

Implementing short stories to enhance reading comprehension in tenth grade students at school

Libertad y Orden in Valledupar: An action Research.

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Foreign Languages Bachelor's Degree

Integral Practicum

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Chapter 1

General presentation of the project

The following document contains the composition of the components that have been carried out, during the practicum stage at “colegio libertad y orden” at Valledupar, Cesar. Therefore, it contains a summary of activities regarding the development and application of this project inside the institution

Presentation of the Project

As part of the curriculum or study plan of the foreign languages program, students in 10th semester must begin the integral practicum at an educational institution into languages teaching.

Considering the aforementioned, practitioners are required to lead a research reflecting on a certain English language skill that requires special reinforcement, or that is not actively practiced within the classes.

Therefore, for the development of this project, four components must be covered in this work, institutional observation and diagnosis, the research and pedagogical component, extension to the community and intra institutional activities component.

The institutional observation and diagnosis are the first stage in which the practitioner is introduced to the institution community, aiming at observing the community and to get to know the various aspects that constitute the educational field, which are divided on the following fields; the educational program, the methodology implemented and mechanisms of the institution.

The research and pedagogical components are based on identifying a necessity in the foreign language learning process, more specifically on the English abilities or aspects that require special attention for improvement.

Thus, the extension to the community is based on attending and implementing an educational proposal that considers the elementary courses of the institution, specifically tailored to be involved with primary students in the improvement process.

Lastly, the intra institutional activities component takes part in the organization of extra curricular or communitarian events as well as the administrative and disciplinary aspects that the practitioner must be involved to comprehend the role of the teacher in a non-classroom environment.

Introduction

In accordance with the (CEFRL) Common European Framework of languages and the Colombian educational ministry, new linguistic standards established prospect accomplishment by the year 2019, first, set that teachers of primary and secondary education must have a B2 certified English level, while students may graduate schools with a B1 competence. Ministry of Education British Council, (2015). nowadays the foreign language teaching process at schools is an important subject that Colombian institutions put close attention to.

At “Libertad y Orden” institution, through observations of different classrooms, the identification of possible deficiencies in reading comprehension was directly linked with the lack of vocabulary at the time of expressing ideas, therefore by doing this project, it would be possible to create certain spaces to enhance this ability at the same time as students acquire new useful vocabulary that can eventually be implemented in the classroom.

This research project is divided in three main components that described the process, for starters the institutional component composed the identification of the school generalities and its composition: the pedagogical and administrative aspects, thus the population selected for the development of the project as well as with the various school groups assigned to the practitioner.

The pedagogic and the research component are considered the most important pieces of this project since the whole practicum process focuses on the development and improvement of language abilities, hence the objective is to evaluate the application of pedagogical spaces that reinforce the usage of a specific English skill.

Thirdly, the community outreach component with elementary school formed the basis of understanding teaching to young learners and put the practitioner into this context to address the necessities of this community to serve as a complementary guide to reinforce and encourage English application inside the first courses of formation.

Finally, the interinstitutional component indicates the activities held inside the institution during the practicum stage in which the practitioner participated and attend to, since as a member of the community complemented the role of the teacher inside the school considers not only pedagogic and academic participation but to contribute to the development of cultural and civic activities that reinforce the community's approach.

Justification

“Libertad y Orden” institution is well known for creating equal spaces of inclusion for students with mental and physical deficiencies as part of their program that is centered in the Waldorf methodology, which aims to form all sorts of individuals based on the principles of

human rights for education and learning, stating that all students can express their identity freely and form a personality regardless of their mental condition.

The observation period enabled the practitioner to observe the main aspects that composed the institutional environment, since it is imperative to understand the context in which the project was applied, how it was done and which group was selected considering the challenges that the practitioner keep in mind to gather relevant aspects that composed this project, that is why through the first stage, it was possible to identify how the school administrative, pedagogic and general collaborators worked inside this space in order to properly collect the main aspects that comprise the establishment organization.

After the observation period implemented during the first week of teaching practice, it was identified that the students do not practice reading comprehension regularly, even if the topics are well explained using technological and printed materials, the application of reading is a skill that has been left behind during these courses, as well it was perceived that students tend to use the same vocabulary when expressing ideas or when providing an answer to the teacher, therefore, new techniques to introduce new useful words for them must be encouraged.

The outreach component included the organization of the primary courses and how the role of the practitioner could influence and improve young learners' perception of English, the practitioner encouraged the learning process using the flashcards and image association technique as a way to encourage vocabulary acquisition among primary pupils.

Finally, the interinstitutional component included the activities held at the institution that the practitioner took part in, thereby formed the role of the teacher outside the classroom and established the sense of pertinence with the institutions' cultural, civic and extracurricular events.

General objective

- To comprehend the role of the practitioner during the practicum stage IN a Colombian school.

Specific objectives:

- To implement short stories to enhance reading comprehension within 10th grade students.
- To improve vocabulary acquisition through the use of flashcards among primary students.
- To actively participate in the institutional events and activities held at school Libertad y Orden.

Conclusions

The development of this project enabled the practitioner to approach the national pedagogical field in education and exposed the necessities of the language at schools at a deeper level.

Regarding the institutional observation stage during this second semester of the year, the practitioner observed and analyzed the institutional, administrative and pedagogic aspects that composed the “Libertad y Orden” school, the institution had an amazing pedagogic proposal not commonly seen at any educational field, which was based on the Walldorf method of teaching, the method was interesting to work with since it provided the teacher a variety of didactic tools

and the freewill to propose new teaching approaches, the fact that the classes were not given through traditional methods created an amazing space for English learning acquisition, given that the students could develop this sense of responsibility and autonomy in English and other school subjects.

The research stage provided a fascinating overview of the school context and how the practitioner had to overcome certain challenges to perform projects when dealing with a different educational and pedagogical context outside the university's campus and processes, hence executing English projects had to consider the setting and the population skills and learning challenges, overall the application of this project enabled that the practitioner considered the necessities of the community as a way to provide the reinforcement of a specific skill or English aspects that required special attention, for this reason the reading activities development with the 10th B course created a propitious method to reinforce vocabulary acquisition and encourage reading habits in a foreign language.

The extension to the community component with primary levels, entailed the development of English reinforcement with the different courses all with the objective to know this population and establish the best techniques to encourage English positive perception, therefore working with young learners offered the opportunity to comprehend the important role of the teacher and the impact in the pedagogic and personal aspect of formation.

The intra institutional component was based on all the activities held at the institution that had an educational or a civic purpose, therefore an active participation was necessary to construct this sense of companionship with the institution community as a member that promoted respect, organization and responsibility among students and the teachers' group.

Chapter 2

Institutional observation

During this stage the practitioner embraces the institution and has the opportunity to know the real educational field and its challenges, the observation offers the teacher in formation a closer interaction context with the professional and future settings of work and provides the most appropriate approach to the language learning process at schools, besides it shows the way in which these pedagogical ambiances are constituted.

Being immersed inside the institution entailed the acknowledgment that composes the school administrative, pedagogic, technologic and academic information aspects, therefore during this process it was possible to identify what those aspects had to offer to form the practitioner's relation with the school components.

The administrative aspect dictated the way in which the practitioner and the teacher staff had to act according to the community laws of behaviour and different processes that are extremely relevant for the proper development of the activities inside the school facility, furthermore it lead the manner in which the teacher must comply with the school rules as a way to understand the development, planning and execution of several processes that must be enforced to comply with the institutional setting.

The pedagogical aspect promoted the development of this project, since the advancement of these reading activities contributed to the reinforcement of English skills inside the 10th B course, besides the fact that the practitioner offered assistance to other courses as a manner to encourage second language acquisition and students preparation of other capabilities that

facilitated the way in which the community perceived the language, in addition this aspect formed the basis of a teacher formation and aimed to form professional vocation.

The institution was provided with great technological devices that facilitated the explanation and application of different activities that served to perceive English in a different and modern way, for instance the institution counted with TV's inside each classroom, therefore the use of such devices helped the practitioner to add didactic and more entertaining ways to teach English since this approach offered students the opportunity to interact with more modern ways of learning.

Establishing a great environment for collaborative work was crucial to develop this project, consequently the selection of the group was based on behavioral and academic aspects observed during the first weeks of the practicum stage, the 10th B course was an amazing group to work with since their interest and necessities towards the practice of their reading skills in English was the subject of the practitioner interest, therefore with the assistance of the tutor and the group itself was possible to develop this project that served to promote reading comprehension improvement and encouragement of English reading.

Topographic location

“The Libertad y Orden” institution is located at the Caribbean coast, in the capital of the Cesar department, Valledupar. It is a private, secular and mixed school based on the respect of human principals that seeks students to form their own-identity, an individual who determines his or her strengths and weaknesses and also one who takes ownership of their student duties.

Their main guiding principles are based on autonomy, discipline, freedom and order, through which critical thinking and respect for human rights will be developed, students who are

confident that the education provided in the classrooms will allow them to experience their identity and thus to structure their personality.

Institutional Horizon

It describes *the mission* that has as main objective to develop students' critical thinking and emotional intelligence, as well as *the vision* that seeks to be recognised in 2022, by the whole community of Valledupar as one of the best institutions of the region, alongside with the principles that guide the institution; commitment, honesty, respect, creativity, assertive communication and generosity.

Administration component of PEI

Institution administration

The Manual and Functions of Colegio Libertad y Orden, is an instrument of personnel administration, which reflects the functions of each position at the institution and is the basis that supports the policies, principles, mission and vision, defined by the Educational Institution.

The Functions Manual is elaborated with the purpose of being a working guideline for administrative and academic managers, administrative leaders and others who exercise management for the administration, coordination and efficiency in the functions entrusted to them and those of the staff under their supervision; these functions are regulated in the internal work regulations which contain the rules governing the relationship between the employer and the workers, which include the behaviours that are punishable, as well as the sanctions to impose and their procedure to impose them.

