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**Enhancing reading comprehension by acquiring vocabulary with the use of flashcards
on ninth-grade English students: An action research**

Lady Tatiana Torres Sterling

University of Pamplona
Faculty of Education
Languages and Communication Department
Foreign Language Degree English - French
Practicum
Pamplona
2022 – II



SC-CER96940



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CHAPTER I: Presentation of the proposal

The following project is divided into six chapters, which represent the process and development within the integral practice as the last requirement for the completion of the educational and professional training of the English-French Foreign Languages Degree at the University of Pamplona. The importance of implementing this project is the benefit for each undergraduate student of practicing for the teaching of a foreign language and the development of capacities, abilities and skills which have been shaped throughout the professional career.

The second chapter refers to the observation and institutional diagnosis, in which all the factors found in the first stage of regulatory observation are found, such as the performance of the institution, the pedagogical model used, technological access and of course the population. institutional.

In the third chapter, the pedagogical investigative component is related, within which the activities and guidelines generated by the curricular committee are taken into account. This chapter presents an introduction, objectives, problem and justification for the need to implement a proposal and the methodology through which each of the objectives is fulfilled.

For the fourth chapter, the community outreach component is presented, which has been aligned following the macro project entitled "Awareness of the English language in



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primary schools in Colombia" with the aim of meeting the needs of training in English, of the child population of primary school in Colombia, in this way the sub-project was developed in the Maria Montessori school.

The intra-institutional component is presented in the chapter four, in which the extracurricular activities conducted by the institution throughout the stay of the pre-service teacher are found and in which the teacher in training must be involved as an important role for the development of the practice.

Finally, the last chapter which refers to the reflective process of the integral practice exercised by the pre-service teacher, where a narrative writing is carried out which allows to evaluate both positively and negatively the development of the practice.



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Introduction

Today English is a requirement that is appreciated anywhere in the world. The acquisition of a second language allows the entry of work and academic opportunities but above all a more critical thought and reflection when talking about a topic in general. The Ministry of Education in Colombia has established a system that involves all educational institutions in the country with basic learning rights (DBA) through which quality is guaranteed in terms of the acquisition of English. In order to improve academic and professional skills through resources issued by the MEN.

Taking this direction into account, the implementation of this project is considered important where the main idea is Enhance reading comprehension by acquiring vocabulary with the use of flashcards. This proposal is developed through pedagogical, investigative and administrative components, which is of great importance since it is part of one of the stages of the development of the integral practice in the students of the last semester of the foreign language program. Within the investigative pedagogical component is the problem to study obtained from the first stage of observation exercised within the Montessori municipal educational institution where shortcomings in reading comprehension skills could be found.



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Next, the component of awareness of English in primary schools becomes visible, where in the same way the idea of implementing games as a strategy for learning in a pleasant and fun way also arises, since they are children between the ages of 9 and 10 years old.

Apart from carrying out an experience as a pre-service teacher by foreign language students within schools and primary schools, it is also important to participate in extracurricular activities that are carried out within a situation so that the practitioner acquires experience, among the values such as being a collaborator, responsible and committed to the agendas and events in the organization of the institutions, all of this belongs to the last intra-institutional component.

Justification

The implementation of this project allows in the first instance that the student practitioner acquires experience in front of the classrooms and a total contact with the work environment to which he will be exposed as a future professional in the teaching of a foreign language so that in this way he can have knowledge about actions that should or should not be taken in the face of the different situations presented in this field of education, but also about the factors that can be improved as a professional.



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As a second measure, it should be noted that the execution of the proposal has a very successful end because, according to the shortcoming found during the observation process, it will have an attention through which it will be treated thanks to the teaching strategies such as in this case the use of flashcards for vocabulary acquisition for better reading comprehension.

Objectives

General objective

To foster reading comprehension by acquiring vocabulary through the use of flashcards.

Specific objectives

To implement the pedagogical practice for the degree of foreign languages English French as a degree work.

To incorporate the comprehensive practice of foreign languages in front of the teaching of English in primary school.

To involve the pre-service teacher in the intra-institutional activities of the Montessori Municipal Educational Institution.



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CHAPTER II: Institutional observation

This chapter presents information related to the Institución Educativa Municipal Montessori (I.E.M.M) institution in which the project was implemented during the stage as pre-service teacher in ninth grade.

Topographic location of the school

The Montessori municipal educational institution is located in the department of Huila, more precisely in the city of Pitalito. Its precise location is Calle 15 Sur N° 8E - 21.

The Educational Institution was constituted on March 16, 2004 with Decree 234, issued by the Departmental Secretary of Education of Huila, where the institutions of Pitalito are reorganized and Montessori is assigned eleven (11) locations as follows: Montessori Sede Principal, Camberos, El Maco, Hacienda Laboyos, San Francisco, Santa Inés, Solarte, Antonio Nariño, El Jardín, El Libertador y La Virginia.

It is an institution that has green areas, a well-developed infrastructure and adequate facilities to provide a pleasant work and academic environment to each member of the institution, which seeks to create young people for science, art and development.



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Administrative level

PEI of the institution

The organization of this document is defined in four components: conceptual component, pedagogical component, component of the educational community and the administrative component, each component becomes criteria of a community that dreams of training human beings according to the society that needs them. taking into account inclusion, emotional intelligence, competencies, autonomy, being flexible, curricular integration and formative evaluation, all of this within the DBA (Basic Learning Rights), through a PBL work methodology which consists of learning project-based.

General objectives

- ✓ To train competent students in the different disciplines of development.
- ✓ To strengthen ethical, cultural and artistic values in the educational community.
- ✓ To enable the culture of institutional improvement.
- ✓ To permanently train staff to improve their performance.
- ✓ To manage and maintain the appropriate facilities of each of the venues.



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Mission and Vision of the institution

MISSION

The Municipal Educational Institution Montessori of Pitalito Huila tends for the integral formation of the person based on their human, economic and social development; in such a way that it contributes to improving the quality of life itself and its surroundings.

VISION

In the year 2020, the Montessori Municipal Educational Institution will distinguish itself by offering training that allows students to access Higher or Technical Education, being a leader in the development of cultural and artistic values and having a positive impact on society.

