ENHANCING VOCABULARY LEARNING THROUGH TWO DIFFERENT TECHNIQUES FROM A PPP APPROACH

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This project is presented to obtain the diploma of Licenciatura en Español y Lenguas Extranjeras

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NOTE OF ACCEPTANCE

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ABSTRACT

   This document describes a pedagogical intervention made through an action research project Which searched to foster and enhance student's vocabulary learning process through the implementation of two different learning techniques following the three stages of PPP approach, presentation-practice-production. The participants in this research were the fourth-grade students of Liceo Femenino Mercedes Nariño, located in Bogotá, Colombia. Throughout the observation and intervention process, worthy data were collected which evidenced the development of pedagogical proposal, following a methodological design of three stages, in which vocabulary was implemented starting from a decontextualizing technique that aimed to recognize the new vocabulary to pass to a semi contextualizing technique that allowed to use the vocabulary learned. The results that emerged from the triangulation of data allowed to analyze the findings and account for the conclusions, in turn to explain the implications and limitations of the project.

Keywords: *Vocabulary learning, techniques, decontextualizing, semi contextualizing, PPP.*

RESUMEN

Este documento describe una intervención pedagógica realizada a través de un proyecto de investigación de acción que buscó fomentar y mejorar el proceso de aprendizaje de vocabulario de los estudiantes mediante la implementación de dos técnicas de aprendizaje diferentes siguiendo las tres etapas del enfoque de PPP, presentación-práctica-producción. Los participantes en esta investigación fueron las estudiantes de cuarto grado del Liceo Femenino Mercedes Nariño, ubicado en Bogotá, Colombia. A lo largo del proceso de observación e intervención, se

recopilaron datos valiosos que evidenciaron el desarrollo de la propuesta pedagógica, siguiendo un diseño metodológico de tres etapas, en las que se implementó el vocabulario a partir de una técnica descontextualizada que buscaba reconocer el vocabulario nuevo pasar a una técnica semi contextualizada que permitió utilizar el vocabulario aprendido. Los resultados que surgieron de la triangulación de datos permitieron analizar los hallazgos y dar cuenta de las conclusiones, a su vez para explicar las implicaciones y limitaciones del proyecto.

Palabras clave: *Aprendizaje de vocabulario, técnicas, descontextualización, semi contextualización, PPP.*

1. Información General

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2. Descripción

Investigación acción de carácter cualitativo desarrollada en la I.E.D Liceo Femenino Mercedes Nariño ubicado en la localidad Rafael Uribe Uribe de la ciudad de Bogotá, en la cual se llevó a cabo una intervención pedagógica en los grados tercero y cuarto con el fin de implementar dos técnicas de aprendizaje de vocabulario; descontextualizada y semi contextualizada para mejorar el aprendizaje de vocabulario en el aula a través del enfoque de presentación-práctica-producción.

3. Fuentes

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4. Contenidos

Este estudio presenta un enfoque de investigación acción, por lo tanto, se desarrolló a lo largo de seis capítulos. En el primer capítulo se realiza una descripción y contextualización del lugar y población con la que se llevó a cabo la intervención pedagógica. Igualmente, se identifica y se describe el problema de investigación y su respectivo estado del arte con una posterior delimitación de la pregunta de investigación y sus objetivos, general y específicos. Esta pregunta está enfocada en el análisis de la implementación de dos técnicas de aprendizaje para mejorar el aprendizaje de vocabulario por medio del enfoque de presentación-practica-producción. En el segundo capítulo se presenta el marco teórico que soporta científica y teóricamente la creación de constructos referentes al tema de la investigación. El tercer capítulo desarrolla el diseño metodológico del proyecto, explicando el procedimiento para el uso de instrumentos de recolección de datos y el posterior análisis de estos. Luego, en el cuarto capítulo se presenta la descripción de la intervención pedagógica llevada a cabo en este proyecto el cual constó de tres ciclos. De igual manera, en el capítulo cinco se presenta el análisis de los datos recolectados a través de la intervención y los descubrimientos logrados. Por último, el capítulo seis presenta las conclusiones a su vez que discute los hallazgos del proyecto, sus impactos, limitaciones y recomendaciones del estudio.

5. Metodología

Este proyecto de investigación acción fue llevado a cabo a lo largo de tres fases. La primera fase consistió en un proceso de observación y recolección de muestras para determinar el problema y pregunta de investigación. De este modo, para la segunda fase, se diseñó la propuesta de intervención pedagógica que buscaba dar solución al problema de investigación encontrado. Así, el desarrollo de sesiones de clase con la población permitió guiar el proyecto a través de la observación, planeación, diseño y aplicaciones para luego llevar acabo un nuevo proceso de observación que permitiera realizar una reflexión sobre los datos e información recolectada durante las intervenciones. Esto permitió encontrar dificultades y debilidades a lo largo del proceso de intervención para sesiones futuras. Igualmente, la recolección de los datos se llevó a cabo a través de instrumentos como diarios de campo, encuestas y artefactos. Finalmente, luego de la intervención pedagógica, se procedió a organizar y sistematizar la información recolectada lo cual permitió un adecuado análisis de esta. Así pues, los hallazgos encontrados permitieron el establecimiento de conclusiones y sugerencias para futuras investigaciones en relación tema de este proyecto.