Pedagogic or methodological proposal

The methodology of the school “Libertad y Orden” is based on the Waldorf pedagogy, originated in Finland, and includes the following aspects: 1. The basis of Waldorf education is the knowledge of the human being and self-knowledge. 2. The need for the student to know himself or herself. 3. The development of critical thinking and understanding the functioning of media among students. 4. The need to build common values and make sure that education enables students to experience their identity and structure individual personality. 5. The principle of this approach is to awaken the "physical, behavioural, emotional, artistic, cognitive, creative, social aspects of each individual.

Coexistence handbook

The manual is based on the provisions issued by the Ministry of National Education, the Political Constitution, Law 1620 and its Regulatory Decree 1965 of 2013, which creates the National System of School Coexistence and the training for the exercise of human rights, education for sexuality and the prevention and mitigation of school violence, the law for children and adolescents, human rights and the fundamental principles of law.

Students rights: the student’s rights involve aspects related to basic principles of every institution such as the right to live physical integrity, education, culture, recreation, free and respectful expression of speech.

Duties of the students: the institutional duties represent the responsibilities of the students as members of this school community such as the respect of the established rules and taking care of the facilities .

Journey

The established hours that the practitioner must follow are established by the tutor according to the distribution of courses at the secondary level, however being immersed into the institution entails a schedule from 7 am to 3:30 pm.

Pedagogical component of PEI

Libertad y Orden institution follows a program based on the national system for bilingualism and adapted it to the strategies based on the Waldorf pedagogy, therefore students and teachers follow a lesson plan created by the school but based on forming bilingual students, and integrally, valuing each one of them as an individual being, activating their critical capacity and emotional intelligence. Encouraging in them the interest of interculturalism in a very playful and practical way through the learning of English as a second language.

Pedagogical system: Waldorf pedagogics

Main representative: Rudolf Steiner

Methodological approach

Waldorf education is based on the vision, teachings and principles of education depicted by the renowned artist, and scientist, Rudolf Steiner. The principles of Waldorf education depart from an understanding of human development that handles the needs of the growing child.
(waldorfeducation.org,2015)

Curriculum design

The principals of the institution are based on forming critical thinking and emotional intelligence, establishing mental connections that will structure them throughout their lives,

leading them to discern between right and wrong, and therefore to make the decisions they consider pertinent at any given moment.

Educational cycles: Pre school formation, primary formation and secondary formation

Institutional resources

Human: Administrative leaders, teachers, maintenance staff, parents and students

Technological: Smart televisions at each classroom, a computing classroom, air conditioners and fans to mitigate the high temperatures

Physical resources: Classrooms, boards, playgrounds for both kids and adolescents, cafeteria. computers classroom, administrative offices.

Syllabus

The organization of a variety of topics is made using an organogram of activities called a syllabus, in which English teachers established the term routes to follow during the school year inside the secondary courses. (**Annex 1**)

Teaching methodology

The teaching methodology follows an approach based on the direct interaction with students in which the instructor uses English to explain, establish rules and to set a more natural approach to the second language. Besides the usage of technological resources is directly implemented in the teacher's methodology but also a workshop book is used to encourage the practice of the various subjects explained during the lessons.

Guide and material designs

Teachers have total freedom to create academic materials assuming that they follow the institutional syllabus agenda established at the beginning of the school's year, therefore, the material created is mainly supported with technological assistance such as presentation slides, activities that students can write on their notebooks as well as audiovisual materials related to the subjects learnt at each lesson.

Courses and schedules

The practitioner will take charge of the 10th course students, with the objective of applying a research project, the schedules will be mainly based on a morning basis, starting at 7 am to 12 pm, from Monday to Friday, all in order to comply with the required 13 weekly hours directed to secondary course and the 4 weekly hours directed to primary students.

Besides during these morning schedules, the practitioner will also offer assistance to the English tutor with the 6th, 7th, 8th, 9th and 11th courses, given that the 10th courses might not accomplish the required weekly hours.

Technological level

The institution offers a series of tools in order to assist teachers in the educational exercise, for instance the classrooms are equipped with smart tv's connected to the institution Wi-Fi service, as well students can use cellphones in order to do quick searches on the internet about the class subjects and finally the institution has a computer laboratory that each classroom can use once a week.

Population and Subject's Information Level

The student's community is composed of mixed classrooms with different ranges of age, gender, color, ethnicities and proficiency levels. That is why organizing and giving them characterization is crucial to understand the population necessities when learning.

Administrative staff.

Rector: Danilo Lozano: Main administrative and legal representative of the institution inside and outside the premises.

Coordinator: Efrain Fragoso: Discipline and Academic delegate of Libertad y Orden students.

The Academic Council: The group in charge of the legal and disciplinary actions in the school.

Chapter 3: Pedagogical and Research Component

Implementing readings to enhance reading comprehension and the acquisition of new vocabulary in tenth grade students at school Libertad y Orden in Valledupar: An action Research.

Project application

Into this process, three activities were implemented with the 10th grade course all with objective of exploring the influence of reading comprehension as a way of improving vocabulary acquisition, the activities consisted on three short stories followed by a set of questions related to the text context to improve story interpretation, along with a glossary containing possible unknown vocabulary that students used to understand the reading.

To fully practice the reading, the teacher read the story along with the students and encouraged them to participate throughout the class, the practitioner made sure to provide students with the meaning of the words in Spanish to work alongside with the mother tongue to assure their comprehension, after the words review, students were asked to answer the questions to practice reading comprehension all with the guidance of the teacher to better understand them, finally a set of didactic activities were implemented to put into usage the words from the glossary.

Statement of the problem

As seen during the observation stage at the school, the classes were centred at grammar explanation, activity completion and the usage of written and spoken evaluation, therefore

reading has been left behind, as well it has been observed that there is a lack of useful vocabulary to express ideas about the subjects as well as for expressing simple formation OF phrases.

Even if the teacher encourages the usage of English inside the classroom, students tend to feel frustration for not understanding the instructions given in THE second language, for that reason the teacher is always translating the ideas in the mother tongue to make sure that the students comprehend the instructions about the class work.

Given that the vocabulary is the primarily issue to be solved, the usage of reading can be a great source for new words obtainment since students can see the word structure, consequently with the usage of a glossary about the texts. The unknown vocabulary can be classified and translated in order for students to understand its meaning both in English and Spanish as well as when to use it in phrases, besides complementary didactic activities can be useful in order for students to feel motivated to learn the new words.

Justification

The ministry of national education implemented the national bilingualism program in 2004-2019, as a strategy to improve the quality of education policy at the elementary, middle and high school levels. the program is based on two considerations: the mastery of a foreign language as part of the globalization process for participation in economical, political, academic, cultural and technological fields. it also seeks the communicative improvement of the English language for the emergence of opportunities for its citizens as well as individuals. (Parra et al, 2012)

From the aforementioned it is essential as practitioners to know which standards Colombia follows in order to form bilingual citizens that are capable of communicating their ideas in a non-complex manner, that is why the usages of different pedagogical strategies and the

implementation of specific skills inside the courses is meaningful for student's formation for the future.

As professors in formation that experience the educational field for the first time, it is important to recognize the challenges that the real context brings, since , even if the material, methodologies and didactics used in different school scenarios are apparently directed to English improvement, it is impossible to deny that there are challenges that are hard to overcome due to the fact that the learning environment might not be propitious at all times and the learning process can be interrupted.

The regular use of speaking, writing and grammar abilities are the way in which classes are being held at Libertad y Orden English classrooms. However, reading comprehension is an ability not often used in the lessons, that perhaps is one of the reasons students might now know a certain variety of vocabulary when expressing their oral and written ideas, in addition the use of glossaries can be an effective way of acquiring new words rapidly and in context with the reading text, researchers have found that “glossaries are easier to access than dictionaries, and their presence in a text allows learners to continue on with the reading process with little interruption, this may lead learners to check the meanings of words more frequently using glosses than other resources”(Yanagisawa, A et Webb, S, 2020, Pag 3)

For this reason, focusing the efforts towards a specific problem seen in these institutional spaces will provide the opportunity to evaluate the different strategies that need to be adapted to improve their prior formation.

General objective

- To implement short stories to enhance reading comprehension within 10th grade students.

Specific objectives

- To practice and enhance reading comprehension inside tenth grade courses.
- To evaluate the impact of glossaries and didactic activities in vocabulary acquisition.
- To comprehend motivation as an influential factor in reading comprehension activities.

Theoretical framework

This part defines a variety of concepts that this research needs to undertake in order to comprehend the role of readings in vocabulary acquisition of L2.

Influence of reading

“Reading is to be able to voice or understand the words by looking at the letters and signs in a written text. The activity of reading includes seeing, perceiving, understanding, vocalizing and mentally constructing and all these are accomplished through the combined use of eyes, ears, and brain” Bursali, H., & Yilmaz, R. M. (2019).Pag 1, reading is an essential skill that needs to be learn inside every language since it is the primarily ability that we tend to be immersed even on the mother tongue, having the ability to comprehend what is written enables the individual to interact within the social medium and to approach the language in a real context.

According to Bursali, H., & Yilmaz, R. M. (2019), students who gain high levels of reading comprehension skills tend to be successful in academic and professional fields. A study

made in a turkey schools showed that “elementary and secondary school years are crucial for the acquisition of reading comprehension skills” Pag 1 , therefore implementing reading in the classroom environment seeks to reinforce the mental capacity of students to comprehend texts, as well to promote this skill that is not often used for English learning acquisition, for this reason the constant application of this skill must be encourage to enhance students retention of new vocabulary as well as to insert short texts as an efficient manner for reading comprehension.

Multiple studies that used reading techniques have shown beneficial aspects for English acquisition, for instance, Lo, Cheng, Luh, Shih et al (2021) indicated that receiving reading instruction made significant improvement in reading comprehension and word recognition.

As well the application of reading contributed to the improvement of reading comprehension Lo, Cheng, Luh, Shih et al (2021) In doing so, this learning process leads to a good channel for practicing writing and boosting comprehension. considering the aforementioned the usage of readings can serve as a relevant way to acquire English abilities among students since there is a relation between the active comprehension of texts and the acquisition of new words learned from such reading exercises.

Vocabulary acquisition

The learning process of any language involves vocabulary retention since the most words are learned, the formation of phrases or even complex structure can be done, at least in a written manner, therefore understanding the role of vocabulary gathering and learning is a relevant matter to be analyzed inside schools, given that most of students do not tend to express their ideas due to the lack of words known at the foreign language of choice which in this case is based on the comprehension of English.

