

**The Use of Flashcards to Reinforce Vocabulary and Speaking Skills in Tenth Grade
Students at Águeda Gallardo de Villamizar School in Pamplona, Norte de Santander: an
Action Research Design**

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CHAPTER I: General Overview

The overall goal of this proposal is to improve English vocabulary and speaking skill of tenth-grade students of a public educational institution and putting into practice what the practitioner has acquired in his teaching-learning process. In the practice process, the practitioner makes use of their communication skills in the project the use of flashcards to improve vocabulary and speaking skills. This project seeks to respond to all the needs evidenced and exposed in the teaching and learning process during the observation week. This is how this project has as its central axis three components that are divided into five chapters: General Overview, Institutional Observation Component, Research and Pedagogical Component, Community Outreach Component, and Intra-institutional Activities Component.

In the first chapter, we find the general presentation of the project that is proposed to be carried out. In the second chapter, we have the institutional observation which is carried out within the educative institution Agueda Gallardo de Villamizar with the purpose of identifying the shortcomings and weaknesses of the students in the English area which are the evident lack of vocabulary, absence of speaking and mispronunciation of words, to create a solution to this problem. It is also important to take into account the methodologies used by the teacher to develop his classes, on the other hand, aspects such as the "PEI", the handbook, among other important institutional components.

The third chapter refers to the pedagogical component, which is divided into three moments, which are: firstly, the approach of the problem to be solved, secondly, the theoretical framework and literary review, and thirdly, the methodology that will be used to obtain the expected results. Likewise, the research component emphasizes the importance of the profession as a future teacher and how it develops in reality.

The fourth chapter is related to the support that the practitioner makes to the children's community, which are children under twelve years of age, where a totally process will be evidenced, unlike the tenth grades in secondary school.

The final chapter has everything related to the knowledge acquired by the student-practitioner to the institution where he also participates as an active member of the institution, that is not only being a participant but also contributing as an event organizer in the institution.

Introduction

The English language has been considered one of the most outstanding languages in the modern era, it is shown as a language-rich in diversity. Currently, it is considered as the official language or mother tongue in different countries that help and benefit its speakers.

Thus, the importance of this language continues to grow day by day as more and more people want or need to communicate in English. According to Kachru and Nelson (2001), there is no doubt that English is the language most taught, read, and spoken at this time worldwide. This is the main reason why this action research is focused and aims to improve: English vocabulary and speaking skills in tenth-grade students by using flashcards. This is because the use of flashcards with new or familiar vocabulary and using images can create fun and didactic scenarios, resulting in great support for students to use English to interact and communicate with others.

On the other hand, Cerda (2011), refers that qualitative research alludes to non-quantifiable characters, attributes, or faculties that can describe, understand or explain the social phenomena or actions of a group or of the human being. This is how one of the principles of qualitative research is used since it allows the description of events during the flashcard implementation process, such as improved vocabulary management and student speech.

Lomax (1990) defines action research as an intervention in professional practice with the intention of bringing about an improvement, at the same time it seeks to adapt and modify itself to help in the process of learning the foreign language.

The pedagogical impact of the research is aimed at developing the acquisition of vocabulary in English in tenth-grade students using flashcards as a didactic tool with the purpose of motivating students to learn the English language.

Justification

Taking into account the situation from which we come post-pandemic, it is possible to demonstrate the shortcomings of the students, since neither the students nor the teachers were prepared to adopt an adequate teaching and learning methodology to be able to cover all the needs and above all to approach correctly the different topics to be developed during the academic periods.

It is thus evident that students lack a vast vocabulary since it is difficult in situations to comply with the instructions given by teachers in English and as a last resort adopted the mother tongue (Spanish) so that students could understand, Translation was also constantly used for students to understand. It is thus evident from this observation that the learning process is affected by the lack of vocabulary, which leads to a lack of participation and disinterest in the foreign language.

On the other hand, it is evident that there are children who come from rural areas which represents a failure since they only saw one hour of English a week, which represents a disinterest since they feel that they are not in the same possibilities to learn English, finally, the lack of basic vocabulary was evidenced in the topics explained in class. It was also possible to highlight the little use given to the material delivered by the government, which was kept for no reason. This causes students a high degree of apathy for being interested in learning English, the lack of recreational activities related to the topics explained was also evident.

This is why the need arises to implement this pedagogical, innovative, and interesting proposal that is born to meet the needs to learn new vocabulary and develop their speaking skills and at the same time motivate them to become more interested in learning new vocabularies and developing speaking skills. That is why the proposal would be the implementation of the use of

flashcards to help vocabulary acquisition, at the same time in flashcards images will be used to the purpose of enabling comprehension, familiarization and improving speaking skills (Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings.) with the vocabulary. In this sense, this proposal would also motivate when communicating or expressing ideas.

Objectives

General objective:

- To reinforce and enhance vocabulary and speaking skills through flashcards in 10th grade students at Águeda Gallardo De Villamizar School in Pamplona.

Specific objectives:

- To improve vocabulary and speaking skills in 10th grade students using flashcards at Águeda Gallardo De Villamizar School in Pamplona.

- To support the needs in the process of learning English in primary school at Águeda Gallardo De Villamizar School in Pamplona.

-To be an active member in the intra-institutional activities that take place at Águeda Gallardo De Villamizar School in Pamplona.

Conclusions

Nowadays the importance of learning English is notorious thus becoming a necessity and requirement in any field, given the great demand and importance of English worldwide and globalized. It is in this way that the need arises to implement novel strategies with the purpose of reaching that learning in a pedagogical, dynamic, striking, easy and effective way

In the pedagogical research component, it could be evidenced that a very favorable conclusion was reached since it was possible to demonstrate how this proposal led to an improvement in the vocabulary and pronunciation tests. This without highlighting the panorama behind these post-pandemic situations and many of the situations presented by students who came from rural areas where English classes were zero, showing a noticeable improvement in making use of this developed strategy.

On the other hand, the community outreach component was completed with its objective, which was to cover all the needs that were evident in this primary population, where there was also evidence of a willingness on the part of children to make use of flashcards because it helped them to understand and understand vocabulary in an easier way.

Finally, the institutional activities component was best implemented through active participation in institutional activities, unfortunately there were situations where it was not possible to participate since they were meetings where the practitioners did not have any voice since it was more administrative issues, but if it had been given the opportunity to contribute it would have been able to contribute with the best attitude

CHAPTER II–Institutional Observation Component

This institutional observation was carried out with the purpose of familiarizing the student practitioner with the educational environment, where he could know the physical infrastructure, methods of area teachers. The students met, as well as, teachers, the pedagogical and technological resources that use to develop the classes, institutional resources were also taken into account as the institutional educational (PEI), and Colombian Ministry of Education, among other important resources and institutional aspects.

Documental Analysis of Agueda Gallardo de Villamizar Educational Institution

Location

Agueda Gallardo de Villamizar Educational Institution is a public school that has primary and secondary education and is located in the municipality of Pamplona, Norte de Santander.



Illustration 1 Topographical Location of the School

1. Administrative Level

The educational institution Agueda Gallardo de Villamizar is an institution that stands out for the inclusion of all populations. It has a well-structured personal material that makes the

institution work. The rector is Sister Sol Cristina Redondo, and the coordinator is Jesus David Gelvez Ordóñez. Likewise, the school has 18 teachers working in the institution, it is under the direction of the Ministry of Education, which is a government entity and is located in Pamplona Norte de Santander.

A. Fundamental aspects of the Institutional Educative Project (PEI)

The institutional educational project at Pamplona, Norte de Santander is split into five components; conceptual component, administrative component, pedagogical component, and community component.

Mission

The Águeda Gallardo de Villamizar Educational Institution provides academic, humanistic, preventive and quality training from preschool to technical high school in different areas with relevant theoretical and practical knowledge and with a high degree of responsibility and honesty placed at the service of the region and the country.

Vision

In 2020 the Águeda Gallardo de Villamizar Educational Institution will consolidate as a certified institution in the provision of educational service in the department of Norte de Santander, in the training of young citizens peacebuilders, active and autonomous, managers of healthy environments with academic and labor skills relevant to personal needs and the social context.

Institutional Principles

The Preventive System seeks within each and every one the qualities and gifts with which it is endowed to promote the development of its potentialities and does so from the Salesian trinomium: "Work, piety and joy".

- Work: It is the study environment where students live and from which they learn responsibility and tenacity in the face of their own duty.

- Piety: It is an environment of God, of prayer, of the practice of the sacraments, of listening to the Word of God that offers boys, girls, and young people the mysteries of salvation.

- Joy: it is the party atmosphere characteristic of Don Bosco's lifestyle, an atmosphere that is expressed in the many proposals and activities for free time.

Values

- Respect for life: "love your neighbor as yourself" is the phrase that supports the value of respect, since only love allows us to recognize and appreciate our own qualities and those of others, assuming attitudes of appreciation towards them, sympathy, deference that favor peaceful coexistence and acceptance and compliance with the rules in society.

- Honesty: "let us concentrate on forming good Christians and honest citizens", with this expression Don Bosco gave the physiognomy to each of his works, all his work was destined to make young people in this world contributing to society with his loyal work, committed and exact as to what should be done; based on who is religious recognizing his being a child of god, which leads to recognizing other people as brothers and therefore to seek their good with their own behavior and this involves doing with freedom what charity requires, that is to do what is my duty and give to the other what he needs and corresponds to.

- Gratitude: Don Bosco deeply experienced the feeling of gratitude and knew how to instill it in his boys. Feeling? It is more accurate to say virtue. Yes, because gratitude is rooted in faith. The New Testament is full of it. Saint Paul was convinced that everything in Christian life is a gift from God and that the most typically Christian attitude is gratitude and joy. Joy and gratitude, because the Christian feels mysteriously loved and chosen by God, without merit of his

own. «Gratitude in children -wrote Don Bosco- is a harbinger of his happy future. A boy who has feelings of gratitude surely has the other virtues as well." "Give me a grateful heart and I will make him a saint" (DB). Based on this premise, the institution promotes relationships of recognition between all members of the educational community in everyday life and in special moments such as teacher's day, student's day., of the family and in the celebration of Gratitude, emphasizing the benefits and values that each estate contributes to the future of the community.

Punctuality: Don Bosco and Mother Mazzarello recommended doing what was done, if it was time to pray... pray, if it was time to rest... play, if it was time to study or work, do it promptly. This value of care and diligence in doing things in due time is based on the attention and respect for the other and the certainty that this world will pass soon and we will only carry into eternity the good deeds we have done.

Responsibility: with the fulfillment of duty on time and place for the love of God, Don Bosco and Mother Mazzarello, motivated young people to live the virtue that allows a person to carry out an action in a conscious way and measuring and accepting the consequences of their actions before the appropriate person. This implies that the person must be a subject of freedom, since this is what determines that someone can carry out any action because he deems it appropriate or wishes and that he is right, since it is reason that allows truly conscious decisions to be made.

Solidarity: "Solidarity, by its very nature, is an ethical reality since it entails an affirmation of value over humanity. For this reason, its implications for human life on our planet and for international relations are equally ethical; Indeed, our common bonds of humanity require us to live in harmony and promote everything that is good for one another. These ethical

applications are why solidarity is a basic key to peace.” (Message from His Holiness John Paul II for the World Day of Peace 1987).

Peaceful coexistence: In a world divided by hatred, wars, suffering and pain, every gesture of love, acceptance of difference, benevolence and mercy towards others strengthens our mutual relationships and helps to overcome the gaps already mentioned, which are at the same time cause and consequence of our separation either by race, sex, social condition, political divisions.

B. The Institution’s Organization Chart



Table 1 Organizational Chart

C. Main Aspects of the Coexistence Handbook

The coexistence handbook is a document that is part of the Institutional Educational Project of a school and contains the set of principles, norms, procedures, agreements, and other aspects that regulate and make possible the coexistence of the members of an educational institution.

The coexistence handbook is divided into different chapters in which we can find:

- Chapter I: General guidelines.
- Chapter II: Institutional framework.
- Chapter III: Rights, duties of the students and pedagogical actions.
- Chapter IV: System of admission and permanence of students.
- Chapter V: Prevention and resolution of conflicts.
- Chapter VI: Route of integral attention of social coexistence.
- Chapter VII: Manners and personal care.

Duties and rights

Respect for the person.

<i>Rights</i>	<i>Duties</i>
<ul style="list-style-type: none"> • To life and physical integrity • To be heard and valued as a person, according to their own dignity and identity. • To receive fair, respectful, cordial, and tolerant treatment, as well as a good example, inside and outside the Institution from directives, teachers, parents, classmates, administrative personnel, and operational personnel. • To your personal and family privacy, good name and honor. 	<ul style="list-style-type: none"> • Maintain good communication, family, respectful and cordial treatment with all members of the Educational Community. • Give respectful treatment to all people, • Calling others by name and not by nicknames or nicknames that attack them • Avoid bullying and other offensive practices • Practice good manners, and a cultured vocabulary.

<ul style="list-style-type: none"> • To the free development of the personality, this being only limited by what is imposed in the Constitution, the Minor's Code, Law 1620 and its regulatory decree 1965 and the current coexistence handbook. 	<ul style="list-style-type: none"> • Politely accept corrections by kindly requesting explanations when you feel assaulted • Avoid anything that causes an altercation or division. • Solidarity in the face of calamities, accidents and difficulties that may arise in the educational community • Respect the shift with tranquility in training, cafeteria, refreshments, outings, classes and in the different pedagogical activities. • Respect the good name of the school and all its members by managing the proper processes and vocabulary • Do not manifest exaggerated gestures of affection and / or love by wearing the uniform, inside and outside the institution.
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Equity and acceptance of difference.

<i>Rights</i>	<i>Duties</i>
<ul style="list-style-type: none"> • Receive quality education on an equal footing, taking into account 	<ul style="list-style-type: none"> • Know and respect cultural, religious and ethnic differences

<p>individual differences and special educational needs.</p> <ul style="list-style-type: none"> • Receive public or private stimuli or recognition, for the efforts made. • Know the philosophy, structure, internal organization and Manual of Coexistence of the Institution Know in a timely manner the schedule of activities, the schedule and everything that is of its concern. • Request the certificates, the student card, the qualifications and other documents that are issued in the Institution and receive it promptly in the time stipulated for delivery. 	<ul style="list-style-type: none"> • Demonstrate growth in values, excellent academic performance and good social behavior, allowing you to receive stimuli. • Assume institutional philosophy. • Comply with all aspects of the coexistence manual, the guidelines of the directives, teachers and other persons in charge of training. • Participate with your attendance to all activities that are performed at or on behalf of the school, within or outside school hours. • Submit your applications in a climate of good manners and with respect. • Promptly cancel the value of requested documents • Timely report the diagnosis of Special Educational Needs (SEN) to be attended. • Publicize your vulnerability situation.
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Participation and democratic formation.

