



Fostering reading comprehension skills through translation techniques as a strategy to learn English in 6th graders at ITASFA.

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Chapter I: General Presentation of the project

General overview

Nowadays English has become fundamental in the application of any field; The unprecedented spread of English as the first global lingua franca for international communication is highly significant (Gentile & Albl-Mikasa, n.d.). For this reason, the learning of this language should have a more focused approach to education. It is through the foreign language program of the University of Pamplona that the support service (integral practice) is offered to institutions and other educational establishments, to apply projects that develop the teaching of English taking into account the contexts and needs of the population to whom the projects are implemented.

The application of this project will be developed at Technical Institution San Francisco de Asís, aimed at 6th graders whose level was A1 and who needed more advanced development of the language. That is why this project is based on the use of translation as a strategy for teaching English, as a companion to the mother tongue for understanding it, and also focused on reading comprehension and pronunciation skills.

This project is organized into five chapters that comprise a detailed research report on translation as a learning strategy focusing on three important aspects: Institutional Observation, Pedagogical and Research Component, Inter-institutional Component, and Community Outreach



Component. The first chapter includes information about the San Francisco de Asís Technical Institution, used to understand the context in which this educational institution is developed and thus be able to adapt the project.

The second chapter refers to the pedagogical and research component, where general information about the project is presented, with essential aspects such as the statement of the problem, which goes hand in hand with the theoretical framework and the literature review.

Finally, the third chapter mentions the intra-institutional component, which refers to those extracurricular activities that the pre-service teacher carries out within the institution, already knowing its context, with the benefit of obtaining a better experience.



Introduction

There are different methods to learn English, taking into account cognitive learning or the context of the learner, this will make us understand what may be an appropriate method for learning English. Within these methods we find translation techniques, according to Carreres and Noriega-Sánchez (2021) “translation had been identified with the grammar-translation method, and decried as incompatible with a communicative approach”; however, it is an easier method for students who do not have extensive knowledge in English, a way in which they can use their mother tongue and learn English at the same time.

This project will focus mainly on reading comprehension and pronunciation skills through translation techniques used in English classes as a strategy to learn the foreign language. In the same way, the objective of this project is to use the mother language (in this case, Spanish) to understand English through translation techniques, implemented in 6th grade students at *Technical Institution San Francisco de Asís*. The reason why this project is centered in translation techniques is to prove the fact that it is a different way to learn English employing the mother language as a linguistic learning support.

On the other hand, during the institutional observations it was analyzed the difficulty of students to understand the English, it was necessary to implement the mother language to give instructions or explanations more understood, due to this disability emerges the proposal of use



translation using the mother language to teach English to 6th grade students. Besides, inside this project different activities will be implemented to embrace the language skills, mostly activities focused on reading comprehension and pronunciation skills that employ the following translation techniques.

The first chapter shows the PEI structure and how this executes its educational project. This is fundamental to understand the purpose of this design according to the student's context, the way this plan develops the procedures taking into account the student's necessities. Besides, the PEI includes all the information of the educational plantation, which is essential to identify the institute. The information contains the history of the school, how it was based and who based it; its symbolism. And it is important to mention the security blanket adapted by the institute due to the COVID-19.

The following project will cover the development of an implemented strategy for teaching English to 6th grade students. This work has three chapters: The first chapter contains information about the school where the project was applied and in turn, describes the pedagogical proposal on which the strategic procedure is based. The second chapter exposes the pedagogical and investigative component, which is where all the investigative information on which the project is based is guided. Finally, the third chapter formulates the component of intra-institutional activities and the way in which it is executed in a real context.



Justification

The institutional observations were essentials to identify the necessity of these students, considering there is a low level of EFL within the students from different courses who tend to make use of Spanish inside the foreign language class; therefore, the students felt lost in front of activities which do not have familiar words or does not know the meaning, this is why the translation carry out its purpose.

The main beneficiaries of this project will be the 6th and 2nd grade students who are the participants of this research. They will be evidence of the results of this strategy implemented to learn English as a foreign language. Likewise, the motivation to carry on the project is seeing the positive results to continue with the implementation, the progress of students regarding their knowledge and the right responses according to the results.

Relying on their native language, which is Spanish, as an active support for understanding English, and in turn reading comprehension and the development of pronunciation skills. The majority of students do not have an advanced level of English or bases that allow them to improve, and there are even students who are not at the same level as others, that is why the use of translation in accompaniment with the mother tongue. It is an appropriate method for learning this.



Objectives

General objective

- To conduct the pre-service teacher process within the ELF classes at Technical Institution San Francisco de Asís to accomplish the Integral Practicum aims.

Specifics objectives

- To foster reading comprehension skills through the implementation of translation techniques in 6th grade at Technical Institution San Francisco de Asís.
- To implement didactic strategies for fostering pronunciation in second graders at Technical Institution San Francisco de Asís.
- To achieve the fulfillment as a teacher inside the Technical Institution San Francisco de Asís regarding the administrative duties involved in the school.

Conclusions

After a three-month insertion in the Technical Institution San Francisco de Asís, everything proposed from the beginning could be achieved, both in the pedagogical and investigative component, as well as in the community outreach component and in the component of intra-institutional activities. The purpose of the three components could be completed and the objectives fulfilled. In the same way, in the pedagogical component whose focus was greater, positive results were obtained in terms of project implementation, sixth grade students showed



progress each week regarding the teaching method. On the other hand, the second-grade students to whom the community outreach component was directed were most receptive, so the application of the project was dynamic. Finally, the component of intra-institutional activities did not have a greater impact concerning this project, since participation was not so recurrent, however, the assistance was necessary for compliance for entering the institution, this assistance was partly beneficial for the interaction with both the students as with the other teachers because as the weeks passed the academic relationship became more stable, especially with the supervisor.



Chapter II: Institutional observation and diagnostic report.

Documentary analysis

Topographic location

- Instituto Técnico Arquidiocesano San Francisco de Asís located in Pamplona, Norte de Santander, Colombia.

Institutional history

The Escuela Parroquial San Francisco De Asís was established in 1978 by Monsignor Rafael Tarazona Mora at Seminario Mayor under Acuerdo N° 23 de 1990. The administration of Monsignor Tarazona was in charge of the institution until 2001, after a year teacher Bernardo Wilches Gelves took a stand as the principal until nowadays, who has taken the direction in an excellent way.

During the fusion process, the institution establishes altogether with the next seats: San Francisco De Asís, Rafael Afanador Y Cadena, José Antonio Galán, Cristo Rey, Las Nieves, Cuatro De Julio, Juan Xxiii, San Martín, Santa Marta, Demostrativa Iser y Oriol Rangel. However, over the years some seats have been closed and some others have been enlarged or modified; it has given recognition in the department. Between 2006 and 2007 was segregated the seats Oriol Rangel and Demostrativa ISER were respectively. And finally in 2013 seat Rafael Afanador Y Cadena was closed and assign to Institución Educativa Brighthon.



1. Administrative level

a. Institutional PEI

Technical Institution San Francisco de Asís (ITASFA) is located in the city of Pamplona, Norte de Santander, which comprises four branches distributed in different sectors of Pamplona, offering its service to the student community of primary and basic secondary schools, giving accompaniment to school life from transition to eleventh grade.

The educational institution establishes within its Institutional Educational Project an approach to the consumption of psychoactive substances that is a problem that is deeply rooted in the student community and that deserves adequate attention. This is why the Transversal Program "Paths of Peace and Good" was created, which focuses on the reflection of this issue and gives visibility to an issue that must be worked on delicately. However, the use of these substances was not the only thing that affected the student community, since more serious difficulties were discovered that were linked to drug use.

Objectives:

- To promote compliance with the time of the working day and the academic assignment of teachers and other personnel who work in the educational institution. Monitor and evaluate them.
- To guarantee students the development of the curricular proposal.



MISSION:

Provide our students with training spaces that guarantee them, for themselves, for their families, for the city, the region, and Colombia, learning and life experiences applicable as work alternatives to the solution of their economic problems with the offer in technical specialties, so that they can responsibly consolidate their life project. To this end, the institution will promote projects aimed at strengthening human talent, the appropriate use of technology, community participation, preparation for work, and the inclusion of everyone without any type of discrimination in a framework of tolerance and respect for men and woman and the natural environment.

VISION:

At the end of the year 2025, the educational institution will consolidate the processes of academic improvement, social recognition for its inclusive processes of attention to students with disabilities, and demonstrating significant experiences from the comprehensive transversality program "Senderos de Paz y Bien"

PHILOSOPHY OF THE EDUCATIONAL INSTITUTION

With the development of its pedagogical and social coexistence proposals, our educational institution intends to channel its efforts towards the integral formation of its students with objective and concrete criteria such as respect for the Social State of Law, recognition of individuality subject to the precept of Constitution of the primacy of the general interest, to



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competitive academic training and the emphasis on labor training as an alternative for individual and collective development with the development of technical specialties, as well as the inclusion of all our students in a condition of disability or vulnerability or condition of extra age; training young people capable of becoming transforming agents of their environment with criteria of community organization, job preparation, with a sense of appreciation, conservation, and love for the environment and nature.