Institutional Symbols

Figure 1.

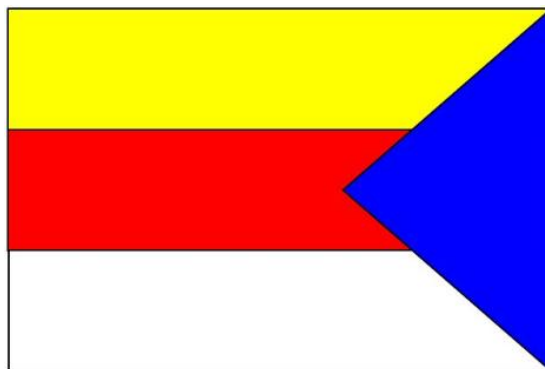
Institutional shield

Figure 2.

Institutional flag



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Shield

It is framed within a red Lira that represents the institution's martial musician band.

Internally it is divided into two parts:

The white inner top shows a rising sun, reflecting twelve rays. It represents the rise of the institution and grades twelve from preschool to eleven. The green line that divides the two spaces represents the institutional horizon and hope. The lower part of blue color has an open book centered on it and on it two hands that hold the terrestrial globe with the words SCIENCE, ART and DEVELOPMENT. The name of the institution, the year of foundation and the city appear on both the upper and lower bands. Two yellow circles appear at the two upper ends, they represent the owl symbol of the culture guide and commitment.



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Flag

Divided into three horizontal stripes: yellow, red and white with a triangle projected from the vertices: upper and lower right in royal blue.

Yellow represents the spirit of knowledge and wisdom. It expresses the discernment and good judgment with which the training process in the Institution must be approached. It is the color that elevates the spirit for the conquest of ideals. It appears at the top because the ideal is to be better day by day, seeking truth and knowledge and the Divine as the highest fulfillment.

Red represents the “Spirit of Life”. It appears in the center to honor this Divine principle. It also expresses the strength and energy that, through will, character and determination drives to live and work. It projects courage, will, perseverance, kindness and love.

White represents the “Divine Spirit”. It expresses the purity and transparency that should always characterize the work of formation. It is the color of interaction and meeting point in the experience of the universal principles and values promoted by the Institution. It appears in the lower part, because it constitutes the foundation for the construction and consolidation of the highest ideals.



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The blue triangle represents the "Spirit of truth". By its shape the triangle denotes rationality, creative intellect and faculty. It also expresses faith, trust, loyalty, integrity, greatness and immensity. The triangle appears entering the way of a wedge on the right side to symbolize the greatness and firmness to achieve achievements and also to know how to overcome different adversities.

Author: Eng. OMAR CERQUERA STERLING

Coexistence manual

This document stipulates the rules and behaviors to be followed by students and teachers, as well as the rights and duties to follow in order to have an environment of peace, respect and harmony.

The coexistence manual is a fundamental tool to know what procedures to follow with respect to behaviors or events that have occurred, whether serious or minor. It is also considered as a pact where there is a commitment to comply with each concept described therein. Among them are

- Rules of personal hygiene and consumption of psychoactive substances.
- Criteria of respect, appreciation and commitment
- Behavior guidelines in relation to the care of the school environment.
- Rules of conduct for students and teachers that guarantee mutual respect.



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- Procedures to resolve conflicts promptly and fairly.
- Personal appearance guidelines that protect students from discrimination for reasons of appearance.
- Definition of disciplinary sanctions
- Compliance with rights and duties

MEN's lineament in the face of the health emergency

- ✓ According to the health emergency due to COVID 19 and the guidelines by the Ministry of National Education the cases of absence and failures are suggested not to be considered as an argument for disapproval or approval.
- ✓ The evaluation of knowledge is implicit in the design of the guide and a single quantitative grade will be issued from 1.0 to 5.0 that reflects the weighting of the qualitative performances per guide for the semester.
- ✓ For promotion purposes, it will be the only requirement to have passed as a minimum in three (3.0) all the subjects and areas of the study plan of the Montessori Municipal Educational Institution.
- ✓ Those students who, according to the current regulations defined in the current Institutional SIEE, will fail a grade, in addition to those cases that within the COVID 19 health emergency and after the entire process and



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follow-up that report not having complied with the minimum evidence of developed guides.

- ✓ However, in the general aspect, the retention of students prevails through strategies that teachers propose for the improvement and supervision of their academic difficulties.

School shifts

The Montessori Municipal Educational Institution I.E.M.M has a day shift: morning and afternoon, night shift. Morning shift: 6:00 a.m. to 12:00 p.m, afternoon shift: 12:15 pm to 6:15 pm., preschool: 1:30 pm to 5:00 pm, primary: 1:00 p.m. to 6:00 p.m.

Schedule of the institutional program

At the moment, the institution does not have a defined schedule of activities.

Pedagogical level

Planning of the English area

The planning used by the English area of the institution is guided by the basic learning rights (DBA) Law 115 of 1994 article 23, Decree 1290 and the standards established according to the Ministry of Education in the domain of foreign languages with respect to the institutional educational project (PEI) (**Annex A**).



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Knowledge of the available pedagogical resources

According to the observation made during the first two weeks, it was possible to show that the guide material that the institution has in the area of English are the resources provided by the Ministry of National Education. From 6th to 8th grade the book *Way to go!* in an amount of 117 books for the morning and afternoon sessions. For grades 9, 10 and 11, the book *English please!* number of books 89. In order to encourage learning and create more complete classes.

Accompaniment of learning

For the 2022 school year, the institution opened its doors again under the security measures established due to the health emergency. Therefore, the learning accompaniment is face-to-face, students who have low academic performance have a follow-up where each teacher in the area in charge reinforces learning through leveling so that they have the opportunity to improve and recover the subjects with low level, with the support of parents and signing a commitment.

