gallardo de Villamizar in Pamplona aged 16 to 19 years old.

Instruments

Observations

Observation is an important tool for collecting information, since with it a specific phenomenon can be observed that can contribute to the search for an effective solution to the problem and consider it from different points of view.

Gorman and Clayton, cited in Baker (2006), define observational research as one that "involves the systematic recording of observable phenomena or behavior in natural settings."

Questionnaires

Questionnaires are essential tools for data collection in qualitative research, through the use of questionnaires important statue can be known. According to Rowley (2014), "questionnaires are one of the most widely used means of data collection and, as a result, many novice researchers in the fields of business and management, as well as other fields of study. Other fields of social science incorporate research through questionnaires Given their popularity, it is easy to assume that questionnaires are easy to design and use It is not: a lot of effort to create a good questionnaire that collects data that answers your research questions and attracts a response rate in this article, we use the term research questionnaire to refer to a questionnaire used in an academic research project.

Proposal schedule

Activities	September				October				November			
	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the project				X								
First written production				X								
Class observation					X							
Class observation								X				
Questionnaire									X			

Table 6. *proposal schedule*

Description of the activities

The first activity designed was a written production where the students had to first choose a famous character ([See appendix 1](#)), introduce the character to finally make a description of what the character was wearing, this text was introduced through a activity relating the vocabulary to images and grouping the related vocabulary, in this way the students achieved a correct writing as well as increasing their vocabulary.

The second activity developed was a class observation. In this case, the teacher-in-training designed an observation guide that was filled out as the class session went on. This allowed the teacher to observe the writing capacity and vocabulary acquisition of the students. Students, as well as verify the effectiveness of the mnemonic strategy for vocabulary acquisition during the development of the class.

The third proposed activity was a written production where the students talked about their future plans ([see appendix 2](#)) In this case, the activity will be introduced through a text that

analyzed in class where the students had the opportunity to acquire vocabulary for their future writing, as well as slides. where the students could relate the vocabulary to images and group different types of phrases that will serve for their writing.

The fourth proposed activity was an observation in class where a series of student behaviors could be observed, as well as how they interacted with the subject and how from the explanations they could elaborate the proposed activities and thus create brief writings in a more informative consistent and effective way.

The last proposed activity was a questionnaire where the participants were asked a series of questions related to the implementation of all the tools for vocabulary acquisition and the writing process throughout the research process, as well as knowing how they interpret these activities during the development of the class.

Data collection techniques and instruments

Class Observation

Observation is an important tool for collecting information, since with it a specific phenomenon can be observed that can contribute to the search for an effective solution to the problem and consider it from different points of view.

Gorman and Clayton, cited in Baker (2006), define observational research as one that "involves the systematic recording of observable phenomena or behavior in natural settings."

As part of the fulfillment of the research methodology, two main instruments were considered, on the one hand, the class observations ([see appendix 5](#)) where aspects such as the role of the student, the writing strategies used in class, the skills worked on, the application of the strategy were evidenced. mnemonics strategy and finally the students' ability to write in the two moments of the class before and after writing.

OBSERVATION NUMBER: 2		Date:	Hour:
Objective:			
Institution:	Place:	Cours: 11A	
Time of observation: two hours	Topic:	Students:	

If the class was on -site class, what would it be like? Draw a plan.

Topics	Descriptions	Comments
Language level		
Materials		
Teacher Methodology		
Objectifs de la classe		
Type d'activités		

Role of students		
Writing learning strategies		
Strategies for teaching writing		
Language skills worked (oral and written comprehension and oral and written production)		
Sub-skills (grammar, vocabulary etc.)		
Proposed strategies to develop writing		
Work individually or in groups		
Mnemonetic strategy to learn vocabulary		
Ability of writing before explanation		
Ability of writing after explanation		
Strategies to evaluate writing		

Figure 6. Observation sheet

Questionnaires

Questionnaires are essential tools for data collection in qualitative research, through the use of questionnaires important statutes can be known. According to Rowley (2014), "questionnaires are one of the most widely used means of data collection and, as a result, many novice researchers in the fields of business and management, as well as other fields of study. Other fields of social science incorporate research through questionnaires Given their popularity, it is easy to assume that questionnaires are easy to design and use It is not: a lot of effort to create a good questionnaire that collects data that answers your research questions and attracts a

response rate in this article, we use the term research questionnaire to refer to a questionnaire used in an academic research project.

On the other hand, there is the design of a questionnaire ([see appendix 7](#)) to know about the students' experience during the writing process, this questionnaire was designed to know the writing capacity of the students as well as the application of the mnemonic strategy from the perspective of students and the ability to improve writing in relation to vocabulary learning. The questionnaire was designed in Spanish for a better understanding of the questions by the students as well as for an ease of response by them. With the questionnaire it was possible to clarify different aspects related to the writing worked in class as well as information related to the vocabulary worked in class and the mnemonic strategy applied ([see appendix 8](#))

The image shows a screenshot of a web-based questionnaire titled "Cuestionario de ingles". On the left side, there is a header with the title and a user profile for "jenirecas8@gmail.com" with a "Cambiar cuenta" link. Below this, there are two input fields: "Name: *" and "Course: *", each followed by a "Tu respuesta" label and a text input area. At the bottom of the left column, a note states: "Lo invitamos a responder las siguientes preguntas de la manera mas honesta posible." The right side of the form contains two questions. Question 1 asks: "1. ¿Con qué frecuencia se trabaja la producción escrita en clase? *". It has seven radio button options: "Siempre", "Casi siempre", "Bastantes veces", "Regularmente", "Algunas veces", "Casi nunca", and "Nuna". Question 2 asks: "2. ¿Considera que los recursos utilizados en clase se adecuan a sus necesidades * para desarrollar la escritura?". It has two radio button options: "Si" and "No". Below the questions, there is a section for justification: "Justifique su respuesta anterior *" followed by a "Tu respuesta" label and a text input area.

Figure 7. Questionnaire

Written Productions

As part of the development of the project, another useful method of collecting information was the written productions of the students where it was possible to show if the students really acquired the vocabulary as well as its correct use within the sentences, this

because the paragraph to be developed ([see appendix 3](#)) In addition to the basic vocabulary, it included the use of adjectives that in English have a specific order. In addition to this, an evaluation rubric was used for each of the written productions, where aspects such as the correct use of the topic, the grammar, coherence, the use of the correct structure given in class, as well as following the instruction given for the development of the writing. For this, two written production activities were developed, one of which could be fully implemented, for the sample eight students were chosen and for each of them an evaluation rubric ([see appendix 4](#))

Writing exercise #1 participant # _						
Score	0,2	0,2	0,2	0,2	0,2	Total score
1. Use of the topic. The students use the topic correctly to write paragraphs						0,8
2. use of grammar. The participant uses correctly the grammar to write a short paragraph.						10
3. Coherence. The participant has coherence at the moment to write short paragraph about the topic.						10
4. Structure. The participant uses correctly a correct structure to write.						0.8
5. Instruction The participant respects the instruction given to develop the written production						10
Grade						

Figure 8. Written production rubric

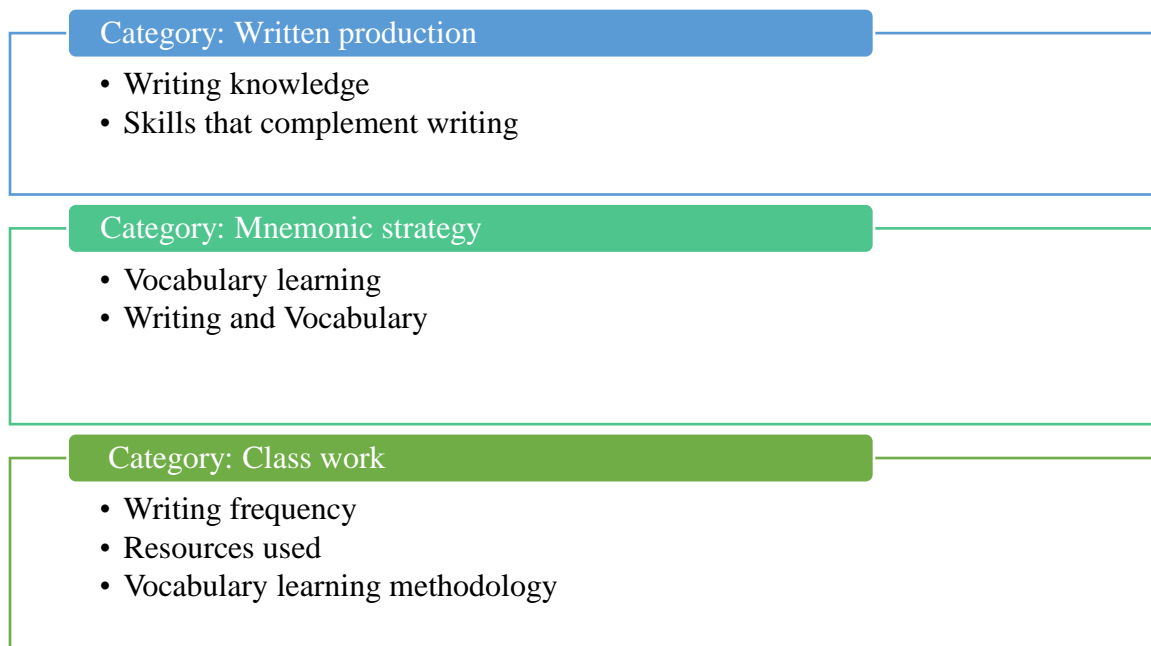
Data Analysis Method

For the analysis of the information, the steps proposed by Creswell were used, where initially the transcriptions of each of the instruments are organized, first of the questionnaires, class observation as well as the analysis of the written production rubric then the second stage was passed where the information collected was read, removing the first ideas for classification, the research questions were read comparing them with the information obtained as well as the general ideas of the participants, among other general aspects.