According to Schmitt's (2016) Pag 2 "The higher word exposure frequency is consistently advantageous for acquiring various aspects of word knowledge" therefore stating that frequency of exposure to vocabulary acquisition to the repetition of certain words using different skills strategies can facilitate learners retention of words since the constant and repetitive practice of the same words could enhance the learning process of such words, "exploring the context in which the target items occur is highly significant" Pag 2. that is why through small texts fragments that contain a specific vocabulary could determine new vocabulary acquisition since students can perceive the usages of those words inside a literary space.

In addition, it has been stated that reading facilitates the collateral acquisition of word structure and meaning, and vocabulary acquisition occurs only in a gradual and incremental basis. In other words, there is a partial transitory development of word knowledge in vocabulary acquisition. Teng, F (2016)

Students motivation

The success of the teaching and learning process is not only influenced by intellectual factors, but also by socio-affective factors that are no less important in determining a person's learning results. which according to (Suratno,2020), corresponds to many social factors that affect directly the learning process, he argued that motivation is the force that ensures the continuity of interest in learning and the one that gives direction to any learning process in order to set the objectives of further action in the educative process of students.

Motivational factors affect the manner in which students react to the classroom environment and to the acquisition of basic educational skills Wong, T (2020), for that reason paying close attention to the reception of the propose activities is also an important matter to

analyze since the more motivated towards the activity the student is means that it would incentivize the acquisition of the new words as a response of feeling close to the activity's interaction process. for that reason, motivation plays an important role to observe in tenth grade students at school "Libertad y Orden", given that analyzing the role of motivation inside the classroom determines the way in which students are going to respond to the stimulus of the teacher, by assuring that students feel motivated in the lectures, the teacher can serve more as a guide to knowledge, instead of being just an instructor of activities.

Literature review

Several studies have been collected in order to sustain the theory that need supportive sources as a way to prove the influence of reading to acquire a constant improvement in vocabulary acquisition.

The relationship of reading and vocabulary acquisition

According to "How do different forms of glossing contribute to l2 vocabulary learning from reading?" (2020) Research has demonstrated that L2 students can fortuitously learn unknown words from reading (e.g., Day, Omura, & Hiramatsu, 1992; Horst, Cobb, & Meara, 1998; Pigada & Schmitt, 2006; Webb & Chang, 2015). through this research it has been proven that glossing or noting unfamiliar words not only promotes L2 reading comprehension but also increases the chance of learning them.

In addition, "The effects of context and word exposure frequency on incidental vocabulary acquisition and retention through reading(2016)" states that the encounter of new words through reading has a potential beneficial aspect on word learning, into this research, incidental learning has an important matter to be analysed since the Succes of incidental

vocabulary acquisition depends on the frequency of those words inside the students context, therefore even if repetition might not be a great technique for word acquisition, the fact that learners are constantly exposed to the same words inside texts could influence acquisition since these words can be repeatedly introduced to them using different types of interesting text topics.

“The context in which learners encounter words plays a significant role in their word learning. The words that are encountered in a rich and clear context with relevant cues to the word meanings are more likely to be learned” Teng, F Pag 3 (2016), in other words, the fact that learners find new words in a more contextualized manner but also depicting topics that could influence their interest for reading could influence significantly the acquisition of new words since they can feel motivated when developing such activities.

Webb and Chang (2015) Teng, F (2016) found a combined effect for repetition of unknown words either in a sentence or a text. In other words, various encounters of a vocabulary item seemed to enhance the chances of word recognition. nevertheless, the effects of context also impact the process.

The role of motivation inside the classroom.

“The Relationship between Gender, Motivation, and Achievement in Learning English as a Foreign Language (2017)”, exhibited that various motivation components can also play an important role at second language achievement, such as the desire for knowledge, a new challenge, need for achievement, intellectual stimulation, and personal challenge.

According to Rabeya K. (2019), Motivation Triggers the Attainment of Second Language Acquisition: A Theoretical and Conceptual Analysis, described the value of motivation

examining the different perspectives, roles, orientations and theories concerning motivation and the effect of motivation on L2 acquisition.

Alizadeh, M. (2016), *The Impact of Motivation on English Language Learning* paper, the author defined the motivation term as the key factor to better understand how success and failure works within the development of a particular activity or task, and the fact that achievement will be determined by the individual's motivation.

Therefore, even if motivation is not the entire purpose of this research, considering the perceptions that students could have towards the development of the class activities, provides the practitioner the opportunity to know the topics that students might be interested in and then use those ideas in order to complement or even base the activities on what indicates a character of interest for them.

Methodology

In order to put into practice this project it is necessary to determine the most appropriate method to understand the institutional context and the direct interaction with the institution, and since the project is not only based on observing but on the contrary to create and to be involved in the process, the most accurate technique for the development, gathering and implementation of this project is an action research approach.

Research approach

Action research is a natural part of teaching. That enables teachers to observe students, collect data and change practices to improve student learning and the classroom and school environment. Action research provides a framework that guides the techniques of teachers towards a better understanding of why, when, and how students become better learners. (Miller, C. 2007)

Action research combines theory and practice involve researchers and practitioners acting together on a particular cycle of activities, including problem diagnosis, action intervention, and reflective learning. (Avison, D et Al, 1999)

Given that as a practitioner, the challenge is to provide new perspectives and to evaluate the methodologies used inside the English learning classes, an action research approach provides the opportunity to interact more with the medium and to initiate spaces for improvement in different areas, this method serves to identify an issue or situation that, as a teacher, you want to change. Therefore, applying this approach provides the chance to bring action to a specific skill that might need some reinforcement through the implementation of new didactic material and pedagogic techniques that could bring effective results to secondary students in the English area.

Besides, working in conjunction with this research approach the collection of data is directed through a qualitative design that aims to build a complex and detailed description of social or human behavioural problems that seek to approach participants' perspectives and how their opinions influence a subject of study. (Parkinson 2011)

Methodology of the reading activities

Empirical studies have confirmed that repeated engagement with unfamiliar words are needed for L2 occasional vocabulary learning through reading. (Feng, X & Webb, S.2019, Pag 3 Research Article.)

During reading, learners gain knowledge of written form, working together with the word meaning from the context. Knowledge of encountered words accumulate as they meet the words in various contexts. Therefore, to increase the potential for incidental vocabulary learning through reading, continuous exposure to it is needed. (Horst, 2005; Pigada & Schmitt, 2006; Feng, X & Webb, S.2019)

In order to conduct the proposed activities, the main goal consisted on selecting short but substantial lectures that appealed the interest of students, after the reading section, a glossary involving at least 10-15 words was given to them with the objective of knowing the meaning of those words, either in English and Spanish, the objective was create ludic activities that motivate the students to participate actively during the implementation of these interventions, which as a main goal consisted on putting those words and using them in a motivating and real context to enhance the perception of word-acquisition through non-traditional methods to learn them.

Population

To gather relevant data for this research 7 students, from tenth grade were selected as a way of collecting their experiences towards general aspects of the proposed activities during the application of this project, furthermore the student's selection was based on their performance and interest to the lectures, but also considering the letter permits that they must show to their parents to grant the usage of the information provided, which counted with total anonymity to guarantee participants security.

Table 1

Population description

<i>Population</i>	<i>Ages</i>	<i>Gender</i>	<i>Level</i>
10th B grade	14-16	Mixed	A2-B1

Data gathering methods

The design of the instruments establishes the way in which the information was collected, therefore choosing the right instruments is crucial for the analysis process, hence the best organized the information was used to address specific and relevant topics to discuss and analyze the participants interaction with the implementation process.

Chronogram

Table 2

Chronogram of activities

Activities	Date
First activity implementation	October 5
Second activity implementation	October 19
Third activity implementation	November 2
Questionnaire	November 9
Interview	November 11

Note: project development route of the project.

Interview

A structured interview is a quantitative research method where the interviewer establishes a set of prepared closed-ended questions in the form of an interview schedule, which he/she reads out exactly as worded (McLeod, 2014).

This gathering method worked to provide answers to pre-formulated questions that aimed to respond the basis of this project objectives, for instance the questions formulated sought to understand the influence of reading comprehension, how motivation could influence their performance as well as to address the impact of glossaries working in conjunction with didactic material and techniques to improve vocabulary acquisition.

Questionnaire

Questionnaires can be an effective means of measuring the behaviour, attitudes, preferences, opinions, and intentions of relatively large numbers of subjects more cheaply and quickly than other methods. Often a questionnaire uses both open and closed questions to collect

data. This is beneficial as it means both quantitative and qualitative data can be gathered (McLeod S. 2018).

It aimed to understand the importance of students' perceptions towards the strategies used to improve reading and how the proper selection of stories encouraged participants to engage more with the activities proposed as a manner to motivate them to create reading habits in English.

Reading workshops

The development of workshops guides the course in which the activities were implemented inside the classroom and served to provide students the context on which activities were held, the activities consisted on a set of short stories that enabled students to better comprehend the influence of reading when acquiring English vocabulary, the stories were executed taking into account students reading preferences in order to motivate active reading, the reading was accompanied by a set of questions that served to introduce students to better English comprehension of texts, all in conjunction with a set of glossaries and didactic activities that guided the process in which students learned new vocabulary through the usage of non conventional memory methods.

Table 3

Description of the instruments used

Instruments	Description	Objectives
Reading workshops	The creation of such activities allowed this study to determine the influence of reading into	-To address the impact of reading comprehension

	the academic field and how it helped to acquire meaningful and useful English vocabulary	-To influence vocabulary acquisition among tenth grade students.
Questionnaire	This gathering method served to determine the impact that the stories had on students personal and collective development of English skills as well as to determine certain aspects regarding: reading comprehension improvement, reading perceptions and glossaries application.	-To collect students' perception towards the implemented reading activities. -To understand the role of glossaries in the vocabulary acquisition process.
Interview	The interview method aimed to evaluate students' perceptions towards the didactic and motivating aspects about the reading activities implemented and to evaluate how glossaries assisted them to facilitate comprehension and to learn new vocabulary through a variety of didactic activities and material.	-To evaluate reading comprehension improvement -To gather motivating aspects towards the activities implemented -To report the opinions towards the completion of this project implementation.