6. Conclusiones
Las conclusiones de este proyecto surgen a partir de los objetivos específicos propuestos. Así, en relación al primero objetivo, se pudo establecer que el proceso de aprendizaje de vocabulario en las estudiantes fue desarrollado de manera organizada mediante los ciclos expuestos en la propuesta pedagógica. Con respecto al segundo objetivo, en los resultados se evidenció que el uso de las dos diferentes técnicas permitió establecer una orden en la forma de presentar los contenidos, partiendo del ejercicio más simple al más complejo. Así mismo, la implementación de estas dos técnicas reflejó los ciclos propuestos en la intervención pedagógica. Finalmente, en referencia al último objetivo, fue posible determinar la pertinencia del uso del enfoque de presentación-practica-producción, ya que este modelo fue capaz de adaptarse a un contexto como el de las estudiantes anteriormente nombradas, teniendo en cuenta aspectos como su nivel de lengua, su edad, sus intereses, las horas de clase a la semana y el número de estudiantes.

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Revisado por:	Rojas López, Ronald Andrés

Fecha de elaboración del Resumen:	03	06	2019

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CHARACTERIZATION

This chapter presented an overview of the institution and the participants with whom the current research was made alongside with a related analysis of the classroom environment. This section aimed at drawing special focus to any local and institutional particularity that had a significant impact on the English learning process of the participants. A detailed student analysis was presented, taking into consideration relevant details linked to the cognitive, socio- affective, cultural and linguistic areas. Then, an analysis of the observations made in the first semester of 2018, the results of a survey and a diagnostic test applied to students were presented in order to contextualize cultural and academically the group of participants within this research. Then a set of previous national and international researches were exposed in a state of art to have a general background of the main topic of this research. Starting from this, the statement of the problem was described, finally, a research question with its respective general and specific objectives were stated.

Local and Institutional context

The I.E.D Liceo Femenino Mercedes Nariño School is in Bogotá, Colombia. This institution is situated in Restrepo neighbourhood and belongs to the 18th sector of Rafael Uribe Uribe district. This institution limits, to the north, with Primera de Mayo avenue (22nd street south), on the east, with Dario Echandia avenue (cra 10), which is the limit between San Cristobal and Rafael Uribe localities; at the south, with the south side of the Bosque de San

Carlos's park and with Gustavo Restrepo's urbanization, and to the west, with Caracas avenue. This shows that the school is in a medium-class strata neighbourhood, with a residential and a commercial sector.

The main purpose of the Liceo's Institutional program (PEI) is to create "autonomous and critical women with scientific perspectives that can transform society by giving their opinions or critics in a constructive way in their future endeavours" (Coexistence manual, 2014). The Mission of the school is to foster the integral training of women promoting the values of: respect, honesty, identity, solidarity and autonomy, focusing on their life project, oriented to the transformation of contexts where they interact, guaranteeing the enjoyment of a full life (Coexistence manual, 2014). The Vision of the school aims to be recognized by the quality of its service and its graduates, whose count with a proper knowledge required for a society of knowledge, with a handling of foreign languages as English and French, health sciences, and new TICS (Coexistence manual, 2014).

The pedagogical model of the school is Holistic . This model claims that the human being is a multidimensional subject who is defined based on his/her social and personal diversity. In this model, the teacher works as a facilitator, it means that the teacher should guide and take the responsibility of the teaching and learning processes of the students who are the main actors of it.

In regard to EFL, the school is focused on preparing students with languages as English and French to contribute to their life project, directed to a superior education or professional life, where students may be competent developing skills as listening, speaking, reading and writing, reaching

a B1 level (in a short term) and a B2 level (in a long term), this in order to assume the exigences of globalization, the TLC demands' and others.

In primary, the school stablished a main aim, this is to "develop knowledges, communicative competences and social and intercultural values and the development of implicit thinking in foreign languages (English and French) to achieve a good understanding, interpretation and textual production that allows the student to interact in specific contexts in bilingual societies, process based in the European Reference Framework for languages." (English curriculum, 2018)

Population

The institution attends a total of 5640 students in the day and 750 at night, divided in three educational levels; preschool, elementary and secondary school. The population considered in this study belongs to fourth grade of primary, the 405 group, which is situated in elementary school, in the afternoon shift. This group counts with 38 students (all of them are girls) with ages among 7 and 10 years old.

Starting from the learners' cognitive characteristics, none of the students present any serious cognitive problem. Considering the survey applied to this population on March the 14th of 2018 (Annex A), it was determined that approximately 65% of students lives in a regular family, formed by mother, father, grandparents and brothers or sisters. In their hobbies the 80% of them prefer to spend their free time with their families. Besides, most of them show to receive

help from at least one member of their family to do their homework, specially their parents, what indicates they have a good relationship in their homes.

Not all the students live in the same district in which the school is located, but all of them live in 2 and 3 social strata neighbourhoods. Also, in their homes most of them count with technological tools such as TV, computer, tablet, etc. This shows that they are at the same level and capacities, talking in economic terms. Academically, they seem to be motivated for all the subjects, but specially for Informatics and Physical Education. The classroom environment is comfortable, in the survey a 70% of the participants claim to have an excellent/good relationship with their classmates and a 65% of them prefer group work or pair work.