After this phase, we did the stage of reflection on the information, in addition the information was read and reflected on everything that was obtained to reach the next stage, the stage where the creation of the codes and sub codes to segment information into sentences or paragraphs to organize it. These are the steps that have been worked on so far since the classification of all the information remains to be done, where the complete analysis of each of the instruments was obtained.

System of Codes and Semantic Relations

Considering this type of analysis, an illustrative table was elaborated where the categories and subcategories are observed as the main aspect, as well as their relationship.



Results

Written production

Writing represents one of the central axes of this research for the data collection, in addition to the questionnaire and class observations, rubrics were used to qualify the written productions and also for their subsequent analysis, the writings show an excellent assimilation with the contents. once the students were given the writing tools, the students are able to follow the instructions as well as write coherent texts in addition to correctly using the given structure and vocabulary “*Students create a paragraph where the formation of written sentences is evidenced using the correct structure, as well as using the given vocabulary appropriately*” (1st observation sheet).

Writing Knowledge

At the time of writing and according to the results obtained, it can be seen that students state that they do not feel prepared to write at the time they are given the assignment, more than

half of the students affirm that they do not feel prepared to write the vocabulary represents one of the main difficulties students have in writing *“no, because I lack learning vocabulary and writing a little”* (questionnaire), the other remaining percentage state that they apply the pre-knowledge learned in class and that, in addition, adapting the space makes them feel prepared to write *“Yes, since I adapt my study space in advance in order to be prepared when starting to write and I have the pre-knowledge given in class”*(questionnaire).

Skills to complement writing

On the other hand, another factor to take into account is how students support their writing process with other skills, in particular, vocabulary represents great support for student writing *“Vocabulary, since this is how more words are learned and this makes let's know which words to use in certain texts or events that are presented so to speak”* (questionnaire), followed by the written comprehensions by which the students are guided and is a great source of support to give examples of the writings that are sought to arrive *“based on a written text about future plans, it was sought that the students could write”* (2nd observation) and finally a small percentage of students stated that the grammar and listening comprehension exercises support their writing process.

Mnemonic Strategy

Throughout the development of the classes, different tools were used to implement the mnemonic strategy. The first was the use of grouping the vocabulary to be learned *“The mnemonic strategy was used at the moment of the explanation where the students were able to group the words by color, pattern, texture and material as well as associate these groups with a series of images”* (1st observation), in this way, a correct assimilation of the vocabulary was

reached, as could be evidenced when reviewing the writings where the students easily used what they had learned.

Vocabulary Learning

With respect to the way in which students learn vocabulary more easily using the mnemonic strategy, the analysis and association of vocabulary succeed, however, this was the least selected by the students who indicate that they learn better by repeating words, however, and with the strategy implemented in class the students point out that the proper way to work on the vocabulary is by associating texts with images, audio or text, followed by grouping the vocabulary, and finally creating scenarios where this vocabulary can be used, according to The results obtained this way of working on the vocabulary is adapted to the needs of the students *"I think that this vocabulary learned in class is the basic one to understand more or less the language and likewise in a dialogue or something like that"* (questionnaire)

Vocabulary and writing

On the other hand, vocabulary learning must be considered through the mnemonic strategy. In this case, and according to the results obtained, the students consider that the competence that is most useful to them when writing is the learning of vocabulary. Previous vocabulary likewise also indicates that through reading texts it is easier for them to guide themselves when writing, *"students analyzed a text, from this and with the extracted vocabulary they should talk about their future plans"* (2nd observation) this is also evidenced through the way of working on writing in class *" students work vocabulary about clothing such as patterns, material, color as well as the correct form of structure to make descriptions about what people wear"* (1st observation). All this shows us the immense influence that vocabulary has on writing and how the mnemonic strategy creates a favorable environment for the development of writing.

Class Work

For the development of the classes, the two competences, both writing and vocabulary work, skill that were considered according to the class sequences, where in the first instance the assimilation of vocabulary was sought to later move on to writing, based on strategies mnemonics typical of the central axis of this investigation *"Students write and form sentences using clothing vocabulary in addition to describing characters"* (1st observation) In this way, it is sought to achieve the objectives proposed for this project.

Writing frequency

In the development of I seek to work on the skills as much as possible and to the same extent, according to the results obtained through a questionnaire applied, 33% of the students affirm that writing is almost always worked on in classes, the rest affirm that work is done regularly or almost always, which indicates that writing was effectively developed in the development of the class sequences worked with the students.

Resources used

The resources used for the writing and vocabulary work were mainly those proposed or according to the mnemonic strategy through audios, videos, texts or images, this seeking the association of vocabulary, according to the results obtained in the questionnaire. Students consider that the most frequent form of vocabulary work is done through texts with a 60% percentage, followed by work through audio, to finally work on vocabulary based on texts in images with 33% of the same percentage. This work complements writing since once the vocabulary is assimilated it is easier to write as indicated by the students "writing is easier since we would know exactly what to put in the texts and we would also know its meaning" (questionnaire).

Vocabulary learning methodology

According to the results obtained, the methodology used in class that is related to the strategy is the most appropriate to the needs of the students, this according to the results obtained in the questionnaire where 93% of the students answered that this methodology is the most accurate and adapted to their needs. This vocabulary learning methodology not only complements writing but also dialogues and other activities that are derived from learning a language *"sometimes that vocabulary raised in class is good to understand more and know what words to use exactly in a certain text or dialogue "*(questionnaire).

Conclusions

The development of the proposed activities allowed to show a change before and after the writing process when implementing the vocabulary teaching strategy, in the first instance the students had difficulties to implement the vocabulary in the correct order or difficulty to recognize the vocabulary. Once the topic was explained with some grammatical specifications, the writing process was easier for the students, on the other hand, it was possible to record the activities and skills worked through the proposal.

During the development of the observation, it was also possible to observe key factors for the development of this research, such as writing strategies or the type of activities that students develop, to what extent it is possible to work in groups and to what extent individually, that is why this class observation was key to clarify some aspects related to the development of the class as well as the strategy implemented and how it helps to develop the writing and vocabulary.

On the other hand, the written productions carried out by the students show a real understanding of the subject matter, in addition to evidencing the written capacity of the students, once they understand and recognize the vocabulary, the writings also show a real interest of the students in the subject matter and the elaboration of the written with some occasional questions and clarifications by the teacher.

The development of this proposal it was also possible to observe how the mnemonic strategy can be developed so that the students really maintain and implement the vocabulary learned in different contexts, in addition to this the applied questionnaire helped us to know the opinion of the students regarding the writing process worked in class as well as the implementation of the different tools for vocabulary learning, according to this it can be concluded that the mnemonic strategy is really very useful for vocabulary learning, in addition to the fact that it can be worked in different ways

Furthermore, it can be seen that vocabulary learning is a tool to complement writing and, in general, it is the sub-competence that most supports this process, since in addition to knowing its meaning, it becomes easier to locate the language in a dialogue or text. time to apply knowledge to a real context.

Chapter IV: Outreach Component

**Improvement of English skills by using didactic cards in elementary school students
at Instituto Técnico Agueda Gallardo de Villamizar**

Introduction

Education assures human development, and in Colombia the general education legislation aims for students to acquire the elements of writing and reading and the ability to express themselves in a foreign language.

In line with this premise, in 2004 the State Secretary of Education established the National Bilingual Program, where quality standards are followed at all educational levels, including elementary, middle and high school.

The bilingual programs have been implemented in Colombia schools, colleges, and universities. The University of Pamplona has supported primary schools that need support in English to reinforce the knowledge of students in the early stages of cognitive development of a foreign language.

In this way, the learning of foreign languages has been improved in urban schools and colleges, which urgently need the intervention of people with a certain level of English to carry out courses and activities that promote the use of English by recommendation of the teacher. Didactic cards will be used for the development of the courses.

Justification

Nowadays, it is necessary to learn a foreign language in educational centers, because it allows continuous communication. Learning a foreign language means an opportunity to come into contact with other cultures and customs from an early age, and at the same time it favors

interpersonal relationships, guarantees a comprehensive education of the individual, respects other cultures and allows a better understanding of their own language.

The purpose of this community outreach project is to share knowledge of foreign languages with elementary school students who need reinforcement to improve their language skills. In this way, the students of the tenth semester of the foreign language program develop study plans that help improve the command of the English language of elementary students. The project allows the students and teachers of the school to benefit from the knowledge of foreign language students at the University of Pamplona, which in turn contributes to the general practice of these students.

Objectives

General Objective

- To attend to the training needs in English of the elementary school children population.
- To integrate the language training of the students of the Bachelor's Degree Program in Foreign Languages English-French to the educational reality of English teaching in elementary school.