<i>Rights</i>	<i>Duties</i>
<ul style="list-style-type: none"> • Participate in cultural, social, academic, religious, sports and other events that contribute to their comprehensive training. Scheduled inside and outside the Institution. • Participate inside and outside the school, in social projects and prevention campaigns that help stimulate the spirit of solidarity and service to the community. • Participate directly or through representatives in the different collegiate bodies: elect and be elected to said bodies. • Participate in one of the youth groups, committees or training groups that exist at the school. • Be elected as a group representative or as an area monitor, when they meet the requirements for such a position. • Establish in common agreement with the professor the guidelines for the 	<ul style="list-style-type: none"> • Project a good image of the institution, wearing the uniform correctly and observing dignified behavior at all times and places. • Develop their talents and personal abilities to use them at the service of the common good, their family, the school and society. • Comply with the responsibilities implied by being elected as a member of the School Government bodies, avoiding revocation of the mandate. • Participate responsibly and honestly in the election days held at the school. • Work actively in the pastoral project of the Institution. • Collaborate dynamically and permanently in the teaching-learning process, as well as in solving group difficulties.

<p>presentation of works, tasks and evaluations.</p> <ul style="list-style-type: none"> • Have access to the anecdotal collection to find out about its content and to follow-up files to find out about their achievements and mistakes in the training process. • Know and analyze the observations, concepts and recommendations recorded in the anecdotes, signing it. 	<ul style="list-style-type: none"> • Participate actively in the planning, realization and evaluation of the teaching-learning process. • Assess ethically the information consigned by their educators in the anecdotes. Once said information is known, sign the corresponding record.
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Community welfare and hygiene.

<i>Rights</i>	<i>Duties</i>
<ul style="list-style-type: none"> • Enjoy a pleasant, hygienic and preventive educational environment that preserves their individual health and prevents them from using psychotropic substances. • Have moments of rest, healthy recreation, games, participate in the life of culture and articles. • Receive adequate sex education under scientific, moral and ethical 	<ul style="list-style-type: none"> • Always maintain an optimal personal presentation: daily bath, no USE of hair dyes or extravagant hairstyles. • Avoid wearing piercings, tattoos, jewelry or adornments, or make-up while in uniform. • Practice good manners. • Avoid cutting practices and demonstrations that threaten your body.

<p>parameters and taught by suitable personnel.</p> <ul style="list-style-type: none"> • Receive adequate preparation in order to the practices of the specialty in health • Enjoy the student welfare services that e! The school offers: nursing, psycho orientation, spiritual advice, school restaurant, photocopies, school transportation, Psychology (teachers in training process) Cafeteria, pedagogical support, 	<ul style="list-style-type: none"> • Do not eat gum in any circumstance and place. • Avoid polluting the environment, put garbage in its place by carrying out an adequate separation and recycling process. • Avoid consuming alcoholic beverages, hallucinogenic drugs and other substances harmful to health. • Lead a healthy life practicing sport. • Practice the values that have been instilled in your family and at the school. • Participate and support the different activities of the sex education project. • Respect their personal dignity and that of others and live sexuality according to their evolutionary stage. • Responsibly assume the specific training of the specialty in health. • Carry properly e! agreed uniform for health practices according to the modality
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	<ul style="list-style-type: none"> • Demonstrate professional ethical behavior during internships. • Make use of health services within the established hours, with respect and care.
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Care of the environment, use and conservation of assets.

<i>Rights</i>	<i>Duties</i>
<ul style="list-style-type: none"> • Enjoy furniture suitable for learning needs. • Use institutional resources such as video beam, digital board, sound, after processing the loan application. • Being able to make use of all the dependencies and services of the institution according to their availability. 	<ul style="list-style-type: none"> • Deliver to Coordination everything you find that does not belong to you. • Respect the belongings of others without damaging or stealing them • Take care of the furniture and fixtures of common use, as well as the didactic material made available to them. • Use the Institution's dependencies appropriately and responsibly. • Take care of the dependencies and services of the Institution. • Contribute to the cleanliness, beautification and conservation of the consumptive plant and the environment.

	<ul style="list-style-type: none"> • Consume food only at break times and in specific places (Cafeteria and patio) • Make rational use of public services. • Put garbage in its place, using the corresponding bin to recycle properly. • Live the slogan "not a piece of paper on the floor" • Respond and replace for the damages caused in any dependency or material.
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Cognitive and scientific training.

<i>Rights</i>	<i>Duties</i>
<ul style="list-style-type: none"> • Have a suitable teaching staff, responsible and committed to their training process. • Access ICTs to the extent that each of the areas requires it. • Have good academic and disciplinary monitoring to improve the quality of their comprehensive education. • Be evaluated (or) through the use of individual work, daily or concerted 	<ul style="list-style-type: none"> • Adhere exactly to the established schedule for all classes and activities. • Stay in the classroom during classes. At the change of time Do not stay in the corridors, stairs or other places, interrupting the work of other students • Comply punctually and responsibly with their school duties: homework, assignments, evaluations and

<p>written evaluations, oral evaluations, control and monitoring of homework (homework) Development of guides, practical activities, team work, notebooks and notes, interest shown for the area.</p> <ul style="list-style-type: none"> • Know in a timely manner the results of their evaluations and assignments, as well as the grades for each period before being passed to the spreadsheets. • Right to an adequate dosage of the works and evaluations so that they can respond to them with quality. • Receive adequate preparation so that, at the end of grade 11, they can perform optimally in the labor competition according to the specialty of the Technical Media. 	<p>other activities assigned to them, even in case of absence.</p> <ul style="list-style-type: none"> • Caring for and valuing one's own work and that of classmates, without plagiarizing or impersonating • Always bring all the necessary implements for the fulfillment of their school duties. • Respond to academic and disciplinary demands with quality and competence. • Comply with the academic and coexistence commitments defined by the educational institution. • Comply with the recommendations and commitments in order to overcome their weaknesses. • Self-assess based on the agreed and approved criteria at the beginning of each period • Request permission to be absent from the Institution during the school day or to miss scheduled acts, for just reasons.
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	<ul style="list-style-type: none"> • Do not bring to School items such as radios, mp4 players, tape recorders, pagers, cell phones, earphones, computers, balls or other • Moderately request additional explanations that you need, on the topics covered, as long as the difficulty is not due to indiscipline or unjustified absence. • Present at the end of each period a quality test type SABER tests. • Act with truthfulness, honesty and rectitude in all types of evaluation and in carrying out tasks and assignments. • Carry out the evaluations on the day and time indicated. If you are unable to do so, present an excuse and the documents that support the absence, as soon as you return to the school. • Carry out assignments and evaluations not submitted due to justified absence, in overtime and during the following five days.
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	<ul style="list-style-type: none"> • Make any claim that takes place in an environment of culture and good manners. • Make proposals with education and respecting the programming of the area and the planning of the teacher. • Meet all the requirements to opt for the degree awarded by the institution. See regulation of the productive stage. • Demonstrate respect and commitment to national and institutional symbols during any act, inside or outside the institution. • Comply fully with the Compulsory Student Social Service when studying technical average. • In case of having been suspended, remain under the guardianship of parents or guardians, therefore does not participate in school activities. • Carry the student card
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Communication channels within the educational community.

<i>Rights</i>	<i>Duties</i>
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<ul style="list-style-type: none"> • To be listened to when appealing against a situation that you consider unfair. • To have due process applied when it is warranted or when the commitments acquired in their registration are lacking. • Know the system of sanctions before proceeding to make any determination, with the possibility of resorting to higher instances in case of not being listened to. • Be assisted by the Student Council, by the Academic Council or by the Board of Directors to expose their concerns of a personal nature! or group, as well as projects that benefit the College and that are of social projection. • Correctly use the different communication channels and social networks for their personal growth and that of the educational community. 	<ul style="list-style-type: none"> • Raise or respectfully present your claims or appeals in a technique of culture and good manners. • Follow the established regular conduct: person involved group counselor coordinator rector academic council - board of directors. • Acknowledge your own mistakes. • Express willingness to change when their behavior affects comprehensive training. • Submit respectfully and in writing your concerns, suggestions and projects to be considered by the Board of Directors. • Respect and make good use of the different communication channels without affecting the members of the community and the good name of the Institution.
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D. MNE guidelines and health emergency regulations.

Taking into account the health emergency, the educational institution welcomed and made use of the provisions of Resolution 777 of 2021 and Decree 580 of 2021, which are criteria and conditions for the development of social activities, adopting the general biosecurity protocol enabling the development of these.

E. Journey

Continuous working day						
7:00 am				1:00 pm		
Class	Class	Class	Break	Class 55	Class	Class
55 mins	55 mins	55 mins	35 mins	mins	55 mins	55 mins

Table 2 Journey

The scholar journey starts at 7:00 a.m. and finishes at 1:00 p.m. including the respective break for students and teacher, this break has a duration of 30 minutes. Also, each hour class is 55 minutes.

F. Institutional schedule

The academic calendar is adopted annually by the Board of Directors, taking into account the guidelines of the MNE and the resolution on the subject issued by the SED.

This calendar includes the weeks dedicated to institutional development, academic activities, break times and vacations for students, teachers, and teaching directors.

Students must comply with 40 weeks of academic work (20 in each semester) and 12 weeks of student recess; while teachers have 7 weeks of vacation and 5 weeks of institutional development, in which they self-assess the institution, review the development of the PMI and restructure it, review area plans, and organize the necessary projects for the proper functioning of the institution.

Enero							Febrero							Marzo							Abril							Formato celda	Convención	
L	Ma	Mi	J	V	S	D	L	Ma	Mi	J	V	S	D	L	Ma	Mi	J	V	S	D	L	Ma	Mi	J	V	S	D			
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7			1	2	3	4				
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11		Vacaciones estudiantiles	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18		Nivelaciones año	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25			
25	26	27	28	29	30	31								29	30	31					26	27	28	29	30				Vacaciones docentes	
Mayo							Junio							Julio							Agosto									
L	Ma	Mi	J	V	S	D	L	Ma	Mi	J	V	S	D	L	Ma	Mi	J	V	S	D	L	Ma	Mi	J	V	S	D			
					1	2		1	2	3	4	5	6		1	2	3	4								1				Festivos
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8		Desarrollo institucional	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15			
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22		Primer periodo	
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29		Segundo periodo	
31																					30	31								
Septiembre							Octubre							Noviembre							Diciembre									
L	Ma	Mi	J	V	S	D	L	Ma	Mi	J	V	S	D	L	Ma	Mi	J	V	S	D	L	Ma	Mi	J	V	S	D			
	1	2	3	4	5						1	2	3	1	2	3	4	5	6	7			1	2	3	4	5		Cuarto periodo	
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12			
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19		Nivelaciones periodo	
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26			
27	28	29	30				25	26	27	28	29	30	31	29	30						27	28	29	30	31				Promoción anticipada extraordinaria	

Table 3 Institutional schedule of activities

2. Pedagogical level

A. The planning of the language area

The educational institution carries out an adaptation process, likewise, also considering the suggestions established by the curriculum, standards, taking into account material reinforced by the Ministry of Education, this to articulate in the best way the topics to be developed during the different periods, managing to cover everything necessary to meet the student's needs. Works by modules and units were founded to be able to develop in the most organized way possible.

B. Knowledge of the pedagogical resources available

There are 100 tablets, two digital boards, software for different areas of knowledge, 40 computers, each classroom has its TV, English software, accounting software, software for the systematization of notes have been obtained; fan page: The Salesian voice, Facebook page for alumni and web pages.

C. Syllabus

In the Agueda Gallardo de Villamizar education institution the syllabus for tenth and ninth graders for the first period is:

ÁREA: Idioma extranjero – Inglés		GRADO: Décimo	PERIODO: Primer Período	RESPONSABLE: Docentes de área	
ESTÁNDARES	EJES TEMÁTICOS	COMPETENCIAS BÁSICAS	COMPETENCIAS CIUDADANAS	COMPETENCIAS LABORALES	INDICADORES DE DESEMPEÑO
<p>Escribo textos que explican mis preferencias, decisiones y actuaciones.</p> <p>Con mi vocabulario trato temas generales, aunque recurro a estrategias para hablar de hechos y objetos cuyo nombre desconozco.</p>	<p>Simple tenses</p> <ul style="list-style-type: none"> Present simple Past simple Future simple <p>Conditionals</p> <ul style="list-style-type: none"> Zero conditional First Conditional 	<p>ESCUCHA Entiendo instrucciones para ejecutar acciones cotidianas.</p> <p>LECTURA Hago inferencias a partir de la información de un texto</p> <p>ESCRITURA Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor.</p> <p>MONÓLOGO Puedo expresarme con la seguridad y confianza propios de mi personalidad.</p> <p>CONVERSACIÓN Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto.</p>	<p>Contribuyo a que los conflictos entre personas y entre grupos se manejen de manera pacífica y constructiva mediante la aplicación de estrategias basadas en el diálogo y la negociación.</p>	<p>Reconozco mis fortalezas y debilidades frente a mi proyecto de vida</p>	<p>Identifica estructuras básicas de los tiempos presente, pasado y futuro simple.</p> <p>Diferencia las estructuras de los condicionales 0 y I.</p> <p>Hace una exposición oral sobre temas académicos de interés.</p> <p>Aprecia los aportes culturales de su propia comunidad y de otras.</p>

Table 4 Syllabus tenth - grade

ÁREA: Idioma extranjero – Inglés		GRADO: Noveno	PERIODO: Primer Período	RESPONSABLE: Docentes de área	
ESTÁNDARES	EJES TEMÁTICOS	COMPETENCIAS BÁSICAS	COMPETENCIAS CIUDADANAS	COMPETENCIAS LABORALES	INDICADORES DE DESEMPEÑO
<p>Cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el lenguaje es claro.</p>	<p>Present simple</p> <ul style="list-style-type: none"> Adverbs of frequency Wh – questions Grammar structure Verb be <p>Past simple</p> <ul style="list-style-type: none"> Regular verbs Irregular verbs Grammar structure <p>Future tense</p> <ul style="list-style-type: none"> Will Be going to 	<p>ESCUCHA Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado.</p> <p>LECTURA Identifico la recurrencia de ideas en un mismo texto.</p> <p>ESCRITURA Escribo narraciones sobre experiencias personales y hechos a mi alrededor.</p> <p>MONÓLOGO Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros.</p> <p>CONVERSACIÓN Me arriesgo a participar en una conversación con mis compañeros y mi profesor.</p>	<p>Conozco, analizo y uso los mecanismos de participación Ciudadana.</p>	<p>Expreso mis ideas de forma verbal o escrita, teniendo en cuenta las características de mi interlocutor y la situación dada. (Interpersonal)</p>	<p>Identifica el orden temporal de acciones pasadas, presentes y futuras.</p> <p>Da información sobre sus actividades diarias a través de estructuras adecuadas y vocabulario visto.</p> <p>Respeto las opiniones y puntos de vista de los demás.</p>

Table 5 Syllabus ninth-grade

D. Teaching methodology in the language class

In the first place, the methodology that the teacher carries out in the classes to impart knowledge, in the first place, it begins with a brief review of the topic to be developed during the class, this with the help of authentic material developed in a power point presentation.