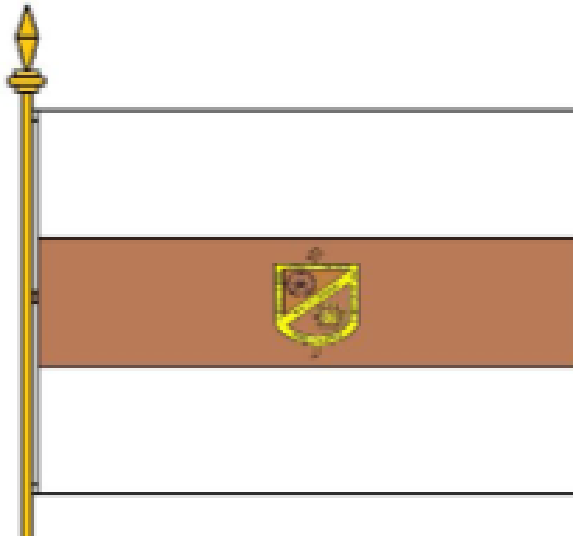
SYMBOLS

Shield



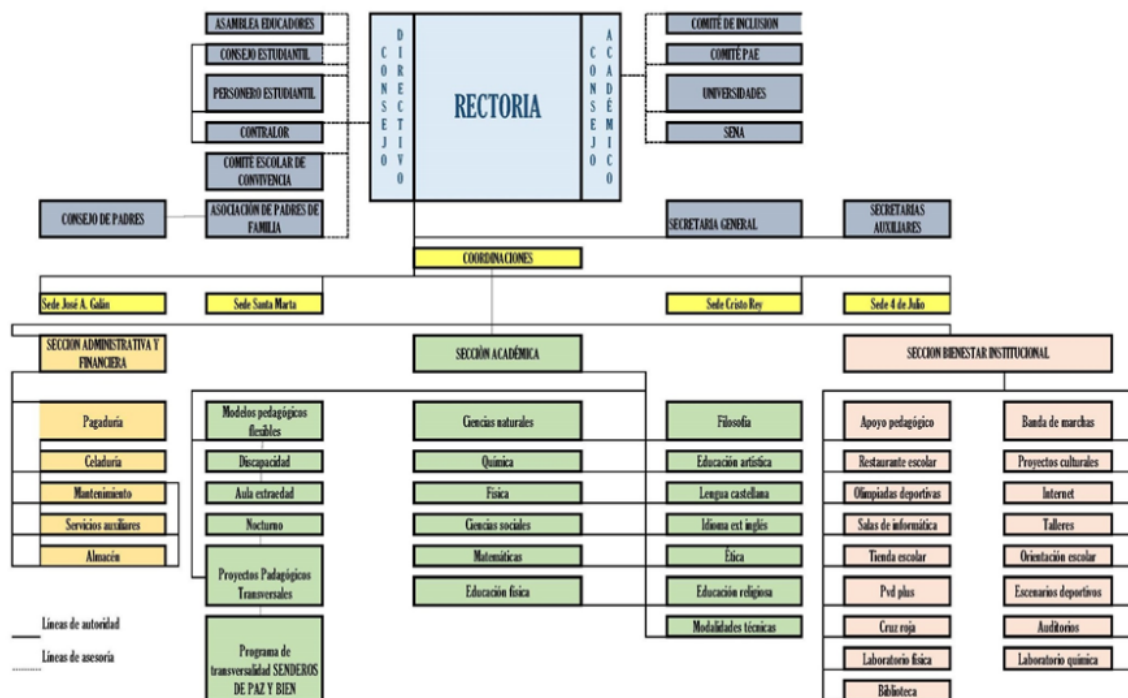


Flag





b. Organization chart



c. Coexistence manual

Under the provisions of Law 001620 of March 15, 2013, the educational community will adopt the Institutional Coexistence Manual, which must:

- Identify new alternative ways to encourage and strengthen the exercise of human, sexual and reproductive rights of students.
- Strengthen the role of parents, teachers, and students by analyzing the different situations that arise and resolving conflicts peacefully.



- Promote, guide, and coordinate of strategies, programs, and activities within the framework of the co-responsibility of individuals, educational institutions, the family, society, and the State.

- Formulation of objectives based on those established in the Law, for school coexistence, the construction of citizenship, and education for the exercise of human, sexual and reproductive rights of children and adolescents at preschool educational levels, basic and medium.

- Identify new ways and alternatives to encourage and strengthen school coexistence and the exercise of human, sexual and reproductive rights of students, which allow learning from mistakes, respect diversity and resolve conflicts peacefully, as well as possible situations and behaviors that violate the exercise of their rights.

- Grant the educator the role of counselor and mediator in situations that threaten school coexistence and the exercise of sexual and reproductive human rights, as well as the functions of early detection of these same situations. To the students, the manual will grant them the active role to participate in the definition of actions for the management of these situations within the framework of the comprehensive care route.



d. MEN guidelines and regulations in the face of the health emergency

In this aspect, the educational institution must program forceful actions to:

- Provide safe and structured spaces where basic rules of biosafety, cleanliness, and prevention of contagion that are mandatory for all are guaranteed and learned.
- Provide biosafety as a set of rules, measures, and protocols that are applied in multiple procedures carried out in scientific research and teaching work to contribute to the prevention of risks or infections derived from exposure to potentially infectious agents or agents with significant loads. of biological, chemical, and/or physical risks, such as the management of special waste, storage of reagents, and the use of protective barriers, among others.
- Provide basic knowledge of health and hygiene.

e. Working day

The institution has a single day which begins at 7:00 am with a duration of 55 minutes per class, a 30-minute break, until dismissal time at 12:50 pm.

For the primary part, the day ends at 12:00 pm.



f. Institutional schedule and programming

TERCER PERIODO						
2022	L	M	X	J	V	
Semana 32	26-sep	27-sep	28-sep	29-sep	30-sep	
Semana 33	3-oct	4-oct	5-oct	6-oct	7-oct	
Semana 34	10-oct	11-oct	12-oct	13-oct	14-oct	SEMANA DE DESARROLLO INSTITUCIONAL
Semana 35	17-oct	18-oct	19-oct	20-oct	21-oct	
Semana 36	24-oct	25-oct	26-oct	27-oct	28-oct	SEMANA INSTITUCIONAL PAZ Y BIEN
Semana 37	31-oct	1-nov	2-nov	3-nov	4-nov	Pruebas de calidad tercer periodo
Semana 38	7-nov	8-nov	9-nov	10-nov	11-nov	Recuperaciones
Semana 39	14-nov	15-nov	16-nov	17-nov	18-nov	Recuperaciones
Semana 40	21-nov	22-nov	23-nov	24-nov	25-nov	Actividades de finalización - grados
Semana 41	28-nov	29-nov	30-nov	1-dic	2-dic	Desarrollo institucional

2. Pedagogical level

a. Planning

Within the institution, the teachers of the English area propose an alignment for each grade in terms of class topics, that is, the grades must see the same topic in the same week, since this encourages the level of the language to be fair for all.

Inside these planners is the basic information of each grade, such as the day, hours, subject, period, date and the basic standards of competence and DBAs according to the grade. On the other hand, the moments of the class are presented in which it is explained in detail what is done distributed in the class, and even the proposed activities or the material that is planned to be worked on are attached. As an additional, both linguistic and communicative objectives are added.



b. Knowledge of the pedagogical resources available

Unfortunately, the school does not have a specialized classroom in the area of English, so teachers are used to using their own technological tools such as video beam and a computer equipped with speakers for the development of classes, it is also a great support for them along with the board that allows them to transmit all the content in writing, along with guides and support workshops that they provide to the students.

On the other hand, each classroom has a board, for certain activities tablets are used educationally. The educational campus also contains a library and a computer room.

c. Syllabus

Taking into account the guidelines of the MEN, as well as analyzing the DBA proposed for each grade, a syllabus was stipulated to carry out the contents of the English area.

6th grade

Table 1:

Syllabus proposed by MEN for 6th graders according to the DBA.



Referentes conceptuales para fortalecer los aprendizajes	<p>Semana 1 y 2: Saludos, comandos, presentación personal, presentación de sus compañeros.</p> <p>Semana 3, 4, 5, 6:</p> <ul style="list-style-type: none"> • Semana 3: Pronombres personales. • Semana 4: Verbo <u>to</u> be (forma afirmativa) • Semana 5: Verbo <u>to</u> be (forma negativa) • Semana 6: Preguntas simples y de información con el verbo to be. <p>Semana 7 & 8</p> <ul style="list-style-type: none"> • Semana 7: Artículos y sustantivos (singular y plural) • Semana 8: There is- There are <p>Semana 9, 10, 11</p> <ul style="list-style-type: none"> • Semana 9: Evaluación sumativa de la nivelación/ los números • Semana 10 y 11: La hora <p>Semanas 12 y 13:</p> <ul style="list-style-type: none"> • Semana 12: Sustantivos contables e incontables • Semana 13: How much- How many <p>Semana 14: Adjetivos demostrativos</p> <p>Semana 15 y 16: Adjetivos posesivos</p> <p>Semana 17 y 18: Preposiciones in, on, at</p> <p>Semana 19: Prueba de calidad</p>
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d. Teaching methodology in the language class

The teacher proposes a reflection in English at the beginning of each class, this short sentence stimulates the interpretation and critical thinking of the students. She also tries to cover language skills through different activities that allow students to develop them more comfortably. On the other hand, together with the other teachers in the English area, she proposed a series of contents that are the topics to work on during the three periods of the year, through these contents the classes for the stipulated grades are carried out. Regarding technological resources as support for the execution of the classes, she works with a video beam with a computer and speakers.



e. Modalities of accompaniment to learning (tutorials, communication tools and strategies, etc.)

The school does not provide this type of accompaniment for the students, it is within the same class that the doubts of the class must be resolved, and for the same reason a good explanation must be carried out so that the apprentices can understand the subject better way.

f. Design of guides and materials

The teachers themselves are the ones who design the guides, evaluations, and period tests. With the purpose that all the sixth grades go to the same level. This is beneficial since it speeds up the planning of the classes and the design of the activities, it also contributes to the alignment of topics for each grade.

g. The Basic Rights of learning in the institution and Standards

DBA ENGLISH SIXTH GRADE

1. Participate in a short conversation to say your name, age and basic information to teachers, friends and family.
2. Request and provide clarification on how names and unknown words are written in a short conversation.
3. Understands and uses familiar words and short phrases about routines, daily activities, and tastes. For example, understand or produce a text.



4. Understands instructions related to the activities and tasks of the class, the school and their community and expresses in writing and orally what they understand about them.

5. Describes the basic characteristics of people, things, and places in their school, city, and community, using simple phrases and sentences.

6. Answers questions related to "what, who and when" after reading or listening to a short and simple text, as long as the topic is related to events that are familiar to him. For example, when reading or listening to a text you can answer questions.

h. Courses

The existing degrees are:

6°B

6°C

i. Schedule

Figure 1:

Schedule of all the grades in charge of the pre-service teacher.



Horarios de Clase

Hora	Lunes	Martes	Miercoles	Jueves	Viernes
1 (7:00 - 7:55)		6°B	7°B		6°C
2 (7:55 - 8:50)	2°B				
3 (8:50 - 9:45)	6°C				
DESCANSO (9:45 - 10:15)					
4 (10:15 - 11:10)	6°B			2°B	
5 (11:10 - 12:00)		7°A	2°A	2°A	
6 (12:00 - 12:50)	7°B				7°A

3. Technological level of the institution:

a. Degree of Connectivity

The institution does not have internet connectivity, and the WiFi service is not available, but nevertheless, it has technological devices that allow academic use.

b. Access and use of platforms

The school makes use of an official platform that provides different utilities to users who can be teachers, students, and even parents.






c. Description of the digital resources used

Since the campus does not have internet service and very little use of other technological tools, it is difficult to access digital resources and educational support pages. However, the use of any digital page for consultation or practice of exercises is not promoted in English classes.

4. Population Level and Subject Information:

a. Students

- Number of students: There are around 35 students in each 6th grade.
- Gender: Female and male.