Inside the class, they showed interest for activities like drawing, painting, and writing. Outside the class, they prefer activities such as playing, going to the park, watching movies, listening to music and surfing on the Internet. A final aspect to analyse, and it opens the next section of analysis, is their interest about English. A 78% of them claims to do well in English, but the reasons to their answers are related only to good grades or good behaviours in the class, not to their language level or development. Regarding what they like to do in their English class, they prefer to watch videos and listening to songs. Also, 68% of them claimed to be better at listening and 50% claimed to be good at writing, which is paradoxical because the writing skill is not highly put into practice in the English class. On the other hand, only 7 of them told to be good at reading in English, and in the question "what do you like to do in your English class? The option of reading tales had the lowest rate, with only a 30% of preference.

Finally, they showed to be interested on English as a path to establish friendship with people from other countries and have a better opportunity of education, which suggests a need to learn English communicatively but before that, they must develop elementary levels to do it.

Diagnosis

To carry out a wider analysis of the previous characterization, this section was focused on the analysis of data collected from a diagnostic English test applied to the students on March the 21st of 2018 (Annex B). The test aimed to assess student's vocabulary and the four main skills (reading, listening, writing, and speaking). However, considering the head teacher's advices, the speaking and the writing section were not developed because the students weren't still able to respond according to difficulties of these two skills because they haven't had the preparation for this kind of performances.

The test was made in a written way, it was individual, and the students had one hour to complete it. To carry out this test, the teacher gave the instruction for each point. When everybody finished the first point, then the teacher explained the second one and so on. The instructions were given in mother tongue, this in order to help students understand the points easily to save time. Considering this previous information, the test was developed in three sections, which are explained in the next paragraphs.

The first section to develop was vocabulary; this section was leaded to evaluate the vocabulary knowledge of the students. It aimed to assess elementary vocabulary such as numbers from 1 to 12, colours, school supplies vocabulary, family's vocabulary and greetings. This was made with different strategies; matching, filling gaps and multiple-choice questions. The second section evaluated reading comprehension; in this part the students received a text of a girl whose introduces herself and says all her personal information (name, age, nationality, birthday, favourite food, favourite colour, favourite animal, etc.). After reading the text the students had to answer 10 open questions considering the information given by the text, for example: what her name is? what her nationality is?

The third section was listening comprehension; here, the students had to fill 10 gaps with the missing words of the listening. The audio was an elementary listening exercise for children, which topic was greetings.

Regarding the first section, it was remarkable the strengths and the weaknesses in the students in terms of vocabulary. Considering the observations made along the first semester of 2018, it is evidenced that students recognize numbers in English through songs that the teacher proposed in the class, however in the diagnostic test, the results were different; only 22 students of 38 reached at least 6 correct answers of 12 in the first point, which consisted in matching numbers with their written way. Starting from the observation named and this result, it is evidenced that the students can recognize, for example, the numbers vocabulary orally, but when it comes to a written code they are not completely able to identify it. Although a 58% reached the

objective of this point, it was not the expectation to achieve because it is an elemental topic they should know clearly. On the other hand, the second point of vocabulary section is colours. In this point, the students had a blank palette of colours and they had to colour it according to the colour asked in that palette. In this part, the 98% of the students reached the goal approximately, and this allowed to establish that they don't have problems when recognizing these.

 Regarding the third point, which was about school supplies vocabulary, the 95 % didn't identify these objects. Despite of the fact that they had the images of each object and a suitable word bank to do the exercise, they weren't able to do it. This let us see that the program stated by the school is not followed when it comes to this kind of vocabulary, that is even promoted in their English classroom.

 In the fourth point of vocabulary section was the family's vocabulary (mother, father, sister, brother, grandfather). For this exercise, some images from Los Simpson's family were used. They had to relate the images to the vocabulary given in the instruction. The first thing that I could notice in this point is that participants don't follow instructions (or they don't even read them). In this point only 17 students were able to answer correctly, while the other ones made mistakes caused by not reading the instructions and not paying attention to the teacher explanation. The most common mistake found was writing the answers in Spanish (even though they had the hint to put them in English) and colouring the characters, which was an activity that they were not asked to do.

To end with this vocabulary section, in the fifth point that consisted in greetings, only 60% of the students achieved the goal of almost 5 correct answers from 10, which is very concerning, taking into account that since they started classes, the teacher had intensified the use of greetings in the class, and taking into account the national standards, the students should know clearly when and how to use greetings, so this result didn't complete the expectations put into play about this topic.

Finally, in the reading comprehension part, it could be noticed that only 49% of the students reached the goal of answering correctly a minimum of 5 questions from 10. The other 51% of the students didn't consider the instructions given in the test and by the teacher as well. They answered to the questions with their own personal information, despite of the fact that the instructions were explained once and again.

This brief analysis accompanied with the field notes about observations allowed to consider firstly, that a significant part of the population needed to be aware of the instructions, and secondly, it showed why the students didn't have the results expected in terms of recognizing vocabulary in a written code and the problems with understanding the written words in English, this problem was described in the next section.