After this, she asks questions related to the topic orally, it is a space where the students participate or if, on the contrary, there is no participation, the teacher calls them by name to answer the questions.

To conclude the class, the teacher hands out a sheet where there are exercises related to the topic, at the same time she resolves doubts that arise during the process of developing the exercises. She finally makes a socialization of the exercises together with the students to be able to listen to their answers and give feedback at the same time.

E. Accompaniment methodologies of learning (tutoring, tools, communication strategies).

Teachers are available to make use of institutional platforms such as the web college where it allows the development of forums and debates, on the other hand, as face-to-face teaching has already been adopted, tutoring spaces are provided if students request it and it is necessary in person.

F. Design of guides and materials

In what is related to materials, files, guides and class workshops, in this space the teacher herself is in charge of creating her material, taking into account the parameters established in the planning of the area that is taken by grade, the curriculum and articulating the themes that are established by period. These materials were made in the most didactic way possible to always seek innovation and motivate students to participate in classes, which is why the material to develop the explanation of the topics was always developed in a very didactic way.

G. The Basic Learning Rights in the institution (Standards)

The Institution with resources from the FOSE tries to have up-to-date library banks for the different areas of knowledge, but the educational offer and the option of the ministry in terms

of work by competencies, quality standards and currently the Basic Learning Rights, make it necessary to strong economic injection to update institutional resources, however in the area of English work texts were received for grades 9 to 11, for being part of the Colombia Bilingual program and for being part of the All to Learn Program, all Basic Primary students have received Mathematics and Spanish Language texts since 2014.

H. Courses and Schedules

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:55				10C	
7:55 – 8:50	9A	10B			10A
8:50 – 9:45		9B			10A
10:15 – 11:10	10C			10C	
11:10 – 12:05	9B	9A	10A		9B
12:05 – 1:00	9B	9A	9A	10B	10B

Table 6 Courses and Schedule

3. Technological Level

In all institutions there are rooms adapted for the use of new technologies, some with connectivity, although internet access is a service subject to SED policies and agreements. Due to participation in ministerial and departmental programs, there are 100 Tablets, two digital boards, software for different areas of knowledge (Colegio 10 Tic project), 40 computers (Swarm Project, whose priority is the work of the students who carry out research processes).

With own resources, English software, accounting software, software for the systematization of notes have been obtained; fan page: The Salesian voice, Facebook page for alumni and web pages.

The use of technologies depends on the teachers, who have been qualified through training courses with the computers to learn program and in 2015 all teachers received a tablet for personal use as an incentive for their appropriation of ICT.

At the Águeda Gallardo campus, all teachers can use an institutional computer to generate activities through different software and platforms and use televisions to share them in their classes.

4. Population Level and Subject Information

A. Number of students – Gender – Age - language level

Course	Number of Students	Gender	Age	Language level
9B	38	15F / 23M	12 - 15	A1
10A	32	16F / 16M	13 - 16	A1
10B	29	15F / 14M	13 - 16	A1
10C	31	13F / 18M	13 - 16	A1

Table 7 Number of students – Gender – Age - language level

B. English teacher staff

Mr. Anderson Colmenares Morning shift, central seat (6th and 7th)

Miss Nataly Guarín Morning shift, central seat (8th and 11th)

Miss Yolima Parra Morning shift, central seat (9th and 10th)

Table 8 English teacher staff

C. Administrative body

Charge	Number of people
Rector: Sor Sol Cristina Redondo Avila	1
Secretary	2
Payer	1
Receptionist	1
Miscellaneous service staff	1

Table 9 Administrative body

D. Parents Community

"Don Bosco's educational project is an educational experience of the love that is manifested in Jesus Christ, Good Shepherd, in the proclamation of the values of the Gospel" the involvement of the family is required in this project, "cradle of life and love" , the first educator of boys and girls and where the foundations are established for a healthy affective relationship that allows knowing how to give and receive love, under this premise the adults in the Águeda Gallardo de Villamizar Educational Institution "win" the young person, not for themselves, but for the good, freedom and ultimately for God, promoting active participation in organizations such as Parents' Assembly, Parents' Council, Parents' Association.

CHAPTER III– Pedagogical and Research Component

Title: The Use of Flashcards to Reinforce Vocabulary and Speaking Skills in Tenth Grade Students at Águeda Gallardo de Villamizar School in Pamplona, Norte de Santander

Introduction

With globalization and the way education has evolved, today we have different teaching and learning methods that have allowed us to cover, address and best meet the needs of students, motivating them to be interested in English. Although the official language of Colombia is Spanish, the National Government has the fundamental commitment to create the conditions for Colombians to develop communication skills in another language. This is how, Law 115 of February 8, 1994 has as objectives for basic and secondary education, to demand the acquisition of elements of conversation, reading, comprehension and the ability to express oneself in at least one foreign language.

Today there are different methodologies or techniques used by teachers for the teaching and learning process of a foreign language, taking into account the perception of each teacher; however, it is of the utmost importance that students be provided with the necessary resources to develop the different communication skills in the best way, achieving the objective of communicating in a foreign language.

Statement of the Problem

In the scope of teaching English in the Colombian education sector, a traditional system is evident that has as a central axis memorization, and translation which are not the best methodologies to achieve satisfactory results in learning English, even after the improvements established by the Ministry of Education in the implementation of alternatives in the teaching and learning process. On the other hand, it is important to implement new methodologies, motivating and relevant educational approaches for students to reach the desired result which is governed by the practice of communicating in a foreign language. This highlights the importance of developing communication skills over any grammatical norm. Since education as a whole in teaching and learning processes is evolving progressively, teachers are called to create lesson plans that prioritize the skills of a foreign language linked to the techniques that continue to emerge every day.

Research Questions

- How does the implementation of flashcards improve the oral production and vocabulary in tenth graders in a public high school?
- How does the implementation of flashcards can reduce fear when talking in tenth graders in a public high school?

Justification

There is a lack of motivation and interest of the students regarding the foreign language, as evidenced in the first week of observation where I had the opportunity to having direct contact with them where they explicitly stated that they were not interested in English, likewise in the observation evidenced little participation. On the other hand, the teacher focuses on the memorization of vocabulary and translation, there were very few spaces focused on developing exercises where a broader development of pronunciation was carried out, and also, written activities prioritized. This is how the need arises to implement didactics, striking and innovative methodologies that seek to benefit the student in their learning process and also the student practitioner by giving the opportunity to establish, look for alternatives and allowing professional practice by introducing procedures, methodologies and innovative approaches in the classroom.

This is why the implementation of an innovative method is of the utmost importance, which is the use of flashcards so that students begin to be interested, motivated to emerge in English, this proposal at the same time will help the teacher to look for alternatives reaching to that motivation that is wanted by the students looking for a joint class where both students and teachers feel comfortable and there is a constant enrichment facilitating the role as teacher.

Objectives

General objective:

- To improve vocabulary and speaking skills in 10th grade students using flashcards at Águeda Gallardo De Villamizar School in Pamplona.

Specific objectives:

- To encourage student participation using speaking during class interaction and activities.
- To arouse interest of the students in learning English.
- To promote the desire to speak in tenth graders.

Theoretical Framework

In this section, the focus is on the main concepts and theoretical foundations related to this research, which are essential to study in order to better understand the topic and contextualize the initial elements of this action research proposal. The essential elements that will be defined in this section are the following: flashcard, vocabulary, speaking skill, and communicative competences.

Flashcard

Flashcards can be considered as a series of cards in which a key concept related to a subject of study is seen at a glance, which are used by teachers for teaching, learning and developing creativity, acquiring various knowledge through reading pictures and words. “Flashcards in vocabulary teaching are very simple visual aids and the teacher can make students more active during the teaching-learning process” (Supriatin & Rizkilillah, 2018). As established by Supriatin and Rizkilillah (2018), flashcards help teachers to make their classes more dynamic, likewise, it makes it easier for students to understand the topic or vocabulary faster thanks to their visual aids.

Likewise, García F. (2010) says that flashcards are a tool that not only serves to understand and comprehend a topic, but also provides the opportunity for interactive games to learn the topic addressed, offers "fun" and does not have no established population; This is how this author also mentions that these can be created by the teacher allowing a low cost with a reusable value. Flashcards help clear and keep the mind active, discover skills and allow for constant dynamic development. Following this idea, Johnson K (2008) establishes that this tool can be used to address new vocabulary, review, strengthen vocabulary. It is important to note that thanks to its adaptability, it can be used at any time in class.

Vocabulary

To learn the English language, vocabulary is of the utmost importance since without this an adequate teaching and learning process could not be carried out, this is how people would be unable to communicate or understand this language. Wilkins (1972) highlights the vocabulary as a fundamental axis to be able to transmit something, questioning the traditional methodology that has been used for many years, which is established in the grammatical structure of the language. In this sense, he affirms that communication can be reached simply by using expressions and words without necessarily using grammar. This is evidenced to the extent that a student progresses in their English learning process, where it stands out that the higher the level of fluency and comprehension, it is important to acquire new vocabulary which will allow them to better develop their communication skills. in the foreign language

In this same sense, Schmitt (2010) agrees that the student should prioritize the acquisition of new vocabulary as it acquires greater fluency, since without this a problem could be evidenced when expressing their ideas, giving their opinion and simply speaking in his daily life, this because as he points out "words are the tools that students use to think and express their ideas." This shows once again that the traditional method that continues to be evident in the teaching and learning process is not continuously leading to a constant paradigm, hindering in its own way and preventing progress in the complete development of the student in front of the foreign language.

Speaking skill

According to Harmer (2002) "Speaking" is a skill that is used orally to communicate. To express yourself in a good way in English, it is important to take into account aspects such as intonation and fluency, making essential use of vocabulary. When developing oral activities, the

teacher must have key aspects to avoid rejection or anxiety on the part of the students, which is why they must have a familiar or significant context and also that they will be developed in a clean way, allowing students to feel more comfortable and motivates them to develop them. The teacher plays a very important role in this competition since he is the one who continues with the development of this skill through receptive experience, which is achieved by constant use of the foreign language in the development of classes so that students understand different pronunciations of the words and put them into practice. Also, an important aspect is the repetition of words that helps to have a better auditory memory capacity that with the help of audiovisual material can improve the learning process.

Communicative competences

Communicative competence acts as the fundamental principle if we talk about the methodologies that are applied in foreign languages. In this same sense, Dell Hymes established a very general term which focuses on communicative competence as the ability to use the language in any type of specific community in Salazar-Obeso (2015), Canale & Swain (1980) both focus on the same purpose of establishing four types of foreign language skills, which are:

- The grammatical competence that is in charge of the structuring, rules, vocabulary and all aspects that are incumbent on it in linguistic codes.
- Discursive competence: this refers to the development of grammatical competences but put into practice in writing to form coherent texts.
- Sociolinguistic competence: this is where the different sociolinguistic rules are covered, that is, those different jargons, idioms that we find in different societies.
- Strategic competence: in this competence, both verbal and non-verbal strategies are used, which can be covered in a better and effective way when making oneself understood.

However, a fifth sub competence can be added, known as sociocultural competence. It refers to the ability to become familiar with and communicate in a specific social and cultural context (Canale & Swain, 1980).

Literature review

The research developed by Vargas (2018) had as main objective to demonstrate that the application of flashcards as a didactic strategy allows the learning process of the English language vocabulary. The results showed that before the implementation of the flashcards a test was performed to have a starting point to see the evolution of vocabulary, starting from a score of 10.85, after the implementation of this strategy in the final test was 15,85 which allows to show that there was an improvement in the vocabulary after making use of the flashcards. It is important to highlight that all the children were at a totally different level from each other and after the implementation of the didactic proposal, the level of the students improved and they were able to unify in a general way. Likewise, the students enjoyed the class more since it was made easier for them at the time of acquiring new vocabulary.

Toapanta, (2013) in his thesis entitled Influence of interactive material in the teaching-learning of the English language of the students of fifth, sixth and seventh year of basic education of the Manuela Jiménez School, Parroquia San Andrés del Cantón Píllaro, province of Tungurahua, concluded that the use of interactive materials allows a great advance in learning the English language. Likewise, she indicates that teachers are aware of the existence and management of interactive tools, but do not integrate them into classes, because the educational institution does not have the necessary interactive material and technological equipment.

Amoretti (2014) had the general objective of determining the relationship of educational materials with cognitive skills in learning the English language. The population consisted of 100 students enrolled in the 2nd. Primary grade of the morning shift. In this investigation it was concluded that the educational materials significantly improve the learning of the students of the specialty of primary education of the I.E Teodosio Franco García de Ica. The use of educational

materials, expressed in the availability of use and teaching facilitator, significantly improves the phases and learning outcomes of primary school students. Audiovisual materials significantly improve student learning, reflecting in both parts (phases and results) a positive perception of both teachers and students.

Apaza and Álvarez (2015) with the research influence of Flashcards to increase vocabulary in the English language. The following conclusions were reached: The images or drawings reflected in the Flashcards used in the learning sessions, significantly help the learning of the vocabulary of the English language, they come to constitute an important factor to capture the attention of the students and thus contributing to the process of interactive teaching, colors help visual perception and thus contribute to an effective communication language, it has also been shown that colors even influence the mood of students, the size in the preparation of the Flashcards, plays an important role, as it facilitates an optimal visual field helping to obtain the attention and concentration of the students.

Chávez (2012), in his project the flashcards and their influence on the academic performance of the English language of the students from eighth to tenth year of basic education of the Eloy Alfaro Mixed Fiscal School of the city of Quevedo, during the academic period 2011-2012, focuses on the parameters that are implicit in teaching-learning, from the use of audiovisual resources (flashcards) and points out that the limited application of audiovisual resources obstruct the academic performance of students from eighth to tenth year of basic education of the Guayaquil Naval Academy of the city of Babahoyo, in the academic period 2010 – 2011.

Methodology of the implementation of the pedagogical proposal

In order to implement the use of flashcards with tenth grade students, different activities will be carried out where they will be used as a main and secondary tool.

Time and duration

This project will be carried out for 10 weeks with an intensity once a week, it is important to highlight the different activities or adverse situations for the full implementation of the 10 weeks, each class has a duration of 55 minutes in which games and activities will be carried out, where students will participate as teachers.

Flashcards

Flashcards with vocabulary: This is the most popular and efficient way that flashcards, they are cards that contain key ideas related to a topic, the concept to be studied is placed on one side and the image on the other. In addition, it is of the utmost importance to know how to choose the image that will represent the vocabulary in the best way, likewise a good size will be used, allowing full visualization for all students.

Flashcard with grammar: This is another alternative that is used flashcards since facilitates structuring the grammatical topic to be explained, it becomes familiar and practical, in this way the time is saved when writing on the board and this facilitates the structural understanding of the topics when addressing issues related to grammar.