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- Age: Most sixth-grade students are between 11 and 14 years old.

- Language level: Due to the context presented by the institution, students have an A.1 level of English and even some pre-A.1

b. Teachers Council

On the other hand, the teaching staff of the institution is also linked, which includes 3 English teachers distributed in the secondary section.

c. Administrative body

The administrative body excellently develops its job, always having order and responsibility towards the institution as a principle, since they are in charge of professionally managing the administration of the educational establishment.

d. Parents Community

Finally, the community of parents plays an important role within the institution, being the ones in charge of the students externally. Parents and guardians are familiar with the situations and procedures of the school and actively participate in the development of the different events and programs.



Chapter III: Pedagogical and Research Component

Fostering reading comprehension skills through translation techniques as a strategy to learn English in 6th graders at ITASFA.

Introduction

Nowadays, English has become fundamental in the teaching of schools. However, its learning has been impeded either by the students cognitive learning or by poor teaching of this and in the context in which it is taught this develops. Despite this, the focus on English should be prioritized, since it is a great benefit for school children to learn a foreign language, since scientifically they are at the ideal stage to acquire greater knowledge (Istiqomah, 2016).

Through the institutional observations, the importance of Spanish as an accompaniment to English for a greater understanding of the language was evidenced; based on this, the project for translation implementation as a strategy for learning English arises.

According with Bassnett (2014, as cited by Wongseree, 2021) stated that the connections between language and culture enable the conduct of everyday lives and activities, this idea is one of the significant purposes to implement translation during the classes, the fact that the language is attached to the culture supports the statement of the employment of mother tongue to accompany the English during the learning process. Likewise, for students whose level of English is not so advanced, the accompaniment of the mother tongue is essential for an association with the foreign language since familiarization with it allows word recognition



through translation from English to Spanish and contrary. It should be emphasized that the employment of resources such as the dictionary as a primary element is essential.

As they are students whose learning is at an elementary stage and their language level is A1, the translation technique used by them is the *literal translation*. To this, Oxford (2014) defines literal translation as the action to translate things literally, trying to look for a direct correspondence and approximation in terms of words between the source and the target languages. For this reason, reading comprehension is important, so that students give a logical sense to the translation that they carry out, by using other translation techniques that allow them to develop the logical formulation of the texts.

Statement of the problem:

During the observations, a very recurrent behavior was observed in 6th grade students of the Technical Institution San Francisco de Asís in English classes: the lack of comprehension when listening to statements entirely in English confused them and therefore prevented them from advancing in the understanding of the subject or information; therefore, the use of Spanish is necessary for a better understanding. Menn (1981) mentions that the pronunciation of most children reflects in countless details their competence as native speakers of the language, thus it is natural to use the native language to help recognize and pronounce the sound of the language. Likewise, not using Spanish during classes causes confusion, which in turn generates a lack of



motivation for not understanding and they also classify themselves as "bad at English", that is why they need the information that is transmitted to them to be accompanied by Spanish for the understanding and development of it.

It is then that this project proposes the use of translation as a strategy for understanding and English learning in 6th grade students at ITASFA, so that reading comprehension and English pronunciation skills can be fostered with the support of Spanish. Seen from this aspect, translation is a strategy that will benefit student learning, since for them the accompaniment of Spanish is necessary, and by applying a translation they would be leaning on Spanish and at the same time practicing English.

To manage this problem, three questions are proposed:

Main question:

- How could translation techniques foster the 6th graders' reading comprehension skills in ELF classes at Technical Institution San Francisco de Asís?

Sub-questions:

- How can the different translation techniques be employed within the classroom in terms of reading comprehension boosting?
- To what extent can lexicon acquisition be enhanced based on the emergent activities from translation techniques?



Justification

After the observation carried out at the Technical Institution San Francisco de Asís, the low reading comprehension and the lack of pronunciation skills of the 6th grade students during English classes were evidenced, reflected in the need to be accompanied by Spanish for the understanding of this.

In turn, this generated a blockage in the students every time they obtained information only in English and sought to obtain a translation into their mother tongue to understand texts, statements, short phrases, instructions, and even orders, this was linked in the same way shape pronunciation and listening.

Because of this difficulty, the pre-service teacher opted for the application of translation techniques that would help students understand English and improve their skills during their learning process.

Objectives

General objective

- To foster translation techniques in ELF classes for the 6th graders' reading comprehension skills at Technical Institution San Francisco de Asís.

Specific objectives

- To infer on the different translation techniques in terms of reading comprehension boosting within the classroom.



- To analyze how lexicon acquisition can be enhanced based on the emergent activities from translation techniques.

Theoretical framework

According to the implementation of translation techniques in 6th graders, it is crucial to mention the definition of concepts that will guide the context of this project to better understand the application of these techniques.

Translating

Oxford (2014) defines translating as the action to express the meaning of speech or writing in a different language. Similarly, Pinheiro (2015) states that translating is decoding a written piece of discourse from the source language according to our private language but considering the private language of the original writer and the original context as much as possible, and then coding that piece again according to our corrected-to-an-extreme vision of the target language and context. In this case, translation is the main factor that drives this project, therefore the theory of these two authors creates a solid base for its application, in this way the parameters for the translation of texts can be followed in students of 6th grade.

Translation techniques

It is important to define translation first, according to Catford (1965), translation is the “replacement of textual material in one language (SL) by equivalent textual material in another language”, this definition is essential to introduce the techniques used to translate. By the same



token, Vinay and Dalbarnet (1995) cited by Kashapova (2022), theorize seven basic translation procedures: borrowing, calque, literal translation, transposition, modulation, equivalence and adaptation. These techniques are the most implemented for translating however, depending on the context which is required. The initial thing to apply to the implementation of this project is to know the different translation techniques, students must know the different translation techniques so that they know when and how to use them, in this way they will learn to give logical meaning to the translation of a text.

Language skills

“All the modern language teaching strategies take into consideration the four main skills that have to be registered in progress while the process of language acquisition is completing.” (Necula, 2022). Husain (2015) agrees that language is a complex skill involving the four and fundamental language skills: listening, speaking, reading and writing; also, they may be further classified into two parts: productive skill (active skills) and receptive skills (passive skills). “Since language is a skill, it naturally comes under psychomotor domain” (Husain, 2015), it is required the inclusion of the human body to execute the learning process of a language, not only the knowledge, but also the cognitive and motor abilities. It is essential that the four skills will be worked on during this project following the proposed methodology. This is how each skill is covered:



- **Reading:** First the students must read the text in English by themselves.
- **Listening:** After a second reading they will listen to the pre-service teacher read the text to analyze the pronunciation.
- **Speaking:** Next, sentence by sentence will be pronounced in a group or students are randomly selected.
- **Writing:** Finally, students will do the written translation of the text.

Reading comprehension

Reading comprehension is a highly complex process that involves several interactions between variables related to the text itself and readers, as well as what they bring to the text (Klingner et al., 2007). Likewise, supporting this idea Ghafar Samar & Dehqan (2012) state that reading is viewed as a social skill that requires active participation, interaction and involvement of learners. In short, reading is directly related to the reader and needs their understanding to carry out this relationship. This is probably the key factor used as a bridge for the translation. Students must understand what they are reading to translate the text possible, this understanding will help them to interpret the text in a way and therefore make a translation that achieves coherence in Spanish.



Lexicon and vocabulary acquisition

“In linguistics, lexicon is the collection of lexemes (the unit of basic word or the smallest word in a language and usually inserted as entries) in a language.” (Ningsih et al., 2017). On the other hand, Atsari (2018) considers that learning a language is not only about understanding grammar and structure, vocabulary becomes a crucial part of language to be learned, and one of the reasons is because no human even with great grammar skill can convey any message without vocabulary. In the same way, Lapkoski & Procailo (2012) state that vocabulary knowledge is important because “Knowing the language is not enough. The reader needs to be able to use other resources such as inference, establish intra and inter-textual relations and use world knowledge to relate it to information in the text.” Through the statements of the aforementioned authors, it can be evidenced that the acquisition of vocabulary is necessary during the learning process, and in the case of translation, it is necessary to have vast lexical knowledge that allows students a more effective translation. This was taken into account during the implementations through the methodology since one of the first steps to carry out the translations of the texts was to make a list of the unknown words to expand the lexical knowledge of the students at the time of translating the texts.

Literature review

In complementation of the aforementioned concepts, this section mentions some studies related to the research subject. A literature review is a piece of academic writing demonstrating



knowledge and understanding of the academic literature on a specific topic placed in context. A literature review also includes a critical evaluation of the material; this is why it is called a literature review rather than a literature report.

Translation as a strategy to teach English

Sunalini (2012) conducted research exposing the strategies to learn English, which pointed out the fact that learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval and use of information, specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed more effective and more transferable to new situations. Furthermore, Al-Musawi (2014) states that “Foreign language learners frequently use translation to facilitate language learning and to acquire the new language”, besides, “educators agree that translation is a powerful tool to help the student more confidently understand foreign words and expressions and express ideas in the target language”. This is a good way to implement translation during the EFL classes, using it as a tool to comprehend the foreign language in an understandable way.

Translation techniques to develop the language skills

According to da Rocha Ribeiro, Caldeiro-Pedreira and Aguaded (2018) translation has acquired relevance in the teaching of foreign languages, causing various authors to consider it the fifth skill to be developed during EFL classes. On another hand, Priya and Jayasridevi (2018) point out that translation has a role to play within a broadly defined communicative approach as a



means of enabling students to create multi-media texts in both L1 and L2 that communicate in powerful and authentic ways with multiple audiences. Translation develops the communicative skills during EFL classes, and in the same way improves the other skills.

Methodology of the implementation of the proposal

This research includes a fairly structured organization that allows an appropriate development of the execution of the project. Thanks to the observations, it was possible to obtain a better perception of how the teacher works during the EFL classes and what methods are used for the development of the learning process, all of this taking into account the context of the students and their different needs (already there were students with disabilities).

The use of planners is fundamental for the construction of the classes, since it allows a detailed development of the moments of the classes. Due to the fact that the teachers of the area have already planned aspects that are used in each class, it was decided to these aspects so as not to break into the chronology of the classes; in this way the classes are planned adopting the routine that the teacher always uses.



INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS

RESOLUCIÓN 5787 del 6 de noviembre de 2019. DECRETO 00132 DEL 28 DE ENERO DEL 2003

DANE: 154518000877 NIT: 807001445-6

PLANEADOR (Semana 2)

Periodo: Segundo	Grado: Séptimo	Fecha: del 19-09-2022 al 23-09-2022	Tiempo: 6 horas
Eje Temático: HOW OFTEN + ADVERBIOS DE FRECUENCIA			Area: inglés
Docente: Valentina Granados Maldonado		Sede: José Antonio Galán	Jornada: Unica
DIAGNOSTICO			
Objetivo comunicativo: Responder a la pregunta <u>how often</u> usando los adverbios de frecuencia		Objetivo lingüístico: Aprender el uso del <u>how often</u> y reconocer los adverbios de frecuencia	Objetivo cultural: Aprender los animales representativos de Estados Unidos
Estándar básico de competencia:	<ul style="list-style-type: none">Comprendo la idea general en una descripción y en una narración.Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo.Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato.Describo con oraciones simples a una persona, lugar u objeto que me son familiares, aunque, si lo requiero me apoyo en apuntes o en mi profesor.		
Derechos básicos de aprendizaje relacionados:	<ul style="list-style-type: none">•DBA 6: Responde a preguntas relacionadas con el “qué, quién y cuándo” después de leer o escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con eventos que le son familiares.•DBA 8: Comprende el tema e información general de un texto corto y sencillo, valiéndose de ayudas tales como imágenes, títulos y palabras clave.		
ACCIONES DENTRO DEL AULA			
MOMENTOS	ACTIVIDAD		RECURSOS
Apertura	Se comienza la clase con la fecha del día y la reflexión escrita tanto en inglés como en español, y para desarrollar la comprensión interpretativa de los estudiantes se les pregunta qué opiniones tienen sobre esta frase. (Anexo 1)		Tablero
Explicación del tema	La temática a trabajar son los adverbios de frecuencia que responden a la pregunta <u>how often</u> , para esto se usarán una gráfica (Anexo 2) que contiene los adverbios más comunes y luego se explica el uso de estos adverbios junto con su estructura gramatical, sus reglas y ejemplos con cada uno de los pronombres para dar a entender mejor el tema. Luego se procede a explorar el objetivo cultural que trata sobre los animales representativos de Estado Unidos, esta explicación estará apoyada por unas <u>imágenes</u> . (Anexo 3)		Tablero <u>Imágenes</u>
Producción, actividades y evaluación	Para la actividad la docente les mostrará tres imágenes (Anexo 4). Para cada imagen la profesora usando <u>how often</u> les dictará una pregunta en español que ellos pasarán a inglés, luego la profesora usando los adverbios <u>les</u> dará la respuesta a esta pregunta también en español y ellos la escribirán en inglés.		Imágenes Cuaderno
Cierre	A medida que van terminando las frases la profesora pedirá a varios estudiantes que pasen voluntariamente al tablero y escriban cada pregunta y respuesta debajo de la imagen pegada en el tablero.		Tablero

Classes begin with the day's date and a written reflection in both: English and Spanish. From this moment on, the application of the project focused on promoting translation as a learning strategy begins. Following this, the phrase is pronounced twice as a group applying the implementation of the pronunciation skills. Once the above is done, an analysis of said reflective phrase is proposed, which stimulates the students' reading comprehension and in turn improves critical thinking.



Continuing chronologically with the moments of the class, is taught the subject of the class, its use and if it has rules or exceptions. This information is given in Spanish for a better understanding, while the elements that correspond to vocabulary, components of sentences, among others, are written in English to introduce the student to the language.

Since these are 6th grade students whose level is A1, the activities proposed by this project must be adapted to their level of English, including basic vocabulary that they use on a daily basis. All the activities assigned by the pre-service teacher present the instructions in both English and Spanish for a better understanding of the students, in this way they develop the activities understanding the purpose. Most of the workshops done during the classes contain short texts according to the level of the grade and keeping in accordance with the theme of the class. For the implementation of texts, a step-by-step activity is carried out. First, these texts are read individually, then, they are read accompanied by the pre-service teacher, after assimilation of this, a list of words unknown to them is made along with their translation into Spanish, for making this vocabulary list helps them to expand your lexicon. The next step is to underline the words or phrases according to the topic of the class, with the purpose of learning to identify this topic in texts and others. After the previous steps, the theme of this project is implemented so students are asked to translate the text into Spanish. It is important to carry out all the previous steps for a better reading comprehension of the text, and in turn it will work as a support when translating the text into the mother tongue.



Since it deals with different translation techniques, Demjanová (2013) presents a series of procedures that could be used in the methodology of this project for the development of the translation application.

1. **Literal Translation:** As it is one of the most used translation techniques in schools, it does not require much science, since it is only necessary to translate word by word into the language to be translated.
2. **Borrowing – transference:** Demjanová (2013) mentions an “stylistic effect” in this technique. In the same way, Newmark (2003) cited by Demjanová (2013) defines borrowing technique as the naturalization that is the procedure that follows transference when the borrowed word is adopted into the word-form typical for the target language. In this technique it is not necessary to translate to the mother tongue, on the contrary the word is left as it is to give a more stylized meaning to the translation.
3. **Calque (loan translation):** In this case, it is necessary to adapt the word to the mother tongue, avoiding the use of foreign words. Here use is made of translation using words that have been culturally adapted.
4. **Transposition (shift):** To carry out a transposition technique, the grammatical structure of the language to which it is going to be translated must be taken into account, to give meaning to the phrase that is properly said in that language.

Newmark (2003) cited by Demjanová (2013) postulates some aspects to have in mind:

1. The change from singular to plural or in the position of the adjective



2. The foreign language grammatical structure does not exist in the target language
3. Literal translation is grammatically possible, but may accord with natural usage of target language
4. Replacement of a virtual lexical gap by a grammatical structure.
5. **Modulation:** During this technique it is necessary to take into account the points of view and metaphors, without using the literal translation that could be confusing.
6. **Equivalence – reformulation:** It is important to take into account the cultural expressions that exist in a language, once these expressions have been identified, it is possible to proceed to search for the equivalence of said expressions in order to execute the translation technique.
7. **Adaptation:** The cultural context plays a very important role when it comes to adaptive translation. Since some of these words or expressions change according to the context of the target language, many times the meaning of the translation is lost due to incorrect adaptation.

Didactic sequence

The following format is the one proposed for the design of the pedagogical sequences that allow executing the elements implemented in the project.

Table 1:

Didactic sequence of the four implementation



Title	Texts translation																				
Course	Level	Students	Estimated time																		
6th grade	A.1	36 students around 11 to 14 years old	55 minutes																		
Institution	Program	Teacher	Classroom																		
Technical Institution San Francisco de Asís	Foreign Languages Education	Valentina Granados Maldonado	6th grade classrooms																		
Objectives	<ul style="list-style-type: none">● To interpret the text with was and were.● To identify the past simple of the verb to be (was/were) in the text.● To identify the unknown words in the text● To achieve a logical translation of the text.																				
Written Production Activity																					
<p>Yesterday was a nice day. The weather was great. It was a warm sunny day. I was on a small trip with my family. My sister was super happy. We were playing in the park when some birds appeared. My mother was a little worried but my father was cool. He was calm because he knew those birds were harmless. The park was green and clean. It was beautiful. It was one of the best days of my life.</p>																					
<p style="text-align: right;">TRUE OR FALSE</p> <table><tr><td>1. They were at the beach</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>2. His mother was a little worried</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>3. They were playing in the park</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>4. His father was calm</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>5. The weather was cold and cloudy</td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>6. His father was calm</td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table>				1. They were at the beach	<input type="radio"/>	<input type="radio"/>	2. His mother was a little worried	<input type="radio"/>	<input type="radio"/>	3. They were playing in the park	<input type="radio"/>	<input type="radio"/>	4. His father was calm	<input type="radio"/>	<input type="radio"/>	5. The weather was cold and cloudy	<input type="radio"/>	<input type="radio"/>	6. His father was calm	<input type="radio"/>	<input type="radio"/>
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5. The weather was cold and cloudy	<input type="radio"/>	<input type="radio"/>																			
6. His father was calm	<input type="radio"/>	<input type="radio"/>																			
<p>Step 1: Students will be given the text of the image, which will be read twice, a first time individually and a second time with the accompaniment of the pre-service teacher, with the purpose of guiding the reading.</p>																					



Step 2: After having read the text, the students will proceed to underline the simple past form of the verb to be, that is, was and were that they find in the text, since the subject of the class is this verb tense.

Step 3: Students must now underline the unknown words that they find in the text, and they will make a list with this vocabulary to which they will look for its meaning in Spanish for a better understanding.

Step 4: Once the previous steps are done, the students will finally proceed to translate the text, since knowing the meaning of the unknown words allows them to make an easier translation of the text.

Step 5: Knowing what the text says in Spanish, learners will now be able to answer false or true according to the statements.

Oral Production Activity

Step 6: Having finished the activity, the pre-service teacher will randomly ask some students to read the text in English, taking turns between lines, to practice pronunciation.

Note. This table shows the steps to follow the implementation.

Pedagogical file

In the same way, the pedagogical file is presented for the same topic of the didactic sequence, these two formats are combined, so that the analysis made for the planning of the implementation for a class can be evidenced.

Table 2:

Pedagogical file of the past simple verb to be

Topic:	Past simple verb to be (was/were)
--------	-----------------------------------



Teacher:	Valentina Granados Maldonado
Grade:	6th graders
Date:	September 26, 2022
Time:	55 minutes
Modality:	Face-to-face
Objective:	To understand the past simple of the verb to be, to be able to interpret the text and to be able to achieve a logical translation of the text
Thematic content:	<p>Past simple verb to (was/were)</p> <ul style="list-style-type: none"> • Uses and rules • Structure • Meaning
Teaching strategies and activities:	First, the pre-service teacher provides examples for the understanding of the topic, then asks them to create similar examples to promote understanding of the topic.
Evaluation strategy:	The pre-service teacher will give them five sentences in Spanish and they must convert them to English, so they must apply the translation.
Media and/or teaching resources	The use of the dictionary within the class is essential, since it is necessary to look up unknown vocabulary



Evidence of implementation of the proposal

Figure 1:

Evidence of vocabulary activity

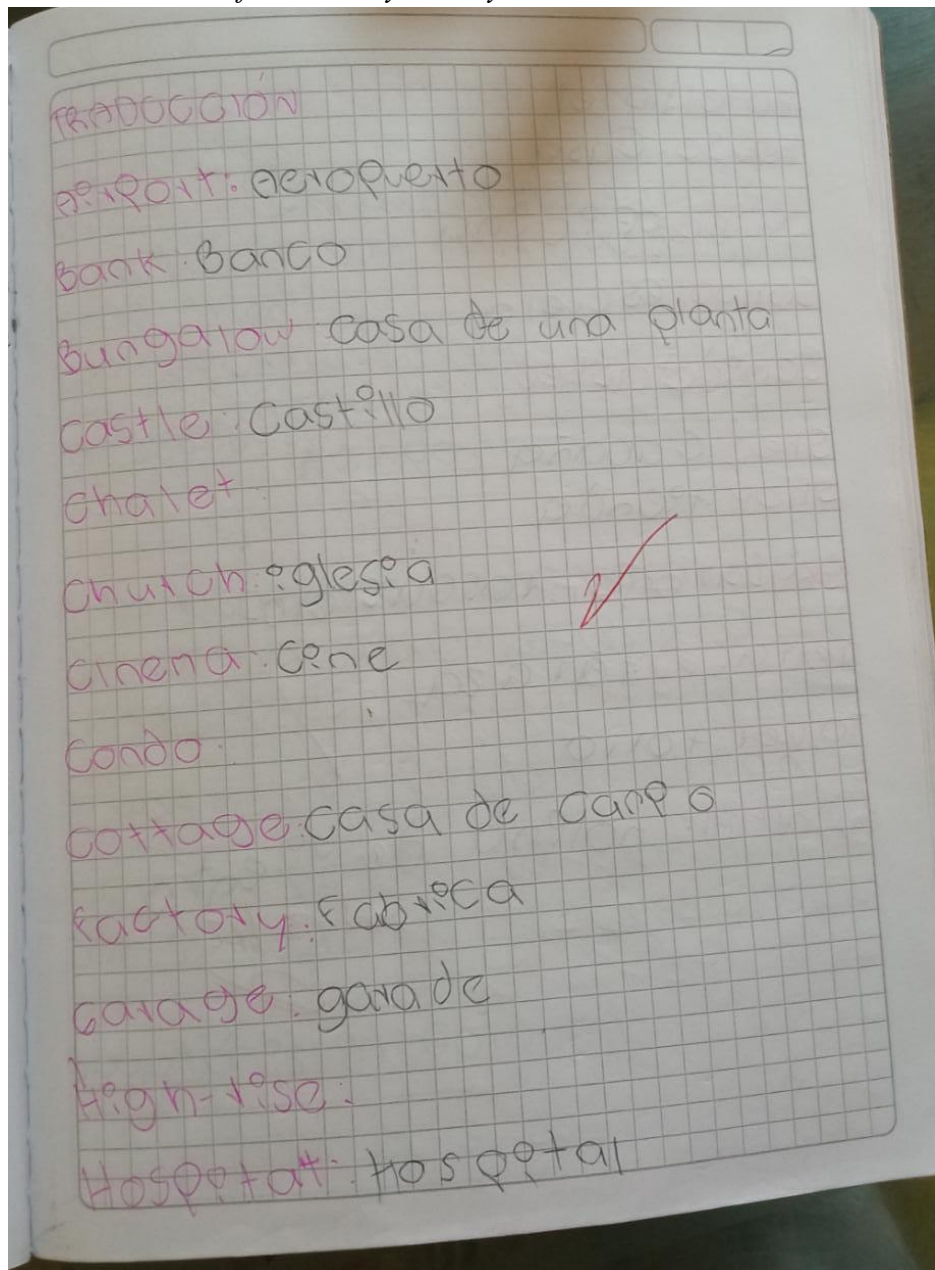




Figure 2:

Activity: text translation, instructions to develop the activity following the methodology

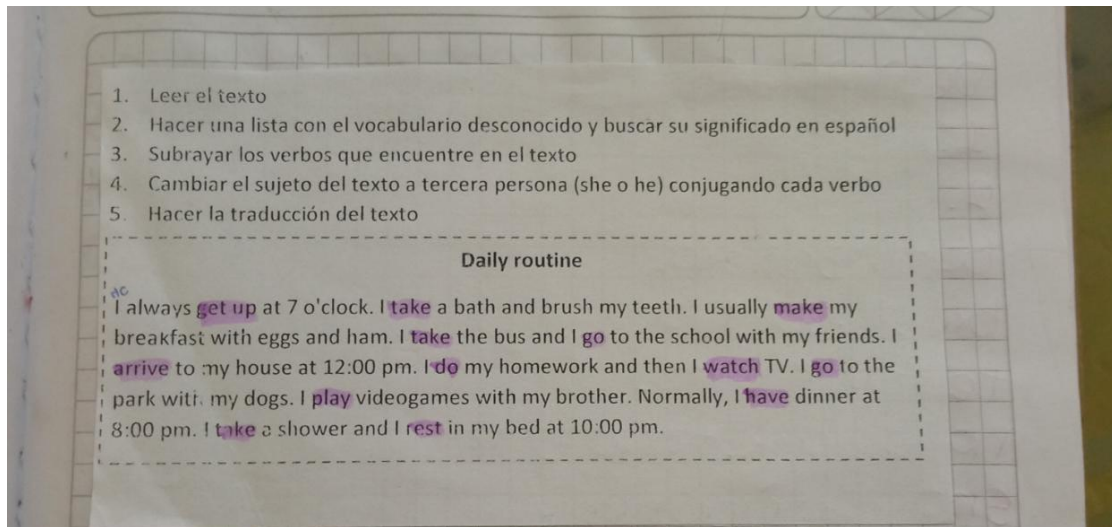


Figure 3:

Unknown vocabulary which is part of the methodology

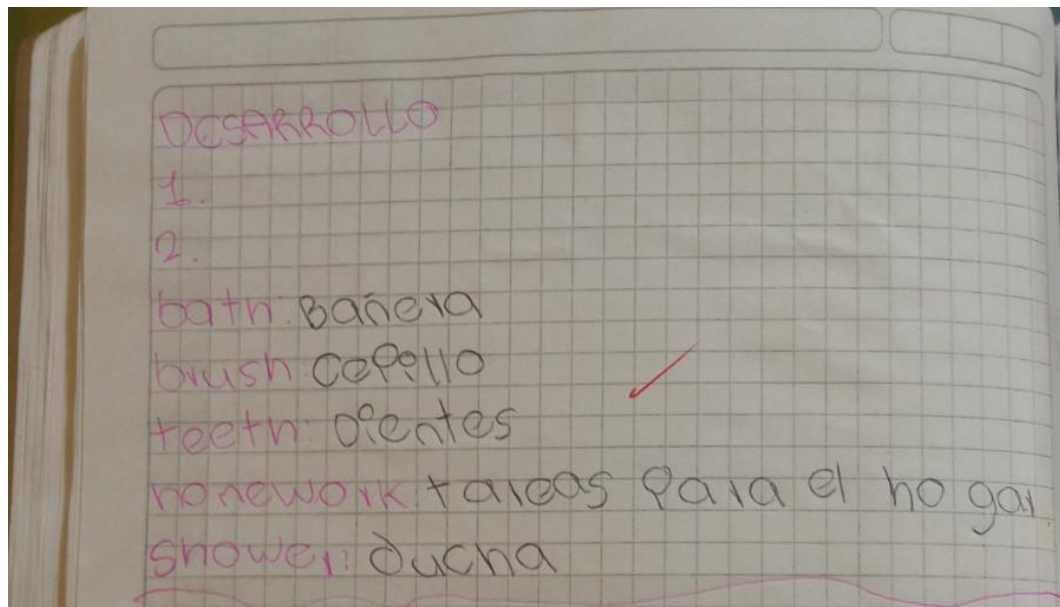




Figure 4:

Last step, text traduction to Spanish

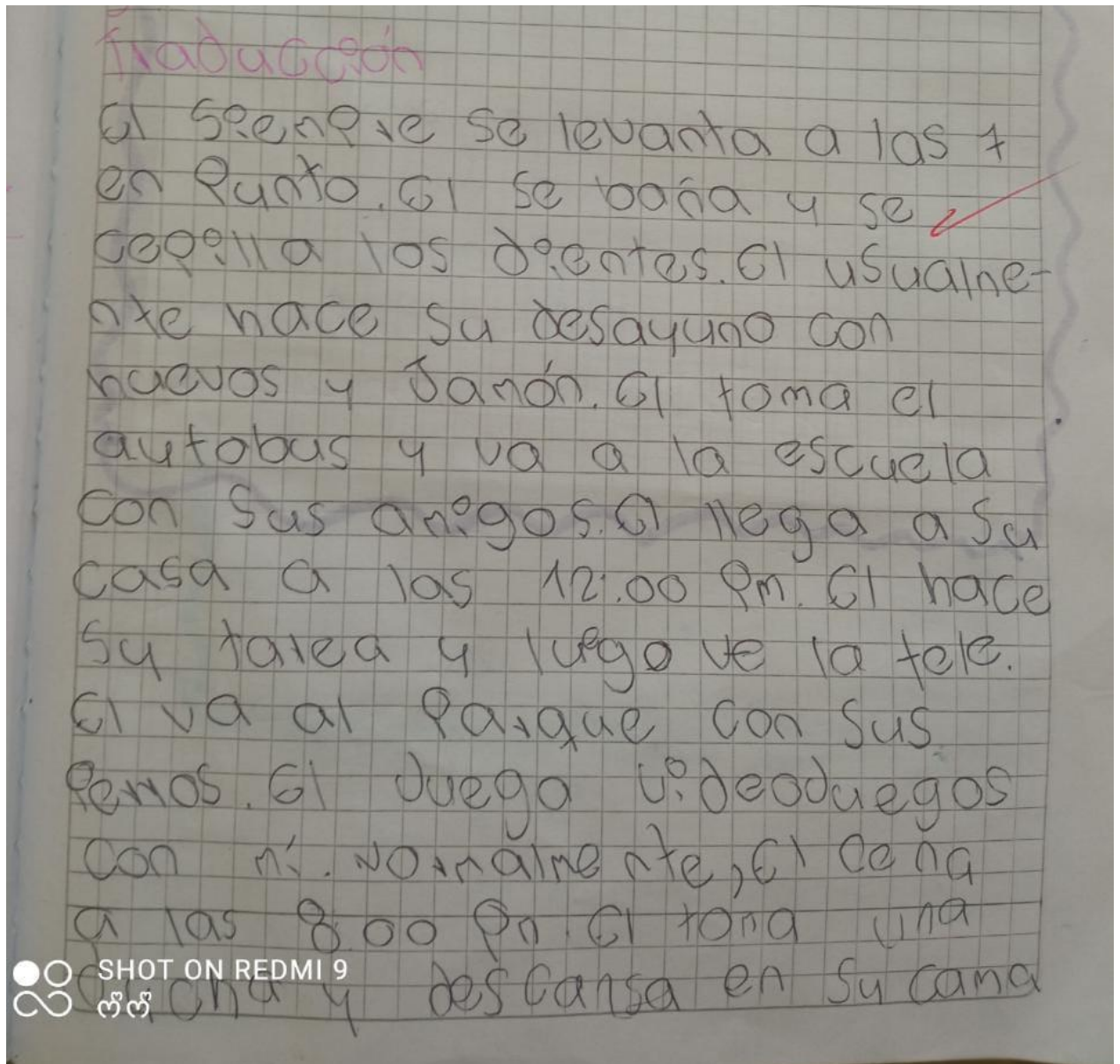




Figure 5:

Steps to follow the activity, according to the methodology

Date: September 28th

1. Leer el texto.
2. Subrayar "was y were" que encuentre en el texto.
3. Hago una lista con el vocabulario desconocido.
4. Responder falso y verdadero.
5. Traducir el texto.