Statement of the problem

Starting from the observations done, it was possible to say that the students practiced and developed widely their listening skill, this was evidenced in the observations, when describing

the activities that the head teacher proposed, most part of them had to do with songs, children's rounds, videos, kinaesthetic activities and sometimes solving guides in which writing skill was promoted. However, it was evident that students could recognize some words or expressions orally, but not exactly in a written code and going deeper, understanding their actual meaning. This was proved along the observations made, and as an example of this, it was considered the exercise of recognizing numbers in the diagnosis test. In the class observations, students could easily say aloud the numbers in English, however, at the moment of recognizing it in a written code, only the half part of the group was able to do it, which meant that students were only repeating commands but they were not actually aware of what they were learning.

Another evidence of this could be seen in the field note #3 from 2018-1 semester (Annexe C) where the teacher taught the numbers through a song, the students learnt it by listening to it, they pronounced it very well, but by the lack of visual aids students were not able do a word-sound-image-concept association and they only limited to repeat words and sentences without know the real meaning of these.

The fact of not creating integral activities that include somehow the reading or writing skill was evidenced in the diagnosis test, where some of them wrote the words as they sound in their target language "gurifni" "gudmornin" in the case of greetings or regarding to family's vocabulary with words like "fader" and "moder". This wrong interpretation of the words happened because there was a lack of visual aids that allowed to students to be aware or conscious of the written code and the concept of the topics they learn.

When it comes to skills, it was evidenced that the teacher focused in reinforcing the skills of listening and speaking (which in this case, I interpret more as repetition than speaking) while writing and the reading skill were not as well developed as the previous ones. This was evidenced in the question number 12 of the survey which is: ¿Qué es más facil para ti?" and they were given four options to choose, where listening in English had the highest rate with a 68% of positive answers, while reading had the lowest rate with only 30% of positive responses. This meant that it was important to reconsider how was it possible to link all the abilities in the way that it did not get repetitive and was profitable for students.

Considering this, it was relevant to mention that through the data collected in the observations, the students listened and repeat more than speak, but they did not go further than this; they just received and repeated commands when the teacher asked them to do it, but when they were demanded to produce a simple tense, they could not do it without teacher's help giving them hints.

With this evidences and interpretations, it was important to say that the main problem with the students of 405 is that they did not count with a meaningful strategy that help them to really learn the vocabulary they were supposed to know, which in this phase of students' learning, is the main base to arrive to communicate something. Besides that, it was noticed that visual aids were not used as a resource to learn vocabulary, even considering that they were in an elementary level and they needed to learn vocabulary and simple sentences to get elements to communicate with each other. Considering this serious problem, taking into account that

vocabulary is the main source they learn when it comes to speak a new language, the methodology of presentation-practice-production (PPP) along with two vocabulary learning strategies were chosen to contribute to fill this vocabulary learning gaps and see the vocabulary learning not as a process of memorizing isolated words without any specific purpose but as a process of learning different groups of vocabulary that at the end were joined with an specific objective.

Rationale of the study

Considering the problems exposed previously in the fourth-grade students of Liceo Femenino Mercedes Nariño, this section presented the contributions that the execution of this study provides in three fundamental scenarios for education, that is, the individual learning of the students, the contributions to the institutional methodologies and the learning landscape of the English language as a foreign language within the framework of the proposals of the national ministry.

First, the implementation of vocabulary learning techniques presented in this study, could contribute to the learning of new vocabulary focused on the relationship of image, word and sound, which allows a clearer awareness of the language, helping the students to not only identify the new words but comprehend the meaning of the new concepts in different situations. Vocabulary is the basis in a language, it is the basis in a foreign language process; that is the reason why this project takes into account vocabulary; it is important to emphasize in vocabulary as a way to practice and improve English, as I. S. P. Nation said in his book Teaching and

Learning Vocabulary "... both learners and researchers see vocabulary as being very important, if not the most important, element in language learning" (Nation, 1990); but there is a situation which was developed previously, and it is how vocabulary has been taught in English classes. According to the statement of the problem, it is very important to bear in mind the teaching of meaningful vocabulary; it is not just to write lists of words and repeat them to assume that a language is being learned; words have to be learned for a reason and they have to be understood in a situation related to the students.

Secondly, at the institutional level, considering the intentions reflected in the mission of the school where the formation of integral students with good management of the foreign language is the focus, the application of this study contribute to get this integral formation in languages, since it links the more developed student's language skills with the new ones that they acquire, which in this case reading comprehension.

Finally, at a national level, this project contributes to meet the expectations of the MEN considering the English language basic standards established in Colombia. To that extent, this vocabulary learning proposal presents a tool for the strengthening and consolidation of knowledge necessary to learn a foreign language. The need to train citizens capable of competing with the world to interact, share and recognize each other on the plane of the nation in front of other cultures, whatever it may be a point of openness to the construction of a generation that opens and reflects actively from the imaginaries that the communicative processes of the English language offer to conceive the individuality of being and its cultural identity.

Literature review

In the next chart, they are mentioned all the studies, which were useful as basis in this research. The four first are placed at Universidad Pedagógica Nacional, the following three are situated locally, and the last are studies from international stature.