Design of workshops and material and (DBA)

The material for activities and workshops is established according to the parameters set by the Ministry of Education, that is, the topics of the curriculum are taken into account together with the guide book *Way to go!* for sixth, seventh, eighth grades and the book



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English please! for ninth, tenth and eleventh grade students. The methodology is to take the activities further with the elaboration of final products according to the theme, all this taking into account the basic learning rights (DBA) where the acquired competences allow the student (Know how to think) in the development of intellectual operations with a logical reasoning of interpretation, analysis and argumentation. As for (Know how to do) it consists of the execution of practical operations such as written productions, recognition of variables and mathematical operations. The (Know how to be) focuses on independent, autonomous and responsible action to know rights and obligations, make decisions, act and assume consequences and intervene productively in the different contexts, finally the deployment of emotional and communicative capacities related to (Know how to live together) with tolerance, solidarity, camaraderie, participation and also belonging.

Methodology

The institution reopened its doors in person with the sanitary measures issued by the SIEE. For this new school year, a work methodology called PBL (Project-Based Learning) is used, which consists of creating work groups of 5 students where each one fulfills a different role, be it prop, leader, time watcher, communicator and representative. This methodology includes integration through teamwork and the production of projects in each term of the lesson, it is not necessary to use homework, therefore everything must be done within the institution.



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In addition to this, the Pitalito Municipal Montessori Educational Institution embraces the guidelines of the SOCIAL DEVELOPMENTAL PEDAGOGICAL MODEL where the reason for being is to train the student as an integral human being.

This pedagogical model allows identifying the parameters with which the teacher intends to develop his pedagogical dynamics, the theories that support it, the paradigms that identify it and the elements that make it up: the student, the teacher, knowledge and skills.

Courses

The courses within the institution are from 6th to 11th grade. The ninth grade which will be part of the project is made up of three courses called 9-1, 9-2, 9-3.

Schedule

Figure 3.

English class schedule



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ENGLISH CLASS					
HORA	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
6:00 6:55	INGLÉS 1102			INGLÉS 901	INGLÉS 901
6:55 7:50			INGLÉS 1101	REUNIÓN INGLÉS	
7:50 8:45	INGLÉS 1001		INGLÉS 1002		
RECREO					
9:15 10:10	INGLÉS 1001	INGLÉS 1102	INGLÉS 1002	INGLÉS 803	INGLÉS 902
10:10 11:05	INGLÉS 1102	INGLÉS 902	INGLÉS 903		INGLÉS 1001
11:05 12:00				INGLÉS 1002	INGLÉS 903

Technological level

Connectivity

The institution has an internet connection plant that allows the use of platforms and technological development. In addition to this, English room 12 has laptops for the implementation of material or online activities.

Access and use of platforms

Among the platforms used by the institution is the main page of the school where circulars are used, delivery of notes to the system, information pertinent to the institution, meet channel and each user has access to an institutional email. There is also use of Whatsapp for communication with teachers and with parents. In terms of infrastructure,



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there is a library with material for different areas, such as books from the Ministry of Education. The classrooms for the English area have laptops for students, a TV with HDMI output and input, and a teacher's guide laptop with internet and online material.

Number of students

As for the two sessions that make up the institution, there are a total of 888 students. 466 students belong to the morning shift and 422 to the afternoon shift.

Genre and age

Young men and women with different personalities and capacities to develop their abilities in the different school fields with ages between 12 and 18 years.

Language level

For the ninth grade, a B1.1 level is necessary according to the Common European Framework of Reference, which is why the requirements of the Ministry of Education suggest this level as a goal to be achieved, since due to the health emergency, performance in the language English is low in ninth grade students in an A1 standard, all this conceived in the observation stage.



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English teacher staff

The English area is made up of two teachers in the morning, thus being divided into three grades each. The sixth, seventh and eighth grade students are guided by the teacher Oscar Felipe Díaz Florez, a graduate of the Surcolombiana University of Neiva, and the ninth, tenth and eleventh grade students are led by the teacher Elizabeth Mora Mejía, a graduate of the University of Pamplona.

Table 1

Administrative Staff

Administrative staff

<i>Director</i>	Gabriel Polo Plazas
<i>Coordinator</i>	María Aurora Neuta Peña
<i>Secretary</i>	Cesar Augusto Guevara
<i>Psychologist</i>	Silvia



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CHAPTER III: Pedagogical and investigative component

Enhancing reading comprehension by acquiring vocabulary with the use of flashcards on ninth-grade English students: An action research

Introduction

At present it is important to highlight that English as a second language has generated great impact to the point that society must acquire a considered level in the knowledge of this language. This is why in the field of education the national ministry in Colombia has implemented different means and resources for educational development and its improvement. Where educational institutions have elements that help learning by creating solid foundations in learning English.

In this same sense, the University of Pamplona is part of this improvement in Colombian education, through the pre-service teacher as the last stage for students of the English-French degree in foreign languages in their comprehensive practice. Where students must face a teaching reality within the classrooms in different institutions of the country, with the execution of strategies and creativity to offer teaching-learning in the English language in their linguistic skills, whether it is speaking, listening, writing and reading.



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That is why the idea of this proposal is involved in the improvement of reading skills, with the acquisition of vocabulary through the use of flashcards and repetition in each of the ninth-grade students, so that they develop a level of English that allows to achieve the goals and objectives not only personal but also those of the institution.

Statement of the problem

Taking into account the first week of contact with the institution, it was possible to observe that the students have a very low level of English in relation to the scale issued by the Ministry of Education, which corresponds to a B1.1. According to this, it was possible to conduct an interview between the pre-service teacher and the supervisor of the institution where a conclusion was reached regarding the poor performance of the students due to the impact that COVID-19 had on virtual education. Well, the bases received in the asynchronous period of the pandemic were not the best. Therefore, students have difficulties in all skills.

According to the aforementioned, there is a need to create a learning strategy in the area of English in the ninth-grade students of the Montessori municipal educational institution, since there is a lack of motivation and interest in English classes. For this, it is necessary to implement a strategy such as the use of flashcards to foster linguistic skills in English such as reading comprehension in a second language.



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Justification

Reading comprehension is defined as the ability to interpret information that is not mentioned by the author McKee (2012). Bearing in mind that reading comprehension is a skill that allows us to understand concepts proposed by the author within a certain text, it is very important to have vocabulary acquisition since if there are unknown words, in this case in a second language, understand a text it will be almost impossible.