Yesterday was a nice day. The weather was great. It was a warm sunny day. I was on a small trip with my family. My sister was super happy. We were playing in the park when some birds appeared. My mother was a little worried but my father was cool. He was calm because he knew those birds were harmless. The park was green and clean. It was beautiful. It was one of the best days of my life.

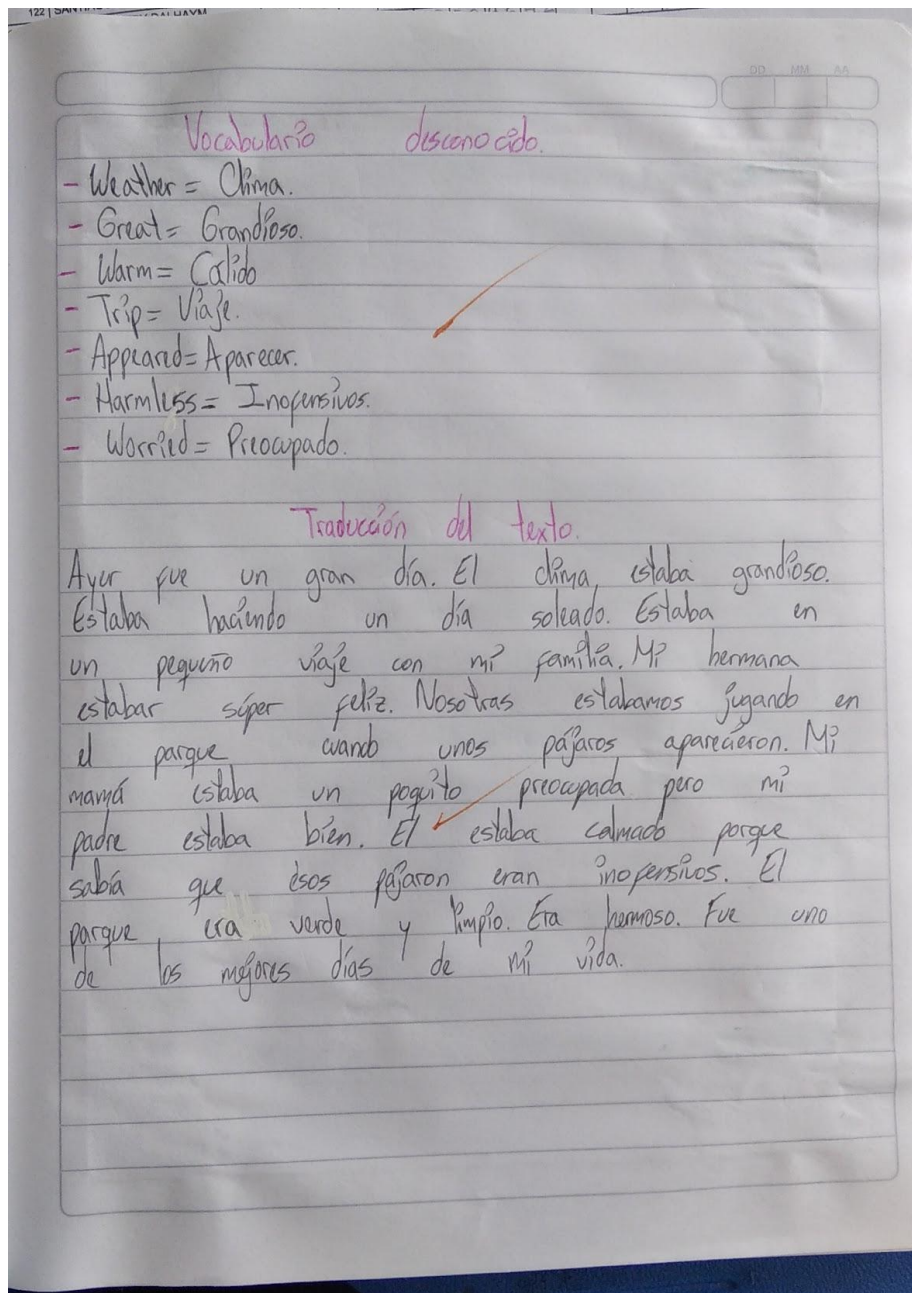
TRUE OR FALSE

1. They were at the beach	<input type="radio"/>	<input checked="" type="checkbox"/>	<input checked="" type="radio"/>	<input checked="" type="checkbox"/>
2. His mother was a little worried	<input checked="" type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
3. They were playing in the park	<input checked="" type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
4. His father was calm	<input checked="" type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>
5. The weather was cold and cloudy	<input type="radio"/>	<input checked="" type="checkbox"/>	<input checked="" type="radio"/>	<input checked="" type="checkbox"/>
6. His father was calm	<input checked="" type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>



Figure 6:

Evidence of a text translation





Research methodology

This section presents the information related to the research methodology on which the project was based to develop and which was essential for its application.

Research approach

This research project follows a *Qualitative Research Approach*. According to Denzin & Lincoln (2018), a qualitative research design is focused on multiple methods in order to achieve a naturalistic approach, that is, qualitative researchers must study the phenomena in their natural settings, and thus make sense of them and interpret them. Furthermore, qualitative research suggests the use of empirical materials such as case studies, personal experience, life story, interview, observational, interactional, and visual texts, which have the function of describing real-life moments and problems of people.

This is the most appropriate approach to be applied, since the face-to-face meeting with the students allows a better analysis of the aspects that are to be obtained through the implementation of this project.

Research design

The research design used to conduct this project is an action research design. According to Creswell (2012) actions research designs are focus more on procedures useful in addressing practical problems in schools and the classrooms with the purpose to solve local, practical problems, such as a classroom-discipline issue for a teacher.



Population, sampling, and setting

The participants of this research are 6th graders at Technical Institution San Francisco de Asís, specifically from José Antonio Galán seat. All the students were the participants in the project with the purpose to make a comparison according to the English level.

Instruments

To carry on this research some instruments were applied. In the first place, an observation was developed, which had 7 days for its implementation, with the purpose of knowing the context, methodology and development of the English classes of the 6th grade students.

During these observations, aspects that could give a relevant analysis and achieve the conclusion of the project were taken into account. These were divided into observations by both the students and the teacher in charge of the English class.

For the analysis focused on students, the following aspects were observed:

- Interest in the class. Whether students showed motivation to learn in class.
- Stake. This aspect is linked to interest.
- Evidence that the issues were being understood. If the students who did not understand did not ask for a clearer explanation either.

On the contrary, the aspects observed in the English teacher were the following:



- Methodology. This aspect was fundamental since the teacher used the methodology that best worked with the students, therefore this same methodology was taken into account during the implementation of the project.
- Performed activities. Either the way or the types of activities possible to carry out.

Next, the application of questionnaires is proposed to obtain information related to this project, in which some of the participants will answer said questionnaires for a greater expansion of the information that is to be obtained and analyzed. Each questionnaire contained six questions respectively, whose objective was to obtain information about the methodology of the classes taught by the pre-service teacher and also about the method used for the implementation. These questionnaires were made through google forms, with open questions so that the participants could freely describe each of the questions. These questionnaires were sent online to the eight participants. (It should be noted that the respective letters of consent were sent to the parents so that the students could answer the questionnaires appropriately.)

Figure 7.

Letter of consent 1



Figure 8.

Questionnaire 2

Cuestionario 2

En este cuestionario se le harán preguntas relacionadas a las clases vistas con la practicante de inglés, por favor responda con total sinceridad. Estas respuestas no afectarán en absoluto sus notas de la materia de inglés.

Gracias por su participación.

Correo ^{*}

Correo válido

Este formulario registra los correos. [Cambiar configuración](#)

Nombre completo ^{*}

Texto de respuesta corta

1. ¿Cree usted que la traducción ayuda en su aprendizaje del inglés? ^{*}

Texto de respuesta larga



2. ¿Cómo cree que la traducción le ayuda a la hora de estudiar inglés? *

Texto de respuesta larga

3. ¿Emplea usted la traducción para estudiar inglés? *

Texto de respuesta larga

4. De acuerdo a lo visto en clase con la practicante, describa los pasos que usa usted a la hora de traducir un texto *

Texto de respuesta larga

5. Califique el uso de la traducción como una opción útil a la hora de aprender inglés. Siendo 5 * lo más alto y 1 lo más bajo.

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5



Finally, the journal was an indispensable tool that accompanied the entire process, thanks to the journal it was possible to chronologically show the relevant aspects that happened weekly, these narrations were supported regarding the aspects to improve during the classes and the possible inconveniences that could be evidenced.

Method of Data Analysis

According to Creswell (2012) “Analyzing and interpreting the data involves drawing conclusions about it; representing it in tables, figures, and pictures to summarize it; and explaining the conclusions in words to provide answers to your research questions.” For the analysis of these data, a typological analysis (Hatch, 2002) will be applied. In which patterns or relationships will be categorized taking into account the typologies found in the data collection. The indications of the typological analysis proposed by Hatch (2002) will be followed, which includes the following steps:

Table 2:

Steps in Typological Analysis (Hatch, 2002, p. 153)



1. Identify typologies to be analyzed
2. Read the data, marking entries related to your typologies
3. Read entries by typology, recording the main ideas in entries on a summary sheet
4. Look for patterns, relationships, themes within typologies
5. Read data., coding entries according to patterns identified and keeping a record of what entries go with which elements of your patterns
6. Decide if your patterns are supported by the data, and search the data for nonexamples of your patterns
7. Look for relationships among the patterns identified
8. Write your patterns as one-sentence generalizations
9. Select data excerpts that support your generalizations

Note. This chart explains the steps used in a typological analysis.

For the data analysis, the typological analysis proposed by Hatch (2002) was used, for which an analysis matrix was used, which allowed the organization of the categories and their subcategories, as well as the relationship with the instruments that were used, in this case, the journal and the answers of the participants of the questionnaires that evidenced the perspective of the students.