Table 1. *Previous studies.*

Study title	Implementation year	institution
Audiovisual aids as a tool to promote meaningful EFL vocabulary learning	2017	Universidad Pedagógica Nacional
Songs as a source of vocabulary and classroom speaking promoter.	2017	Universidad Pedagógica Nacional
The impact of picture strategy for English vocabulary learning	2015	Universidad Pedagógica Nacional
Fostering vocabulary learning through a cultural context and ICTS resources in an EFL classroom.	2016	Universidad Pedagógica Nacional
Improving the vocabulary acquisition through CLIL.	2013	Universidad de la Sabana (Bogotá
Teaching English in Primary School through audiovisual aids	2006	Universidad Santo Tomas (Bogotá)

Meaningful learning through audiovisual strategies	2008	Universidad de la Salle (Bogotá)
Intentional Vocabulary Learning Using Digital Flashcards	2015	University Road (Taiwan)
Presentation – Practice – Production (PPP) Method: An Alternative Method Used in Enhancing student's Vocabulary Mastery	2018	University of Muhammadiyah Lampung
Effective Strategies for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context	2015	University of Sulaimani (Iraq)

In the first study, Gonzalez (2017) in his project "Audiovisual aids as a tool to promote meaningful EFL vocabulary learning" describes the importance of using audiovisual aids to improve vocabulary learning with third grade students. In his research, he describes the problem as vocabulary is taught out of context and without a purpose, just list of words to learn, having in mind this, he proposed to teach vocabulary through audiovisual elements such as videos, songs and listening exercises that helped students increment their vocabulary knowledge. Through this research, Gonzalez (2017) could establish that videos and songs resulted useful when learning new vocabulary, students felt interested and motivated to learn new vocabulary in a different and entertained way. This study takes relevance in this research because it shows the usefulness of audiovisual aids when it comes to learn new vocabulary, considering that is resulted to be a useful instrument when it comes about teaching to young learners.

Mejorano (2017) in his project "Songs as a source of vocabulary and classroom speaking promoter", describes the problem of his project as the lack of vocabulary students have when expressing their ideas. To this problem, Mejorano (2017) proposes a new technique to approach

students to learn and use new vocabulary when speaking: songs. The implementation of songs within classroom allowed that Mejorano (2017) realized that it was a good to first, learn new vocabulary and second, a good way to foster speaking skills in students. However, Mejorano (2017) claimed that the activities done in the classroom are not enough when it comes to learn deeply the new vocabulary, for what he enhances the importance of autonomous work in the students. This project is useful to this research in the way that it supports the idea of using tools that can provide some context to learn new vocabulary.

Cantor (2015) in her project "The impact of picture strategy for English vocabulary learning" describes the usefulness of picture strategy when learning vocabulary. In her project, she describes the main problem as students can not understand well the English classes because of their lack of vocabulary knowledge, to this problem, Cantor (2017) proposes to use picture strategy, applying it with verbal and written teaching strategies. Throughout this project, Cantor (2015) could establish that students not only understood the meaning of the words, but they also improved their listening and speaking skills by comprehending the meanings and word-sound relations. This study supports this research in the way that it shows that with appropriated techniques and instruction, vocabulary can be more than set of words to learn.

In her project, Cristancho (2016) describes the problem as students do not count with an accurate level of English according to the grade they are in. To this problem, Cristancho (2016) proposes setting a cultural context supported by ICTs on the strengthening of EFL third graders' vocabulary learning process, starting from students' cultural context. Through this research, Cristancho (2016) found that students not only increased their vocabulary, but also, they learned

to use it in different contexts. Cristancho also enhances on the importance of using TICS within the classroom, arguing that it is a complete tool that helps developing the four language skills known.

Gutierrez (2013) implemented the use of CLIL (Content and Language Integrated Learning). The author also found the problem of the interference of mother tongue (Spanish); Gutierrez (2013) stated that English classes were boring for students, but they were interested in topics related to Science and Geography, in that way, the investigator took advantage of that interest, and created strategies addressed to the language development. Gutierrez (2013) concluded in her project that students improve the vocabulary acquisition through an approach which involves the learning subjects different to English class. It becomes important for this research, since it is presented a very successful in enhancing the learning of languages and other subjects matters, and in the positive attitude development of youngers towards themselves as language learners.

Schlaga, Floraxa, and Ploetznera (2006) made use of the text and picture-based approach to improve comprehension. They mentioned that the use of pictures is an appropriate method for the age of the students (young learners), since they tend to have a better acquisition of grammar rules when a text is accompanied by images. However, the authors also advise that there should be a much higher complexity at each English level to develop further processing of text and image. The previous study is relevant for the present one as its results show that through implementation of the strategies, students increased their knowledge in the foreign language by

means of a higher level of complexity; the authors stated that the students were interested and motivated in the classes through the use of pictures accompanied by a text.

The use of pictures becomes a pedagogical strategy for children to improve their writing skills at the school level. Nirmala addressed to the problems affecting the learners' academic success, such as lack of exposure, poor reading habits, lack of a conducive learning environment and so on, which affect their performance and confidence, even, the addressed population also tended to translate. Through picture strategy, Nirmala (2008) involved the total participation of the group and the picture reading became in a good habit of vocabulary learning. Regarding the conclusions of Nirmala (2008), to use pictures was positive in building trust to express ideas with vocabulary learned. Nirmala's study (2008) works as the basis in this study to the extent that has brought a positive change to the environment of students, since the fact of the picture reading becomes a habit is a good point that favors the vocabulary acquisition.