Activities

In the activities we can find different and various ways to implement the flashcards activities can be made where the pronunciation is implemented, which would familiarize the word and as a result the memorization would not enter in a direct way, also making use of parts

of sentences to be able to create complete sentences or grammatically it could be stuck on the board to explain to the students

Games: The first and most used game is The Whisper Game in which a student covers his/her eyes, while this happens the students hide a flashcard in the classroom, after the student hides, he/she can open his/her eyes and look for the flashcard, the rest of the students can help by pronouncing the word of the flashcard louder if the student is close to it, this helps to locate the student to know if he/she is far or near to the flashcard. Likewise, didactic games can be implemented to help create natural learning, indirectly generating learning for them. You can also create memory games, riddles or link images to familiarize the vocabulary.

Grammar: the flashcard in grammar can be developed leading to the decomposition of sentences, what we know as the components of a sentence which are the subject, verb, auxiliary verb, verb, complement and connectors, if this is done prior to the class comes to save time since while explaining the teacher can stick the different components, facilitating the work and above all time and in turn allowing students not to get lost or distracted as happens in situations where the teacher is in charge of write everything on the board

Research methodology

In this project, a qualitative approach was adopted taking into account what was established by Creswell (2014) who makes use of different strategies and processes allowing the individual to understand relevant antecedents that influence the classroom and personal experiences, likewise this helps identify social phenomena. that influence their environment.

Design

The study was based on action research that according to Hitchcock & Hughes (1995) this process is established by a cycle of observation where a problem is identified, then a type of analysis and reflection is made in order to design a change that addresses the evidenced problem, finally evaluating the effectiveness through a last careful observation.

Likewise, action research according to Stringer (1999) has as its fundamental purpose to make use of a tool, strategy or help to solve problems that develop in their professional, community or personal life.

Setting

This qualitative action research was carried out at the Agueda Gallardo De Villamizar Educational Institution. It is a public higher institution.

Population

This project's target demographic is a group tenth-grade students enrolled at the Agueda Gallardo De Villamizar institution. This population ranged in age from fourteen to sixteen years old.

Techniques and instruments to collect data

Non-participant classroom observations

According to Creswell (2002) “observation is the process of gathering open and first-hand information by observing people and places at a research site”. A non-participant observer is an observer who shows up at a site and takes notes without getting involved in the participants' activities (Creswell, 2014).

As a result, this instrument is used to analyze the different interactions between student teachers since this allowed to demonstrate. In this instrument, it was possible to analyze how the students were in oral production in order to plan and look for possible ways to place and establish a goal as an improvement in this competence.

Diagnostic evaluation

This test was used at the beginning of the study to determine the level of English of the students before implementing the methodological plan.

Vocabulary Test: Two diagnostic evaluations were applied to the participants; It was the same but done twice. The first was applied before starting the project and the second was applied after developing the project. This diagnostic evaluation is about Vocabulary A1 and A2 where the topics were places in a city, feelings and professions. It is divided into three parts; the presentation of the test and its purpose, then a match exercise and finally, 10 multiple choice exercises. It is important to mention that the evaluation was first reviewed by the supervisor and before applying it, the entire test was read and explained by the teacher in training.

Vocabulary Test (Pre and post project)

Introducción: Este es un test cuyo fin es evaluar el nivel de vocabulario sobre diferentes tópicos (Adjetivos, verbos irregulares, estructura gramatical) a través de preguntas cortas. Este test no tiene ninguna nota que pueda afectar promedio Institución Educativa

Agueda Gallardo de Villamizar y es para fines investigativos en el proyecto *‘Improving English Vocabulary and Speaking Skill Through the Implementation of Flashcards In 10th Grade Students At Águeda Gallardo De Villamizar School in Pamplona’* a nombre del estudiante de la licenciatura en leguas extranjeras de la Universidad de Pamplona de décimo semestre quien se encuentra realizando la práctica integral en el colegio.

Objetivo: Recolección de datos con fines investigativos sobre las habilidades en cuanto a vocabulario en el idioma inglés.

Consideraciones éticas: Ningún nombre de los participantes será compartido ni los resultados individuales, se elige un seudónimo con el fin de ocultar la identidad de todos, también los datos serán tratados profesionalmente y únicamente para fines investigativos.

Seudónimo: _____

First Part: Match each adjective with the respective synonym. Pay attention to the example given.

- | | |
|------------|-----------------------|
| a. Happy: | 1. ____ Unhappy |
| b. Sad: | 2. ____ Noise |
| c. Fast: | 3. ____ Quick |
| d. Pretty: | 4. <u>a</u> Delighted |
| e. Loud: | 5. ____ Large |
| f. Big: | 6. ____ Beautiful |

Second Part: In this second part you only have to choose the correct answer.

1. Which word is an adjective?

- a) Dirty
- b) Ran
- c) Away

2. “Liquid” can be an adjective

- a) True
- b) False

3. Adjective always come before the noun in the sentences.

- a) True
- b) False

4. How many adjectives are there in this sentence? I thought the film was very long and boring

- a) 1

- b) 2
- c) 3

5. How many adjectives are there in this sentence? I need to find a new car that is less expensive to run than my old one

- a) 1
- b) 2
- c) 3

6. How many adjectives are there in this sentence? You told me that the talk would be interesting

- a) 1
- b) 2
- c) 3

7. I _____ (buy) a car YESTERDAY.

- a) Buy
- b) Bought
- c) Buys
- d) Bought

8. She _____ (feel) really scared LAST NIGHT.

- a) Feel
- b) Felt
- c) Feels
- d) Felt

9. He _____ (eat) a pizza with their parents LAST WEEKEND.

- a) Eat
- b) Eaten
- c) Eats
- d) Ate

10. They _____ (go) to the football match LAST MONTH.

- a) Go
- b) Goes
- c) Went
- d) Goed

Table 10 Vocabulary Test

Pronunciation Test: an oral test was also applied that consisted of 30 words to be pronounced. The test has three classifications for the student's pronunciation; bad, good and excellent.

Pronunciation Test (Pre and post project)

Introducción: Este es un test cuyo fin es evaluar el nivel de pronunciación sobre diferentes tópicos (adjetivos, lugares de un parque de diversiones y verbos irregulares) a través la petición de leer la palabra. Este test no tiene ninguna nota que pueda afectar promedio en la Institución Educativa Agueda Gallardo y es para fines investigativos en el proyecto

“Improving English Vocabulary and Speaking Skill Through the Implementation of Flashcards In 10th Grade Students At Águeda Gallardo De Villamizar School in Pamplona” a nombre del estudiante de la licenciatura en leguas extranjeras de la Universidad de Pamplona de décimo semestre quien se encuentra realizando la práctica integral en el colegio.

Objetivo: Recolección de datos con fines investigativos sobre las habilidades en cuanto a la pronunciación en el idioma inglés.

Consideraciones éticas: Ningún nombre de los participantes será compartido ni los resultados individuales, se elige un seudónimo con el fin de ocultar la identidad de todos, también los datos serán tratados profesionalmente y únicamente para fines investigativos.

Seudónimo: _____

Evaluation grid

N°	Word	Pronunciation		
		Bad	Good	Excellent
1	Attentive			
2	Honest			
3	Polite			
4	Nervous			
5	Patient			
6	Outgoing			
7	Soft			
8	Quite			
9	Dry			
10	Wet			
11	Sharp			
12	Hot			
13	Loud			
14	Smooth			
15	Hotel			
16	Park			
17	Disney			
18	Fairground			
19	Sightseeing			
20	Caught			
21	Drove			
22	Was/were			
23	Broke			
24	Forgot			
25	Knew			
26	Felt			
27	Cut			
28	Could			

29	Brought				
30	Caught				

Table 11 Pronunciation Test

Ethical considerations

The aspects to be taken as ethical considerations are related to the respect of the dignity of the participants and the protection of their identity in order to avoid the outrage of their personal information, the students will collaborate with the prior informed consent, in the event that it is a minor, consent must be approved by their legal guardian for the purposes of processing their personal information as provided in this section. Each of them will voluntarily provide the required information, without moral or academic pressure.

In addition, in order to avoid infringing on personal information, students have the right to anonymity, their names or identity will be coded in order to safeguard their pseudonym.

PETICIÓN DE ACCESO AL TERRENO

“Improving English Vocabulary and Speaking Skill Through the Implementation of Flashcards In 10th Grade Students At Águeda Gallardo De Villamizar School in Pamplona”

Pamplona, 23 de marzo de 2022

Señora, profesora, PARRA Yolima
Licenciatura en idiomas extranjeros: inglés-francés
Departamento de Idiomas y Comunicación
Universidad de Pamplona

Profesora,

Estoy desarrollando un proyecto de investigación llamado *“Improving English Vocabulary and Speaking Skill Through the Implementation of Flashcards In 10th Grade Students At Águeda Gallardo De Villamizar School in Pamplona”* Me llamo Juan Camilo Ramirez Ferreira y mi tutor de investigación es el profesor Claudia Judith Mosquera Muñoz.

Ahora bien, le informo que estoy muy interesado en trabajar con su curso del Decimo Grado del colegio Agueda Gallardo de Villamizar, porque muestra ser la población con las características más adaptadas para el proyecto.

Por lo tanto, los instrumentos que se aplicarán a los estudiantes serán cuatro evaluaciones diagnósticas, dos al principio de proyecto y dos al final, también se les observará como ente no participante en las primeras semanas para examinar el nivel de lengua que tienen y sus actitudes frente al idioma extranjero; inglés, la muestra será de cinco personas, manteniendo el anonimato.

Habiendo expresado así mis deseos para el proyecto de investigación, me permito pedirle que me admita abordar su curso con el fin de recoger los datos necesarios.

Le agradezco de antemano la atención que tendrá a bien prestar a mi solicitud.

A la espera de su colaboración, me despido con un cálido sentimiento de gratitud por considerar mi propuesta.

Cordialmente,

RAMIREZ Juan
Estudiante-investigador
Universidad de Pamplona

Table 12 Letter for Asking the Sampling Access' Permission

FORMULARIO DE INFORMACIÓN Y CONSENTIMIENTO

“Improving English Vocabulary and Speaking Skill Through the Implementation of Flashcards In 10th Grade Students At Águeda Gallardo De Villamizar School in Pamplona”

Usted está invitado a participar en el proyecto de investigación *“Improving English Vocabulary and Speaking Skill Through the Implementation of Flashcards In 10th Grade Students At Águeda Gallardo De Villamizar School in Pamplona”*. Este documento proporciona información sobre cómo se llevará a cabo este estudio. Si hay palabras o párrafos que no entiende, no dude en hacer preguntas. Si está interesado en participar, firmará el consentimiento al final del documento y le proporcionaremos una copia firmada y fechada. Soy RAMIREZ FERREIRA Juan Camilo, el estudiante encargado de dirigir este proyecto de

investigación en lenguas extranjeras bajo la supervisión del MOSQUERA MUÑOZ Claudia Judith.

La intención del estudio es mejorar el desarrollo de la producción oral y el vocabulario de los alumnos de decimo grado mediante la implementación de fichas en una institución pública de Pamplona, ya que es importante encontrar nuevos métodos para el aprendizaje y la enseñanza de lenguas extranjeras o incluso, para dar más crédito al que ya existe como flashcards.

Su participación en este proyecto será necesaria para la adquisición de datos tales como cuatro pruebas, dos sobre vocabulario y dos sobre pronunciación aplicadas dos, antes de llevar a cabo el proyecto y el resto, después de terminar el proyecto. Los datos serán analizados una vez, al final del proyecto.

Cabe destacar que ser parte de este proyecto de investigación le hará aprender una forma diferente de aprender inglés como lengua extranjera, trabajo que le ayudará a conseguir un mejor nivel de inglés. Del mismo modo, nos ayudará a entender la situación que tenemos con el uso de tarjetas de memoria en la enseñanza de una lengua extranjera mediante la producción de más datos en el campo de la investigación.

Se entiende que su participación en este proyecto de investigación es totalmente voluntaria y que usted permanece libre, en cualquier momento, para terminar su participación. Los datos recogidos de su participación en el proyecto permanecerán estrictamente confidenciales durante la investigación. Con el fin de preservar su identidad y la confidencialidad de esta información, tendrá la oportunidad de elegir un seudónimo que se utilizará para identificarle a lo largo del estudio. Si lo desea, puede elegirlo o permitir que los investigadores lo hagan. Si lo desea, puede elegirlo o permitir que los investigadores lo hagan.

Por favor escriba el seudónimo que usará para este estudio _____.

Se le informará de los resultados de la investigación y de las publicaciones resultantes, si las hubiere. Preservaremos el anonimato de la persona que participó en el estudio. La participación en este proyecto no tendrá ningún inconveniente para el participante, tendrá la oportunidad de decidir el tiempo en el que es libre de acceso y de la misma manera el tiempo para terminar su participación voluntaria en el proyecto sin tener ningún inconveniente.

Yo, _____, declaro que he leído y entendido el documento. Entiendo la naturaleza y el propósito de mi participación en el proyecto. He tenido la oportunidad de hacer preguntas que han sido respondidas a mi satisfacción. Por la presente acepto libremente participar en el proyecto.

Firma del participante: _____

Fecha : _____

Investigador: Juan Ramirez C.I: 1096246954

Firma: Juan Camilo Ramirez Ferreira

Table 13 Information and Consent For Participants

Project's Chronogram

	March					April				May					June			
Activities	I	II	III	IV	V	I	II	III	IV	I	II	III	IV	V	I	II	III	IV
Institutional observation	x																	
Proposal formulation		x																
Socialization of the institutional observation		x																
Socialization of the proposal			x															
Proposal implementation				x	x	x	x	x	x	x	x	x	x					
Instrument application				x	x	x	x	x	x	x	x	x	x					
Data analysis														x	x	x		
Finding's socialization																	x	x

Table 14 Project's Chronogram

Collect data

Diagnostic evaluation

Pre-test. In the first week before the project began, two diagnostic tests were carried out on the students to know from which knowledge of vocabulary and pronunciation was started. The results of the vocabulary test applied before the project can be seen in table N°15 and the results obtained in the pronunciation test before applying the project can be found in table N°.

Participant	Score	General score taking zero as the lowest and 100 as the highest
Andres	5/15	33,33/100
Sebastian	5/15	33.33/100
Danelly	5/15	33,33/100
Stiven	9/15	59,99/100
Miguel	10/15	66,66/100

Table 15 Vocabulary Test (Pre-Project)

The score evidenced in the test of the vocabulary skills of the participants (Table 15) was very low, which could be the result of virtual learning (during the pandemic). Only one participant passed the test which was Miguel, the rest of the students failed to pass the test that is to say they did not get more than 60 points below 100.

Participant	Score	General score taking zero as the lowest and 100 as the highest
Andres	9/30	29,99/100
Sebastian	7/30	23,33/100
Danelly	6/30	19,99/100
Stiven	7/30	23,33/100

Miguel	10/30	33,33/100
--------	-------	-----------

Table 16 Table Pronunciation Test (Pre-Project)

Now speaking of pronunciation skills (Table 16), the average level was unfortunately also low, because any student passed the test, which concludes that students do not have a good pronunciation level.