Specific Objectives

- ✓ To familiarize the Pamplona elementary school child with fundamental knowledge of English.
- ✓ To involve the students of the Bachelor's Degree Program in Foreign Languages English-French in the processes of teaching English in the elementary school of the city of Pamplona.

Methodology

The outreach component was held once a week, in this instance at the Jardin Nacional and El Escorial sites. The classes were developed on Thursday where the teacher in training had one hour per week for the explanation of the subject, review of the progress of the students and the assignment of a task.

For the explanation of the topics, the preservice teacher used work guides based on thematic units ([see appendix 9](#)) with different proposed activities such as songs, crossword through which the subject of each class was explained. The teacher was attentive to the doubts and questions of each student to be able to solve them in the best possible way. Then the preservice teacher provided the pertinent information for the delivery and completion of the homework assigned for the week.

These thematic units are worked according to the recommendations given by the teachers, these thematic units allowed the development of motor activities, as well as linguistic skills such as listening, and writing as well as the recognition of vocabulary introduced by the teacher in training through elements such as videos or flashcards to later develop the proposed activities through work guides ([see appendix 10](#))

Headquarters	Jardin Nacional	El Escorial
Class	second grade	second grade
Schedule	Thursday 7 to 8 AM	Thursday 10 to 11 AM
Class	Third grade	Third grade
Schedule	Friday 8 to 9 AM	Thursday 11 to 12 Am

Table 7. Outreach component

Schedule of activities

Second grade

Date	Activity	Description
September 29th	From home to school (basic commands)	During this week we worked with the students on basic commands in English for the development of the class, such as getting up, sitting down and others.
October the 3rd	From home to school (school supplies)	During this week, vocabulary related to school supplies was worked on with the support of the proposed work guides through a crossword with vocabulary, in addition to working on listening to support the students' pronunciation.
October the 20th	Butterflies in my tummy (feelings)	For this week, with the help of a guide, an introduction to the theme of feelings was made through a song

		proposed in the units of the work guides.
October the 27th	Butterflies in my tummy (feelings)	During this week, with the help of a work guide, different activities related to the previous topic, feelings, were worked on.

Table 8. *schedule second grade*

Third grade

Date	Activity	Description
September 29th	Rocking out (parts of the body)	During the development of the activities of the week, the topic was introduced through a cloud of words to proceed to apply the points of the guide through a silhouette where the students had to correctly locate the parts of the body.
October the 3rd	Rocking out (parts of the body)	This week the previous theme was continued for this part the students had to fill out a crossword puzzle with the parts of the body based on images and then make sentences about the parts of the body
October the 20th	Rocking out (parts of the body)	For this week, with the help of a guide, an introduction to the theme of feelings was made through a song proposed in the units of the work guides.
October the 27th	Rocking out (parts of the body)	In continuity with the activities proposed in the units, some complementary activities were continued with the support of a song and description activities.

Table 9. schedule third grade

Conclusions

In the process of teaching a foreign language it is possible to find different types of audiences who learn and adapt to living and using another language for educational and cultural purposes. The Colombian educational system promotes the teaching of a foreign language, in this specific case English; as a strategy of the national bilingualism plan where it is intended that from an early age, children adapt and use a language different from their mother tongue. For this reason, the help done by the preservice teacher establishes a remarkable importance.

With the development of each class, it was possible to demonstrate the interest of the students and their parents in learning a foreign language. Thanks to the use of interactive and engaging activities such as drawings, crafts, games and songs, the students were able to establish a more direct relationship with the foreign language and thus be able to use it in school and family environments.

Chapter V: Intra Institutional Activities Component.

Introduction

As an active person of the educational institution and teacher in training, it is important to attend extracurricular activities that are carried out during the course of time in which one will actively participate in each one of them and in this way learn more in depth the cultural characteristics that encompass the institutional work.

During this practice space, attendance and participation in the events that take place in the institution are essential to know the functioning of an educational institution not only in the academic field, but also in the cultural and social field, getting to know the student population, the administrative community and teachers of other subjects, as well as the activities carried out by students and parents.

Justification

As future teachers it is necessary to know the educational institution and actively participate in each of the curricular, administrative and cultural activities that are required outside the teaching of the foreign language. Having the knowledge that the professional practice is the last step of the university component; it is important to know this type of spaces and activities that can serve later in the course of the teaching role and how to be an active part of an educational establishment.

Objectives

General Objective

- To participate in extracurricular and cultural activities carried out at the institution.

Specific objectives

- To help the institution in the realization and execution of extracurricular and cultural events.

- To support teachers and administrative staff in the planning and execution of extracurricular events.

Methodology

In accordance with what is established, the teacher in training must participate in each of the extracurricular activities that are generated, the first activity in which the students must participate is in the meetings scheduled by the institution first thing in the morning where the students they must listen to different talks with relevant topics for the lives of the students, here the teachers in training must take part looking for the students to maintain discipline during the event and return to school activities, on the other hand there is the week of the language where the English teachers prepare a Christmas Carol Festival ([see annex 12](#)) where teacher in training have to choose a carol for each of the courses in charge and prepare students for the day of the presentation In addition to helping with the decoration of the event and presenting the activities to be carried out during the event the organization of this English event requires a lot of work during the class with the students and outside the class in the organization of the activities. In addition to the carol activity, an online Olympic games event ([see annex 11](#)) was organized for pre-intermediate levels for 6th and 7th grade, intermediate for 8th and 9th, and advanced for 10th and grade, this was done through google forms created by students in training with the guidelines given by the teachers of the area.

The development of each of these activities is shaped in what is school life beyond the classes, where outside the classroom the education continues, students must be taught to attend each of the activities with respect and discipline.

Parte 1

READING COMPREHENSION

Teniendo en cuenta el siguiente texto, elija la opción correcta a las siguientes preguntas.

Preguntas 1 a 5.

TWO SISTERS AND THE CAT

Mrs. Wilson and Mrs. Smith are sisters. Mrs. Wilson lives in a house in Duncan and Mrs. Smith lives in a condominium in Victoria. One day Mrs. Wilson visited her sister. When her sister opened the door, Mrs. Wilson saw tears in her eyes. "What's the matter?" she asked. Mrs. Smith said "My cat Sammy died last night and I have no place to bury him". She began to cry again. Mrs. Wilson was very sad because she knew her sister loved the cat very much. Suddenly Mrs. Wilson said "I can bury your cat in my garden in Duncan and you can come and visit him sometimes." Mrs. Smith stopped crying and the two sisters had tea together and a nice visit. It was now five o'clock and Mrs. Wilson said it was time for her to go home. She put on her hat, coat and gloves and Mrs. Smith put the dead Sammy into a shopping bag. Mrs. Wilson took the shopping bag and walked to the bus stop. She waited a long time for the bus so she bought a newspaper. When the bus arrived, she got on the bus, sat down and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus arrived at her bus stop, she got off the bus and walked for about two minutes. Suddenly she remembered she had left the shopping bag on the bus.

1. Where does Mrs. Smith live? *

2 puntos

- ☐ In a condominium in Victoria.
- ☐ In a condominium in Duncan.
- ☐ In a condominium.

2. What was the cat's name? *

2 puntos

- ☐ Tammy.
- ☐ Sammy.
- ☐ Daniel.

3. Why was Mrs. Wilson sad? *

2 puntos

- ☐ Because, she knew that the cat was important
- ☐ Because, she knew that her sister loved the cat very much.
- ☐ Because, she knew that her sister didn't love the cat very much

Figure 9. English Olympic Forms

Schedule of activities

Date	Activity	Description
September 7 th to 9 th	Peace week	The participation of students in training in these activities is based on discipline control and being attentive to any eventuality regarding students
September 23 rd	Salesians student's day	
September 30 th	Mental health fair	
October 3 rd and 4 th	Business fair	
October 24 th	Mass in commemoration of Maria Auxiliadora	
October 26 th	Human Rights' Day	
November 21 st	School delivery symbols	The participation of teachers in training in this case is based on the organization of a form by grades for students to participate in the Olympics, the questions were designed and added by levels
November 22 nd	Mass in commemoration of Maria Auxiliadora	
October 27 th	English Olympic Games	
November 3 rd	Carol Christmas Festival	For this activity, the teachers in training work

		Christmas carols by grades as well as the organization of the decoration and organization of the groups.
--	--	--

Table 10. Schedule of activities

Conclusion

The development of institutional activities allowed to get involved with the activities of the organization of an institution, which allowed to generate a complete vision of the activities that require being a teacher of an educational institution, in addition to planning and executing activities that complement school life such as festivals and different activities developed within the educational institution, the duty to maintain discipline outside the classroom helps us realize that teacher training goes beyond just teaching and evaluating topics, it is a comprehensive training process that must be continuous

Chapter VI: Reflective approach to integral practicum.

Narratives process and reflection.

The reflection process in the course of extensive practice is mainly based on the knowledge of the educational environment with all its characteristics. Likewise, adapting to the school environment and knowing the methodology of the institution, the students and their teaching methods allowed the creation of weekly stories on each of the aforementioned aspects.

During each lesson, it was possible to observe a series of behaviors, situations and characteristics that led them to improve and invest more in their teaching.([see appendix 13](#))

Therefore, in this process, there are positive points such as the support and congratulations of the teacher of the region and the parents of the students, which clearly evidenced the activity of the future teacher, his work, his love and affection towards the students.