***Note:** the chart described the instruments used to gather information as well as to portray the objectives.*

Reading workshop exemplification

Pedagogical worksheet: Hands

Autor: Minnboy

Proficiency level: B1

Genre: horror, thriller

Activity objective: To use short horror stories and encourage reading comprehension.

Group: 10th B course.

Communicative:

To share points of view about the story with classmates.

Linguistic:

To practice reading interpretation of short stories.

Activity 1

- Work in pairs and read the story entitled “Hands” and share your first thoughts about the story title.



Text:

The doctor pulled the stethoscope ear tips out and hung the device around his neck.” Mr. Weatherby, all of your tests have come back negative and my examination shows nothing abnormal.” Adam knew what was coming next. “I’m not crazy, Doctor.” ” I’m sorry, but there is no physical reason for why you occasionally lose control of your hands. A psychologist can help...”” I don’t need therapy. I need answers. They seem to have a life all their own. I can’t hold a job. I’m under investigation for assault. I almost killed my neighbor. This can’t go on. I’ll try anything at this point.” After two weeks on a new medication, Adam saw no progress and grew increasingly depressed. He was convinced that despite what the doctors said, it was not a psychological problem. That night, a frustrated and angry Adam sat in a chair and drank bourbon. Drunk and hopeless, he stumbled to the garage and started the table saw, then slowly lowered his wrists toward the screaming blade. Detective Armstrong entered the garage where several uniformed officers stood over the blood-soaked body. “So, what do we got?” he asked, taking in the blood-splattered scene. “This is a weird one, Detective.” How so? “Take a look at the body. He apparently chopped off his hands with the table saw and bled to death. “Armstrong knelt down. “And?” ” And we can’t find his hands anywhere.”

Activity 2

- After the individual reading, read after the teacher and try to explain each phrase of the text according to the context.

Activity 3

- Identify the words from the glossary and find the image card that best describes the concept of the word.

Glossary

Stethoscope: Estetoscopio

Examination: examen

Abnormal: anormal

Therapy: terapia

Assault: agresión

Chopped: cortado

Anywhere: en ningún lugar.

Neighbor: vecino

Increasingly: cada vez más

Despite: a pesar de

Frustrated: frustrado

Stumbled: tropezar

Table saw: sierra de mesa

Wrists: muñecas

Soaked: empapado/mojado

Splattered: salpicado

Activity 4

➤ Respond to the questions about the story considering what you read and provide the best answer.

How was the man starting to feel?

- A) Concerned
- B) depressed
- C) disappointed

Who did the man almost killed?

- A) His wife
- B) police officer
- C) his neighbor

How was the man murdered?

- A) With a knife
- B) A table saw
- C) a chainsaw

Open questions:

- Do you think that the man killed himself and not the hands? Yes/No
- Have you ever felt that some part of your body started moving by itself? Yes/No. which part?

Data Analysis

Typological method

According to Hatch (2002), typological method is the process of “dividing everything observed into groups or categories on the basis of some canon for disaggregating the whole phenomenon under study” (p.3) meaning that categorization serve as a useful technique stating predetermined typologies that helps to organize the data in such way that it can be used to answer the research questions and fulfil the objectives, however the division of categories is not divided into hierarchical manner but into categories that are equally important.

Through the implementation of data collection instruments, relevant information was collected from the participants at the 10th b course. An interview and a questionnaire constituted the basis of this study gathering process, with the implementation of the questionnaire, it was possible to identify the reading aspects to successfully evaluate the influence of the activities implemented at the school, on the other hand, the interview aimed to establish complementary information regarding motivation, students perceptions towards the didactic and pedagogical focus of the activities, as well as to better understand the influence of the reading skill applied to the acquisition of English vocabulary; from the data interpretation process, four categories were brought into light as a manner to represent the objectives achievement of this project.

In order to collect the information for the analysis process, this research project gathered information from the participants using a series of steps, firstly the organization of students' responses from the interview and the questionnaire enabled to establish a set of codes that marked the codification starting point, four main codes were extracted from this organization: *influence of glossaries, short stories impact in reading, motivation factor and didactics influence*. Secondly using a manual categorization based on the MAXQDA program, the four

main codes enabled to establish certain considerations towards the activities implemented during the workshop as “Coding serves to the process of analyzing qualitative text data by taking them apart to see what they produce before putting the data back together in a meaningful way” (Creswell, 2015, p. 156). Color coding composed the basis to analyze students’ responses towards the activities implemented during the practicum stage that aimed to reading comprehension improvement and how short stories could influence vocabulary acquisition when using glossaries based on text materials. thirdly, it offered a way of organizing the information analysis and to provide a set of categories and sub categories using charts for data characterization enabling this process to discover other aspects that served to achieve the objectives proposed with this project.

The four main categories facilitated the analysis of responses interpretation given that a series of complementary factors served to guide the results organization, to better illustrate this idea a chart was extracted to expose the different sub codes that suited each category.

Table 4

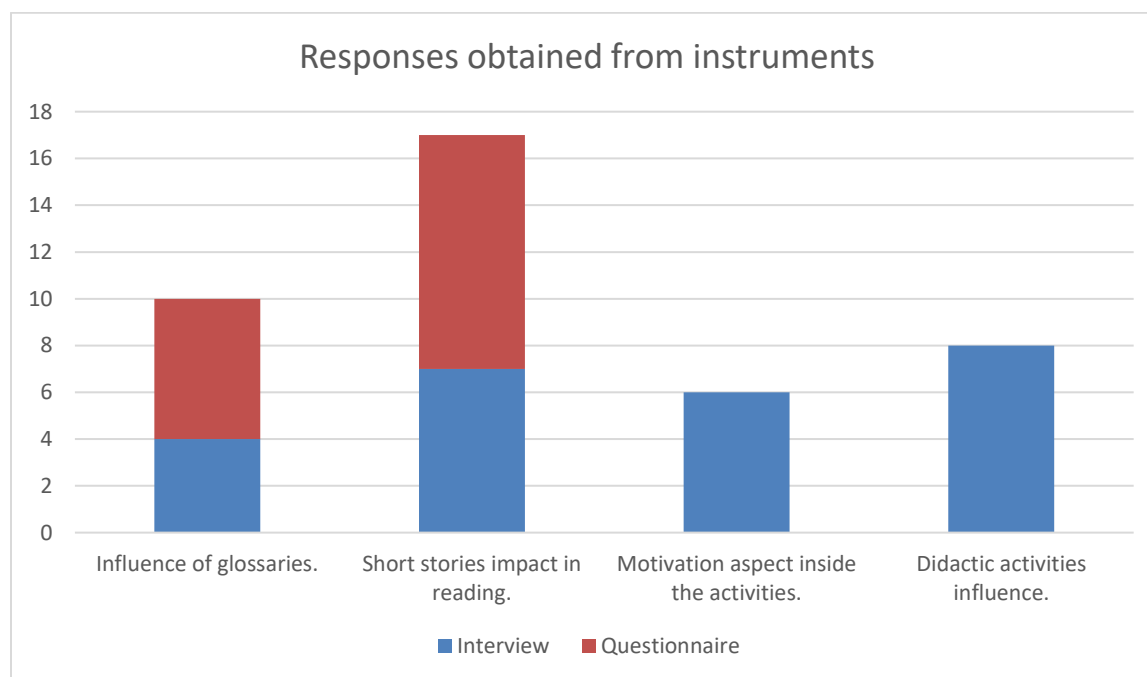
Codes extracted from students' responses

INFLUENCE OF GLOSSARIES.	SHORT STORIES IMPACT IN READING.	MOTIVATION ASPECTS INSIDE THE ACTIVITIES.	DIDACTIC ACTIVITIES INFLUENCE
Unknown new words acquired.	Selection of the right genre	Perceive English easier	Entertaining ways of learning.
Better understanding of context.	Form bases to continue reading	Academic motivation	Modern ways of teaching approaches.
Usage of reading as a tool.	Better understanding of texts	Relevance in the development of activities.	Improve the sense of competition.
Increase in reading comprehension.	Identification of word meaning.	Positive encouragement towards the practice.	Enhancement of English practice.

Note: the chart described the main codes extracted from the color-coding experience.

Figure 1

Sample response of the applied instruments



Note: The figure from above described the amount of responses gathered from each instrument at the time of categorizing the aspects that belonged to the main codes extracted.

Color coding chart

Figure 2

Color codification chart created for organizing students' responses

Coding by colors	Categories
<ul style="list-style-type: none"> • He adquirido nuevo vocabulario y me ha ayudado bastante. (Interview participant 1) • Me han ayudado a entender las oraciones sin saber el significado completo. (Interview participant 2) • Para conocer palabras nuevas adquiriendo conocimiento a través de la lectura. (Interview participant 3) • He adquirido nuevo vocabulario y me ha ayudado bastante. (Interview participant 5) • Buenas, ya que nos enseñan vocabulario de una manera divertida y dinámica. (Questionnaire participant 2) • Porque nos ayudan a extender nuestro vocabulario. (Questionnaire participant 3) • Si porque permiten aprender vocabulario nuevo sin necesidad de tanta teoría. (Questionnaire participant 2) • Para repasarlas y saber más vocabulario. (Questionnaire 3 participant 1) • De buena manera porque al saber el significado de las palabras, la intuición nos ayuda a saber cómo y cuándo utilizarlas. (Questionnaire participant 2) • Nos ayuda al mejor entendimiento del texto ya que no todas las palabras las conocemos. (Questionnaire participant 4) 	<p>Influence of glossaries.</p> <p>Short stories impact in reading.</p> <p>Motivation aspect inside the activities.</p> <p>Didactic activities influence.</p>

Findings

The data analysis process allowed to categorize all the information into codes that afterwards were separated into four main categories that aimed to respond this research project hypothesis based on the factors that influence English vocabulary acquisition when evaluating reading skills among 10th grade students

Vocabulary acquisition

language progress requires a varied set of skills since proper language acquisition considers the development of certain skills that make the speaker able to communicate ideas properly, but at the same time works with vocabulary knowledge, since the use of specific and more detail words provides any language student the ability to report ideas clearly and to avoid the repetition of words. According to (Carter & McCarthy, 2014; Albaladejo et al, 2018) Page 1. Vocabulary is recognized as one of the most important components of language proficiency

During the implementation of those reading workshops with the 10th b course, the objective was to introduce a variety of stories that appealed to their interest, that is why, after various observations of participants, it was possible to determine the reading genres that they were more interested on, therefore through the application of the first activity, the participants could have a positive approach to other reading subjects than the ones they are used to.