Final evaluation

Post-project. After applying the project that was based on the proposal to use flashcards to improve pronunciation and vocabulary skills through activities and games, the same test was applied to the students in order to know the influences of the project on those skills of vocabulary and speaking.

Participant	Score	General score taking zero as the lowest and 100 as the highest
Andres	9/15	59,99/100
Sebastian	8/15	53,33/100
Danelly	9/15	59,99/100
Stiven	12/15	79,99/100
Miguel	13/15	86,66/100

Table 17 Vocabulary Test (Post-Project)

The vocabulary test performed after the completion of the project (Table 17) shows different results from the first. In this second test episode it is possible to show a noticeable change, where the student who passed in the first instance (Table 15) managed to increase his result and also another student passed the test, in the same way the other three students were very close to passing this test.

Participant	Score	General score taking zero as the lowest and 100 as the highest
Andres	14/30	46,66/100
Sebastian	18/30	59,99/100
Danelly	11/30	36,66/100
Stiven	17/30	56,66/100
Miguel	20/30	66,66/100

Table 18 Pronunciation Test (Post-Project)

Finally, the results obtained in the last test after the application of the project were totally different from those of the pronunciation test (table 16), where an increase in the results can be seen. This pronunciation test shows a noticeable improvement and leaves one student passing, another very close to passing and finally four students with a clear increase in results.

Data Analysis

This research makes use of the interpretive analysis method since, as Alese (2017) describes, it is a method that allows specific events to be known by inferring and deducing collected data. That is why in this research action this type of analysis is used to infer what the results of the different tests applied say.

On the other hand, Alese (2017) also explains that a sequence of certain steps must be followed in order to carry out this analysis:

First of all, what he experienced and evidenced is that flashcards are a tool that helps to learn, but teachers are the ones who in some situations really take advantage of this teaching material. Likewise, the student and the teacher lose the opportunity to create profitable games since they do not know how to develop motivating methodologies. It is evident that in the flashcards the teacher and the student must create a link between the image and the word in order to facilitate and stimulate their understanding.

statements

Increase in the test score: It is evident that the scores have increased a lot after applying the project, before the project, no student passed the exam, but after doing so, two participants achieved it in the vocabulary exam (Table 17) , and one participant did. in the pronunciation test (Table 19). Similarly, the scores of the other participants are better.

Poor level of English: as evidenced in the first two diagnostic tests (Table 15) and (Table 16) where a low level of English was evidenced, which is a worrying situation in these grades (tenth)

Support activities: the students had between one and two hours a week in which they learned things in direct ways to the developed proposal, that is, the use of flashcards in the

classroom. These flashcards were used in different ways such as activities, pronunciation moments, match games and there were several pronunciation spaces.

Results

With the aim of answering the research question, the data analysis will be used for giving the most property answer to each one.

• How does the implementation of flashcards improve the oral production and vocabulary in tenth graders in a public high school?

During the implementation of the proposal a growth or improvement was achieved when the use of flashcards in the English class was made and also begin to develop playful spaces as they were class games, class activities where this strategy was also used. Speaking now of the results of the tests applied to the participating students, it was possible to show an improvement, but it was not enough since not all the students passed the test, but nevertheless if there was a noticeable improvement, it is important to highlight also the short time (weeks) in which the proposal was applied in order to obtain the desired results, but as a name previously if a considered change was achieved.

• How does the implementation of flashcards can reduce fear when talking in tenth graders in a public high school?

At the time of the implementation of this proposal, it was evident that the tenth-grade boys were attracted by this developed methodology, allowing them to attract attention in class and develop these flashcards to motivate them and participate in playful games with the help of all students. This is how this results in great motivation since if a class does not become boring this allows students to be active participants in the activities or different moments of the class

without ever feeling afraid, feeling embarrassed for participating and being more active during student days

Conclusions

The use of flashcards for the teaching of the English language is very favorable and above all can be evidenced very good increases in vocabulary, pronunciation in turn this methodology helps to improve the classroom environment and difficulties presented by students. It is important to note that using this methodology it was easier to understand and learn vocabulary that sometimes the children do not understand and that sometimes it was difficult to explain by the teacher. On the other hand, it is important to make proper use of sizes especially in large spaces so as not to end up making the students feel lost, as well as making use of images and colors to explain or express the word that represents each of them, It is important to mention that the use of flashcards also depends on the good use made by the teacher of them since you have to have a good attitude and willingness to use them in the most striking way for students. Taking into account that students come from a post-pandemic state these helped to understand and facilitate in grammatical times understand the structure, in new vocabulary understand the words and many more uses that were given during this time of practice

Recommendations

For the teenage boys the variant of orders decreases since the easy understanding of the topics explained using flashcards allows an understanding that facilitates the theme explained.

When working with students flashcards help the good development of the class as these have many advantages for example this saves time for teachers, for example it saves time writing, becomes more pedagogical and flashy classes, in the same way the time can be occupied for them to practice with the students, for the development of works or activities or for what the teacher needs the rest of time; by students helps them the easy understanding of the words shown in flashcards as the image the association with that word, at the same time this draws attention when a proper use of colors is made; Using this methodology you can generate a number of activities to develop at class hours which becomes more attractive and fun classes.

It is a tool that thanks to its naturalness, improves the vocabulary and guided a teacher allows an improvement in pronunciation, it is therefore important to continue making use of this facilitative tool.

CHAPTER IV: Outreach Component

English language Sensitization in primary schools of Pamplona city

Introduction

It is important to mention that education in Colombia is governed by three fundamental sectors which are: early childhood education, basic education and secondary education. Starting from this point, different curricula, guides and units that must be followed in order to carry out the teaching of the programmatic contents are broken down. Despite this situation, in Colombia the basic primary school does not normally have teachers with degrees in English, but there is the same teacher who is in charge of covering all the courses.

That is why the University of Pamplona, with the help of interns and the English-French foreign language program, is looking for a way to create a space where, directly with the help of a dynamic proposal, to be able to cover those needs that are evidence, promoting motivation through methodologies that are striking and interesting for students.

Taking into account the above, this proposal focuses on the need to learn new vocabulary using flashcards that are of interest to children, which would seek to improve basic knowledge by generating motivation in this population that is constantly learning.

Justification

Within the national panorama that exists in Colombia in the face of the problem of the absence of specialized teachers in the different areas, the course directors develop traditional methods in the teaching of English, such as the plans, the momentary memorization and constant repetition. in order to cover the basic components of English in primary school, in the worst case it is simply reflected in the explanation of words or topics that are not covered in their entirety.

This is how the need arises to implement a didactic pedagogical proposal that helps to acquire new vocabularies that go hand in hand with the curriculum and area plan established by the institution, at the same time motivating the students in this pedagogical proposal that makes use of flashcards, these with striking drawings and colors that lead the child to be interested in English, achieving an active fraction by applying what they have learned.

This will also benefit the course director, since it will allow him to use strategies that facilitate the teaching and learning process. It is extremely important to understand the different strategies and methodologies that are emerging today in order to know in what contexts it can be applied to facilitate work and enrich the process of teaching and learning English.

Objectives

General objectives

- To attend to the training needs in English of the primary school child population.
- To integrate the language training of the students of the English-French Bachelor's

Program in Foreign Languages into the educational reality of teaching English in primary school.

Specific objectives

- To encourage English vocabulary on primary students.
- To design activities based on the flashcard teaching methodology improving the acquisition of new vocabulary
- To familiarize primary school children in Pamplona with relevant knowledge and vocabulary in English.

Chronogram of activities

Activities	Weeks of the teaching practicum									
	1	2	3	4	5	6	7	8	9	10
A	x									
B		x								
C			x							
D				x						
E					x					
F						x				
G							x			
H								x		
I									x	
J										x
Activities	Description of the activities									
A	Observation and presenting myself									
B	Colors									
C	Family members									
D	School objects									
E	Days of the week									
F	There were not classes									
G	Months of year									
H	There were not classes									
I	Verb to be									
J	Vert to be									

Table 19 Chronogram of activities

Methodology

Flashcards can be used not only in the area of English, since they can be adapted to any subject, for example in history the name of a historical event can be used on one side of the card and on the other side a letter could be placed. representative image of that historical event; They can also be used for development in different ways, for example you can place an image related to the vocabulary and on the other side the space to fill with the word or it can also be used where students color the flashcards to develop a more familiar learning and interesting to them.

The flashcards will be designed in a self-taught way, since the dismissal does not have complementary material and the vocabulary used for the flashcards will be attractive and familiar to motivate students.

Description and evidence of activities implemented at second and third grade

First, the flashcards of the topic addressed in each class are placed on the blackboard, each one wrote in their notebook in both English and Spanish, after which the students, accompanied by the teacher, pronounced the vocabulary found in each class and finally a worksheet was implemented for each class.

Material taken to the classes

In the material taken to the classes there are flashcards and worksheets that were given to the students for them to paste it on their notebooks or for carrying out the activities.

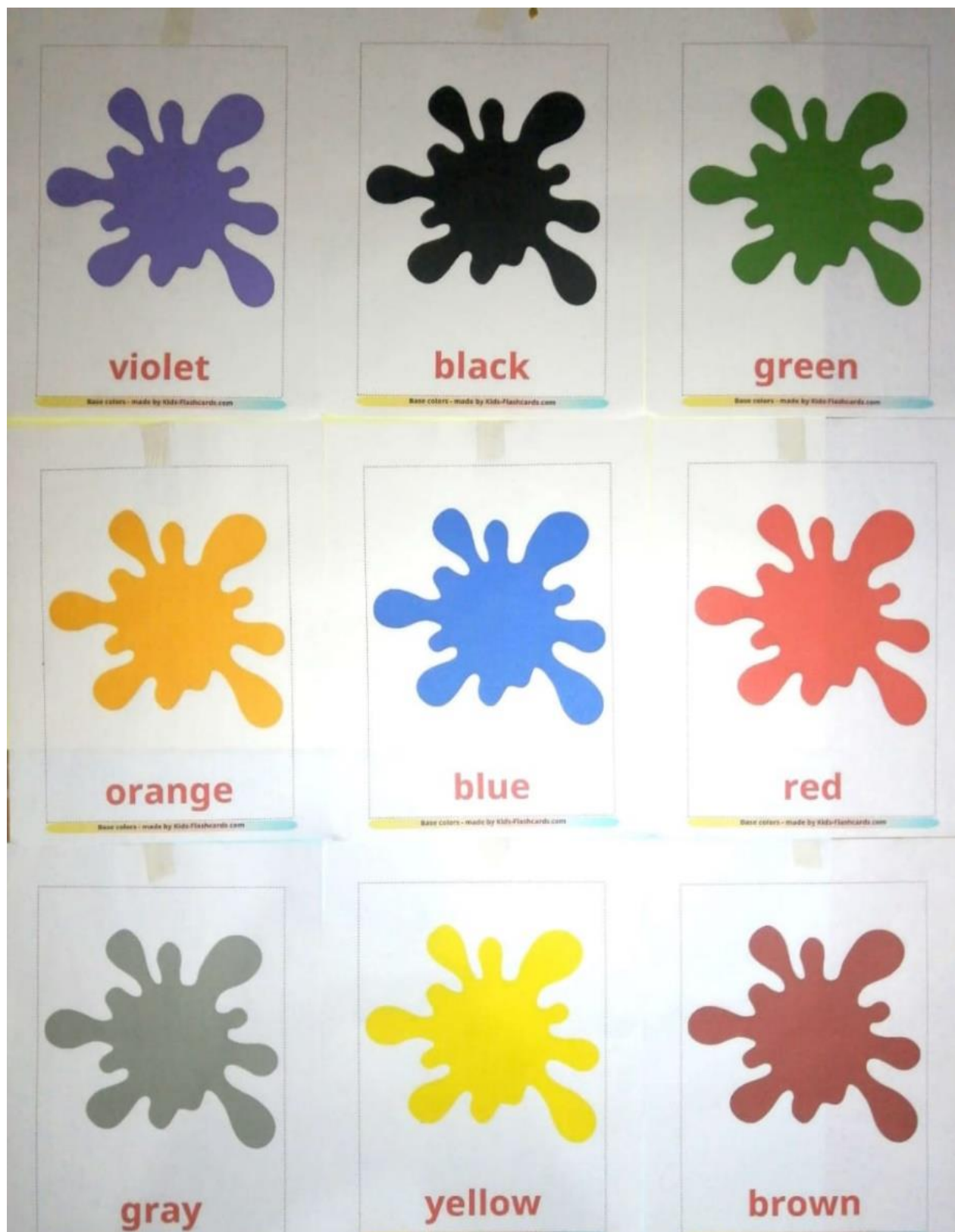


Illustration 2 Flashcards About Colors







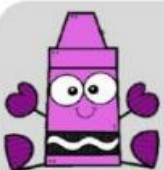

Elementary school "Benito chiquito Juárez" 2°Grade

Activity no. 1

NAME:

DATE:

Instructions. WRITE THE CORRECT NAME OF EACH COLOR ACCORDING TO THE PICTURE

 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>

LIVEWORKSHEETS

Illustration 3 Worksheet About Colors



Illustration 4 Flashcards About Family Members

MY FAMILY TREE

* Label the FAMILY TREE.

(Etiqueta el siguiente ÁRBOL FAMILIAR)

BROTHER

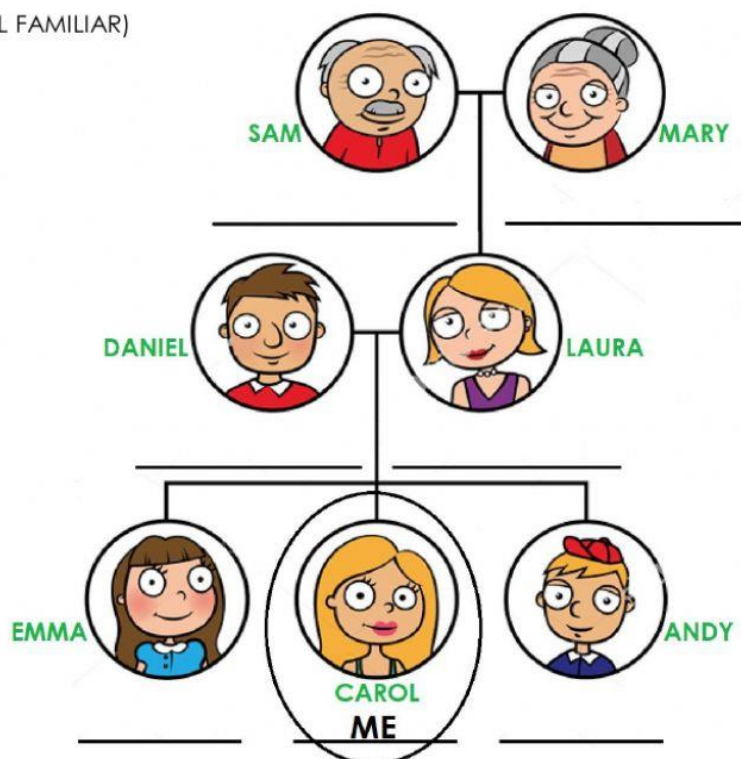
MOM

GRANDMA

SISTER

DAD

GRANDPA



* Write the correct relationship in each sentence.