Buscar en el menú (Alt+/)				
D12	A	B	C	D
1	Análisis de datos de diarios de campo (journal)			
2	Categoría general	Subcategorías	Descripción teórica	Frases literales del diario de campo (journal) N°1
3	TRANSLATION PROCESS	VOCABULARY ACQUISITION	Lapkoski & Procailo (2012) "Knowing the language is not enough. The reader needs to be able to use other resources such as inference, establish intra and inter-textual relations and use world knowledge to relate it to information in the text."	One of the first steps to develop the translation was search the unknown words in the text. The students had to look up the meaning in Spanish in the dictionary.
5		COHERENCE	A text for the reader/ translator becomes a coherent whole if they skillfully manipulate the relevant cognitive knowledge structure (i.e. schemas) to infer the actual meaning(s) of the text. In this regard, translation is not only about rendering textual elements from one language into another, but it is a process of translating from one's own experience (Van Dijk and Kintsch, 1977)	During the translation, the pre-service teacher explained the fact that the order of the sentences can vary, for that reason is important to give a coherence to the translation.
6	TRANSLATION TECHNIQUES	LITERAL TRANSLATION	As it is one of the most used translation techniques in schools, it does not require much science, since it is only necessary to translate word by word into the language to be translated. Demjanová (2013)	The pre-service teacher explained the most common way of translating using the literal translation, in this way the students had a guide to be able to start the translations following a series of instructions.
7	READING COMPREHENSION	TRANSLATION ACTIVITIES	Ghafar Samar & Dehqan (2012) state that reading is viewed as a social skill that requires active participation, interaction and involvement of learners. In short, reading is directly related to the reader and needs their understanding to carry out this relationship.	Translation activities were used to work on reading comprehension in students, through these activities students could develop their reading skills.
8				

1	Análisis de datos, análisis de entrevistas						
2	Categoría general	Subcategorías	Descripción teórica	PARTICIPANTE NÚMERO 1	PARTICIPANTE NÚMERO 2	PARTICIPANTE NÚMERO 3	PARTICIPANTE NÚMERO 4
3	TRANSLATION PROCESS	VOCABULARY ACQUISITION	Lapkoski & Procailo (2012) "Knowing the language is not enough. The reader needs to be able to use other resources such as inference, establish intra and inter-textual relations and use world knowledge to relate it to information in the text."	"traduzco todo el texto y busco las palabras desconocidas"	"cuando traduzco comienzo por el vocabulario"	"Empiezo a buscar en el diccionario palabras q no conozco en ingles y con eso ya me ayuda poder hacer la traducción"	"Primero busco las palabras en el diccionario y después las coloco en ingles"
4							

Chronogram of activities

Week	Date	Activity
1	September 12 th	Repaso de temas vistos
2	September 19 th	Traducción de textos simples
3	September 26 th	Traducción y comprensión de textos
4	October 3 th	Pronunciación de textos
5	October 10 th	Traducción de letras de canciones
6	October 17 th	Traducción y comprensión de letras de canciones
7	October 24 th	Pronunciación de letras de canciones



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Results

During this section, the results found for this project will be announced, reporting the process from data collection, their analysis, and finally the argumentation of the results.

Three key points to analyze were the translation process which includes the acquisition of vocabulary and coherence, the second point translation techniques, in this case, the literal translation was used, finally, the third point reading comprehension which was focused on translation activities.

In the same way, the three research questions that drive this project are answered:

1. To what extent can lexicon acquisition be enhanced based on the emergent activities from translation techniques?
2. How can the different translation techniques be employed within the classroom in terms of reading comprehension boosting?
3. How could translation techniques foster the 6th graders' reading comprehension skills in ELF classes at Technical Institution San Francisco de Asís?

However, during the translation process, the acquisition of vocabulary and coherence was reflected when students translate the texts, as mentioned, a stipulated methodology was used for the development of text translation, Within this methodology, the acquisition of vocabulary was presented through the realization of a list of unknown words that students found within the text



(see Figure 1), thanks to the employment of this method, students could expand their lexicon and this was evidenced in the subsequent texts for which they knew another amount of words.

The acquisition of vocabulary was an extensive practice that required activities focused on translation for an expansion of the lexicon in the students, as the students carried out these proposed translation activities, it was possible to show how each lexicon was expanded, it is then that it is recognized to translation and its different techniques, as a useful tool in terms of obtaining new vocabulary, it is here where a great improvement in the acquisition of vocabulary was seen in sixth-grade students.

Then, the mostly used translation technique was the literal translation which was explained during a group translation that was directed so that all students understood the right way to make a translation, in this way the students knew how to adapt the texts to a coherent translation For subsequent activities. In this way, reading comprehension was promoted through translation techniques (literary translation) so that students were able to answer reading comprehension questions after translations.

In this case, reading comprehension was enhanced through translation techniques so that students could understand the text once they translated and used different translation techniques that allowed for a better understanding of what was being read, as well as stimulating reading comprehension covering various translation techniques when translating the text provided.



Finally, the translation process was focused on stimulating reading comprehension, with translation techniques being a tool to achieve a successful translation so that reading comprehension could be fostered in sixth-grade students, all this was a process that with the help of the implementation of a methodology used weekly could contribute to the learning of sixth-grade students. Since they were students whose level of English is A1, a great advance was not expected, but rather a significant advance that was at their level, in this way it was possible to demonstrate in the students a broad understanding regarding reading comprehension, since associating the text in English with its translation in Spanish allowed students to understand what was being said in the text.

In terms of reading comprehension, the sixth-grade students were motivated through the translation process with the purpose of fostering interest and learning English as a foreign language, through the different translation techniques that were taught to the students the texts worked on in a better way, once they had done the translation using various techniques, the students understood the text more clearly, even when the pre-service teacher asked them comprehension questions related to the text, the students were already clear about the central theme of the text. text and even then it was easier to answer the comprehension questions that were asked separately.

Thanks to this, it was evidenced how using translation techniques could stimulate students' reading comprehension and facilitate the learning of English in sixth grade students,



since they realized that when they understood a text it was easier to answer the proposed questions.

Conclusions

The main objective of this project was to promote reading comprehension skills through translation techniques in 6th grade students at ITASFA, for this it was necessary a translation process directed under a methodology that managed to conduct this process so that students meet the goal.

It can be concluded that 70% was achieved since there are still difficulties when conducting the translation process since the level of English greatly influences the participants, in this case, the students were at level A1, so their comprehension was going to be a little lower, however, texts that were appropriate to their level were used.

However, in terms of the translation techniques used, the literary translation was quite appropriate when dealing with A1-level students, since it is a basic technique with which students can begin the translation process, and it also does not require much skill.

Similarly, the acquisition of vocabulary was a very relevant point since the students managed to expand their lexicon through the method used for the translation process, this became a habit for them, so they automatically searched for the meaning of unknown words to carry out the translations of the respective texts.



In this way, it can be concluded that using translation techniques as a tool for the translation process can be beneficial for students, since it can stimulate different skills, in this case, it was possible to promote reading comprehension, pronunciation and, apart from that the cognitive process of the students which facilitates the understanding of English, since the majority of students perceive English as a very big obstacle and that they cannot understand, in this case, using the translation and using the mother tongue, in this case the Spanish, was an accompaniment that managed to familiarize them with the foreign language, even when they have a low level in terms of English, translation using the mother tongue works as a key to learn English and understand it.

This project could conclude the benefits of working translation in A1 level, which is the basic level, at the same time the students can learn new vocabulary and expand their knowledge and lexicon part, which is necessary to continue learning English, even more when is required in schools, also they can English as a possibility to work and lose the fear to learn it.



Chapter IV: Community outreach component

Pronunciation reinforcement in the teaching of English as a foreign language in second grade students at ITASFA.

Introduction

The participation of English in the schools of Colombia has been recognized in view of the benefits that this learning offers to the students, for that reason, a correct teaching of this is important. “To compensate for the English teacher shortage, in 1991, in association with the British Council, the NME built the Colombian Framework for English, most commonly known as the COFFEE Project. This project was the first national effort to increase the levels of English of teachers in the country. Through it, many local primary and secondary school teachers received pedagogic and linguistic training...” (Correa & González, 2016, p. 4). The focus of this component is focused on elementary students, more specifically in 2nd graders, whose learning is more receptive, so the knowledge should be more dedicated. However, there is a shortcoming at the national level, since the majority of primary school teachers do not have a degree in foreign languages and, consequently, their level of pronunciation is also very low. Given this, thanks to the participation of pre-service teachers from the University of Pamplona and the Foreign Languages program, compliance has been achieved in this community, being an active companion during classes for children whose education lacks a teacher who has a vast knowledge of the language who can offer them adequate teaching. Through this process students are benefit by improving their learning experience and results. They were able to both acquire new language



skills as well as to reflect on their learning in terms of its progress and outcomes. (Mancera, 2014)

In this way, the pre-service teachers become a support for the teacher and allow him to carry out the teaching in a more professional way.

Justification

This proposal arises as a result of the conclusion of a series of observations made during the English classes of the 2nd grade students, in which it was possible to identify different shortcomings that the children have during these classes, more specifically in the oral part, that is to say, the English pronunciation. As mentioned above, the teachers are not graduates in English, so oral accompaniment is necessary, since if the teachers mispronounce, this will affect the students' learning and could negatively impact their knowledge in the future about the foreign language.

In this way, it is proposed to attend the English classes of the 2nd grade students to be an active companion who will correct, reinforce and help in the pronunciation of these students with respect to the foreign language, making use of dynamic activities that can draw their attention and achieve a better understanding of English. Finally, this work will benefit both the students and the teachers, because the students will be able to learn the language correctly, and the teachers will be able to make use of these activities in the future.



Objectives

General objective

- To reinforce pronunciation in ELF classes for 2nd graders at Technical Institution San Francisco de Asís

Specific objectives

- To strengthen previously seen knowledge of 2nd graders in ELF classes that have not been fully learned at ITASFA.
- To teach the correct pronunciation of English to 2nd graders at ITASFA.

Methodology

The methodology used for this component is based on the activities already proposed by the primary school teachers, the pre-service teacher must adapt to these contents and execute their project in accompaniment. The purpose of the pre-service teacher is to stimulate the students' pronunciation which is their shortcoming.

The method used to teach the pronunciation of these words that are part of a vocabulary consists of four steps:

1. Students are asked to listen to the pre-service teacher how she pronounces the word, for this it is repeated more than twice, then they will pronounce by copying these sounds.