Through the implementation of activities, students highlighted the importance of knowing the words through the usage of glossaries that served them as a guide to understand the majority of the text based on context, for instance participant 4 expressed that “Me han ayudado a entender las oraciones sin saber el significado completo.” Given that participants felt more confident when reading the story as the main unknown words were shown also on their Spanish translation.

Furthermore, participant five expressed that the usage of glossaries allowed to “A adquirir nuevas palabras y comprender los textos analizando el vocabulario.”, since numerous studies have shown the positive effects of word exposure frequency through reading activities (Teng,F, 2016)

According to (Teng,F, 2016) The reason for this positive effect is that repeated exposure to target vocabulary facilitates the acquisition of new words when implementing them in small intervals of time. That is why introducing them on each lecture to a specific list of words allowed students to recognize new vocabulary and to read the story based on the context provided. To illustrate this statement participant two remarks the importance of knowing the meaning of words before engaging into the reading practice given that “Porque al saber el significado de las palabras, la intuición nos ayuda a saber cómo y cuándo utilizarlas.”

The fact that students were provided with vocabulary acquisition techniques allowed them to generate and assimilate unknown words in comparison to other learning stages throughout the scholar year, students manifested that glossaries meaningfully fulfilled their need to acquire new English words as the short stories reading activities generated a positive impact on their perception of English reading.

Furthermore, the application of glossaries helped to facilitate the students reading by using the context provided in the list of words given by the glossaries and the ones that the teacher clarified at the time of reviewing the story, students remarked the importance of acquiring new vocabulary on each lesson as they found it useful for the development of the English classes due to fact that “Porque nos ayudan a extender nuestro vocabulario.” Resulting in a better performance at the time of expressing written and oral ideas.

Reading comprehension application.

Proper reading techniques determine the way in which some students identify unknown vocabulary, that is why the correct selection of genres could influence students' perceptions towards reading progress and word acquisition. For instance, students tend to read more things that appeal to their interest and obtain certain motivation to progress, which is exemplified by participant 5 exposing that "Porque nos incentiva a seguir leyendo ya que son historias muy entretenidas."

Therefore, knowing the preferences of the group allowed the practitioner to select stories in which the course could react positively, since the disposition to participate will also be influenced by the proper reading material, for instance Narayananet Murali. (2018) explains that literary texts such as poetry, prose, novels, short stories, etc. can help the teachers to approach students by appealing to their collective interests. Furthermore, participant three expands this idea establishing that the short stories helped to identify themselves more with the activities since "porque son historias que además de ser cortas, tienen un trasfondo interesante y diferente."

(Saddhoo and Slamet 2012; barus et Al 2018), established that proper and correct reading techniques are necessary for English proficiency and the fact that selecting them carefully established the course in which readings were perceived, for this reason the texts chosen for the development of this project enabled students to approach reading as an introductory and interesting skill to progress on, participant three expressed that reading was not on their activities regular basis of practice and that using them on the academic context helped to form reading habits "Me ayudan a formar bases para seguir leyendo al no ser alguien que lee constantemente."

Understanding that corrected proficiency towards reading objectives enabled students to participate actively at the activities proposed at the same time that they worked in conjunction with didactic activities as a manner to improve vocabulary acquisition and assimilation of English skills.

Didactic activities influence

The usage of didactic activities at the execution of teaching lessons is a remarkable and important subject to put attention on, since it takes the pedagogical part of each lecture and makes it more appealing and entertaining to students in comparison to traditional methods which are mainly based on completing workshops or writing down the subject theories and concepts.

Basing the project on more didactic activities made reading stories not as challenging than in the past since students could have a closer approach to what was planned for them following the theories based on the Walldorf school methodology, which entails that the teacher finds new alternatives to make learning entertaining and satisfactory on each lecture.

Thus, according to (Eshonkulova, S,2020) the use of updated methods leads to high performance and efficiency in the teaching process. The fact that the methods used inside the classroom are directly based on the needs and interests of students entails that their perception towards the activities whether are based on grammar, reading, writing, listening and speaking application must appeal to the student's context and capacity to identify themselves with their manner of learning which could be more influential if directed to audiovisual and didactic tasks.

For instance, participant 6 highlighted that the utilization of such didactic techniques were helpful since “Son más divertidas e inducen a la competencia, aparte de que nos hacen concentrarnos más en lo que estamos haciendo.”, therefore understanding the needs and strengths

of a classroom learning strategies involved the creation of didactic materials that made them more involved in what the reading activities were focused on, resulting in the selection of what they were more interested on, to provide an idea of this statement, participant 4 explains that “mientras aprendemos haciendo algo que no es copiar, la mente guarda recuerdos divertidos y no aburridos.”

consequently, the use of these didactic techniques, in which students learned through memory games and audio-visual methods, helped to create these spaces in which they could learn vocabulary without resorting to repeated memorisation methods, thus the introduction and creation of these activities determined the way to develop each of the interventions during the application of this project.

Motivation influence

Motivation can determine the achievement of the desired individual goals. (Dimiyati and Mudjion, 2017), motivation is a relevant section of this project application since it provided a meaningful point to interpret student's perception towards the implementation of this project as well as to evaluate the process for future improvement of teaching aspects that must be considered.

The importance of establishing students motivation to read is essential to evaluate their performance and determination to engage in these projects and activities, given that a great percentage of students do not possess reading habits and might perceive these activities as not appealing to their interest and necessities, for this reason executing such project inside the school stimulated a change on the perception of this English important skill and its application to learn new words, to illustrate this idea participant 6 established that the stories were “intrigantes y

utilizan el terror, lo cual me parece muy interesante.” As well as participant 3 that illustrated that “Me motivan académicamente a seguir viniendo a las clases ya que sé que me voy a divertir.”

Although the path towards this field of reading in English classes has been favourable for the introduction of vocabulary acquisition, training young people in the habit of constant reading still has a long way to go, because the correct selection of texts or stories will determine the progression of their reading comprehension as well as vocabulary acquisition.

Conclusions

The implementation of reading activities inside these spaces has resulted in the identification of a skill that is not often used, an ability that requires special attention inside the class, therefore providing the students with the opportunity to practice and improve their abilities at this English skill has enable them to be conscious about their lack of knowledge regarding vocabulary since with glossaries, the reading gets easier for them since context reading is possible when knowing key unknown words that lead the way in which they read the text without the usage of direct translation.

Furthermore, student’s perception towards the activities has shown that when reading subjects are preselected, they must consider students’ preferences as a way to accommodate to their interest about reading materials, the fact that the teacher considered those aspects improved collective participation and encourage them to create reading habits besides to form basis on a variety of useful vocabulary that could be used inside English oral and written lectures.

Reading and vocabulary acquisition improvement was directed linked to the materials used inside the interventions since the role of short stories did not only cover English subjects but considered students interest on reading genres, since several responses stated that the type of

reading material was entertaining and enabled them to connect more with the activities as a motivating aspect.

Furthermore, the reading comprehension improvement was influenced since students were interested to form reading habits, resulting in a better engagement to the activities, it is important to highlight that there was a prominent difference between the first application and the final one concerning comprehension since students did not rely on translation as in the first interaction but created connections with the glossaries assistance, in addition the use of glossaries working in conjunction with didactic activities, such as memory games, guessing and image interpretation allowed students to form connections with the words as they were not learning them by memory but through visual interpretation, finally to evaluate motivation towards the activities, the students provided a comparison between previous lessons where readings were based in traditional methods and the texts were not based on genres of their interest since they highlighted that appealing reading stories encouraged them to not only respond to the questions based on the text, given that they could share opinions on what they read given that it appealed to their subjects of their interest.

Recommendations

Reading activities must be an element of weekly activities for 9th, 10th and 11th courses since their total preparation of English has allowed them to know more English vocabulary and the fact that grammar topics could be reinforced using a more contextualized and isolated form to present vocabulary.

For this reason, this project realization should be on constant application in English lessons, since as observed during this practicum stage, introducing vocabulary should not only

following traditional methodologies that perpetuate memorization and lack of interest on English topics and general knowledge.

Furthermore, the proper selection of stories that appealed to the students' interest was an extraordinary form to promote reading as a general skill, since it was evidenced that they do not possess reading habits and lack reading interpretation specially when directed to English. besides the fact that glossaries worked as a complementary matter to acquire vocabulary and made reading easier since it helped students to form contextualized ideas based on the unknown words provided.

Chapter 4

Community Extent Component

Implementing the use of flashcards inside primary courses to improve vocabulary acquisition.

Introduction

Provide young learners an approach to English at young ages provides the student the opportunity to acquire a variety of vocabulary for their consecutive formation on more structured subjects in this area, according to (Başıoğlu & Akdemir, 2010;Teng L & Tong F, 2018) flashcards, have been found to positively impact second language (L2) learners' word retention.

The usage of flashcards as a form to introduce unknown words works as an effective image relation assimilation therefore making it easier for students to make connections between

image and word meaning, consequently this project worked as a complementary tool to reinforce the topics seen during the development of the different subjects.

Justification

As part of the experience of practitioners inside schools, it is important to acknowledge the relevance of an approach to young learners directed to improve various components of foreign language learning.

In many schools in Colombia it has been evidenced the lack of formation of children into the English subject, due to the fact that some institutions might not even offer a program for them. However, inside the Libertad y Orden school, English forms a relevant part of child's education since they seek bilingualism from young ages.

Forming young learners into bilingual competences can be challenging since motivation, didactic and active stimulation must be involved at all times to encourage language acquisition of words, comprehension of text and even to communicate simple ideas using the foreign language.