(Escribe el parentesco que corresponde en cada oración.)

- 1) ANDY is my _____.
- 2) SAM is my _____.
- 3) LAURA is my _____.
- 4) EMMA is my _____.
- 5) MARY is my _____.
- 6) DANIEL is my _____.

Illustration 5 Worksheet About Family Members

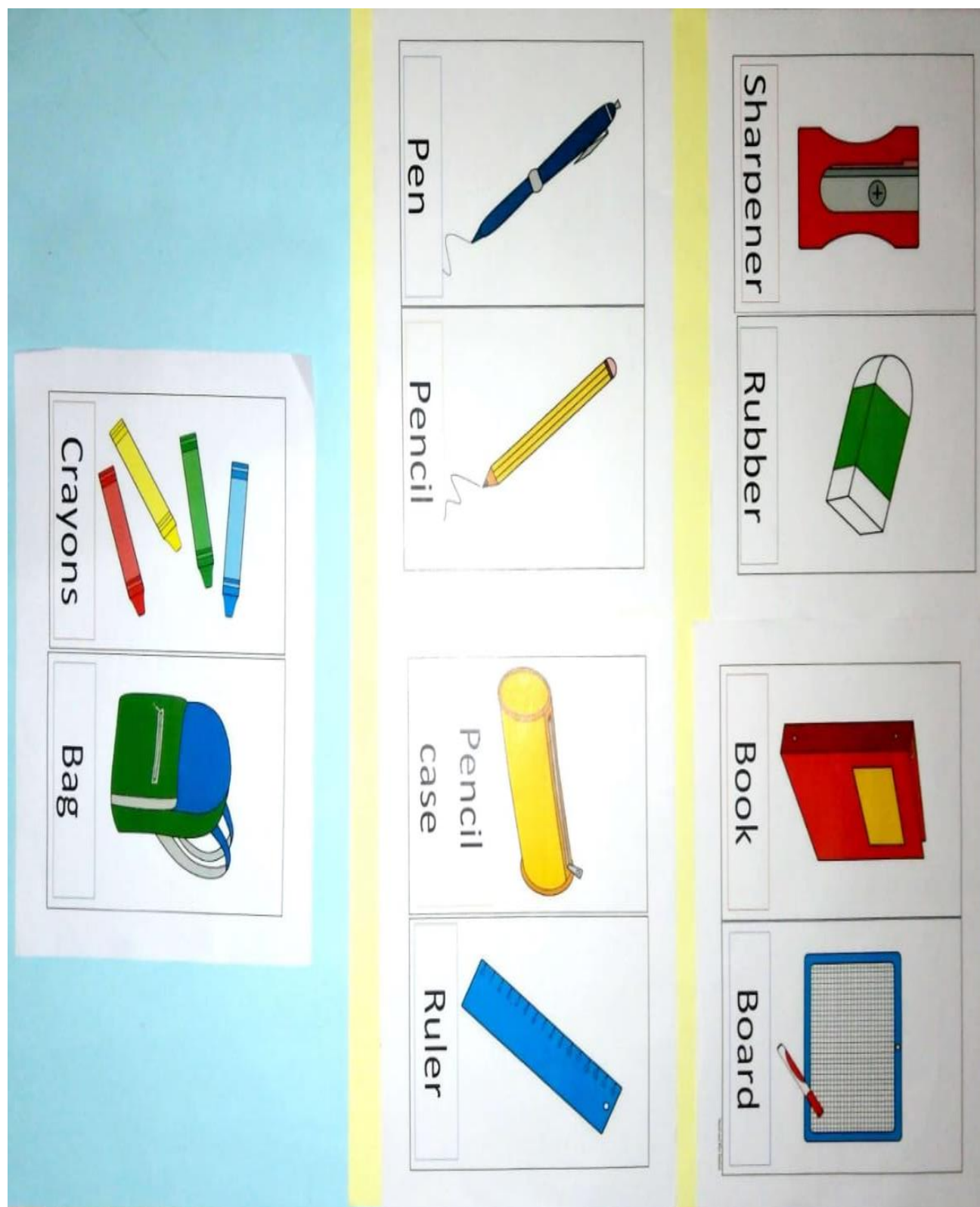



Illustration 6 Flashcards About School Objects

 Trace, read and number.

- ① pencil case ② ruler ③ pen ④ pencil
 ⑤ rubber ⑥ sharpener ⑦ crayon ⑧ bag

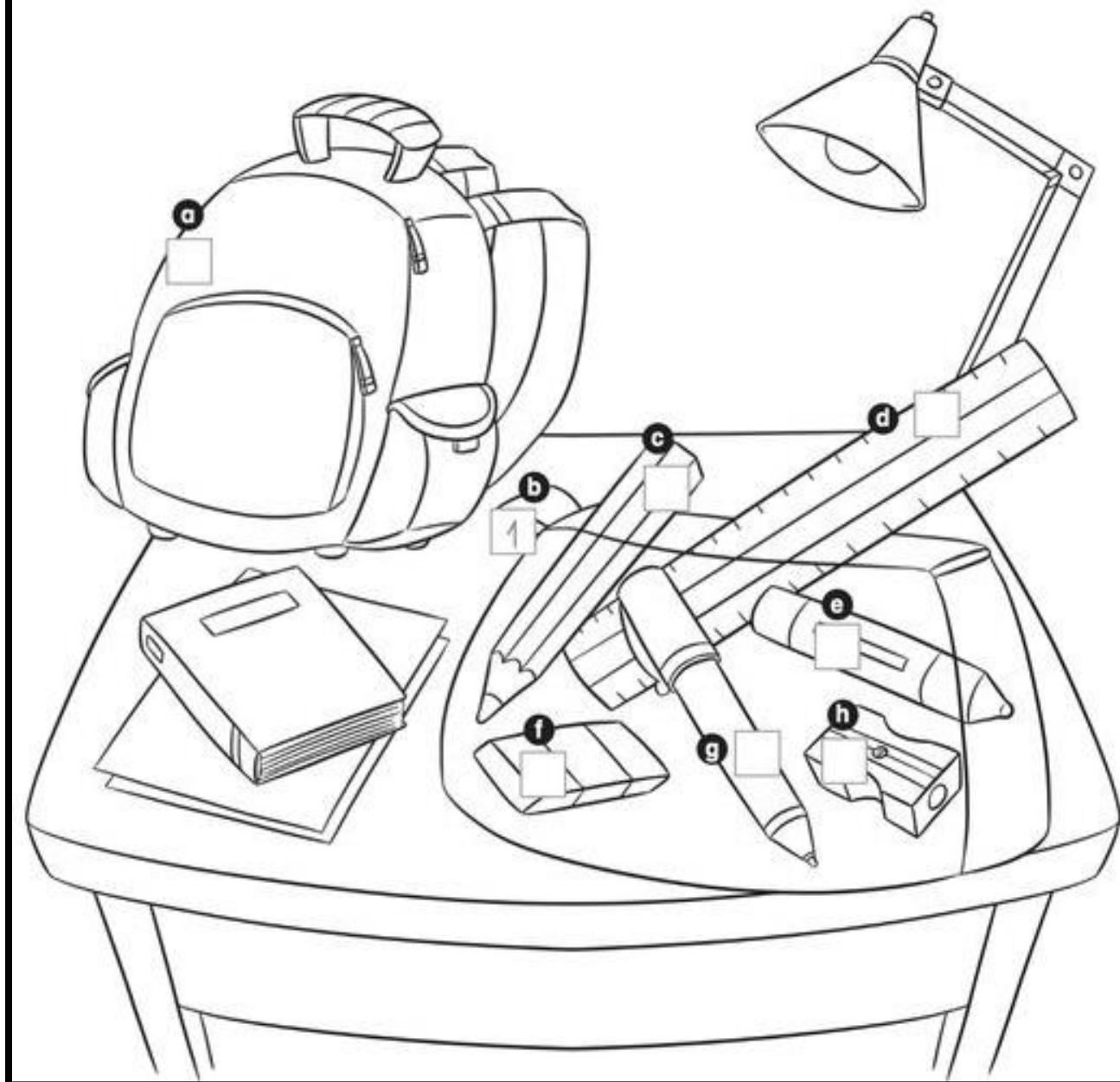


Illustration 7 Worksheet About School Objects



Illustration 8 Flashcards About Days of The Week

▪ PUT THE DAYS OF THE WEEK IN THE CORRECT ORDER.

DAYS OF THE WEEK

SUNDAY	
FRIDAY	
SATURDAY	
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	

A	T	S	U	Y	D	H	R									
D	N	W	E	S	E	Y	A	D								
Y	S	D	U	A	N											
Y	A	O	M	D	N											
D	Y	A	F	I	R											
T	S	A	R	U	Y	D	A									
D	E	T	U	Y	S	A										

2. Unscramble the words.
(Drag and drop)

Illustration 9 Worksheet About Days of The Week



Illustration 10 Flashcards About Months of The Year

Twelve Months of the Year

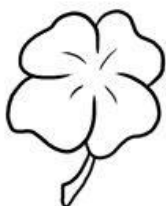
NAME _____

Draw a line to match the English and Spanish months of the year.



January

February



March

April



May

June



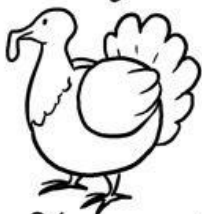
July

August



September

October



November

December

Marzo



Mayo

Septiembre



Diciembre

Julio



Octubre

Noviembre



Febrero

Abril

Junio



Agosto

Enero



Illustration 11 Worksheet About Months of The Year



Illustration 12 Flashcards About Verb to Be

Verb to be

N	H	E	A	E	I	E	O	R	E	T	Ñ	N	R	T	Y	G	E	E
E	E	A	S	E	U	T	T	P	Ñ	R	T	E	U	E	O	G	O	T
S	I	E	T	R	O	H	L	A	M	R	H	E	G	D	U	T	L	Y
H	S	I	S	I	D	E	E	Y	U	C	D	E	Y	U	U	Y	T	D
E	M	E	H	E	O	Y	I	H	A	A	T	M	D	A	S	M	M	O
I	Y	N	Y	E	M	A	R	E	R	M	S	I	Y	M	E	L	H	E
S	F	A	F	R	H	R	T	E	T	I	D	H	T	E	H	I	E	D
M	A	W	E	A	R	E	I	N	T	E	L	L	I	G	E	N	T	S
Y	T	A	R	A	R	F	O	I	P	R	E	S	A	T	O	C	Y	E
S	H	I	O	A	E	R	O	T	S	D	F	E	I	A	V	E	R	G
I	E	H	U	U	S	I	A	U	D	P	Q	M	D	S	M	S	A	I
S	R	O	S	S	A	E	W	E	D	S	L	E	U	T	O	E	S	M
T	Y	A	A	E	T	N	A	I	I	A	M	S	T	U	D	E	N	T
E	S	S	A	O	E	D	F	I	T	A	E	R	O	M	N	I	T	W
R	E	T	A	Y	Y	S	M	B	D	D	D	T	E	E	P	I	A	R
A	D	R	T	B	R	D	U	I	E	T	E	I	A	N	E	A	T	I
A	A	T	M	D	E	Y	N	F	Y	H	A	T	H	M	H	A	T	T
A	E	Y	R	A	E	M	O	O	A	L	N	A	L	I	T	Q	T	G
T	S	D	F	N	E	Z	M	H	N	L	D	A	E	O	A	E	N	A

Palabras a encontrar:

IAMSTUDENT
YOUARETEACHER
HEISMYFATHER

THEYAREFRIENDS
WEAREINTELLIGENTS

ITISMYDOG
SHEISMY SISTER

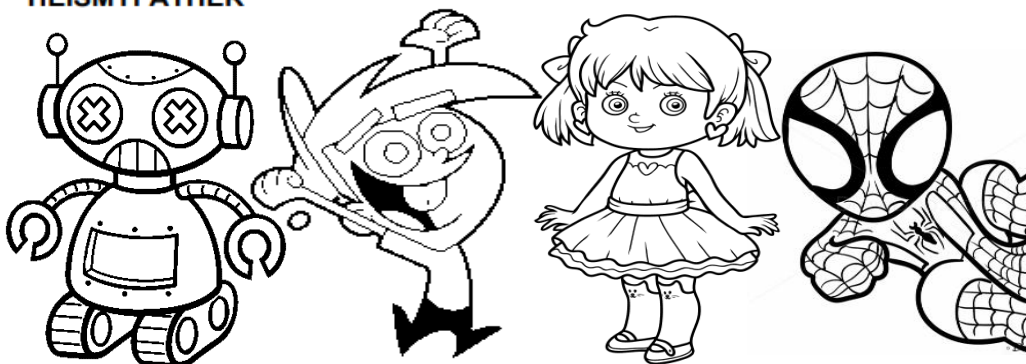


Illustration 13 Worksheet About Verb to Be

Conclusions

When working with kids is a little more complicated than working with students of the tenth or ninth grade; kids want everything fast, always looking for that competition even with themselves in the classes and always looking for a way to stand out and be the best, is the naturalness of them. This is why when I worked with them, I had to make some more prepared classes since many times the children are distracted or in contrary cases, they end up discouraged boring in the classes.

The use of flashcards for them represented a very striking and fun aspect since the drawings used in such cards were eye-catching for the guys, Also the use of worksheets represented something positive thanks to the naturalness of them go showing their work when they finish their work, this allowed that healthy competitiveness in class and also their imagination when decorating or coloring said cards.

CHAPTER V: Intra-institutional activities component

Introduction

Throughout the year, the Agueda Gallardo de Villamizar educational institution is responsible for implementing various educational activities, integrating all teachers and the educational community. As a consequence, teachers in training are considered as an active member of the educational community, who participate in decision-making and development in different activities such as cultural events, language events.

Likewise, this experience allows to understand and understand more thoroughly how these events are elaborated and work. In the different activities or celebrations, we can find flag raising and events related to periods of time during the year such as Valentine's Day, Teacher's Day, among other celebrations.

Justification

The profession of being a teacher demands not only to develop a teaching process in the classroom, it is also important to be an active agent that contributes to the different institutional activities. In this, it is necessary to know what the different schedules or moments that make up each activity are, as well as the different control channels to seek to develop said events in the best way and what are the actions to follow if different situations arise.

These spaces are of great importance since they allow us to get out of the educational daily life by opening spaces where so many students and teachers release a little stress, the importance of the different celebrations is also reinforced, thus being able to inform about them.

Objectives

General Objective

- To be an active member in the administrative activities proposed by the institution when necessary.

Specific Objectives

- To offer ideas for the development of institutional events or celebrations.
- To supervise student behavior during breaks.
- To help the development of institutional activities.