In his study Intentional "Vocabulary Learning Using Digital Flashcards" Hung (2015) describes the role of digital flashcards in a university classroom environment. Hung (2015) aimed to analyze the relevance of using this tool to learn vocabulary in an intentional way. To apply this project, Hung counted with a computer for each student, where they created their own flashcards with at least five words they chose about certain topic, and then they shared it with their partners. This project demonstrated that students improved notoriously in their English exams, as well as the profiency in comprehension and production skills. This study is important to this this research in the way that it shows that intentional vocabulary teaching can have good results when it counts with a clear purpose.

In her study "Presentation – Practice – Production (PPP) Method: An Alternative Method Used in Enhancing student's Vocabulary Mastery" Amrizal (2018) aimed to describe application of PPP method in teaching vocabulary at University of Muhammadiyah Lampung and to know the result of students' vocabularies achievement after teaching by using PPP method. After applying this method, Amrizal (2018) could establish that students' vocabulary mastery improved in a significant way, this because their test scored were higher than expected and that's what the study searched for, she also argued that students recognized the PPP method had helped them to master vocabulary and had motivated them to learn more. This study is important to this research because it allows to see PPP applied in other contexts, showing that despite of the fact that is considered a basic method, it is useful and for some students can be fun.

Finally, in his project "Effective Strategies for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context" Aziz (2015) express his concerns about why always students have more a receptive vocabulary than a productive one and discuss about the traditional vocabulary learning techniques. To become this receptive to productive vocabulary, he makes a process with students of introducing well the vocabulary, then recording it, and the putting in contexts or situations students know. The main result to this study was that students were able to use and share the new vocabulary with their partners, discussing and acting in different situations. This study is important to this research because it supports the idea that vocabulary is not only a receptive part of the language, but it is important to look for the way to make it somehow productive.

Having in mind the description of the problem, the rationale of the study and the previous researches, a research question with its corresponding objectives emerged:

Research question:

❖ How could the 405 students of Liceo Femenino Mercedes Nariño enhance their English learning vocabulary through two vocabulary learning techniques?

General objective:

❖ To analyze the incidence of using decontextualizing and semi-contextualizing vocabulary learning techniques in the process of vocabulary learning of 405 students of Liceo Femenino Mercedes Nariño.

Specific objectives:

❖ To describe the students´ vocabulary learning throughout the pedagogical intervention.

❖ To contrast the usefulness of two kinds of vocabulary learning techniques when learning vocabulary.

❖ To describe the usefulness of PPP teaching approach when teaching and learning vocabulary.

THEORETICAL FRAMEWORK

To start with this chapter, it was important to take into account the conception of learning a foreign language for this research, later two main constructs which were the basis for this research were exposed.

According to Brown (1994) language is a system which allows expressing meanings, and it is the primary source of interaction and communication. Language learning involves looking at language as a whole and concentrating on the meaning or gist rather than the grammatical structures or individual words. However, in early ages the learning is produced through the input, which is central in this study. "The learning increases as children are exposed to a constant input of the target language in class, it will contribute to lasting better English skills, measured in increased vocabulary "(p. 56).

Krashen (1981) supports this view and presents three categories of adapted input from which the second language learner can benefit: "teacher-talk", "foreigner-talk", and "interlanguage" input. The first is seen as the classroom language that accompanies exercises, the language of explanations in second language, and the language of classroom management. This category is presented when the teacher uses their verbal and no verbal language to explain the instructions and organization of the class. The second is the manner of speaking that is often used by adults when talking to very young native speaker children. This type of input allows to students to perceive the language clearly, since the adult decreases the speed in the speech. And the last one is the

"imperfect" second language, which is produced when the students speak among them with linguistic defects.

The above introduction allowed to state that foreign language learning is seen as a process, in which the principal factor in early ages is the input received that helps to students to develop a social learning, since it is the effect of direct instructions of the language. As Brown expressed, the main function of language is expressing and understanding meanings, rather than learning grammatical structures, which is the point where this research spins around, focusing on student's vocabulary learning in order to not only identify isolated words, but understanding their meaning and know the context where they can use it.

The three categories mentioned by Krashen also took importance in this research, the first one is reflected in the way the teacher explains topics and give clear instructions to develop an activity, the second is evidenced when the teacher acts like a model to what students should learn and how do they do it, taking into account aspects, for example, as the pronunciation of the vocabulary shown by the teacher. Finally, the last category is reflected in this study when the students create their own descriptions or meaning about a situation.

Vocabulary learning

For many years, the subject of vocabulary has been left aside when it comes about learning a new language. However, in the late years many researchers had put their attention into this subject and nowadays there is an open discussion about what vocabulary learning is. In this section were exposed different visions about the concept of vocabulary and its implications when learning a language.

Richards and Renandya (2002) state that "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (p.255). This definition allows to confirm that vocabulary is the main part of the process of learning a new language, knowing the meaning of words is essential for learners to be able to understand or express an idea clearly. Without a considerable amount of vocabulary knowledge, the comprehension and performance of an EFL learner is going to be limited and poor. In other words, vocabulary is central to English language teaching because without enough vocabulary students cannot understand others or express their own ideas.

This previous idea is supported by Brown (2007) who explained that although learning a language cannot be reduced to only learning vocabulary, stated that it is also true that no matter how well the students learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

For Abrudan (2010), words represent the building block upon which knowledge of the second language can be built. This reinforces the idea of the role of vocabulary in second language learning. Starting from this, it is possible to say that vocabulary more than being a "skill" to be developed, it could work as a solid bedrock upon which to build the overall language proficiency.