Considering these demanding aspects inside the primary courses, the implementation of didactic and entertaining were put in examination, therefore the most accurate approach involved the apprehension of new vocabulary to young learners through the usage of flashcards, since it enhanced student's attention in learning more words in a visual manner and allowed the teacher (practitioner) to use them in many activities in classroom. Choez,M (2019) as word assimilation is better learned through images relation.

General objective

- To improve vocabulary acquisition through the use of flashcards among primary students.

Specific objectives

- To assess the impact of flashcards as a manner to learn new vocabulary.
- To encourage language learning of English through didactic activities and linguistic exercises.

Methodology

Teaching vocabulary, considers that the teacher identifies and focuses on the most important words, since “word learning” can be part of the daily encounters, to use effective didactic strategies to teach the words, and teach important terms about the unit or theme, so that students can understand the topic, (Beck, et. al., 2002, p.10, Choez, M 2019).

Flashcards were the pillar instrument of theme instruction within the interventions that the practitioner must conduct with primary courses, the cards will include the word and an image as a way of learning them by association.

Besides the use of these flashcards in the lectures, the teacher will share technical sheets to encourage students to use those words in activities such as filling the blank spaces, connecting the words with the correspondent images, basic writing structures and so on.

First activity implementation











The first activity Implemented with the primary courses consisted on contributing with topics reinforcement, for that reason in accordance with the primary English teacher, the topic of

choice to review was the usage of “Can and Can’t”, during the class review the practitioner prepared a set of slides in order to show the topic, afterwards, a set of flashcards were shown to explain the topic, using a set of images illustrating the usage of the topic.

Reinforcement activity: the activity consisted on the identification of the usage of positive and negative statements using Can and Can’t, as well as to establish the proper usage of verbs when using can as a modal verb.

Figure 3

Worksheet activity, modal verb "CAN"

	✓ I	✓ dance.	I can _____.
	✓ You	✓ play football.	<input type="radio"/> to swim
	✓ She	✓ ride a bike.	<input type="radio"/> swim
	✗ He	✓ play the guitar.	<input type="radio"/> swimming
	✗ It	✓ fly.	She _____ ride a bike.
	✗ We	✓ swim.	<input type="radio"/> can
	✓ You	✓ sing.	<input type="radio"/> cans
	✗ They	✓ run.	<input type="radio"/> know
	✗ My father	✓ cook.	Can you _____ tennis?
	✓ Sue	✓ skate.	<input type="radio"/> plays
			<input type="radio"/> to play
			<input type="radio"/> play
			He _____ speak Spanish.
			<input type="radio"/> isn't
			<input type="radio"/> can'ts
			<input type="radio"/> can't
			He can't _____ five pizzas!
			<input type="radio"/> eat
			<input type="radio"/> ate
			<input type="radio"/> to eat

Can or can't

Can and can't flashcards: the usage of physical flashcards that students could see, identify and practice pronunciation with, provided students the opportunity to differentiate the usage of negative and positive statements that could be used in relation to the abilities that students could possess individually when talking about daily activities.

Figure 4

Material- flashcards



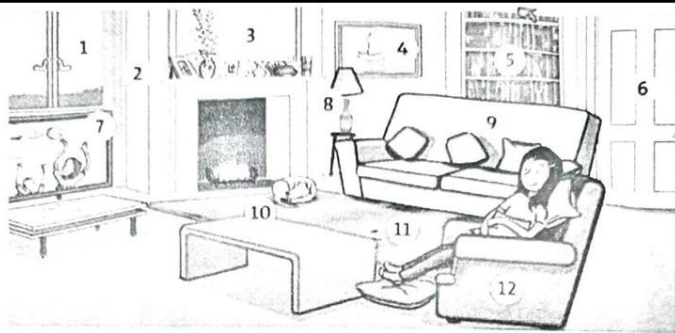
Second activity implementation

During the implementation of this second activity, a set of slides was firstly shown to review some vocabulary about “parts of the house”, therefore to review the subject, a set of flashcards were created to show students useful vocabulary that could be implemented during the reinforcement activities.

Reinforcement activity: the words seen during the flash cards’ presentation allowed students from the 3rd and 4th course to identify the missing letters from the vocabulary presented to them about general objects that belong to a house.

Figure 5

Parts of the house.



television mat window sofa lamp armchair
door table bookcase wall mirror picture

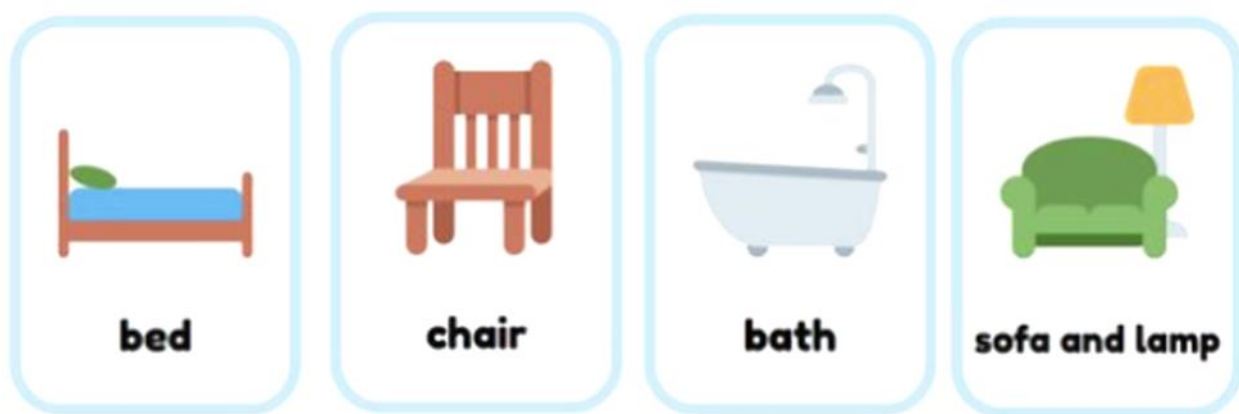
Look at the picture. Complete the words and write the numbers.

t	e	l	e	v	i	s	i	o	n		s	f			d			
p				u		e					w				m		r	
m											a		c	a			a	p
w		n				w					t					b	c	

Parts of the house flashcards: it is relevant to highlight that the usage of physical flashcards during this intervention with 1st and the 2nd grade course addressed the necessity of students to identify certain vocabulary regarding general objects from the house. introducing those words individually accompanied with image relation, encouraged word retention since students showed more reception due to the fact that the image provided an idea of what the English word was representing.

Figure 6

Flashcards “parts of the house”



Third activity implementation


This activity consisted on the reinforcement of the “present continuous” topic that was firstly introduced using a set of slides to review the subject proper usage, after the explanation a set of flashcards were shown to the students to illustrate some common verbs that can be used in this specific topic, the images and verbs shown to the students were practiced using a worksheet activity.

Reinforcement activity: the activity explored the usage of a grammar topic that students needed assistance with, therefore through this reinforcement activity, they could identify certain specific verbs in the present continuous form as a way to verify the structures learned.




Figure 7

Present continuous worksheet

Present continuous



PRESENT CONTINUOUS

 Affirmative	 Negative	 Interrogative
I am playing football.	I am not playing football.	Am I playing football?
You are playing football.	You are not playing football.	Are you playing football?
He is playing football.	He is not playing football.	Is he playing football?
She is playing football.	She is not playing football.	Is she playing football?
It is playing football.	It is not playing football.	Is it playing football?
We are playing football.	We are not playing football.	Are we playing football?
You are playing football.	You are not playing football.	Are you playing football?
They are playing football.	They are not playing football.	Are they playing football?

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- Sally is _____ (walk) in the mornings.
- Bob is _____ (buy) new tools.
- George is _____ (clean) the house.
- I am _____ (read) a book.
- They are _____ (jump) the rope.
- I am _____ (wash) the dishes.
- The workers are _____ (build) houses.
- The planes are _____ (Fly) really high.
- Am I _____ (watch) a movie?
- Are you _____ (Write) a text?

Present continuous flashcards: the usage of flashcards during this particular intervention with the usage of the present continuous with the 5th course aimed to reinforce the right structure use of this grammar topic, the student's participation at the time of reviewing the verbs vocabulary helped them to remember the rules to complete the workshop activity.

Figure 8

Flashcards "present continuous"



Objectives achievement

The implementation of this project to the primary students has brought a new perspective to this school community, therefore the implementation of flashcards encouraged vocabulary through the use of worksheets as a complementary way to consolidate the acquisition of words related class topics, for instance. The use of flashcards has shown that the students tend to assimilate the meaning of words when an image is used along with the English word.

In conjunction with the primary teacher, the flashcards activities have worked as a form to reinforce previous topics when emphasizing specific words that the students can remember and apply in the proposed activities.

The importance of this pedagogical intervention has evidenced the students' interest in English learning. The implementation of flashcards has been a great pedagogical strategy that has helped to improve children's vocabulary acquisition, comprehension and pronunciation.

Furthermore the usage of reinforcement activities in conjunction with didactic ways of teaching with flashcards, increased students retention of words, owing to the fact that the primary teacher, highlighted that these interventions provided students spaces for questioning and interpretation of prior subjects seen during classes, meaning that the weekly activities that the practitioner implemented in conjunction with the grammar classes increased understanding since students could clear doubts form prior lectures.

Conclusions

Primary students had great capabilities regarding retention of words since they tend to repeat and recreate what they learn visually and orally, therefore using image cards as a way for them to practice pronunciation and learn words by image connection facilitates their English vocabulary learning, however, through the usage of workshops or reinforcement activities it was possible for them to better understand those words and to practice them with contextualized grammar subjects.

The implementation of the flashcards technique has shown relevant results to the reinforcement of topics and word acquisition since students can review the topics at the same time that they learn specific vocabulary through image connection making it easier for them to learn and apply them inside the worksheets.

The teaching experience with young learners through didactic ways of teaching and visual representation was an interesting approach that needs to be implemented during English classes, since visual relations specially with kids tends to be an effective manner to introduce vocabulary given that making mental- representations aids to comprehend concepts easily at young ages

Chapter 5

Intra Institutional Activities Component

Introduction

The practitioner's role in this stage overcomes the institutional knowledge; it was necessary a closer approach to get involved in academic and extracurricular activities, performed inside the establishment. That is why the practitioner must be an active member of the activities

inside the school, even if they are not related with their main subject, since the practicum involved the participation into each activity as an integral part of the teacher's formation.