In order to respond to the problem that arose in the Montessori Municipal Educational Institution with regard to comprehensive practice as a degree requirement, the need arises to provide support for this reading skill, if strategies are created that capture the attention of students. the learning process will be enjoyable and emotional. That is why, for the development of this proposal, flashcards will be used to acquire vocabulary and, thanks to this, improve the levels of English in the institution in accordance with the provisions of the National Ministry of Education (MEN).

Objectives

General objective

- ✓ To enhance reading comprehension skills of night-grade students by acquiring vocabulary with the use of flashcards at the Institución Educativa Municipal Montessori.



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Specific objectives

- ✓ To identify the contribution of the use of flashcards for the reading comprehension of ninth grade students.
- ✓ To increase vocabulary acquisition in ninth graders through the use of flashcards.

Research questions

Main question

- ✓ How does the use of flashcards improve vocabulary acquisition for better reading comprehension in ninth graders?

Sub-questions

- ✓ What contribution does the use of flashcards provide for students' reading comprehension?
- ✓ How does the use of flashcards improve the learning of new vocabulary in ninth graders?

Theoretical framework

This section defines the key concepts that are part of this proposal, such as:



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Flashcards

Flashcard is a small card which contains pictures, text, or symbols that reminds and guides students' imagination (Doman G. & Doman J., 2006). Take into account this definition Konell (2009) elucidates that flashcard is one of the learning media that can be used to improve the initial reading skills. A flashcard can contain an object, animal, adjective, action or place through which vocabulary is obtained and allows enriching knowledge to improve reading.

Vocabulary acquisition

Vocabulary acquisition is a useful and fundamental tool for communicating and acquiring the knowledge. Enrich a useful vocabulary is one of the basic challenges in learning a second language. Language consists of skills (listening, speaking, reading, writing) and sub skills (pronunciation, grammar, and vocabulary). Words are important part in our life. We think with words we also speak, listen, read, and write words. Words help us to communicate in our ideas. Expanding the vocabulary is one of the most useful way learners can implicate (Ngarofah, Sumarni 2018). Expanding vocabulary is essential to think, speak, listen, read, write, they are all part of the process in the communication of ideas.



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Reading comprehension

Reading comprehension is defined as “a thinking process by which a reader selects facts, information, or ideas from printed materials; determines the meanings the author intended to transmit; decide how they relate to previous knowledge; and judge their appropriateness and worth for meeting the learner’s own objectives” Veeravagu, et al (2010:206). Its means that this process implies the fact of relating previous knowledge either through images in order to give meaning according to what the author wants to express, similarly word recognition is a feature of comprehension.

Literature review

Reading Comprehension and Vocabulary Acquisition in the EFL Classroom

The use of flashcards creates a better learning environment facilitating it as it allows the construction and acquisition of vocabulary if it is used through images where the sense of sight is involved either by symbols, words, phrases, photos, etc. Flashcard is graphic media that promotes the sense of sight. This media is a medium that presents visuals in the form of symbols, numbers, ideas with words and images (Herlina & Dewi, 2017).

Apart from generating significant learning, they help to emphasize in a different way in order to achieve the proposed objectives and increase motivation in class



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participation. This material can be used to reinforce or present the different topics established in addition to getting the attention of the students and making them more active.

In order to know the effectiveness or the progress of the students, it is possible to implement before using flashcards a test that allows to know the level or the quantity of vocabulary of the students they have, as a second measure to give the explanation of the subject and finally to reinforce the explanation with the use of flashcards creating a repetition where, in addition to knowing vocabulary, pronunciation can be improved if the development involves oral comprehension.

Type of teaching strategies by using Flashcards

According to Budden (2004) the use of flashcards can implement different strategies such as memory activities, drilling, identification and TPR.

Drilling activities

It consists of repetition and generally works with a specific skill. An example is sticking 9 cards on the board then a grid is drawn around them, then with a pen the cards are punched and removed and the removed cards are marked within the grid so that students remember and mention the word that was on the flashcard. Then the students must remember which cards were there and call them out. Then all the cards are placed in the same place so the students must pass and write the order they remember.



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Identification activities

It involves you providing the students with the word that can help them guess the phrase that the teacher mentioned. The activity is called reveal the word. Following are the steps to reveal the word. It consists of teaching the word slowly and hiding it so that the students try to guess.

Pedagogical methodology

In order to execute the pedagogical methodology, it was necessary to implement two weeks of observation, this in order to have an approach within the classes and to be able to know a little about the knowledge and level of the language used by the students, to identify the topics and points to take into account in ninth grades during the comprehensive practice process.

Next, a survey was taken into account to familiarize the project with respect to reading comprehension, the ability to which this research is directed and the interest that students have in it. For example, to know if they like to read and if they do it in English, with what frequency and the types of texts that are of interest to them (**Annex B**).

In addition to this, the students were informed about the proposal such as the objectives, the methodology to be implemented and the language level to which they should



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belong according to what is established in the CEFR and the standards of the Colombian Ministry of Education, the which corresponds to B1.1 for the ninth grade.

After having given an approach to the students in front of the project, the implementation of a pre-test was carried out, according to what was established in the instruments of the research proposal. In order to know the reading comprehension and vocabulary of the participants. (**Annex C**). This pre-test which consisted of carefully reading a text with blank spaces which had to be completed correctly according to the vocabulary list that appears on the right side of the sheet. This test was applied the first week after the two weeks of observation, it should be noted that the pedagogy worked within the institution is Project-Based Learning, thus respecting the curricular framework since the students carry out a project corresponding to the habits and healthy lifestyles where the main theme is the use of modal verbs for the creation of tips, advice, suggestions, obligations, among others where they express and make use of them, thus knowing this topic that allows them to learn health care in a foreign language, thus differentiating the use of modal verbs so that they can implement them in different contexts. In this way, each one of the planned activities such as the pre and post-test which consisted of reading and then responding to each of the points according to the text and/or previous knowledge, where the student improvement. Workshops were also used, flashcards addressed to the same topic as the aforementioned healthy habits and diets.



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The workshops (**Annex D**) were designed in four phases, firstly an approach to the topic where students were asked questions to demonstrate their knowledge about it, then the use of flashcards (**Annex E**) to provide the related vocabulary, then the pre-reading of the text and finally the answer to each of the questions about the text. In case of doubts regarding the vocabulary, some of the techniques were applied, be it repetition, memorization of flashcards and a post-reading to find the relationship of the vocabulary in the context of the text.