It is important to understand that language is not only composed by grammar and the skills known to develop, as Wilkins (1973) stated, "without grammar, very little can be conveyed; without vocabulary nothing can be conveyed" (p. 111-112) This statement helps to understand that to develop comprehension in a foreign language, even having clear grammar structures -and this happens even in advanced levels of language knowledge- if the learner does not know the

vocabulary presented within the texts (oral or written), it is harder for him/her to comprehend the real meaning of it. This idea is also supported by researchers who realized that many of learners' difficulties, both receptively and productively, result from an inadequate vocabulary, and even when they are at higher levels of language competence and performance, they still feel in need of learning vocabulary (Laufer 1986; Nation 1990)

To continue with the previous idea, Abrudan (2010) states that "If language structures make up the skeleton of a language, the vocabulary provides the flesh and the vital organs" (p.270). This allows to say that vocabulary is what gives the meaning to what an idea wants to express. Grammar is a well-structured fact in language learning, but once the learner acquires it, it does not change, whereas vocabulary is an instrument that learner does not end up learning, the wider vocabulary the better performance in the second language (although grammar and vocabulary are interdependent). Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime, Abrudan (2010).

Is important to know that vocabulary can be learned in two ways: incidentally and intentionally. The first one occurs through indirect exposure to words, such a reading or listening texts, the second one (which is the one to use within this research) happens through explicit instruction in specific words and word-learning strategies. (Abrudan,2010).

To keep up with the importance of vocabulary within language learning, Krashen, as cited in Lewis (1993) states a strong idea "First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem'' (p.25). After analyzing this idea, it is pertinent to wonder why this happens when a foreigner, for example,

arrives to a new country and prefers to carry a dictionary than a grammar book, this can be answered since the point of view that although the learner does not possess well-structured grammar basis, with few words is able to express an idea.

The previous background ideas allowed to enhance the role of vocabulary learning in a foreign language. It is important to clarify that this research looks for to put in practice the importance of vocabulary learning within the English as a foreign language learning, taking into account the context, the knowledge, and the time exposure of the learners in the classroom.

In this way, vocabulary is considered for this study as the main piece to build the foreign language learning. Understanding vocabulary not only as a list of words that students memorize because they have to, but relating these words to concepts, images and meanings that can help them to understand a language context. It is important to mention that vocabulary must not be taught as a set of commands, where students respond to it just because they are used to do it, but really understanding the meaning of the words that they learn and the real use of them.

Having in mind the visions of each author mentioned before which result to be similar one to another, the one exposed by Richards and Renandya (2002) is the one that adjust better to this research, because it defines vocabulary a core component, which is relevant to establish the main vision that spins around along this study, this understanding that no matter how well grammar structures a learner owns, if there is a low knowledge of vocabulary, neither language comprehension nor language production is possible, then the learner capacity to comprehend or express an idea would be harder.

Therefore, vocabulary is applied in this study in an intentional and systematic way, in which students learn a certain group of vocabulary with a purpose. To describe this systematic process, it is useful to take as a reference the 5R model proposed by Brown & Payne (1994) which goes from first receiving the words, then recognizing them in a written an oral form, then retaining in their mind the meaning and the image of each word, later retrieving the words and finally recycling them for their own use, whether is comprehension or production of the language. This previous model is adapted within the next construct of this framework and it will be the basis to develop a pedagogical proposal.

Vocabulary learning techniques

Firstly, it is important to identify the definition of technique. For Brown (1994) technique is "any of a wide variety of exercises, activities or tasks used in the language classroom for realizing lesson objectives" (p.16), in other words, it is a way to carry out the development of a lesson in within the classroom. Many authors have exposed and established their own models among what vocabulary learning techniques or steps are important to carry out when teaching vocabulary. In this construct will be as reference to Oxford & Crookall (1990) to talk about the vocabulary learning techniques which apply better to this research.

Oxford & Crookall (1990) describe the techniques of vocabulary instruction in four categories: (1) *de-contextualizing*: word lists, flashcards, and dictionary use; (2) *semi-contextualizing*: word grouping, association, visual imagery, aural imaginary, keyword, physical response, physical sensation, and semantic mapping; (3) *fully contextualizing*: reading, listening, speaking, and writing; (4) *adaptable*: structured reviewing. To understand widely these techniques, Shen (2003)

shares a chart (Figure 1) putting these techniques in a range of decontextualize and contextualize, to understand better what are the factors among this scale.