The role of the practitioner in the academic, disciplinary, sportive and cultural events, permitted that the pre-service teacher knew the context of the institution. its role was to contribute as much as possible to the community, its role determined as well the right involvement into the school's environment, since the role of the teacher once he or she became part of the institution was to be an active participant in the responsibilities imposed by the institution.

General objective

- To actively participate in the institutional events and activities held at school Libertad y Orden.

Specific objectives

- To assist courses in the activities that are related to the language learning subject.
- To be involved as a supportive member of the teacher's staff.

Methodology

The activities and acts presented at the school environment have provided the practitioner the opportunity to be an active participant of the school scenario, the events were programmed according to the school schedule and executed accordingly to its matter subject of interest, in some cases they were cultural, sportive or academical events that involved the whole institution community.

Being immersed into the institutional context was based on aiding in those activities that required English attention, as well as the reunion for the evaluation of educational processes where the teacher evaluated classroom performances, improvement methods and upcoming events that the school must carry out during the last period of the year.

Events

The practitioner involvement inside the school entailed the participation on a variety of institutional activities, for this reason, the trainee teacher prioritized his role as an active member who collaborated in the organizational, planning and support aspects in the areas that fall within the scope of the language area at Colegio Libertad y Orden.

In addition, provided support in the disciplinary aspects with the students related to the institution within the cultural and civic events that encouraged the spirit and school values.

Chronogram

Table 5

Extracurricular events that took place during the school year.

<i>Civic and institutional activities</i>	<i>Date</i>
<i>Volleyball game</i>	September 29
<i>Professors meeting</i>	October 3
<i>Academic planning meeting</i>	October 18
<i>Waldorf week</i>	October 25
<i>Poems recital</i>	October 26
<i>School's quality certification seminar</i>	November 5
<i>Christmas closure event</i>	November 16

Note: it describes the activities held at the school that the practitioner has been involved.

Volleyball game: Teachers vs students

Being inside the academic context does not only constitute academic and administrative processes, the right intervention with the community created this relation with students and co-workers, for instance participation in sportive activities tends to establish bonds that make the pedagogical space into propitious experiences for professional and familiar development with the school community.



Professors meeting

Proper involvement in the institutional topics determines the way in which collaboration creates academic plans and improves the capacity to resolve academic inconveniences, therefore being an active part that provides and listens to constructive feedback entails that the group teachers and the practitioner consider enhancing plans inside the institution to counteract possible flaws in the development of a variety of processes inside and outside the institution facilities.



Academic planning meeting during the recess week.

As part of the reinforcement of activities inside the institution, and in conjunction with the Colombian minister of education, the October recess week was established to create the planning of the fourth term activities and exams, therefore the role of the practitioner was to aid in the creation of strategies for the final stage of the year, besides during this week, the upcoming events plans were discussed as a way of seeking strategies for the proper application of them.



Waldorf week

During this week of events the teachers and the whole community works together to create spaces for the representation of values of the institution, several activities regarding different areas of knowledge presented a form to promote and show to the public what the institution is capable of regarding extracurricular activities that promote the essence and excellence of the school courses.



Poems recital

as part of the extension activities and being part of the language area, the poems recital was an event that belonged to the Spanish classes, however acting as a member of the school community includes for the practitioner to take part at the events that took place outside of the school facilities, given that it provided the practitioner the opportunity to approach the community in a public environment and exhibited the form in which the institution is portrayed by the general public.



School's quality certification seminar

Likewise, to the university quality certification processes, the school must take some courses to keep in touch with new parameters established by the minister of education for constant improvement inside the institution, consequently, the practitioner was involved as a way of understanding what stages schools must fulfill to be accredited.



Christmas closure event

As part of the final event inside the school program, a Christmas show in which students participated in different activities regarding dances, songs and recital to this final celebration put a closure on the school year, the practitioner role was to assist sixth grade students with organization and control of the spaces before their presentation, as well as to provide support to the teachers' staff with different courses.



Conclusion

Being immersed into these activities provided the practitioner the opportunity to be involved as an active member of the school community and to explore the real context of the educational field, therefore the fact that the practitioner participates inside these activities resulted in the formation of the professional when exposed to the institutional field and the challenges that he had to overcome to promote and develop English abilities among students.

It also aimed to be portrayed as an active participant in the planning of final exams, knowing the events that constitute the school program, aid in different fields of education and recreational activities as well as to be perceived by the whole community as a valuable member that is not only there to complete a certain stage of the bachelors' formation but to create and establish the teachers' avocation.

Chapter 6

Reflexive approach of the practicum stage

During the past months since the school approach started, different experiences have shown the real context of an educational environment in Colombia, it has been an enriching experience that has formed a professional and emotional character as a teacher in formation, besides being involved during the implementation of the project and classes has established this characterization of the educational field and the different challenges that the teacher has to overcome to facilitate and achieve a proper learning among the student body.

The practicum stage was an extraordinary way to be exposed to a real context of a school since the direct contact with the population exposed the deficiencies and challenges that as a teacher we must overcome to reach out effectively to the students community, the process was characterized by experiencing not only the pedagogical background but surrounded with

personal interaction with the different individuals of the institution, including students, coworkers and administrative members from the “Libertad y Orden” school.

Throughout this time of companionship inside the school, it was possible to experience different stimulus daily, both positive and negative, however that exposed the practice teacher what is being on a Colombian school, the fact of constructing this sense of responsibility, the consolidation of character to encourage discipline and respect in the different groups, the creation of safe spaces for the reinforcement of different English language doubts, as well as to encourage reading habits and vocabulary acquisition with the participation of the 10th B course in the project implementation.

The approach to primary courses meant the familiarization of teaching to young minds, which in fact personally represented a challenge, since the adaptation of pedagogic techniques was necessary, given that students at this stage tend to be encouraged through a variety of techniques that were only presented in a theoretical way, but at the moment of implementation exposed what was the reality that teachers must overcome to successfully accomplish learning objectives.

In regards to the events and activities inside the school, it is necessary to highlight that the practitioner was involved in the events that had a pedagogical, cultural, institutional and administrative factor. The events allowed the practitioner to know not only the pedagogical aspect but to fully understand the school spirit and how those activities form the Waldorf community's teacher identity.

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Annexes

Material description of the project.

Annex 1

7th, 9th and 10th courses syllabus description

Courses in charge	3rd term	4th term	DBA and critical thinking.
7th grade syllabus	Was / were 2) Past continuous 3) Connector words 4) Modals 5) Quantifiers 6) Simple Past 7) Zero Conditional Explanation 8) Listening Exercises 9) Comparatives and superlatives	1) Simple past 2) Regular and irregular verbs 3) Famous character in the past 4) Wh questions 5) First conditional preview	Recognizes specific information related to objects, people and familiar actions.
10th grade syllabus	1) Past simple review 2) Report speech 3) Time conjunctions 4) Tag questions 5) Past Perfect 6) Past Perfect Continuous 7) Phrasal Verbs	1) Second Conditional review 2) Third conditional 3) Comparatives and superlatives advanced 4) The movie world 5) Famous people 6) Phrasal Verbs Second Part	Distinguishes general information about opinion texts and oral and written discussions on familiar topics.
9th grade syllabus	1) Present perfect	1) Future simple	Explains the plans

	continuous 2) Second conditional 3) Connectors of sequences 4) Preferences 5) Eating habits 6) Natural Disasters	2) Future with be going to 3) Third Conditional 4) Modals: have to, don't have to, 5) Must, should 6) Emergency call	and actions related to their personal and school community.
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Annex 2

Story " My daughter learned to count"

'My Daughter Learned to Count'



My daughter woke me around 11:50 last night. My wife and I had picked her up from her friend Sally's birthday party, brought her home, and put her to bed. My wife went into the bedroom to read while I fell asleep watching the Braves game. "Daddy," she whispered, tugging my shirt sleeve. "Guess how old I'm going to be next month." "I don't know, beauty," I said as I slipped on my glasses. "How old?" She smiled and held up four fingers. It is 7:30 now. My wife and I have been up with her for almost 8 hours. She still refuses to tell us where she got them

- Picked up: recoger/buscar
- Brought: Traer/llevar
- Whispered: susurrar
- Tugging: tirar/jalar
- Sleeve: manga de camisa
- Beauty: hermosa
- Slipped: deslizar
- Refuses: rehusarse.
- Fingers: dedos

➤ What do you think is the story about?

A) crime B) A curse C) A Haunted house

➤ How do you think the parents felt?

A) Scared B) Astonished C) Relief

➤ Would you be scared of the baby if you were in that situation? yes/no. explain.

Annex 3

Second project application of the reading activities.

'There's no Reason to be Afraid'

When my sister Betsy and I were kids, our family lived for **awhile** in a **charming** old **farmhouse**. We loved exploring its **dusty corners** and climbing the apple tree in the backyard. But our favorite thing was the ghost. We called her Mother, because she seemed so kind and **nurturing**. Some mornings Betsy and I would wake up, and on each of our **nightstands**, we'd find a cup that hadn't been there the night before. Mother had left them there, worried that we'd get thirsty during the night. She just wanted to take care of us. Among the house's original **furnishings** was an **antique** wooden chair, which we kept against the back wall of the living room. Whenever we were **preoccupied**, watching TV or playing a game, Mother would inch that chair forward, across the room, toward us. Sometimes she'd **manage** to move it all the way to the center of the room. We always felt sad putting it back against the wall. Mother just wanted to be near us. Years later, long after we'd moved out, I found an old newspaper article about the **farmhouse's** original **occupant**, a widow. She'd murdered her two children by giving them each a cup of poisoned milk before bed. Then she'd **hanged** herself. The article included a photo of the **farmhouse's** living room, with a woman's body hanging from a beam. Beneath her, knocked over, was that old wooden chair, placed exactly in the center of the room.