Conclusions

Throughout the institutional, pedagogical, investigative, community extension and intra-institutional activities, it was possible to recognize not only the extensive work that a teacher faces on a daily basis, but also their commitment and dedication to the educational institution and the students. the work done in each of these components showed a high level of responsibility and dedication.

Within the pedagogical component, it was possible to work considering the directives of the institution according to the preliminary planning, which allowed each class to be carried out in an interactive and enjoyable way. Similarly, the investigative component showed that there are different shortcomings that affect written production, but thanks to the work done by the future teacher, it was possible to solve and improve using the vocabulary acquisition strategy in conjunction with the course contents.

Finally, the process of intra-institutional activities, gave an account of the help to teachers, students and parents who are part of the different activities carried out in order to enrich the life and environment of the student. Each of these activities allow students to students to be creative and work on learning outside the academic environment. The whole process was enriching and provided experience and maturity as a future foreign language teacher.

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Appendices

Appendix 1: First Lesson Plan

Title		PLAN LESSON		
Course		Level	Students	Estimated time
English class		A2	once	2 hours
Institution		Program	Teacher	Classroom

Universidad de Pamplona	Foreign Languages students	Jenire Castro	Colegio Agueda Gallardo de Villamizar
Objectives	<ul style="list-style-type: none">To describe a character using “clothes” vocabularyTo write phrases or paragraphs using clothes vocabulary		
Activities			
<p>Step 1: By the beginning of the class, the professor will greet the students, then the teacher will start the class by giving directions to the students first teacher we will continue with the explanation about clothes vocabulary topic</p> <p>Step 2: The students will be make a short exercise with some characters and make the a small description about the character then teacher will introduce the written exercise (20 min)</p>			
<div><p>SUSAN ROSA EMMA DONNA</p></div>			
<p>The warming up activity will consist on write a short paragraph related to the previous topic teacher will give an example (20)</p> <p>instructions: let’s talk about clothes</p> <ul style="list-style-type: none">Choose a famous characterImagine what the character is wearing, clothes.Make a short paragraph related to the character <p>Step 3: Students have to present a conversation in class based on the previous topic, teacher will explain pronunciation</p> <p>CONVERSATION 1</p> <p>S: Hello, how can I help you? C: Hi, yeah! I made an order online but there is a problem with it. S: I'm sorry to hear that. What's the problem exactly? C: I ordered a floral print silk scarf, but you sent me a patterned wool scarf instead. S: I'm sorry to hear that. What was your order number? C: 5633BQ S: Let me see. Yes, I see it now, so you can return the silk scarf using the label you received. C: Ok, thank you.</p>			

CONVERSATION 2

S: Hello, how can I help you?

C: Hi, I made an order online but there is a problem with it.

S: I'm really sorry, what's your order number?

C: 6215BQ

S: I see you ordered a striped cotton top.

C: Yeah!, but you sent me a plain denim shirt.

S: You can return the item using the label and we will send you the right item.

C: Ok, thank you .

Evaluation Activity

Appendix 2: Second Lesson Plan

Title		PLAN LESSON		
Course		Level	Students	Estimated time
English class		A2	once	2 hours
Institution		Program	Teacher	Classroom
Universidad de Pamplona		Foreign Languages students	Jenire Castro	Colegio Agueda Gallardo de Villamizar
Objectives		<ul style="list-style-type: none">• To write about future plans in English using related vocabulary.• To use future “going to” correctly.		
Activities				
<p>Step 1: By the beginning of the class, the professor will greet the students, then the teacher will start the class by giving directions to the students first teacher is going to show a video about the topic with some rules to add ing to the verbs.</p> <p>https://youtu.be/HY7i419bXzc</p> <p>The warming up activity will consist of a listening exercise where students have to write the missing word of a song</p> <p>https://youtu.be/KuDT9EhzzuE</p> <p>https://www.canva.com/design/DAFNh0kwGZU/JZqjna6aRcdK_kpmqKNvfA/edit?utm_content=DAFNh0kwGZU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>				

Step 2: To introduce the written production activity students have to answer some questions based on a reading comprehension

https://www.canva.com/design/DAFNhyH-2ZA/ARi9g4oLAJMpyNeJ7pRoJA/edit?utm_content=DAFNhyH-2ZA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

1. Where is Hannah going to travel Hannah?

Answer: c) she is going to travel to Peru.

2. What is Hannah going to do in Lima?

Answer: d) she is going to go to San Luis

3. One of the following alternatives is not correct

Answer: b) Hannah has friends in Arequipa

4. One of the following alternatives is correct

a) Hannah Montana is a famous actress. She is from the United States of America.

5. Number the correct sequence of Hannah plans

5,6,3,4,2,1

Step 3: Now with slides students are introduced to vocabulary related to future plans to prepare themselves for the written productions.

Evaluation Activity

Step 4: Then, based on the text presented earlier, students are asked to write a similar paragraph using vocabulary to talk about future plans.

Appendix 4: Writing Scoring Rubric

Writing exercise #1 participant # 1						
Score	0,2	0,2	0,2	0,2	0,2	Total score
1.Use of the topic. The students use the topic correctly to write paragraphs					X	1.0
2. use of grammar. The participant uses correctly the grammar to write a short paragraph.					X	1.0
3. Coherence. The participant has coherence at the moment to write short paragraph about the topic.					X	1.0
4. Structure. The participant uses correctly a correct structure to write.					X	1.0
5. Instruction The participant respects the instruction given to				X		0.8

develop the written production						
Grade						4.8

Writing exercise #1 participant # 2						
Score	0,2	0,2	0,2	0,2	0,2	Total score
1.Use of the topic. The students use the topic correctly to write paragraphs					X	1.0
2. use of grammar. The participant uses correctly the grammar to write a short paragraph.					X	10
3. Coherence. The participant has coherence at the moment to write short paragraph about the topic.					X	10
4. Structure. The participant uses correctly a correct structure to write.				X		0.8
5. Instruction The participant respects the instruction				X		0.8

given to develop the written production						
Grade						4.6

Writing exercise #1 participant # 3						
Score	0,2	0,2	0,2	0,2	0,2	Total score
1.Use of the topic. The students use the topic correctly to write paragraphs				X		0.8
2. use of grammar. The participant uses correctly the grammar to write a short paragraph.				X		0.8
3. Coherence. The participant has coherence at the moment to write short paragraph about the topic.				X		0.8
4. Structure. The participant uses correctly a correct structure to write.					X	1.0
5. Instruction The participant respects the					X	10

Writing exercise #1 participant # 4						
Score	0,2	0,2	0,2	0,2	0,2	Total score
1. Use of the topic. The students use the topic correctly to write paragraphs					X	1.0
2. use of grammar. The participant uses correctly the grammar to write a short paragraph.					X	1.0
3. Coherence. The participant has coherence at the moment to write short paragraph about the topic.					X	1.0
4. Structure. The participant uses correctly a correct structure to write.					X	1.0
5. Instruction The participant respects the instruction given to develop the written production				X		0.8
Grade						4.8

instruction given to develop the written production						
Grade						4.4

Writing exercise #1 participant # 5						
Score	0,2	0,2	0,2	0,2	0,2	Total score
1. Use of the topic. The students use the topic correctly to write paragraphs				0.7		0.7
2. use of grammar. The participant uses correctly the grammar to write a short paragraph.			X			0.6
3. Coherence. The participant has coherence at the moment to write short paragraph about the topic.					X	1.0
4. Structure. The participant uses correctly a correct structure to write.					X	1.0
5. Instruction The participant respects the instruction given to develop the		X				0.4

written production						
Grade						3.7

Writing exercise #1 participant # 6						
Score	0,2	0,2	0,2	0,2	0,2	Total score
1. Use of the topic. The students use the topic correctly to write paragraphs					X	1.0
2. use of grammar. The participant uses correctly the grammar to write a short paragraph.				X		0.8
3. Coherence. The participant has coherence at the moment to write short paragraph about the topic.			X			0.6
4. Structure. The participant uses correctly a correct structure to write.				X		0.8
5. Instruction The participant respects the instruction		0.3				0.3

given to develop the written production						
Grade						3.5

Writing exercise #1 participant # 7						
Score	0,2	0,2	0,2	0,2	0,2	Total score
1.Use of the topic. The students use the topic correctly to write paragraphs				X		0,8
2. use of grammar. The participant uses correctly the grammar to write a short paragraph.					X	10
3. Coherence. The participant has coherence at the moment to write short paragraph about the topic.				X		0.8
4. Structure. The participant uses correctly a correct structure to write.		0.3				0.3
5. Instruction The participant			X			0.6

respects the instruction given to develop the written production						
Grade						3.5

Writing exercise #1 participant # 8						
Score	0,2	0,2	0,2	0,2	0,2	Total score
1. Use of the topic. The students use the topic correctly to write paragraphs				X		0.8
2. use of grammar. The participant uses correctly the grammar to write a short paragraph.			X			0.6
3. Coherence. The participant has coherence at the moment to write short paragraph about the topic.				X		0.8
4. Structure. The participant uses correctly a correct structure to write.				X		0.8
5. Instruction					X	1.0

The participant respects the instruction given to develop the written production						
Grade						4.0