Research methodology

Research approach

This research has a qualitative approach which is defined as the collection of non-numerical data such as images or words, Christensen and Burke Johnson (2014). This approach is suitable for analyzing the development of each participant and the process that takes with respect to each activity within the classroom for learning a second language.

Design

Action research has an applied focus. Similar to mixed methods research, action research uses data collection based on either quantitative or qualitative methods or both. However, it differs in that action research addresses a specific, practical issue and seeks to obtain solutions to a problem. Thus, action research designs are systematic procedures done



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by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning (Mills, 2011). Educators aim to improve the practice of education by studying issues or problems they face. Educators reflect about these problems, collect and analyze data, and implement changes based on their findings. In some cases, researchers address a local, practical problem, such as a classroom issue for a teacher. In other situations, researchers seek to empower, transform, and emancipate individuals from situations that constrain their self-development and self-determination (Creswell 2002).

It is used for the purpose of collecting information about a problem that arises in the classroom environment and then looking for possible solutions through a plan of strategies to avoid the stagnation of teaching-learning. In this case it will be used to improve reading comprehension by using flashcards for vocabulary acquisition.

Setting

This qualitative action research was conducted in the Institución Educativa Municipal Montessori, located in the department of Huila, more precisely in the city of Pitalito. It was constituted on March 16, 2004 with Decree 234, issued by the Departmental Secretary of Education of Huila, where the institutions of Pitalito are reorganized and Montessori is assigned eleven (11) locations as follows: Montessori Sede Principal, Camberos, El Maco, Hacienda Laboyos, San Francisco, Santa Inés, Solarte, Antonio



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Nariño, El Jardín, El Libertador y La Virginia. Nowadays it is under the direction of the specialist Gabriel Polo Plazas.

Population

The research includes a population of students made up of the ninth-grade courses of the ins with a number of 35 students aged between 14 and 15 years old.

Sample

For the selection of participants, the intentional sampling technique will be applied "researchers intentionally select individuals and sites to learn or understand the central phenomenon" (Creswell, 2012 p.206)" according to the objectives and to the fact that it is action research. In this way, 10 students who were chosen at random participated.

Instruments

The purpose of the elements mentioned here is to obtain a collection of adequate qualitative data so that the material can be studied and be of great help during the course of the execution of the proposal. Observation field notes, reading test will be useful for this research, along with activity workshops.



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Observation:

In the development of the first stage, observation was the most appropriate and important instrument to have an approach and knowledge of everything that happens in the classroom to be able to know the shortcomings and skills that students have in order to know what topic is going to reinforce and why. According to Creswell (2014) for a qualitative observation it is necessary to take field notes regarding the behaviors and activities of the research participants. Open questions are asked so that students can freely provide an answer. This instrument allows a detailed approach to what is wanted to know through semi-structured observation.

Pre-test and post-test:

For an approach towards the level that the participants have, it is very helpful to use a previous test before starting to build a treatment according to the problem. Then, as a main measure, a reading comprehension test will be carried out on the participants to know their level of reading comprehension ability. After getting in contact with the strategies to contribute to the improvement of the same, a post-test will be carried out since this will allow knowledge regarding the improvements or changes according to the objectives presented in the proposal (**Annex D**).



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Workshops activities

Taking into account the reading comprehension workshops, these will be carried out periodically with the objective that students acquire vocabulary and have a continuous approach so that the improvement process in terms of reading increases motivation through texts of interest to students' readers (**Annex E**).

Chronogram of activities

With the intention of having an organization of each one of the activities to be carried out with the ninth-grade students, it was necessary to establish a schedule that would allow following the planning established for the development time of the proposal step by step. In accordance with the above, the activities carried out during the process are:

Table 2

Chronogram of activities pedagogical and investigative components

WEEK	ACTIVITY
September 19th to 23rd	Presentation of the proposal, design and implementation of the survey
September 26th to 30th	Pre-test: reading test
October 3rd to 7th	First workshop reading comprehension



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October 10th 14th	Institutional week
October 18th to 21st	Explanation of modal verbs using flashcards and workshop
October 24th to 28th	Workshop
October 31st to November 4th	Flashcards game vocabulary acquisition
November 8th 11th	Post-test

Data analysis

This section presents the analysis of the data after having implemented each one of the instruments such as observation, pre and post-test, workshops and compiling the information provided by each one of the participants, with the aim of responding to the research questions, through an interpretive analysis.

This type of analysis, according to what Hatch (2002) mentions, is used by the researcher, which allows working generating explanations from what is found in the data collection of the instruments used, developing ideas and drawing conclusions. This method was the most suitable for an interpretation of the data in a subjective way.

In this sense, it became necessary to establish three key characteristics to take into account when interpreting the data, in order to have a clear or close idea when answering



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the research questions. Which describe the result of the work used within *lexical acquisition, reading comprehension development and advantages of using flashcards.*

Pre-test and Post-test data analysis

The first test was implemented on October 19th this was designed in order to have an approach to the process of reading comprehension and vocabulary learning that students handle when carrying out a reading and their preference. This survey in English consists of 5 clear and precise questions since the level of the students tends to be below the range established by the Ministry of Education for ninth grade students (**Annex B**).

Table 3

First pre-test knowledge

Participant	1.Do you like to read?	2.Do you read in English?	3.How often do you practice reading?	4.What types of texts do you read?	5. How is your process of acquiring vocabulary in English?
1	Yes	Sometimes	Everyday	Books/Articles	Writing
2	Regular	No	Sometimes	Stories	Writing
3	Yes	Sometimes	Everyday	Articles	Writing
4	No	No	Never	Topics of interest	Memorization
5	No	No	Never	Topics of interest	Memorization



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6	Yes	Sometimes	Everyday	Articles	Repetition
7	Regular	No	Sometimes	Stories	Repetition
8	No	No	Never	Topics of interest	Memorization
9	Regular	No	Sometimes	Topics of interest/Books	Repetition
10	Regular	Sometimes	Sometimes	Stories	Writing

The previous table presents the number of participants, the questions and answers. In addition, it provides an approach to what concerns the first test with each of the results presented by the participants, according to their attitude towards the acquisition of vocabulary and interest in reading comprehension.