Awhile: un rato/por un tiempo

Charming: encantador/a

Farmhouse: Casa de campo/granja

Ghost: fantasma

Dusty: polvoriento

Nurturing: cariñoso/a

Nightstands: mesa de noche.

Thirsty: sediento

Furnishings: muebles

Antique: antigüedad

Preoccupied: preocupado

Manage: gestionar

Occupant: ocupante

Widow: viuda/o

Murdered: asesinar

Backyard: patio trasero/jardín

Hanged: colgarse

- Have you ever heard or seen a movie or story related to this one? Yes/no, which one?

- Do you think that there are similar stories to this one in Colombia? Yes/no, which one?

- What kind of tree did the kids used to climb?
A) An orange tree B) A cherries tree C) an apple's tree
- Would you stay at a house where you see ghosts for one month for a thousand dollars? Yes/no, why?

- Have you ever felt ghosts at your house or other places? Yes/no, where?

Annex 4

*Final reading project application with 10th B courses.***"Hands"**

The doctor pulled the stethoscope ear tips out and hung the device around his neck." Mr. Weatherby, all of your tests have come back negative and my examination shows nothing abnormal." Adam knew what was coming next. "I'm not crazy, Doctor." "I'm sorry, but there is no physical reason for why you occasionally lose control of your hands. A psychologist can help..." "I don't need therapy. I need answers. They seem to have a life all their own. I can't hold a job. I'm under investigation for assault. I almost killed my neighbor. This can't go on. I'll try anything at this point." After two weeks on a new medication, Adam saw no progress and grew increasingly depressed. He was convinced that despite what the doctors said, it was not a psychological problem. That night, a frustrated and angry Adam sat in a chair and drank bourbon. Drunk and hopeless, he stumbled to the garage and started the table saw, then slowly lowered his wrists toward the screaming blade. Detective Armstrong entered the garage where several uniformed officers stood over the blood-soaked body. "So, what do we got?" he asked, taking in the blood-splattered scene. "This is a weird one, Detective." How so? "Take a look at the body. He apparently chopped off his hands with the table saw and bled to death. "Armstrong knelt down. "And?" " And we can't find his hands anywhere."

Stethoscope: Estetoscopio

Examination: exámenes

Abnormal: anormal

Therapy: terapia

Assault: agresión

Neighbor: vecino

Increasingly: cada vez
mas

Despite: a pesar de

Frustrated: frustrado

Stumbled: tropezar

Table saw: sierra de mesa

Wrists: muñecas

Soaked: empapado/mojado

Splattered: salpicado

Chopped: cortado

Anywhere: en ningún lugar.

- Do you think that the man killed himself and not the hands?
Yes/No
- How was the man murdered?
A) With a knife B) A table saw C) a chainsaw
- Have you ever felt that some part of your body started moving by itself? Yes/ No. which part?

- How was the man starting to feel?
A) Concerned B) depressed C) disappointed
- Who did the man almost killed?
A) His wife B) a police officer C) his neighbor

Annex 5

Chronogram format created for the collection of students' perspectives towards vocabulary

Questionnaire: cuestionario

Name: _____ Course : _____

1. ¿De qué manera son estas historias cortas beneficiosas para usted en el mejoramiento de la comprensión lectora?

2. ¿Considera que los temas de las lecturas han sido interesantes hasta el momento? Si/No por qué?

3. ¿De qué manera la utilización de glosarios es beneficiosa para la adquisición de vocabulario?

4. ¿Considera que la aplicación de lecturas son una gran manera de aprender vocabulario nuevo? Si/No ¿Por qué?

Annex 6

Interview format implemented to gather relevant information towards the usage of reading activities

Interview: entrevista

Name: _____ course _____

1. ¿De qué forma ha sentido que los glosarios han ayudado a adquirir nuevo vocabulario con respecto a las lecturas?

2. ¿Son las actividades didácticas un factor determinante para aprender estas nuevas palabras? Si/No ¿Por qué?

3. ¿De qué manera lo motivan estas actividades para continuar la mejoría de sus habilidades lectoras?

4. ¿De qué manera es la motivación un factor determinante para desarrollar estas actividades?

5. ¿De qué forma estas lecturas han ayudado a que usted aprenda nuevo vocabulario?

Annex 7

Data analysis chart for color coding categorization.

Coding by colors	Categories
<ul style="list-style-type: none"> • He adquirido nuevo vocabulario y me ha ayudado bastante. (Interview participant 1) • Me han ayudado a entender las oraciones sin saber el significado completo. (Interview participant 2) • Para conocer palabras nuevas adquiriendo conocimiento a través de la lectura. (Interview participant 3) • He adquirido nuevo vocabulario y me ha ayudado bastante. (Interview participant 5) • Buenas, ya que nos enseñan vocabulario de una manera divertida y dinámica. (Questionnaire participant 2) • Porque nos ayudan a extender nuestro vocabulario. (Questionnaire participant 3) • Si porque permiten aprender vocabulario nuevo sin necesidad de tanta teoría. (Questionnaire participant 2) • Para repasarlas y saber más vocabulario. (Questionnaire 3 participant 1) • De buena manera porque al saber el significado de las palabras, la intuición nos ayuda a saber cómo y cuándo utilizarlas. (Questionnaire participant 2) • Nos ayuda al mejor entendimiento del texto ya que no todas las palabras las conocemos. (Questionnaire participant 4) 	<p>Influence of glossaries.</p> <p>Short stories impact in reading.</p> <p>Motivation aspect inside the activities.</p> <p>Didactic activities influence.</p>

- Para conocer palabras nuevas adquiriendo conocimiento a través de la lectura. **(Interview participant 4)**
- Al saber su correcta pronunciación y a descubrir el significado de nuevas palabras. **(Interview participant 6)**
- Al ser didácticas e inducir a aprender de una manera distinta. **(Interview participant 2)**
- Adquirir nuevas palabras y a comprender los textos en inglés más fácilmente. **(Interview participant 1)**
- Escuchando al profesor mientras lee y también me ha ayudado a mejorar la pronunciación. **(Interview participant 2)**
- Me ayudan a formar bases para seguir leyendo al no ser alguien que lee constantemente. **(Interview participant 3)**
- He aprendido muchas palabras gracias a la lectura y mi disposición a aprender es muy satisfactoria. **(Interview participant 4)**
- A adquirir nuevas palabras y comprender los textos analizando el vocabulario. **(Interview participant 5)**
- Nos ayuda a entender y captar las ideas de la lectura. **(Questionnaire participant 1)**
- Buenas, ya que nos enseñan vocabulario de una manera divertida y dinámica. **(Questionnaire participant 2)**
- Porque nos ayudan a extender nuestro vocabulario. **(Questionnaire participant 3)**
- Al entender mejor la lectura al momento de redactar las respuestas, además de que aprendemos

<p>sobre el tema y facilita su comprensión.</p> <p>(Questionnaire participant 4)</p> <ul style="list-style-type: none"> • Porque nos incentiva a seguir leyendo ya que son historias muy entretenidas. (Questionnaire participant 5) • Al ayudarnos a interesarnos en diferentes géneros literarios y las palabras nuevas. <p>(Questionnaire participant 6)</p> <ul style="list-style-type: none"> • El profesor nos trae historias interesantes que tienen como tema principal el terror o el suspenso. (Questionnaire participant 1) • Son dinámicas y de esta manera las mentes jóvenes adquieren más conocimiento puesto que no son clases llenas de teoría que en parte no puede llegar a entenderse por muchos estudiantes. <p>(Questionnaire participant 2)</p> <ul style="list-style-type: none"> • Porque podemos encontrar palabras nuevas o quizás que conocemos, pero pueden tener otros sinónimos. (Questionnaire participant 3) • Porque aprendemos de manera diferente y gracias a los glosarios mejoramos y entendemos mejor los textos. (Questionnaire participant 4) • Es una metodología nueva y nos ayuda a tener mejor comprensión lectora. (Questionnaire participant 5) 	
<ul style="list-style-type: none"> • Nos motiva porque hablamos más fluido el inglés. (Interview participant 19) • Al ser didácticas e inducir a aprender de una manera distinta. (Interview participant 2) • Me motivan académicamente a seguir viniendo a las clases ya que sé que me voy a divertir. 	

<p>(Interview participant 3)</p> <ul style="list-style-type: none"> • La actitud de los profesores siempre es positiva y es genial la forma en la que da las clases y el cómo explica. (Interview participant 6) • Porque me motiva a aprender un nuevo idioma. (Interview participant 1) • Nos da ánimos, ya que a veces no logro entender en su totalidad las cosas y no encuentro el ánimo, así que la motivación nos ayuda. (Interview participant 6) 	
<ul style="list-style-type: none"> • Si, porque así aprendemos de una manera distinta y divertida. (Interview participant 1) • Si, porque facilita el aprendizaje de forma diferente. (Interview participant 2) • Si porque de esta forma se adquiere más conocimiento. (Interview participant 3) • Si, ya que mientras aprendemos haciendo algo que no es copiar y la mente guarda recuerdos divertidos y no aburridos. (Interview participant 4) • Si porque así aprendemos de manera distinta y divertida. (Interview participant 5) • Si son más divertidas e inducen a la competencia, aparte de que nos hacen concentrarnos más en lo que estamos haciendo. (Interview participant 6) • A utilizar el juego para aprender más fácilmente. (Interview participant 1) • Me motivan académicamente a seguir viniendo a las clases ya que sé que me voy a divertir. (Interview participant 2) 	

Annex 8

Narrative about the first stages at the school

Journal

Juan Camilo Carrascal

September 12-16

During the second week, certain documents about the school were requested as they form an important role in the development and understanding of the institutional aspect of the pedagogical research component, besides during this week, it was possible to identify the lack of reading activities inside classes, that is why I decided to take this skill and use it as a manner to focus this ability to improve this lack of vocabulary that students have.

In addition, the preliminary aspects of the project were sent to the committee all in order to receive possible corrections to be made, likewise through this week, I was asked to check students' routes(topics) and evaluate them all considering the parameters established by the institution tutor. I also helped the teacher with the third term presentation of exams, thereby I was in charge of the vigilance while the different courses took the exams.

Annex 9

Memory card games implemented to practice unknown vocabulary from the reading activities