Appendix 5: First observation Sheet

Topics	Descriptions	Comments
Language level	A2	
Materials	White board Television Computer Pictures	the television is used to project the necessary image to introduce the writing exercise related to the previously seen vocabulary topic Clothes
Teacher Methodology	read and write	The teacher's methodology began with reading
Objectifs de la classe	Students make sentences in the present tense about the way some characters dress	Students write and form sentences using clothing vocabulary in addition to describing characters
Type d'activités	Read and discuss, read and write a paragraph	With the topic of vocabulary previously introduced, the teacher introduces the exercise by making the students write sentences with the correct structure, then with a series of images the students make descriptions of the students to finally write about a famous character
Role of students	Receive the information and apply what they have learned	The students listen to the instructions given and then do the writing exercises.
Writing learning strategies	Create sentences and a paragraph	According to the examples, vocabulary and structure given, students must first make descriptions of an image and then write a paragraph talking about a character.
Strategies for teaching writing	question students and ask for examples	Asked about the topic

Language skills worked (oral and written comprehension and oral and written production)	Written production Oral production Written comprehension	Students first give some examples about the topic orally, then formulate some sentences based on an image and then write a paragraph about a famous person
Sub-skills (grammar, vocabulary etc.)	Vocabulary Grammar	students work vocabulary about clothing such as patterns, material, color as well as the correct form of structure to make descriptions about what people wear.
Proposed strategies to develop writing	Create phrases and paragraphs	Students created sentences and wrote a paragraph describing the dress of a famous character
Work individually or in groups	Individual and by groups	the first part is about writing and proofreading with the whole group, the second about individual student writing
Mnemotechnic strategy to learn vocabulary	Groups of vocabulary Association	The mnemonic strategy was used at the moment of the explanation where the students were able to group the words by color, pattern, texture and material as well as associate these groups with a series of images
Ability of writing before explanation	Try to make sentences	The students try to form the sentences with some structure errors
Ability of writing after explanation	Create a paragraph	Students create a paragraph where the formation of written sentences is evidenced using the correct structure, as well as using the given vocabulary appropriately
Strategies to evaluate writing	Feedback	students receive oral corrections, writing is collected for grading according to a rubric

Appendix 6 : Second Observation Sheet

Topics	Descriptions	Comments
Language level	A2	
Materials	White board Television Computer Pictures	the television is used to project the necessary video to continue with the topic as well as slides to introduce the writing exercise related to the previously seen vocabulary future going to
Teacher Methodology	read and write	The teacher's methodology began with reading a similar text and hearing a song to complement explanation

Objectifs de la classe	students read a text and analyze it in this way they capture the vocabulary to later write a text	a text about the future going to is analyzed through which vocabulary is extracted to later move on to the writing exercise, students also formulate phrases as well as ways of using certain verbs or phrases with related vocabulary
Type d'activités	read and discuss, hear and complete	With the explanation of the subject previously made, the teacher complements by means of a song with different verbs that can be used when moving on to writing, as well as a text with an example of a singer talking about future plans.
Role of students	Receive the information and participate in class giving examples	students listen to instructions, participate, analyze writing, and give examples about the topic
Writing learning strategies	analyze a text and images with vocabulary as well as examples for writing	According to the examples, the vocabulary and the structure given, the students must first analyze a text, in this way the vocabulary is learned and it is written in a better way.
Strategies for teaching writing	question students and ask for examples	students and teacher make questions about the topic
Language skills worked (oral and written comprehension and oral and written production)	Oral production Written comprehension Oral comprehension	The students first listen to an audio to identify vocabulary, then they read a text and analyze it through some group exercises, in addition to using images for a better understanding, the students participate and give examples
Sub-skills (grammar, vocabulary etc.)	Vocabulary Grammar	Students work on vocabulary to talk about future plans in conjunction with future going to, in addition to working on the grammar
Proposed strategies to develop writing	Create phrases and complete a song	the students created sentences and completed a text with the vocabulary learned
Work individually or in groups	Individual and by groups	The first part consisted of completing a text with the subject seen, to continue analyzing and learning about future plans.
Mnemotechnic strategy to learn vocabulary	Association of vocabulary with images and an imaginary situation	The mnemonic strategy was used at the time of the explanation where the students were able to group the vocabulary with some examples extracted from the text as well as

		associate said vocabulary through a song.
Ability of writing before explanation	Try to complete a text	The students try to complete a song with the vocabulary given
Ability of writing after explanation	Talk about future plans	the students made some images and gave some examples of the use of vocabulary through an exercise shared in class
Strategies to evaluate writing	feedback	students receive oral corrections,

Appendix 7 : Questionnaire

1. ¿Con qué frecuencia se trabaja la producción escrita en clase?

Siempre

Casi siempre

Bastantes veces

Regularmente

Algunas veces

Casi nunca

Nunca

2. ¿Considera que los recursos utilizados en clase se adecuan a sus necesidades para desarrollar la escritura?

Si

No

Justifique su respuesta anterior

3. Al momento de escribir ¿Considera que usted ya está preparado para hacerlo?

Si

No

Justifique su respuesta anterior

4. ¿Cuál de las siguientes competencias comunicativas considera usted que apoya más su proceso de escritura?

Gramática

Vocabulario

Comprensión escrita

Producción oral

Comprensión oral

Justifique su respuesta anterior.

5. ¿De qué manera considera usted que se trabaja el aprendizaje de vocabulario en clase de inglés?

El aprendizaje de vocabulario se trabaja a través de textos.

El aprendizaje de vocabulario se trabaja a través de audios.

El aprendizaje de vocabulario se trabaja a través de videos.

El aprendizaje de vocabulario se trabaja a través de imágenes.

6. De qué manera considera usted que aprende vocabulario más fácilmente?

Repitiendo la escritura o repitiendo oralmente las palabras varias veces

Analizando y asociando el vocabulario aprendido con nuevo vocabulario

Creando escenarios donde el vocabulario puede ser usado en un contexto real

7. Considera más fácil el proceso de escritura si tiene un vocabulario previamente asimilado?

Si

No

Justifique la respuesta anterior

8. ¿Considera que la forma de trabajo de vocabulario en clase es la adecuada?

Si

No

Justifique su respuesta anterior

9. ¿De qué manera se trabaja el aprendizaje de vocabulario en clase de inglés?

Creando escenarios ficticios donde este vocabulario pueda ser empleado.

Agrupando el vocabulario a aprender

Asociando las palabras con imágenes, textos o audios

Todas las anteriores

10. ¿Considera usted que la manera de trabajar el vocabulario se adecua a sus necesidades?

Si

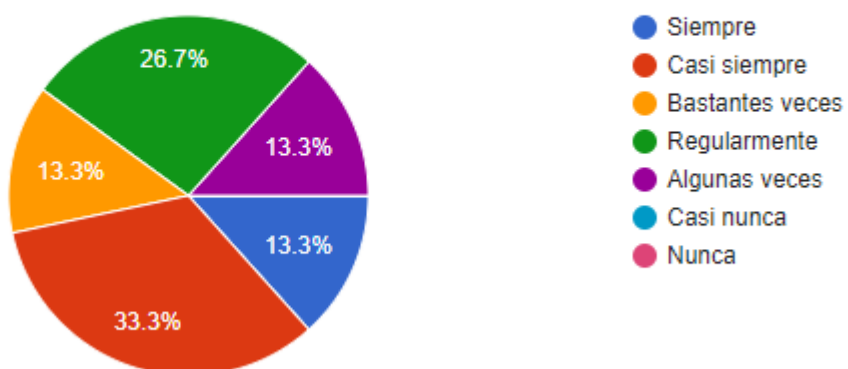
No

Justifique la respuesta anterior.

Appendix 8: Questionnaire Answers

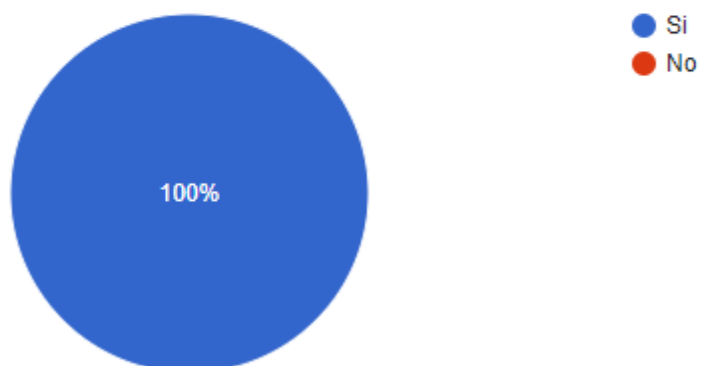
¿Con qué frecuencia se trabaja la producción escrita en clase?

15 respuestas



2. ¿Considera que los recursos utilizados en clase se adecuan a sus necesidades para desarrollar la escritura?