A minority of participants do enjoy reading, this corresponds to 3 out of 10 students. As for the rest, they do it regularly (4 out of 10) and others do not practice reading (3 out of 10). Corresponding to language, 4% practice reading in English and 6% do so in their mother tongue. The frequency with which they practice reading is 3% every day, 3% never and 4% sometimes.

Depending on the type of reading they use, most enjoy topics of interest, the other part enjoys stories, and a very small number enjoy books and articles. Finally, the way in which they acquire vocabulary is dominated by writing, followed by memorization (3%) and repetition (3%).



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Table 4

Pre-test knowledge

Participant	1.The use of flashcards for the acquisition of vocabulary is:	2.Do you feel that with the help of flashcards your reading comprehension improved?	3.Is it fun to implement flashcards to improve vocabulary?	4.Do you enjoy reading more with the use of flashcards?	5.Did you like the process and use of flashcards as a tool to improve vocabulary and reading?
1	Very good	Much	Yes	Yes	Totally
2	Very good	Much	Yes	Yes	Totally
3	Very good	Much	Yes	Yes	Totally
4	Very good	Much	Yes	Yes	Totally
5	Very good	Much	Yes	Yes	Totally
6	Very good	Much	Yes	Yes	Totally
7	Regular	Regular	No matter	Yes	Good
8	Regular	Regular	No matter	Yes	Good
9	Very good	Much	Yes	Yes	Totally
10	Very good	Much	Yes	Yes	Totally



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After implementing the pre-test according to what was proposed in the development of the research, a table was created to organize the results according to each participant. As indicated in the table, most of the participants obtained a good result with respect to the activities carried out. All this thanks to the use of flashcards which allow learning vocabulary of the topics to be considered. It is possible to highlight that for all the use of this didactic material was important, which offers them a pleasant learning.

Reading comprehension workshops

The workshops to develop reading comprehension were fundamental since they help to improve the ability and, in addition to that, put into practice what is related to the project. These workshops included a pre-reading of the text, followed by the reading of the questions, a second reading of the text, and then an answer to each one of the questions. In the first reading comprehension, the students did not have a previous study of flashcards, which demonstrated the lack of vocabulary for its development (**Annex D**).

The following table illustrates the grades from this first workshop without the use of flashcards:

Table 5

First workshop grades



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Student	First workshop				
	1,0	2,0	3,0	4,0	5,0
1		2.0			
2			3,8		
3		2.8			
4		2.5			
5			3.8		
6			3.5		
7			3.5		
8			3.5		
9			3.5		
10		2.8			

For the implementation of this workshop, the first phase, which refers to the use of flashcards, was not taken into account, since it was necessary to know the level of each of the participants. That is why with each of their previous knowledge they developed the reading comprehension, proposed within the instruments for data collection (**Annex D**).

As can be seen in the table, the highest score is 3.8 and the lowest is in the range of 2.0, which indicates that reading comprehension is not as good for the level to which the students belong.

Second reading comprehension workshop

Different from the previous reading comprehension workshop, the repetition and memorization techniques mentioned in the literary review were used to provide the



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different uses that flashcards can have. As a result, it was possible to achieve that the qualification levels in the students increased greatly in difference to the previous one.

It should be noted that the use of flashcards was effective as an aid for the acquisition of vocabulary and that, in addition to this, it improved the reading comprehension of the students, allowing them to truly learn the vocabulary for future reading.

Table 6

Second workshop grades

First workshop					
Student	1,0	2,0	3,0	4,0	5,0
1				4,2	
2				4,5	
3				4,0	
4				4,3	
5				4,5	
6				4,7	
7				4,8	
8				4,5	
9				4,3	
10				4,0	



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Conclusions

This pedagogical and investigative project allowed the practitioner to understand the different ways in which it can be used when implementing flashcards. In addition, each student has different abilities for their own learning. This strategy implemented for the acquisition of vocabulary and to improve reading comprehension was liked by the students who were part of this project, because as it is evident to all, it helped to improve their reading comprehension, it was effective for those who did not have good performance in the same.

It is important to highlight that the findings within the development of the research with the use of flashcards and the techniques in which they can be used, in addition to improving reading comprehension, can also help in the different skills for learning the English language, giving good results in their speaking, listening and writing.

Limitations and recommendations

The educational institution this year implemented the technique that allows working on project-based learning (ABP) where this entire process involves focusing on a particular topic and during the period working on a project as a result of the topic learned, this implies that the different topics stipulated within the curriculum are lost. Because of this, there was a lack of time to be able to carry out the project according to the stages found in the



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schedule, since the students exposed too much academic load with all the projects in all areas. Therefore, it had to be shortened and, in extreme cases, not implement the activity.

On the other hand, for future interns, it is important that the start date be a little earlier, because when the intern enters the institution, time is short and the school calendar is close to ending and with the number of activities that the institution has, they are lost. school hours to continue the process.

CHAPTER IV: Community outreach component

Awareness project for the teaching of the English language in primary schools in Pamplona Colombia

Presentation

In the development of this proposal, a double objective will be found: to organize in a project the social impact of the Language Program from the implementation of the component of extension to the community of Integral practice, and to sensitize students of the basic primary school to the Basic fundamentals of the foreign language, English.

In addition to this, the introduction, justification and objectives of the macro-project are presented. Finally, the sub-project with the introduction, justification, objectives, methodology and schedule.



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Introduction

The participation of world policies in the academic, cultural and economic fields motivated the Colombian National Government to promote the learning of foreign languages in the different educational sectors of the country, so that citizens have the opportunity to participate in cultural exchanges that allow access to more equitable conditions for the personal and social development of the country.

In order to foster the learning of the English language in Colombia and making Colombian citizens more competitive, the Ministry of National Education launched its bilingualism policy in 2004, the main objective of which is to “have citizens capable of communicating in English, with internationally comparable standards, which insert the country in the processes of universal communication, in the global economy and in cultural openness”.