Methodology

In the time that teachers dedicate to other institutional activities and that can be lived inside or outside the Institution, as an educational community we have agreed that at these levels, each teacher dedicates one hour of weekly attention to the parents and caregivers who require, whether the parents request it or the teacher summons them.

Group guidance teachers have 30 minutes a week for the training meeting with their students and maintain a good relationship and communication with them and also take advantage of conflict resolution.

Teachers who do not guide the group take turns for weeks to receive students at the entrance, being present 15 minutes before the Good Morning hour.

Chronogram

Date	Intra Institutional activities
Week 1 (March)	- Flag hoist
Week 8 (May)	- Sexuality conference
Week 9 (May)	- Religious procession

Table 20 chronogram institutional activities

Description of intra-institutional activities

Flag hoist (March 28th)

This first flag raising of the school was made with the purpose of electing the new student representative of the year 2022. Within the activities were highlighted different types of dances and the intervention of the rector. In addition, there was a prayer space dedicated to students and the entire teaching floor to ask for a prosperous academic year. During this activity, pre-service

teachers of foreign languages fulfill the objective of monitoring the behavior of students during the event.

Evidences:



Illustration 14 Flag hoist (March 28th)



Illustration 15 Flag hoist (March 28th)

Sexuality conference (May 18th)

This conference was developed with the initial purpose of making children aware of the risks of sexually transmitted diseases, as well as the different variants of transmitting these diseases, there were spaces for questions and reflection with the students, in the end the practitioner accompanied this activity keeping order and to avoid promoting indiscipline in this activity.



Illustration 16 Sexuality conference (May 18th)



Illustration 17 Sexuality conference (May 18th)

Religious procession (May 24th)

This activity consisted of a religious procession that was carried out for the culmination of the month of May (month of the virgin) this was developed by making a tour of the city center, likewise the practitioner had the role of caring for the boys tenth grade and at some point, I had the responsibility of carrying the virgin during the procession.



Illustration 18 Religious procession (May 24th)



Illustration 19 Religious procession (May 24th)

Conclusions

During the development of these institutional activities I was able to highlight the importance of us as teachers since without a teacher none of them could be carried out, it is also important to emphasize that on the one hand it was a pleasant experience since in some situations one felt truly like a teacher, but on the other hand in votes or opinions on institutional aspects the opinion of us as practitioners was zero.

On the other hand, these institutional activities allowed to strengthen the ties between teachers and administrative bodies allowing to highlight the values that govern the institution and the interest that some events represent in my case religious for said community, and that in the end helped me to reflect and continue developing religious aspects that are not evident in other institutions, which I highlight as a very positive aspect.

CHAPTER VI: Reflective Approach to the Practicum

The reflective process that allowed the creation of the narrative

Taking into account the process of delivering weekly narratives, it helped to create some way to explain, tell, and above all to vent a little of all those experiences that the teacher in training had to face in different scenarios and situations, as was the first moment he was in front of a class, another aspect to highlight related to the above mentioned was that every week continued to feel this same feeling but as each week passed, it decreased a little more since the teacher in training had never faced a scenario of this magnitude as it was a full classroom. On the other hand, the help offered by the supervisor of the educational institution was of vital help since it received weekly advice and things to improve that would help a better performance when developing the classes, which was of vital help, on the other hand, the help offered by the tutor of the university was of vital help to confront and support in emotional aspects the teacher in formation.

Individual conclusions for each project component

Pedagogical and Research Component

Developing a type of proposal such as the use of flashcards to improve vocabulary and pronunciation was difficult to develop in the first place since it has been working of virtuality where difficulties are evidenced around the English such as poor pronunciation and knowledge of English vocabulary for the courses in which these students find themselves (ninth and tenth grade), so in the students, it was possible to show the lack of confidence at the time of participant to pronounce or read sentences in English, which were evident at the time of developing the pre-test.

on the other hand, an aspect to mention and that was important was the suggestion by the supervisor and tutor as they offered advice, routes, or suggestions that helped in a very positive way when implementing and developing the aforementioned proposal.

Outreach Component

Developing classes with kids was a bit of a different experience compared to the older grades since the kids are a bit more complicated to manage, but it also has its positive aspects since the children are like a sponge and are willing to absorb all the knowledge possible. since they are always asking the why of everything and they want to know the why of how many things work. On the other hand, it was necessary to carry out longer activities since I thought that the children would take more time, but I must emphasize that the children are very fast and understand the classes in a good way.

It was a pleasant experience, in the end, I was nostalgic at the moment of saying goodbye to them since they told me "Now who will teach us English?" On the other hand, I received farewell letters, and small gifts that made me very nostalgic and at the same time happy, it is a sign that what was implemented served and worked in some way. If I had the opportunity to work with children, I would do it again, it is a very special and unique experience.

Intra-institutional activities component

Being part of all these institutional activities made me establish myself with the profession and I felt like one more teacher in the institution. This in a way that generated an image that the students could follow, this also allowed a position of authority since the events or activities of the school could help to promote respect and order in such activities, and so also if you need any help for activities, I was willing to participate and be part of them.

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Annex

Classes' plannings

Topic: Past simple		Time: 55 minutes	Grades: 10th	
Date:18/04/2022				
Objective: understand verbs, structure, and time expressions				
STAGES	DESCRIPTION OF THE ACTIVITY	SKILLS	MATERIALS/ LINKS	TIME
VIDEO	First, the video will be played until minute 1:30, with the help of the students it will be possible to reconstruct all the different activities and places that she visited on her past vacations, in this way they will be able to identify the verbs in the simple past.	Reading/ writing/ speaking	Video: https://www.youtube.com/watch?v=4eJ3-XvrQXE	10 minutes
READING	The teacher, with the help of the students, will do the joint reading of the reading which talks about Helen's last vacation, the students will have to underline the largest number of verbs in the past tense found in the reading.	Reading/ speaking/ writing	Annex 1	25 minutes
FLASHCARDS	With the help of flashcards, the teacher will guide the reading with the students, to understand the different moments of history and thus understand what happens in each part	Reading	Annex 2	
EXERCISE	This exercise will consist, in the first place, of sentences where they will have to conjugate the verbs taking into account the explained rules and structure. on the other hand, they will have to underline with color the different expressions of time that are used to refer to the past simple. Finally, you will have to turn the sentences into negative ones.	Writing/ speaking	Annex 3	20 minutes

Annex 1 First Class's Planning

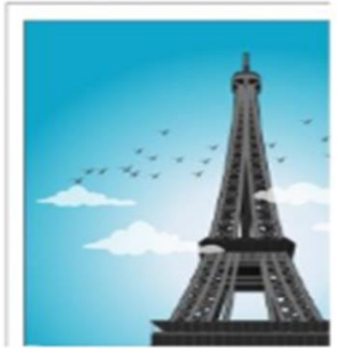
Annex 1:

LAST SUMMER



I'm Helen, last Summer holidays, I went with my family to Paris. We went by car. There was me, my parents, my brother Tom and my little sister Susan. We live in Brighton and we are English. We saw the most interesting places in Paris, as the Eiffel Tower, the Louvre Museum and we made the city tour. I loved it, because Paris is a very beautiful city.

On the fifth day we went to Euro Disney. That was fantastic. We all enjoyed ourselves a lot. We stayed in Euro Disney four days. They were the most exciting days I had all my life. We were all very tired because we had to walk a lot to watch everything and enjoy all the amusements. My sister is only 4 years old and she loved it. I met all the Disney characters and they were very funny. We stayed at a hotel inside Euro Disney.



ANSWER THE QUESTIONS.

Annex 2:

 <p>Travel in a car</p>	<p>Travel in a car</p>	<p>BRITISH COUNCIL LearnEnglish Kids</p>  <p>www.britishcouncil.org/learnenglishkids</p>	<p>BRITISH COUNCIL LearnEnglish Kids</p> <p>go sightseeing</p> <p>www.britishcouncil.org/learnenglishkids</p>
<p>BRITISH COUNCIL LearnEnglish Kids</p>  <p>www.britishcouncil.org/learnenglishkids</p>	<p>BRITISH COUNCIL LearnEnglish Kids</p> <p>go to a fairground</p> <p>www.britishcouncil.org/learnenglishkids</p>	<p>BRITISH COUNCIL LearnEnglish Kids</p>  <p>www.britishcouncil.org/learnenglishkids</p>	<p>BRITISH COUNCIL LearnEnglish Kids</p> <p>stay in a hotel</p> <p>www.britishcouncil.org/learnenglishkids</p>

Annex 3:

1. Where did Helen go last summer?
2. How did she go?
3. Who did Helen go with?
4. What did they see in Paris?
5. Did Helen like Paris?
6. Where did they go on the fifth day?
7. Did they enjoy it?
8. How long did they stay in Euro Disney?
9. Were they tired?
10. Did they stay in Euro Disney for 3 days?

Topic: Past simple		Grades: 10 th – 9 th
Date:18/04/2022		
Objective: a strategy to memorize irregular verbs		
STAGES	DESCRIPTION OF THE ACTIVITY	TIME
DESIGNATE VERBS	At the end of each class, the teacher names the 10 verbs from the list of 30 verbs that will have to be learned (memorized) for the next class, they will have to be learned: their base form, their simple past form, and possible meaning (Annex 1)	5 minutes
STUDYING TIME	The student autonomously will have to learn the 10 daily verbs, this will be autonomous, that is, it will be a job that is developed in each, he will also have to take into account the different forms of the indicated verbs to be evaluated, as well as their meaning in Spanish, for this stage there will be no designated time since it will be an autonomous job	No time
EVALUATION	After having received the indications of which verbs they had to learn last class, each beginning class will begin with a small evaluation where they will have to write the different forms of the verbs and their meaning.	10 minutes

Annex 2 Strategy to memorize irregular verbs

Annex 1 (list of 30 irregulars' verbs)

INFINITIVO	PASADO SIMPLE	PARTICIPIO	TRADUCCIÓN
be	was/were	been	ser/estar
begin	began	begun	empezar
break	broke	broken	romper
bring	brought	brought	traer
build	built	built	construir
burn	burnt	burnt	quemar
buy	bought	bought	comprar
can	could	been able to	poder
catch	caught	caught	coger
choose	chose	chosen	elegir
come	came	come	venir
cost	cost	cost	costar
cut	cut	cut	cortar
do	did	done	hacer
dream	dreamt	dreamt	soñar
drink	drank	drunk	beber
drive	drove	driven	conducir
eat	ate	eaten	comer
fall	fell	fallen	caer (se)
feel	felt	felt	sentir (se)
fight	fought	fought	luchar/ pelear
fly	flew	flown	volar
forget	forgot	forgotten	olvidar
get	got	got	obtener
give	gave	given	dar
go	went	gone	ir (se)
have	had	had	tener/ haber
hear	heard	heard	oir

Annex 2 (flashcards):



Topic: Future - will		Time: 55 minutes	Grades: 9 th and 10 th	
Date:02/05/2022				
Objective: understand the use of the will, know its different structures (affirmative, negative and interrogative)				
STAGES	DESCRIPTION OF THE ACTIVITY	SKILLS	MATERIALS / LINKS	TIME
VIDEO	The teacher will play a video about the simple future, where he will ask, about its uses, when it can be used, what it should be used for, this with the purpose of introducing the topic and that the children know in a general way about the simple future	Reading/ writing	Word search: https://www.youtube.com/watch?v=vjoZvhzWfxI Annex 1	10 minutes
EXPLANATION	The teacher begins by explaining the characteristic use of "will" and future situations where it should be used, after this he will give small tips that will help understand the formation of this topic, then he will explain its different structural forms (affirmative, negative and interrogative) with the help of flashcards will explain the examples.	Reading/ writing	PPT: Annex 2 Flashcards future structure	35 minutes
EXERCISE	In the exercises, the students will have to take the phrase they find there to the different forms, that is, say its form (affirmative, negative and interrogative) and at the end the students will write the phrases and socialize the phrases to see if they are correct or not.	Writing/ speaking	Exercise: Annex 3	10 minutes

Annex 3 Second Class's Planning

Annex 1:



Annex 2:

ESTRUCTURA

+

Suj + Will + Verb + Comp

-

Suj + Will not + Verb + Comp

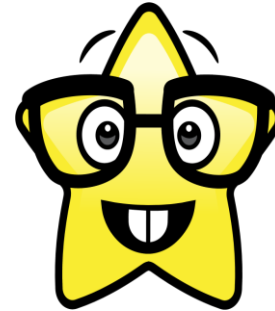
?

Will + Suj + Verb + Comp + ?**The mechanic will have
the car ready tomorrow.****The mechanic will NOT have
the car ready tomorrow.****The mechanic WON'T have
the car ready tomorrow.**

WILL the mechanic **have**
the car ready
tomorrow ?



EXAMPLE 2



He **will** **pay off**
his credit card at the end
of the month.



He **will NOT** **pay off**
his credit card at the end
of the month.



**He WON'T pay off
his credit card at the end
of the month.**



**WILL he pay off
his credit card at the end
of the month?**





Annex 3:

- I. Complete using the verbs in brackets to make sentences.
In all their forms (affirmative, negative and interrogative).
1. Jack...**will go**..... to the cinema. (go)
 2. Sandy..... a novel. (write)
 3. I..... a famous singer. (become)
 4. My friends..... an exam next week. (have)
 5. Jane.....to school tomorrow. (go)
 6. In 2100 robots..... the housework. (do)
 7. Dad.....home at 4 o'clock. (be)
 8. Mom..... the clothes. (iron)

Topic: Future - will		Time: 55 minutes	Grades: 9 th and 10 th	
Date:02/05/2022				
Objective: understand the use of the will, know its different structures (affirmative, negative and interrogative)				
STAGES	DESCRIPTION OF THE ACTIVITY	SKILLS	MATERIALS/ LINKS	TIME
VIDEO	The teacher will play a video about the simple future (be going to), where he will ask, about its uses, when it can be used, what it should be used for, this with the purpose of introducing the topic and that the children know in a general way about the simple future (be going to)	Reading/ writing	Word search: https://www.youtube.com/watch?v=Sc5CV5VzMqk Annex 1	10 minutes
EXPLAN ATION	The teacher begins by explaining the characteristic use of "be going to" and future situations where it should be used, after this he will give small tips that will help understand the formation of this topic, then he will explain its different structural forms (affirmative, negative and interrogative) with the help of flashcards will explain the examples.	Reading/ writing	PPT: Annex 2 Flashcards future structure	35 minutes
EXERCIS E	In the exercises, the students will have to take the phrase they find there to the different forms, that is, say its form (affirmative, negative and interrogative) and at the end the students will write the phrases and socialize the phrases to see if they are correct or not.	Writing/ speaking	Exercise: Annex 3	10 minutes

Annex 4 Third Class's Planning

Annex 1:

Going to + Infinitive - Easy English Lesson - Planning Your Weekend

Planning your weekend

Going to + Inf

0:10 / 1:40

WUEN

Annex 2:

+


Suj+ Be going to+ Verb+ Comp

-



Suj + Be **not going to+ Verb + Comp**

?