15 respuestas

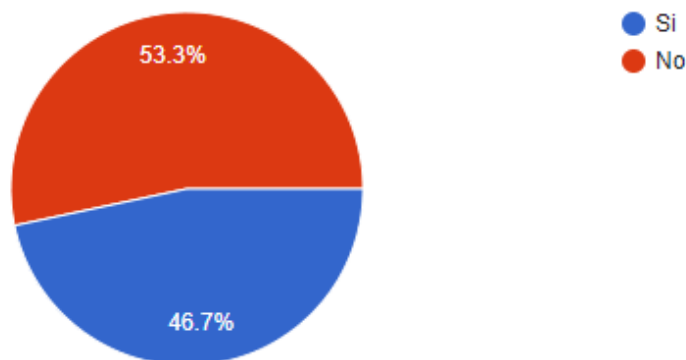


Justifique su respuesta anterior 15 respuestas

1. Nos ayudan mucho a entender mejor y nos dan mucho material
2. Me funcionan para crear textos
3. si por que adquirimos los aprendizajes necesarios
4. Si son buenos para entender la temática
5. La profesora utiliza diversos recursos que estimulan la práctica del inglés y la escritura
6. Si ya que aprendemos a escribir y pronunciar mejor
7. Si, ya que cuento con los implementó básicos para realizar el trabajo de escritura
8. Aprendí y lo tuve en cuenta
9. Ya que si nos equivocamos nos ayudan a mirar donde está el error
10. Sí, ya que obtenemos más vocabulario para crear más oraciones
11. Si, ya que son ayudas audiovisuales y nemotécnicas
12. Hay lo necesario
13. Nos ayuda a la motricidad textual
14. Ya que así nos enseñan a interpretar mejor
15. Si se adecuan ya que con los diferentes implementos que hay en clase aprendemos de diferente manera y eso nos ayuda a comprender de una manera más didáctica y diferentes los temas planteados en clase

3. Al momento de escribir ¿Considera que usted ya está preparado para hacerlo?

15 respuestas



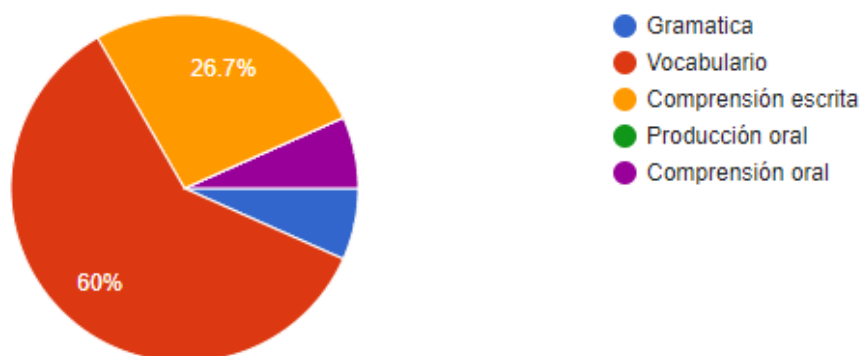
Justifique su respuesta anterior 15 respuestas

1. Me va niy bien en la produccion escrita
2. Tengo el conocimiento para realizarlo
3. se me dificultan unas palabras
4. Me falta mucho por aprender
5. Por qué me falta aprendizaje de vocabulario y ortografi
6. No tengo tan buena escucha en inglés
7. Si, ya que cuento con los presaberes adecuados para escribir

- 8.No se si todo me quedara bien
- 9.Porque algunas palabras se me dificultan
- 10.No, porque a veces no tengo el vocabulario necesario para escribir
- 11.Si, porque aplicó todo lo reglamentado en clase
- 12.Si soy capaz
- 13.Porque se dé vocabulario
- 14.Algunas palabras me quedan mal escritas
- 15.Si, ya que adecuo mi espacio de estudio anticipadamente para asi estar preparado a la hora de empezar a escribir

4. ¿Cuál de las siguientes competencias comunicativas considera usted que apoya más su proceso de escritura?

15 respuestas



Justifique su respuesta anterior. 15 respuestas

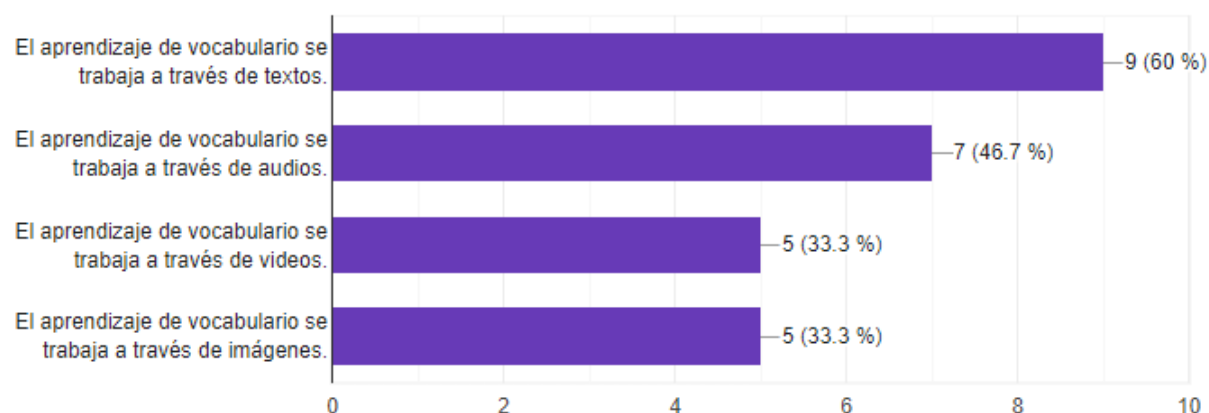
- 1.Es bueno
- 2.Sabiendo un amplio vocabulario se entiende mejor
- 3.por que entiendo mucho ese tema
- 4.Porque así logro entender un poco mejor
- 5.Por qué meda un ejemplo de escritura
- 6.Y así saber cómo se leen los textos
- 7.Ya que es esencial el momento de escribir conocer la estructura de las palabras etc...
- 8.Siempre me va bien en eso
- 9.Porque Escribiendo uno aprende mejor
- 10.Es relativamente fácil seguir con las reglas de la gramática
- 11.me ayuda a comprender
- 12.El vocabulario es lo que más ayuda
- 13.Ayuda a saber cómo se escriben las palabras y como se pronuncian
- 14.Aprendiendo el vocabulario tendremos mejor comprensión

15. Vocabulario ya que así se aprenden más palabras y esto hace que sepamos cuales palabras usar en determinados textos o eventos que se presenten por decirlo así

5. ¿De qué manera considera usted que se trabaja el aprendizaje de vocabulario en clase de inglés?



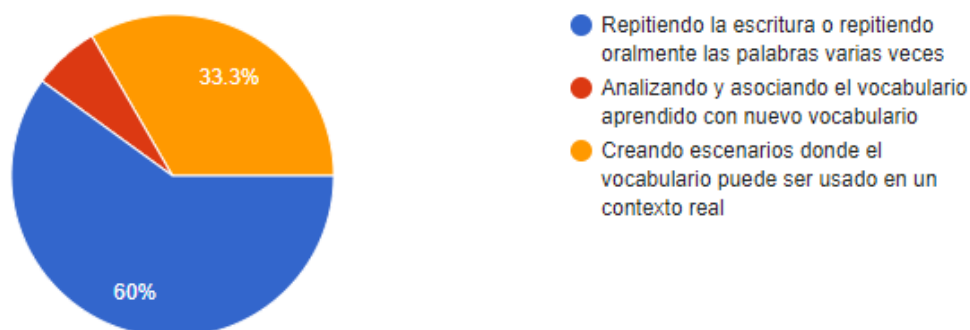
15 respuestas



6. ¿De qué manera considera usted que aprende vocabulario más fácilmente?



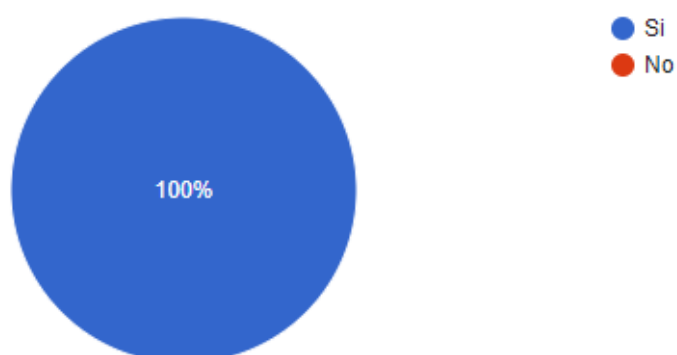
15 respuestas



7. ¿Considera más fácil el proceso de escritura si tiene un vocabulario previamente asimilado?



15 respuestas

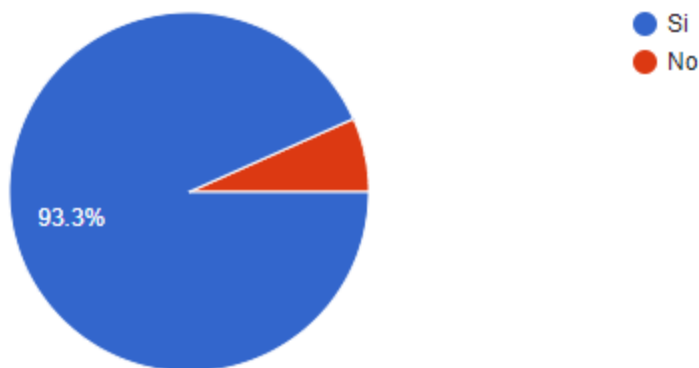


Justifique la respuesta anterior 15 respuestas

- 1.Si mucho
- 2.Es fácil conociendo las palabras previamente
- 3.por que asi se le hace a uno mas fácil aprenderse lo
- 4.Claro sería mucho más fácil saber el vocabulario y con ello resolver mejor el inglés
- 5.Porque ya se que palabras utilizar
- 6.Ya que las voy comparando
- 7.Ya que sabre que estoy escribiendo y a que haré referencia
- 8.Si tiene vocabulario me sera mas fácil aprender
- 9.Porque sabiendo vocabulario la escritura seria mas facil
- 10.Porque ya tengo vocabulario en mente, que puedo aplicarlo en la escritura
- 11.Si, ya que eso ayuda a comprender de lo que se habla
- 12.Es mucho más fácil si sabes el significado
- 13.Ya que sabemos a qué tema podemos hablar
- 14.Si porque así sería más fácil para escribir las cosas
- 15.Si ya que sabriamos que colocar en los textos exactamente y tambien sabriamos su significado

8. ¿Considera que la forma de trabajo de vocabulario en clase es la adecuada?