This is the reason why the Ministry has been implementing a wide variety of strategies at the different levels of education with a view to fulfilling this goal, a clear example of which is the creation of English quality standards for basic education and media, the definition of a solid and coherent evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work carried out by the secretaries of education, the public and private universities and



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language centers, however the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted.

The National Government tends to expand the coverage of English language teaching to boys and girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching-learning processes and therefore the results of the evaluations applied at the national level are not very encouraging.

The University of Pamplona in Colombia, as a public institution, has many trainers and, more specifically, the English-French Foreign Languages Degree Program has approached the reality faced by primary schools in the city of Pamplona with regard to the National Bilingualism Policy; Several educational institutions in this city do not have an English teacher to meet the training needs of the primary sector.

In recognition of the reality and the problems generated, this proposal seeks to address the training needs in English of the primary school in the city of Pamplona and integrate the training in foreign languages of the students of the English-French Foreign Languages Degree Program. to the educational reality of this sector to try to reduce the gap generated between public and private schools in the area of foreign language.



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Justification

The learning and acquisition of a foreign language allows us to be at the forefront of our own needs that the world demands today. That is why this process must be implemented and worked on from the beginning of the children's schooling so that at the end of their basic education cycle they have foundations that allow them to continue learning in secondary, vocational and higher education, to get more people trained in this area.

The purpose of this project is to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic training in a foreign language that is necessary and essential at these levels. For this reason, it is carried out as part of the component of extension to the community of comprehensive practice developed by students in the last semester of the Bachelor of Foreign Languages at the University of Pamplona, as a way to contribute to the strengthening of the teaching of the English in the elementary school sector.

The development of this project favors both the institutions of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice. This benefit allows primary school children to have contact with the foreign language and also to students who finish their university training process so that they know



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the realities and educational needs of the environment and in this way, they can help to intervening in processes that have an impact on improvement of these needs.

Objectives

General objectives

- ✓ To address the training needs in English of the primary school child population.
- ✓ To integrate the training in foreign languages of the students of the English-French Degree Program in Foreign Languages to the educational reality of teaching English in primary school.

Specific objectives

- ✓ To familiarize school children with fundamental knowledge of English.
- ✓ To involve PLEX teacher students teaching processes in primary schools.
- ✓ To articulate the education of students belonging to the Program of Foreign Languages with outreach programs offered by Social Interaction office.



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Sub-project: Implementing games for teaching English in primary school

Introduction

The teaching of English in primary school must be carried out in a different way compared to secondary school, since the levels of concentration, attention and learning are different. According to Rubio and Conesa (2013), traditional teaching methods are monotonous and can become unpleasant for children, which will obstruct their desire to learn, thus losing interest in acquiring a second language. Rubio and Garcia (2013).

According to the above, for intern students it is a challenge to work with children between 6-11 years old and therefore different strategies are needed which have been acquired during the course of the foreign language program, which allow the good learning of the students through activities that entertain them and capture their attention, thus the process of learning a second language will be more fun and effective.

In this sense, the game is a fundamental pillar for learning in primary school and more in a foreign language, since it is responsible for maintaining interest in acquiring the language, as Wright mentions: "games offer participants self-confidence and, in their capacities," (1984: 46).

Rubio and García (2013) mention that the game has been used for fun in leisure time and has come to be considered in different studies as an important means of acquiring



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knowledge. According to the pedagogue Janet R. Moyles: “the game situation provides stimulation, variety, interest, concentration and motivation” (1990: 87). These factors allow the teaching and learning of English to generate a real impact on students in the development of their skills.

Justification

The University of Pamplona has created a component called outreach to the community so that student interns are involved in the primary school to gain experience with everything related to this environment. From here comes the intention to implement an elaborate idea where the child is allowed to have a more intense approach with the foreign language, since in many of the primary schools they do not have teachers who are really trained in teaching English.

For this case or problem perceived in the Maria Montessori elementary school during the observation stage, it was possible to show an attention deficit on the part of the children who on several occasions truly feel the desire to learn but the appropriate method or strategy has not been implemented. by which they focus their attention, so the use of the game for teaching English will be taken into account so that children play and at the same time learn but also generate the desire and motivation to learn a second language.



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Objectives

General objective

To implement the game in fourth grade students of primary school as a means to learn English.

Specific objectives

To Promote the learning of English in students through games.

To Increase motivation in students through games.

Methodology

The working method for this proposal will be carried out as follows, taking into account that there are 4 hours a week on Tuesday and Friday from 3:00 pm to 5:00 pm.

A grammatical explanation of the topic will be given with didactic elements (Rounds, flashcards, cards, images, etc). Next, the explanation of a game related to the topic already seen before will be made.

Table 7

Table of topics outreach component



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Topics

<i>Personal pronouns</i>	Round
<i>Verb TOBE</i>	What do you do?
<i>Verb Can</i>	Can you, do it?
<i>Possessive pronouns</i>	What is mine?
<i>Christmas time</i>	Merry Christmas!

Activities and materials implemented

During this months within the institution, activities were carried out through images that allowed the presentation of personal pronouns (**Annex F**), a mime game where the students performed the personification of the pronouns using an action, profession, animal or something.

On the other hand, vocabulary and grammar activities such as the verb to be were explained using action verbs to be used in guessing the character and her action as a complement for the pronouns and finally an evaluative workshop (**Annex G**) to know the learning by the students.

For the use of the verb can, a game was made where the children could do all kinds of activities to make use of the verbs such as running, shouting, jumping, winning, listening, etc. In this way they learned vocabulary to be able to create positive and negative



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sentences with the verb can on a piece of cardboard, and one of the most fun hobbies for them is drawing and painting so the sentences had their respective drawing according to the imagination of each child.

Figure 4.

Development of the activity of the verb can



Finally, the Christmas season was taken into account where the children learned vocabulary through images that they designed themselves. The teacher said a sentence and the students had to run towards the object mentioned within the sentence as appropriate, so the children learned new words by listening while they played.

Figure 5.

Creation of Christmas shapes and figures



Chronogram of activities

According to the guidelines of the course director teacher, the topics established for the fourth period are 5 which were implemented on the dates as shown in the table, some activities were longer than others:

Table 8

Chronogram of activities outreach component

<i>Week</i>	<i>Activity</i>
<i>September 20th</i>	Personal pronouns



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September 23rd

Possessive pronouns

September 27th to October 7

Verb TOBE/ Workshop exam

October 18th to 25th

Verb Can activity

October 28th

No class

November 1st to 4th

Verb Can exam

November 8th to 11th

Christmas time!