Be + Suj + Going to+ Verb + Comp + ?



1

Cursos de Inglés ATS

She **is going to **wrap** her Christmas presents.**

+




She **is not going to **wrap** her Christmas presents.**

-




Cursos de Inglés ATS

Is she going to **wrap** her
Christmas presents?



2



He **is** going to **eat** a
healthy snack.



He **is not** going to **eat**
a healthy snack.



Is he going to **eat** a
healthy snack?



?



3



I am going to
sell
cookies.

+



I am not going to **sell**
cookies.

-





Annex 3:

I. Complete making sentences.

In all their forms (affirmative, negative and interrogative)

1. He _____ **is going to phone** _____ his friend. (to phone)
2. We _____ a new computer game. (to play)
3. My sister _____ TV. (to watch)
4. You _____ a picnic next Tuesday. (to have)
5. They _____ to the bus stop this afternoon. (to walk)
6. She _____ her aunt. (to visit)
7. I _____ my homework after school. (to do)
8. Sophie and Nick _____ their friends. (to meet)

Topic: Future - will and be going to		Time: 55 minutes	Grades: 9 th and 10 th	
Date:09/05/2022				
Objective: understand the uses and differentiate between will and going to				
STAGES	DESCRIPTION OF THE ACTIVITY	SKILLS	MATERIALS/ LINKS	TIME
VIDEO	The teacher will play a video about the simple future (be going to and will), where he will ask, about its uses, when it can be used, what it should be used for, this with the purpose of introducing the topic and that the children know in a general way about the simple future (be going to and will)	Reading/ writing	Word search: https://www.youtube.com/watch?v=zY8HarwqHFc Annex 1	10 minutes
EXPLANATION	The teacher begins by explaining the characteristic use of "be going to and will" and future situations where they should be used, after this he will give small tips that will help understand the formation of this topic, then he will explain the difference between these two themes of the future, also in which situations they should be used and also their different structures.	Reading/ writing	PPT: Annex 2 Flashcards future structure	35 minutes
EXERCISE	The students will first have to identify what is the use given to each exercise, in order to know if they should use will or going to, after identifying which one they should use, they must conjugate taking into account the structure and the tips explained in each topic.	Writing/ speaking	Exercise: Annex 3	10 minutes

Annex 5 Fourth Class's Planning

Annex 1:



Annex 2:

GOING TO

- INFORMAL SITUATIONS
- PLANNED ACTIVITIES

WILL

- FORMAL OR INFORMAL SITUATIONS
- UNPLANNED ACTIVITIES

- I'M **GOING TO** TAKE A BREAK.
- GOOD IDEA! I **WILL** TAKE A BREAK, TOO.

INFORMAL

I **WILL** ARRIVE 15 MINUTES LATE TO THE TRAINING.

FORMAL

PLANNED


SUBJECT	BE	GOING TO	BASE FORM	COMPLEMENT
I	AM	GOING TO	WATCH	THE BASKETBALL GAME.

UNPLANNED

SUBJECT	WILL	BASE FORM	COMPLEMENT
I	WILL	WATCH	THE BASKETBALL GAME.

WATCH

2




LIFT

CERTAIN


SUBJECT	BE	GOING TO	BASEFORM	COMPLEMENT
HE	IS	GOING TO	LIFT	WEIGHTS AT THE GYM.

UNCERTAIN

SUBJECT	WILL	BASEFORM	COMPLEMENT
HE	WILL	LIFT	WEIGHTS AT THE GYM.



3




GO

ALREADY DECIDED


SUBJECT	BE	GOING TO	BASEFORM	COMPLEMENT
WE	ARE	GOING TO	GO	ON A ROADTRIP.

JUST DECIDED

SUBJECT	WILL	BASEFORM	COMPLEMENT
WE	WILL	GO	ON A ROADTRIP.



4




EAT

CERTAIN


SUBJECT	BE	GOING TO	BASEFORM	COMPLEMENT
THEY	ARE	GOING TO	EAT	BREAKFAST.

POSSIBLE

SUBJECT	WILL	BASEFORM	COMPLEMENT
THEY	WILL	EAT	BREAKFAST.



5




BE

PREDICTION

SUBJECT	BE	GOING TO	BASEFORM	COMPLEMENT
IT	IS	GOING TO	BE	CLOUDY.

PREDICTION

SUBJECT	WILL	BASEFORM	COMPLEMENT
IT	WILL	BE	CLOUDY.



Annex 3:

Complete the sentences using will or going to:

1. I'm very thirsty. I _____ (get) you a drink!
2. He _____ (play) tennis on Thursday morning.
3. She is very hungry. I _____ (make) her a sandwich.
4. George _____ (visit) her sister on Saturday.
5. My brother _____ (work) in Germany for a year.
6. Look at the kid at the top of that tree. He _____ (fall down).
7. If you go to London you _____ (visit) Buckingham Palace.
8. My mum thinks it _____ (snow) tomorrow.
9. In ten years time, I _____ (have) a big house.
10. What are your plans for next weekend? - I _____ (meet) my friends.

Topic: Comparative		Time: 55 minutes	Grades: 9 th and 10 th	
Date:22/05/2022				
Objective: understand the main structure of comparative and uses				
STAGES	DESCRIPTION OF THE ACTIVITY	SKILLS	MATERIALS / LINKS	TIME
BEGINNING	The teacher begins the class first by making a brief summary of what is an adjective that is a noun, the different adjectives that we have and their characterization, after this he will ask the students how they would compare a person in Spanish in this way the subject would be addressed of the class. He will also explain that there are two groups of adjectives in English, the short ones and the long ones.	Speaking	PPT: Annex 1 Flashcards group	5 minutes
EXPLANATION	At this point the teacher will explain with the help of the slides and flashcards that are in the slides where the students can see the different comparative structures since for each group of adjectives (short and long) there is a different structure, there are also flashcards where examples are explained.	Reading/ writing	PPT: Annex 2 Flashcards	35 minutes
EXERCISE	Each student will be given a flashcard first with a short adjective and they will have to make 3 different comparative sentences, after this they will be given a flashcard where they will also have to make 3 comparative sentences but this time it will be with long adjectives.	Writing/ speaking	Exercise: Annex 3	15 minutes

Annex 6 Fifth Class's Planning

Annex 1:

Group 1 Shorts adjective	Group 2 Longs adjective
Nice	Beautiful
Soft	Expensive
Cheap	Colorful
Clean	Modern
Small	Comfortable
Big	Horrible
Ugly	Formal
Dirty	

Annex 2:

Group 1
Nice
Soft
Cheap
Clean
Small
Big
Ugly
+ er than

The **Comparative** is normally used if you want to compare **two things**, people, etc:

- When we compare using **short words** (one or two syllables), we add **-er + than** at the end of the adjective.

Ex.

- He is tall **er than** me.



- My car is cheap **er than** your car.



➤ If an adjective ends in **one vowel + consonant**

(a,e,i,o,u) (b,c,d,f,g,h,j,k,l,m,...)

we **double** the consonant and add **-er**

• big - bigger

• hot - hotter

• thin - thinner

• fat - fatter

➤ If an adjective ends with a **-y**, we change it to **-i** and add **-er**

• happy - happier

• funny - funnier

• easy - easier

• ugly - uglier

Comparisons

nice



The white dress is **nicer than** the red one.

Comparisons

soft



The white jumper is **softer than** the black one.

Comparisons

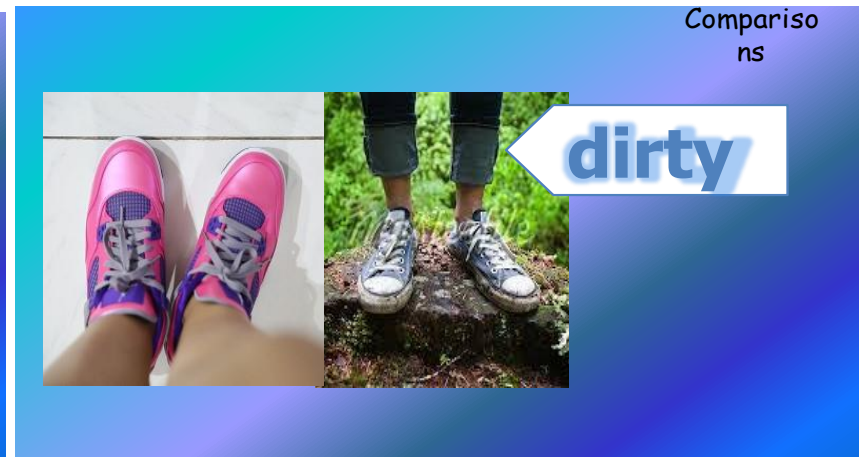
cheap



The red pants are **cheaper than** the blue ones.



The yellow hat is **bigger than** the purple one.



The blue sneakers are **dirtier than** the pink ones.

Group 2

more

Beautiful
Expensive
Colorful
Modern
Comfortable
Horrible
Formal

than

➤ When we compare 2 things or people using **long words** (three or more syllables), we add **more + adjective + than**

- Maria is **more** beautiful (adj) **than** Jennifer.
- This book is **more** interesting **than** that book.

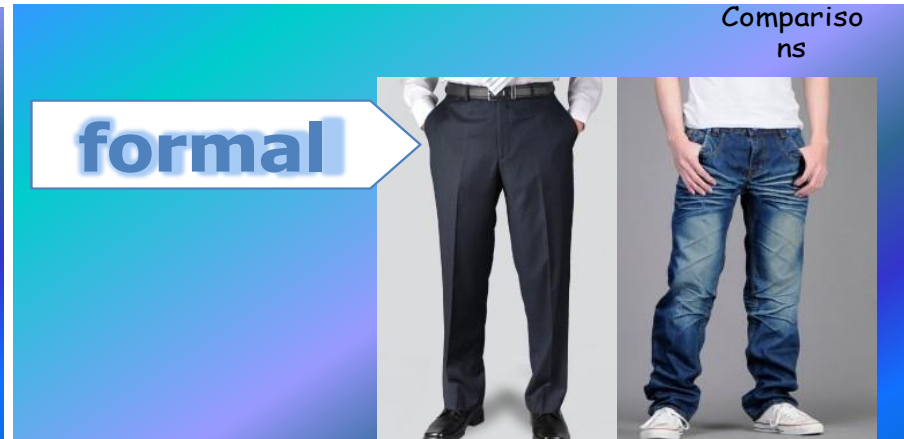
❖ **Irregular words change;**

good = better
bad = worse
far = further
little = less
more = much

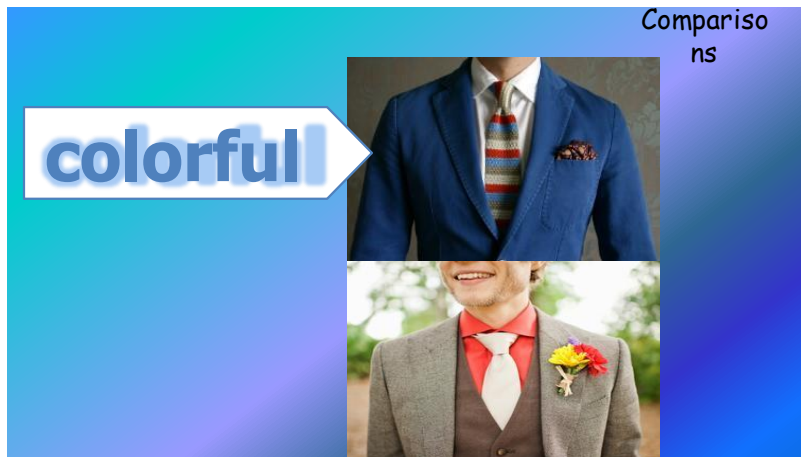
13



The brown skirt is **more modern than** the grey one.



Trousers are **more formal than** jeans.



This tie is **more colorful than** the other one.















This jacket is **more expensive than** the other one.

Annex 3:

DESCRIBING WORDS

			
hot	cold	large	small
			
loud	quiet	hard	soft
			
smooth	sharp	wet	dry

			
Nervous	Modest	Impatient	Patient
			
Optimist	Outgoing	Polite	Reserved
			
Intelligent	Friendly	Attentive	Honest

Topic: Superlative		Time: 55 minutes	Grades: 9 th and 10 th	
Date:22/05/2022				
Objective: understand the main structure of superlative and uses				
STAGES	DESCRIPTION OF THE ACTIVITY	SKILLS	MATERIALS/ LINKS	TIME
BEGINNING	The teacher begins the class first by making a brief summary of what is an adjective that is a noun, the different adjectives that we have and their characterization, after this he will ask the students how they would compare a person in Spanish in this way the subject would be addressed of the class. He will also explain that there are two groups of adjectives in English, the short ones and the long ones.	Speaking	PPT: Annex 1 Flashcards group	5 minutes
EXPLANATION	At this point the teacher will explain with the help of the slides and flashcards that are in the slides where the students can see the different superlative structures since for each group of adjectives (short and long) there is a different structure, there are also flashcards where examples are explained.	Reading/ writing	PPT: Annex 2 Flashcards	35 minutes
EXERCISE	Each student will be given a flashcard first with a short adjective and they will have to make 3 different superlative sentences, after this they will be given a flashcard where they will also have to make 3 superlative sentences but this time it will be with long adjectives.	Writing/ speaking	Exercise: Annex 3	15 minutes

Annex 7 Sixth Class's Planning

Annex 1:

Group 1 Shorts adjective	Group 2 Longs adjective
Nice Soft Cheap Clean Small Big Ugly Dirty	Beautiful Expensive Colorful Modern Comfortable Horrible Formal

Annex 2:

	Group 1	
	Nice Soft Cheap Clean Small Big Ugly	
The +		+ est

➤ If you want to compare **three or more** things, people, etc. you use the **Superlative**:
 When using **short words** (one syllable), we add **the + adjective + -est**.
 ex:

- Red car is **the fastest** of all / in the group
- Dinosaur is **the tallest**.



Titanic is
the longest
movie I've seen.



Long



The Nile river, in Egypt, is
the longest river in the
world.

High



Mount Everest is **the**
highest mountain on
Earth.

Group 2

The most

Beautiful
Expensive
Colorful
Modern
Comfortable
Horrible
Formal

➤ When using **long** words(three or more syllables) we add **the most** + **adjective**

ex:

- He is **the most intelligent** Student in the class.
- She is **the most beautiful** girl in the world.



Irregular words change

Good = best
Bad = worst
Far = further
Little = least

10

Mario Galaxy is **the most entertaining** videogame I have played.



Beautiful



Rio de Janeiro is one of **the most beautiful** cities in the world.

Exciting















Bungee jumping is one of **the most exciting** adventures.

Annex 3:

DESCRIBING WORDS

			
hot	cold	large	small
			
loud	quiet	hard	soft
			
smooth	sharp	wet	dry

			
Nervous	Modest	Impatient	Patient
			
Optimist	Outgoing	Polite	Reserved
			
Intelligent	Friendly	Attentive	Honest