15 respuestas

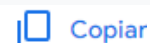


Justifique su respuesta anterior 15 respuestas

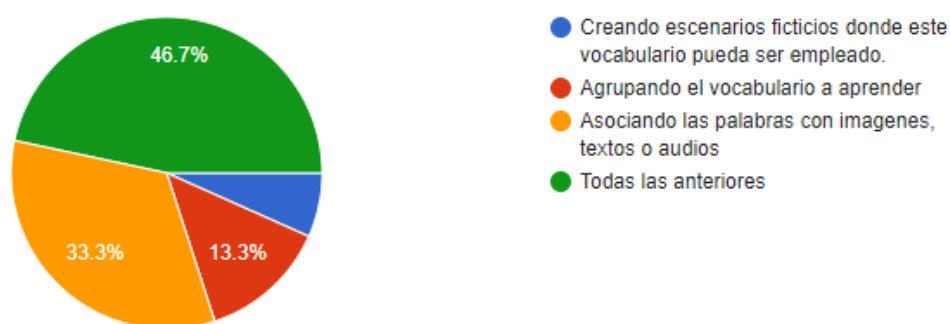
- 1.Mejoramos conocimientos
- 2.Completamente de acuerdo
- 3.si porque repetimos varias veces las palabras hasta aprendérnosla
- 4.Si porque nos explican cómo se pronuncia.
- 5.Utilizan diferentes herramientas para el aprendizaje
- 6.Porque aprendemos
- 7.Ya que las docentes tienen un método muy eficiente de aprendizaje
- 8.Por que enseña bien la profesora

9. Porque nos lleva textos, canciones, imágenes para así aprender mas
10. Porque nos enseñan como aplicarlo en un contexto real
11. Se trabaja de la mejor manera y aprendemos fácilmente
12. Casi no se trabajó, se trabajó por poco tiempo
13. Aprendemos mucho
14. Pues nos refuerza
15. Si, porque a veces ese vocabulario planteado en clase es bueno para entender más y saber que palabras usar exactamente en determinado texto o dialogo

9. ¿De qué manera se trabaja el aprendizaje de vocabulario en clase de inglés?

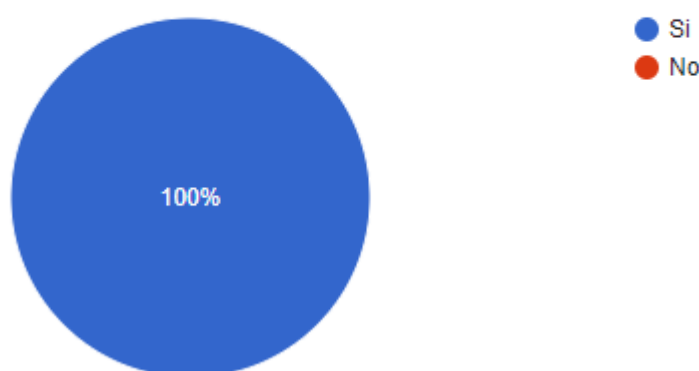


15 respuestas



10. ¿Considera usted que la manera de trabajar el vocabulario se adecua a sus necesidades?

15 respuestas

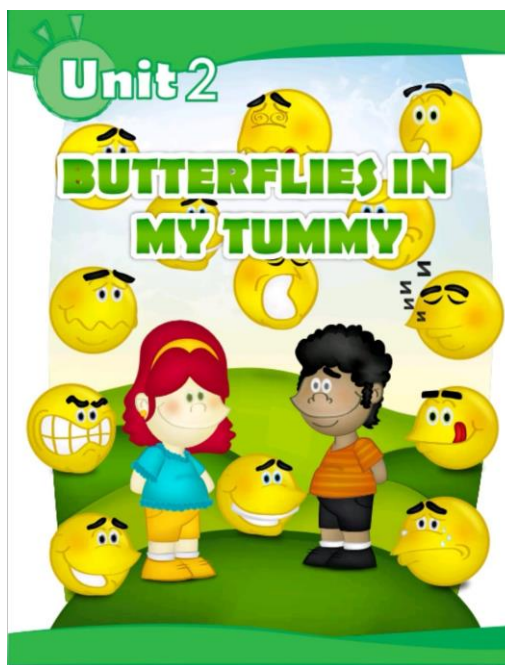


Justifique la respuesta anterior. 15 respuestas

1. Nos ayudarán en un futuro
2. Claro, más que todo en audios
3. si porque tenemos un buen aprendizaje de entenderlo comprenderlo y aprendérselo

4. Es muy buena la manera del trabajo realizado
5. La asociación con imágenes es muy útil
6. Ya que necesitamos saber más sobre el tema
7. Ya que todo lo aprendido será de gran utilidad para mí vida como estudiante y profesional
8. Si porque aprendo
9. Ya que aprenderé mas
10. Porque voy a usar el vocabulario más adelante
11. Si porque me ayuda a manejarlo satisfactoriamente
12. Si
13. Porque pasamos de un nivel bajo a uno alto
14. Porque teniendo buen vocabulario se puede armar mejor la oración
15. Si, ya que creo que ese vocabulario aprendido en clase es el básico para entender más o menos el idioma y así mismo defenderme ante un dialogo o algo por el estilo

Appendix 9: Thematic Units



Appendix 11: English Olympic Games Questions

Parte 1

READING COMPREHENSION

Teniendo en cuenta el siguiente texto, elija la opción correcta a las siguientes preguntas.

Preguntas 1 a 5.

TWO SISTERS AND THE CAT

Mrs. Wilson and Mrs. Smith are sisters. Mrs. Wilson lives in a house in Duncan and Mrs. Smith lives in a condominium in Victoria. One day Mrs. Wilson visited her sister. When her sister opened the door, Mrs. Wilson saw tears in her eyes. "What's the matter?" she asked. Mrs. Smith said "My cat Sammy died last night and I have no place to bury him". She began to cry again. Mrs. Wilson was very sad because she knew her sister loved the cat very much. Suddenly Mrs. Wilson said "I can bury your cat in my garden in Duncan and you can come and visit him sometimes." Mrs. Smith stopped crying and the two sisters had tea together and a nice visit. It was now five o'clock and Mrs. Wilson said it was time for her to go home. She put on her hat, coat and gloves and Mrs. Smith put the dead Sammy into a shopping bag. Mrs. Wilson took the shopping bag and walked to the bus stop. She waited a long time for the bus so she bought a newspaper. When the bus arrived, she got on the bus, sat down and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus arrived at her bus stop, she got off the bus and walked for about two minutes. Suddenly she remembered she had left the shopping bag on the bus.

1. Where does Mrs. Smith live?

2 puntos

In a condominium in Victoria.

In a condominium in Duncan.

In a condominium.

2. What was the cat's name?

2 puntos

Tammy.

Sammy.

Daniel.

3. Why was Mrs. Wilson sad?

2 puntos

Because, she knew that the cat was important

Because, she knew that her sister loved the cat very much.

Because, she knew that her sister didn't love the cat very much

4. What did Mrs. Wilson put on?

2 puntos

Her hat, coat and gloves.

Her hat and gloves.

Her hat and coat.

5. What did Mrs. Wilson buy?

2 puntos

A car.

A newspaper.

A bag.

Parte 2

VOCABULARY

Elija la opción correcta teniendo en cuenta cada uno de sus adjetivos y su significado.

Preguntas 6 a 10.

6. A: Are you a lazy person?

B: No, in fact, I'm very _____.

2 puntos

Hard working.

Smart.

Tall.

7. He should play basketball because he is _____. He's not short.

2 puntos

Short.

Tall.

High.

8. Of course, I'm very _____! I got an A+ on all of my exams!

2 puntos

Smart.

Rich.

Short.

9. My classmate always smiles and has many friends. She's a _____ person.

2 puntos

Happy.

Sad.

Rude.

10. My friend can lift 200 kilograms, so he's really quite _____!

2 puntos

Weak.

Strong.

Cheap

Parte 3

GRAMMAR

Complete el siguiente texto teniendo en cuenta el "present simple". Preguntas 11 a 15.

Meg is a very active person and she's really fit. She's mad about tennis. She _____
11 (practice) a lot and she's a fantastic player! I _____ **12** (not play) because I'm terrible
 at sport, but I _____ **13** (go) to the tennis club to watch her. Meg _____
14 (be) a very friendly person and people think that she's great. She _____ **15** (not like) to
 be alone.