Conclusions

Thanks to the work carried out in front of the community extension component corresponding to the Maria Montessori school, it is possible to enrich experiences with respect to the different areas. In the first place, to be more dynamic within the development of the classes, making use of didactic activities that generate the child's interest in learning, since not everyone has the same concentration and capacity for understanding, and this implies that they get bored easily, in addition to facing at an age where children are still discovering their environment, it is a great idea to motivate them through games so that they feel like learning.

Games and teaching materials will always be one of the most viable tools to complement children's learning, because at an early age learning by playing allows students



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to further develop their desire to learn since the recreational part is encouraged by sharing experiences and meet the needs of the environment and others.

CHAPTER V: Intra-institutional activities component

Introduction

Although it is true that educational institutions have a space in which different unusual activities are developed, that is, they are extracurricular activities that do not belong to regular class hours. These activities are important since they serve to integrate the student community in general and also allow a different space where students can freely share with each other and also take part in dances, presentations, games and everything related to this.

The intra-institutional component makes the pre-service teachers learn about the management and development of cultural events, ceremonies, meetings and other activities carried out in the institutional framework.

Justification

When you come into contact with an educational institution, it is necessary to be present in each of the activities and eventualities carried out during the course of the school year.



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This is why the intern student must face and be involved in the activities carried out by the institution, this being part of the experience as a teacher where values such as responsibility and commitment are acquired so that in the future as a professional teacher there is knowledge about each intra-institutional task.

Objectives

General objective

- ✓ To participate in intra-institutional activities of the Institución Educativa Municipal Montessori

Specifics objectives

- ✓ To participate in intra-institutional activities of the educational institution.
- ✓ To support the teachers in the organizations of extra-curricular activities or events.

Participation in Intra-institutional Activities

Flag-raising

Flag raisings are activities carried out within the institution to provide a space for recognition of the academic performance of students who stand out for their good behavior and hard work in front of classes.



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For this activity it is necessary to organize the students with different presentations, dances, etc. In this aspect, the role as pre-service teacher is to support the teachers in charge of the event, in this case the institutional week where the birthday of the educational institution was celebrated.

Figure 6.

Flag-raising



Local activities

Attendance at the 2nd Meeting of Significant Experiences and Transversal Pedagogical Projects, where the presence of all teachers and directors is necessary to support the spaces for pedagogical enrichment in the projects developed by Tenth, Eleventh and complementary cycle students. The role within these activities as a pre-service teacher



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is to attend and have knowledge of each of the projects developed in order to promote the pedagogy through which they are executed.

Figure 7.

Institutional week



Spelling bee and Halloween

The spelling bee is one of the annual extracurricular activities carried out by the institution, directed by the English area. It is here where teachers and students begin training so that when the day of the contest arrives there is prior knowledge about the event.



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The methodology used by teachers is to deliver a list of vocabulary that has different degrees of difficulty on various topics so that students have knowledge and can practice their ability to spell. Therefore, secondary benefits are obtained through this activity, such as the acquisition of vocabulary, the improvement of pronunciation.

The contest is with the participation of all students, divided into two levels:

A (Sixth, Seventh and Eighth grade students)

B (Ninth, Tenth and Eleventh grade students)

Finally, the winner will be the one who spells without any errors with a large number of words and in the shortest possible time.

Figure 8.

Spelling and Halloween day.



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Delivery of symbols

The delivery of institutional symbols is a symbolic act that involves upper grade students as they are tenth who receive and eleven who deliver each of the institutional symbols. For this activity, the intern had to help the course director with regard to the organization of the event, his job was to ensure that everything planned turns out correctly.

Figure 9.

Symbol handover ceremony



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Promotion and evaluation commission

This activity takes into account the presence of parents belonging to the committee, who meet with the group directors and review all the students to find out who should level, who is promoted to the following year and who should repeat. The role of the practitioner was to witness the entire process, verify the information and take notes on everything raised in the meeting for the creation of the final act.

Figure 10.

Promotion and evaluation meeting.



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Ninth and Eleventh Grades

At the end of the school year, ninth grade students receive their high school diploma and eleventh grade students receive their bachelor's degree. Therefore, graduation ceremonies are held as a regulatory act. In this case, the role that the intern fulfilled was to receive and organize all the companions of the graduates, in addition to other tasks that arise in the development of the activity.

Figure 11.

Graduation ceremony



Chronogram of activities

Table 9

Chronogram of activities intra-institutional component

WEEK	ACTIVITY	ROLE
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September 19th	Flag-raising	Auxiliary
October 27th	Local events	Assistant
October 31st	Spelling bee and Halloween	Organizer
November 17th	Delivery of symbols	Auxiliary
November 22nd	Promotion and evaluation commission	Witness
November 30th	Ninth and Eleventh Grades	Organizer/Auxiliary

Conclusions

As a pre-service teacher it was a really enriching experience to be part of the intra-institutional activities, since in the future as a teacher this stage will be of great help knowing that the institution has the participation of all the teachers and that it is necessary help among fellow teachers.

It should be noted that not everything goes as planned and that in the process of each extracurricular activity there are ups and downs, but with effort and dedication it is possible to achieve the proposed objectives. Thanks to these roles, the sense of belonging and care for the institution, companionship, knowing the way others work and many enriching experiences are fostered.



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CHAPTER VI: Reflective practice

From my point of view, the use of practice reflection is a type of diary that allows the actions carried out to be captured and that allows the pre-service teacher to create a space for self-observation to analyze the experience in the face of the different challenges who can be faced. In addition to being very useful to recognize very positive points within the development of the class, it is also very important to know what is failing and thus be able to improve.

This tool makes it possible to highlight the things that have been done wrong, the things that have been done well and those that should be improved in order to have a well-prepared development of the practice. It is also necessary to take into account the importance of educating oneself in different aspects, not only academically, but also as a person in order to offer advice or a word of encouragement to any student who needs it. Within this process is performance as a friend, as a person.



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