2. Students are told a literal pronunciation using elements of Spanish, for example, the pronunciation of words that begin with h, in Spanish would be similar to a j, since in Spanish the h is silent. In this way, students identify words that begin with h and associate it with the pronunciation with j.

3. After having pronounced as a group a couple of times, they are asked to pronounce in rows, then all the children sitting in the first row will pronounce the words accompanied by the pre-service teacher. In this way it is easier to identify if the children are pronouncing correctly or if they have mistakes when pronouncing.

4. Once these errors have been corrected, the pre-service teacher asks the students to pronounce by themselves and she only points to the word. This is an evaluative method that allows knowing if the pronunciation was learned.

On the other hand, a pronunciation evaluation has been carried out, following the same methodology, with the only difference that the pre-service teacher does not intervene when they make a mistake.



Chronogram of activities

Activities	1	2	3	4	5	6	7
Vocabulary related to holidays	X						
Adjectives (happy, sad, angry, hungry, sleepy, scared, excited)		X					
Months			X				
Vocabulary celebrations and dates				X			
I like /don't like					X		
Fruits						X	
Present simple questions							X

Likewise, a significant advance in the pronunciation of the students has been evidenced, since when pronouncing the words again they always manage to associate the pronunciation that they have already been taught and immediately pronounce correctly.

Figure 9:

Material designed for implementation



15. Observo y escribo el número que corresponda según las fiestas y celebraciones

1. Santa Claus
2. Snowman
3. Happy Halloween
4. Happy New Year
5. Barranquilla's Carnival

16. Ordeno los meses del año y los escribo donde corresponda

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

January	June	July	September
October	November	August	February
May	March	April	December

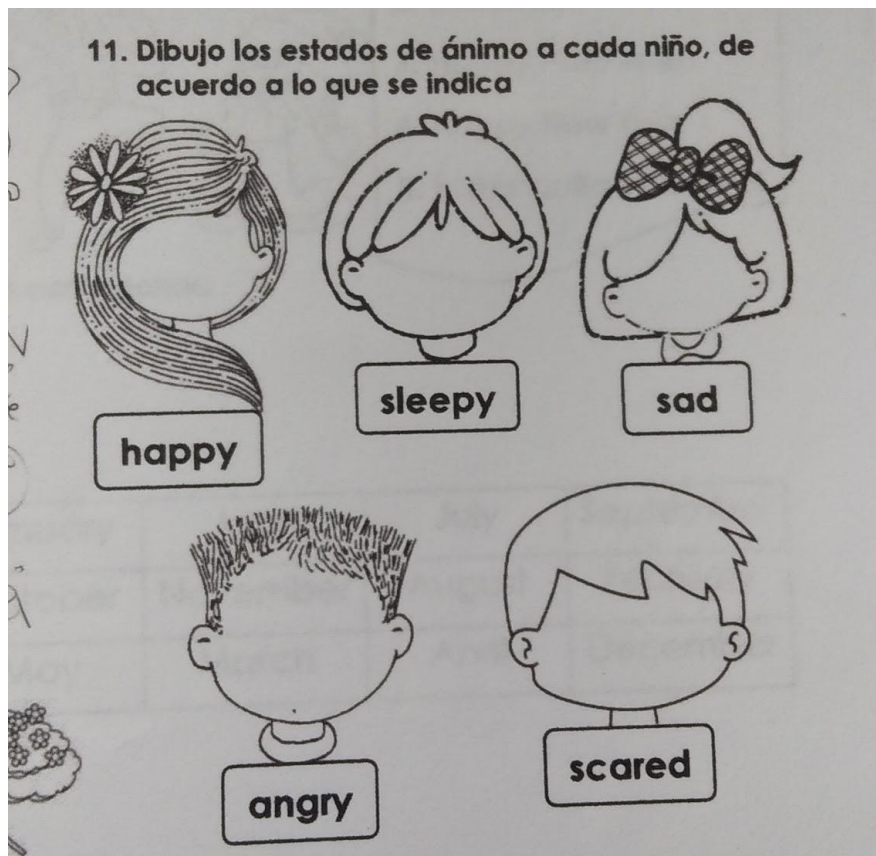
Note. This material was designed to practice the vocabulary pronunciation

Since pronunciation was implemented as the main focus for the project of this second component, the second-grade students were accustomed to speaking in each class, a modality was worked in which they all pronounced together and then in rows so that in this way it will be possible to better appreciate how they were pronouncing and to be able to correct errors.

Figure 10.



Evidence of the vocabulary implemented in classes



Conclusions

The implementation for this component was easier to apply because 2nd grade children are more receptive, therefore the information they receive will be acquired more efficiently.

Regarding the application of the project, a considerable advance was seen, this was noticed in the later classes since there was always a review of the vocabularies previously seen, by then the students knew a high percentage of words related to the topics that were studied. they saw in class, however, it is important to note that when it came to pronouncing individually,



many of them forgot due to the nerves of the moment, this caused a loss of the rhythm at which they were used to pronouncing, since some pronounced literally as the words were written or they invented pronunciations in order not to fail in the pronunciation.

The main purpose was the reinforcement of pronunciation in English classes for 2nd grade children, which was successfully accomplished, since later the children were able to naturally pronounce certain words. In the same way, the strengthening of the knowledge previously seen during the classes, in this case a reinforcement of the vocabulary that was taught to the children with the English teacher and that the pre-service teacher decided to reinforce along with the pronunciation to improve oral and comprehension ability. Finally, the teaching of the correct pronunciation was successfully achieved as the children began to improve the oral part and reinforce the vocabulary they already knew through pronunciation.



Chapter V: Intra-institutional Activities Component

Introduction

With the continuation of the comprehensive practice process, this component focuses on linking the pre-service teacher, being recognized as one more member within the institution and, in the same way, contributing as a teacher in this same educational establishment. As a benefit, the pre-service teacher will be able to obtain experience in the educational field that will support him in his future activities as a professional teacher.

Also, this chapter focuses on the development of fulfilling activities as a teacher within an institution. In this case, the Technical Institution San Francisco de Asís, like any other institution, also organizes numerous intra-institutional activities with different purposes throughout its schedule. This is where the pre-service teacher serves as a participant in these activities, analyzing how from her knowledge she can contribute during the organization of these activities and what could have a significant focus.

Justification

Teachers must be professional in their work. It goes beyond teaching because it must include aspects that can be enriching. The teacher must become a participatory person with the ability to propose since institutions always develop activities that contribute to the teaching and recreation of students.



With the purpose of obtaining an experience for the pre-service teacher, this integration is made in the activities, because by spending most of the time in the institution, their presence becomes fundamental and makes them part of the institution.

Objectives

General objective

- To participate in the extra-curricular activities proposed at Technical Institution San Francisco de Asís

Specific objectives

- To contribute to the development of the extracurricular activities at Technical Institution San Francisco de Asís.
- To be recognized as a participant in the organization of extracurricular activities at Technical Institution San Francisco de Asís

Methodology

Taking into account the participation of the pre-service teacher in the activities proposed by ITASFA, the pre-service teacher will be involved in some of the organizations of said activities, on multiple occasions he may be one more collaborator or may have some more specific assignments, this depending on the activities and what their focus is.

Chronogram of activities

Fecha	Actividad
23 de Septiembre	Evento Senderos de Paz y Bien



28 de Septiembre	Exhibition of models with movement
06 de Octubre	Dance event
27 de Octubre	Evento Senderos de Paz y Bien
28 de Octubre	Halloween celebration
14-18 de Noviembre	Semana de recuperación

There have not been many events held by the institution, however, so far there have been two events related to the transversal project that the institution directs called “Senderos de Paz y bien” carried out on September 23 and October 27.

On September 28, the exhibition of models with movement was held, in which both primary and secondary students exhibited their creations made by themselves. All these models were made with recycled materials and with an electrical device that allowed the mobility of the objects.





For the Halloween celebration that took place on October 28, the ISER Coliseum was chosen for the organization of this event. The students could go in disguise since there would be a contest for the best costume, apart from that a series of activities were carried out to entertain the



children, such as competitions, aerobics and dances. All this accompanied by food distributed throughout the event.



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Finally, the recovery week was crucial, since a reinforcement session was held for those students who failed to reach an adequate average to pass the subject. These support and recovery advisories were carried out during a week from November 14 to 16, in which the students took advisories to be able to carry out the recovery workshop and prepare them for the leveling evaluation that would define the final grade of the students.

Conclusions

Attendance at these events was significant in terms of a real analysis of the context in which both students and teachers develop, since this revealed the way in which teachers work, not only in the English area, but also in the body teacher in general. It was possible to conclude that there is a union between the teachers because they support each other in terms of problems generated in sudden situations, there is also support related to the organization of events, contribution of ideas and elements. In the same way, the teachers always took into account the pre-service teachers, however, their participation was not great.

Besides, something to highlight is that the school has a very clean organization, which allows a more natural development of the activities that generate compliance with them, in this way it is easier to address each point that is intended to be developed in the activities.

In the fulfillment of the objectives, the participation of the intra-institutional events was achieved, as already mentioned before, it was only the attendance since it was not possible to collaborate in said activities, therefore, with respect to the specific objectives, they could not be



met with the exception of the week of recovery of subjects, in which the participation was active during the organization, planning and development, for that reason the objective of being recognized as a participant in the organization of said extra-curricular event was fulfilled.

Chapter VI: Reflective Approach to Integral Practice

Reflexive process

It should not be forgotten that all this practice process must always have documentation, in this case it was done weekly in compilation with the planners and implementations. The factors that were taken into account for the realization of the narratives were:

1. The development of the classes in terms of planning, understanding of the students regarding the explanations.
2. The implementations of the project and therefore the development and process of the same, in the same way, the attitudes of the students regarding the activities related to the project.
3. The relationship with the supervisor and the students, as it is a point that greatly influences either the change or the exercise of the project.

Having already determined the previous three points, the next process was to reflect on all these aspects and which ones happened weekly, if some presented more difficulties or if, on the contrary, they were developed in a more efficient way. It was observed that some aspects had



more recurring difficulties, however, with the passing of the weeks a considerable improvement was seen and the exercise of the project could be carried out appropriately.

Conclusions

The insertion and later the stay at Technical Institution San Francisco de Asís was a promising expectation a few months ago, the idea of conducting a project focused on translation, pronunciation and integration into the institution was a great challenge. The execution of each component was analyzed so that when applying it it could be applied appropriately, it cannot be denied that there were difficulties and obstacles that arose throughout the weeks, however, they were always taken into account to make improvements in subsequent activities, together with the recommendations made by the supervisor, which was a significant accompaniment in the process.



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