11

2 puntos
 practices
 practiced
 practice

12

2 puntos
 doesn't play
 don't play
 didn't play

13

2 puntos
 goes
 go
 went

14

2 puntos
 is
 are
 sn't

15

2 puntos
 doesn't like
 don't like
 doesn't liked

Parte 4

LISTENING

Escuche atentamente el video "greeting & introduction" y elija la respuesta correcta a las siguientes preguntas. Preguntas 16 a 20

<https://drive.google.com/file/d/127Xvz1a8hvuWSlk4yuodB-ZxpMb7-zn3/view?usp=sharing>

16. Where is John from?

2 puntos
 Colombia.

Sweden.
Spain.

17. What language do people speak in Sweden?*

2 puntos
Swedish.
Swedishes.
Spanish.

18. Why is John so fluent in English?

2 puntos
Because, he practices a lot.
Because, he grew up in different countries.
Because, he is from Sweden.

19. What does the girl say about Korea?*

2 puntos
Her family lives there.
That's where her family comes from.
Korea is amazing.

20. Does John good at yoyo?*

2 puntos
Yes, He does.
No, he doesn't.

Parte 5

WRITING

Ordene las siguientes oraciones teniendo en cuenta “modal verbs: should/ shouldn't”. Preguntas 21 a 23.

21. Doctor / you / to/ should/ go / the

2 puntos
Doctor should go to the you.
You should go the doctor.
You should go to the doctor.

22. York / should / what / visit / in/ I / new/?

2 puntos
What I should visit in New York?
What should I visit in New York?
What I visit should in New York.

23. For / ask / directions / they / should

2 puntos
They should ask for directions.
They ask should for directions
Should ask they for directions.

Ordene las oraciones teniendo en cuenta las wh-questions. Preguntas 24 y 25.

24. How / ? / feel / you / do

2 puntos

How you do feel?

How do you feel?

Do how you feel?

25. His / Which / is / job / ?

2 puntos

Which is his job?

Which his is job?

Which job is his?

Appendix 12: Carol Christmas Festival



Appendix 13: Narratives Model

Narrative 1

Ser docente implica adquirir y gestionar las diferentes situaciones con las habilidades que requiera determinadas situaciones, habilidades como la paciencia, empatía, preparación y responsabilidad, durante el desarrollo de mi practica en la institución educativa estas habilidades deben ser puestas en práctica cada día, durante esta primera semana se trató de conocer el estilo de aprendizaje de los cursos asignados tanto para primaria como secundaria, un factor importante a tener en cuenta son las edades al ser de diferentes edades los estilos de aprendizaje y el ritmo con el que trabaja los estudiantes son muy distintos, los estudiantes más pequeños requieren actividades más variadas y dinámicas para lograr captar la atenciones de los estudiantes, por otro lado, los estudiantes más grandes tienen un estilo de aprendizaje más rápido con metodologías variadas.

La metodología y los estilos de aprendizaje son importantes ya que adaptar estos aspectos a los estudiantes permiten crear un ambiente propicio para el aprendizaje de cada uno de los estudiantes y lograr así llamar y mantener la atención de los estudiantes al tema a tratar. Por otro lado, la organización de cada una de las clases es crucial para ello el plan de clase sienta las bases para que la clase sea organizada estructurada, así se puede manejar el tiempo de clase y lograr una secuencia correcta con cada una de las actividades a desarrollar y temas a abordar. Durante esta semana el proceso de adaptación fue un poco difícil y diferente de lo que se acostumbra para ello fue importante seguir las indicaciones dadas por el docente supervisor para el desarrollo de las temáticas y las actividades adecuadas de acuerdo al entorno y momento de la clase.

Narrative 2

El ser docente más allá de enseñar se basa en aprender cada día tanto del entorno, las situaciones como de los estudiantes, es por ello que se hace necesario tener la mente abierta a diferentes situaciones para llegar a encontrar la mejor manera de hacerles frente. Mas allá de la enseñanza del inglés, se hace necesario enseñar valores un aspecto de suma importancia en la institución educativa en la que me encuentro ya que además de un centro educativo su filosofía es humanista y basada en valores esto sumado al entorno social de los estudiantes, durante el desarrollo de la practica de esta semana mas que hacer frente al desarrollo de los cursos, se hizo frente al desarrollo de situaciones sociales

En un contexto social como el de la institución los estudiantes están expuestos a diferentes situaciones que los llevan a considerar típicas actitudes que no son adecuadas para el entorno social, en los diferentes cursos hay estudiantes que no son respetuosas en la forma de dirigirse a los demás es por ello que se hace necesario una intervención por parte del docente en situaciones de este tipo y similares. Durante esta semana también se tuvo que hablar con un estudiante que e dirigía a la profesora de manera irrespetuosa cuando se le hacia determinada corrección en clase, para ello se hablo con el estudiante además de que con la ayuda del docente supervisor se logro solucionar esta situación, sin embargo el ambiente de clase se torna pesado en un curso especifico ya que los estudiantes no se disponen para realizar la clase de la manera que se espera y debido al desarrollo de determinadas situaciones se hace difícil este proceso.

Narrative 3

Durante el proceso de adaptación a la vida docente dentro de la institución educativa, se hace necesario ser partícipe de la educación dentro y fuera del aula de clase, además de ser

docente de inglés, los profesores se encargan de realizar actividades que eduquen a los estudiantes de manera creativa para ello se lleva a cabo actividades complementarias y propias de los valores de la institución, una de las actividades diarias es el saludo diario, esta actividad se realiza cada mañana y los estudiantes están atentos a cada una de las reflexiones que preparan para ellos cada mañana, además de actividades que forman a los estudiantes en valores, dictadas tanto por la institución como por el gobierno, durante estas actividades los docentes debemos estar pendientes de los estudiantes además de educarlos para que respeten las actividades, permanezcan en silencio y valoren cada una de estas charlas diseñadas para una educación completa.

Durante el desarrollo de las clases muchas veces encontramos con estudiantes que no saben expresar las opiniones o sus inconformismos de la mejor manera, esto se ve reflejado tanto en las clases como en el desarrollo de otro tipo de actividades, se hace necesario buscar estrategias para mediar con los estudiantes y buscar la estrategia correcta para obtener el resultado que se espera de la situación

Narrative 4

El proceso de adaptación de los estudiantes durante y después de la situación presentado debido a la pandemia Covid 19 que se presentó en el país fue algo que cambio la educación de forma radical, los estudiantes tuvieron que adaptarse a una metodología virtual y mas adelante volver a adaptarse a la vida escolar presencial, sin embargo este es un proceso aun en desarrollo que dejo distintas situaciones en los estudiantes la primera de ellas y la más notoria es el uso de la tecnología específicamente el celular que los estudiantes usan regularmente y se hace difícil que no este presente en las clases, y el desarrollo de actividades escolares, esto nos lleva a tener un control constante sobre este aspecto con los estudiantes que muchas veces son algo

descuidados a la hora de usar el teléfono durante el desarrollo de la clase, lo que hace que no presten la atención necesario para el aprendizaje.

El uso de esta herramienta tecnológica también se presta para que los estudiantes utilicen la traducción y no realicen los ejercicios de la forma correcta, es por ello que se hace necesario tener un control constante durante el desarrollo de cada una de las actividades propias de la clase y actividades complementarias muchas veces se hace necesario quitar el teléfono a los estudiantes para que realicen las actividades sin embargo muchas veces es difícil ejercer este control a cada momento y con cada uno de los estudiantes.

Narrative 5

A lo largo de cada una de las semanas de clase y las diferentes planeaciones necesarios, se ha reflejado un avance en el trabajo dentro y fuera del aula de clase, la creación de las planeaciones de clase además de la implementación se hace más fácil y de acuerdo a las necesidades que se van presentado en caso de que se haga necesario una complementación de los temas, un aspecto que es más fácil de evaluar de acuerdo a los ejercicios que se desarrollan, se ha hecho notoria que las actividades creativas y que exigen trabajo fuera del aula son una de las mas divertidas y que mas disfrutan los estudiantes, esto basándonos en una tareas donde los estudiantes debían describir su familia, hacerlo mediante un árbol genealógico una actividad que los estudiantes realmente disfrutaron y en los que se notó una clara participación.

El desarrollo de tareas es una de las actividades complicadas en este entorno de clase ya que por recomendación de los docentes se busca trabajar tanto como se pueda en clase sin embargo se busca que este tipo de actividades se desarrollen de manera creativa es por ello que se deben trabajar en casa, sin embargo, los estudiantes mostraron una gran disposición para el desarrollo de este tipo de actividades

Narrative 6

La educación para los más pequeños se cree más difícil lo cual no es necesariamente cierto, pero en efecto las actividades deben ser más dinámica sin embargo los más pequeños muestran una disposición para el aprendizaje sorprendente además de unos mejor modales para dirigirse al docente lo cual crea un mejor ambiente de aprendizaje, así como una facilidad para el desarrollo de las clases. Los estudiantes de los diferentes centros educativos tienen diferentes comportamientos, pero muestran una gran disposición para desarrollar las actividades.

Los más pequeños disfrutan y participan activamente cuando el docente realiza diferentes preguntas dirigidas al entorno de clase así como los diferentes juegos que realizan en clase, o actividades motrices a desarrollar son de los ejercicios que más disfrutan y que se hacen más fácil logrando una correcta asimilación de la temática además de la enorme disposición para realizar las diferentes actividades que se requieren durante el desarrollo de las clases sin embargo es difícil la implantación de actividades dinámicas ya que muchos de los centros no cuentan con los espacios que se necesitan para trabajar todas las habilidades propias de la lengua extranjera