Fifure 1. Existing vocabulary learning strategies, Shen (2003)
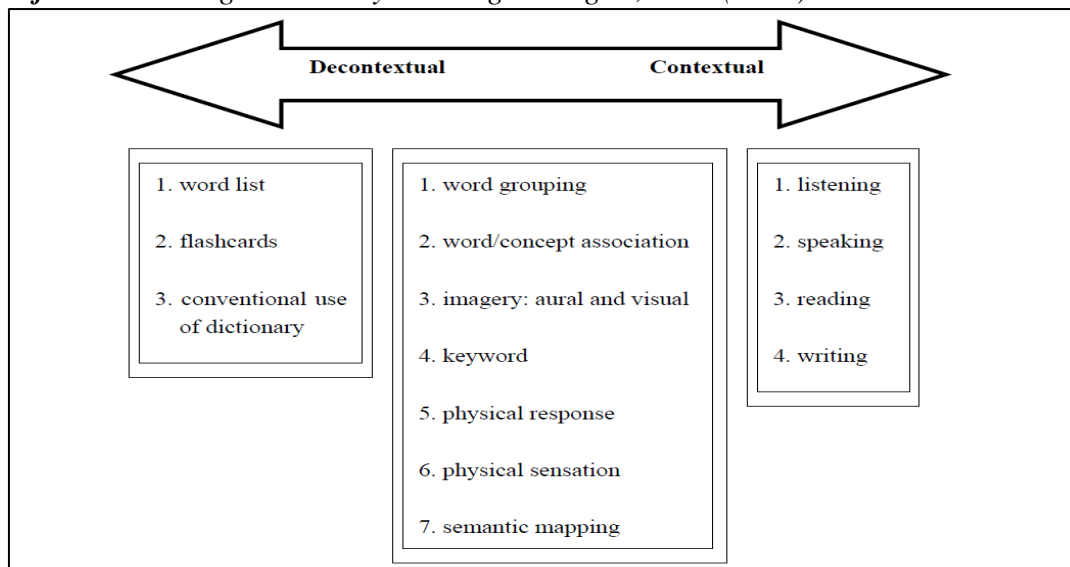
To understand the previous figure, decontextualizing techniques are the ones that don't provide any communicative context to learners that allow them to remember, relate or knowing the actual use of the word. Semi contextualizing techniques are partially wrapped with context but not at all, so this technique allow to the learner to relate the new knowledge with the previous one or acquiring the new words relating it with something meaningful, but it is not part of a naturalistic communication. Fully contextualizing techniques involve the learners in a communicative environment and finally, adaptable technique, refers to a technique that can reinforce other techniques at any part of the contextuality continuum. Oxford & Crookall (1990).

Nevertheless, to carry out this study it was only taken into consideration the first (decontextualizing) and second technique (semi-contextualizing), which are the ones that adjust better to the conditions of this research, such as time exposure, language level of the students and

the objectives stated at the beginning of this document. These two techniques are explained deeply in the next paragraphs.

Decontextualizing technique

It uses totally removed from context strategies, such as wordlist, flashcards and dictionary use. In this section the focus will be in wordlist and flashcards, which are the ones that are involved within this study. Before describing these strategies, it is important to clarify that any of these can have modifications, adding some degree of context, in order to not neglect them at all.

The wordlist seem to be one of the most decontextualizing learning strategy, since it does not provide any context in which student can hold on, but only a set of isolated words which aim is simply the learner identify and memorize, these strategy does not even require at all the instruction of a teacher, when it appears in textbooks, it is available for the learners to learn it alone (Oxford & Crookall,1990). Despite of this, the learner will always try to relate the new word to one from the L1 to start identifying the meaning of L2 words. Although this strategy has not shown good results working as a main tool for learning new vocabulary, in this research it was used to receive and identify a first written impression of the words.

Flashcards are another element that seemed to be decontextualized, but they can be improved, and they even result to be more common when learning vocabulary than expected. The flashcards have three components, the first one is writing down or receiving the l2 word, the second one is the L1 word meaning behind, or an image that can help to understand the meaning of the L2 word. The third and last one, is using the card to get familiar with new words presented. Although ordinary flashcards are not seen as a good tool to introduce new words to learners, with creativity it is possible to modify them adding a bit of context:

> For instance, learners can
> sort flashcards into piles representing different groups of words (e.g.,
> nouns, adjectives, adverbs, verbs, prepositions; words that are already
> learned vs. words still needing to be learned; past tense forms vs. present
> tense forms). Learners can tape flashcards to particular objects like *lamp,*
> *table,* and *chair* signified by the words on the cards, thus providing a
> visual (and to a degree tactile) context. Visual context might also be added
> by taping relevant pictures to the cards. Learners can arrange flashcards
> on the floor in a kind of semantic map, with related words closer together
> and unrelated words farther apart. Finally, students can add context by
> writing the new words in complete, meaningful sentences on the cards (p.12)

The previous quote is a demonstration of what is possible to do with flashcards and how useful they can be to learn new vocabulary if they are presented to learners with that features and aims. It is important to clarify that this decontextualizing strategy takes place in this study only as a way to introduce new vocabulary to students in a first stage, remembering the 5R model, where they receive and recognize the words presented, to help students to get familiar with the new words, identifying them first in a written an oral form, to be able later to make a transition to meaning and use of the words learned throughout the pedagogical practice.

Semi contextualizing technique

Is that in which some of the context comes from associations with other words or word-sounds (Oxford & Crookall,1990). Semi-contextualizing techniques allow some degree of context but fall short of full contextuality; thus, new words may be linked with something that is meaningful to the learner, but they are not used as part of naturalistic communication (Oxford & Crookall,1990).

To understand this in a better way, the authors explain different techniques used within this category. The first one is word grouping, which establishes new groups or sets of words which hang together because of some common theme or characteristic. Groups can be based on type of

word (e.g., all nouns or adjectives), grammatical form (e.g., irregular verbs of a certain kind),

topic (e.g., words about weather), practical function (e.g., terms for things that make a car work),

language function (e.g., apology, request, demand), similarity (e.g., warm, hot, tepid, tropical),

dissimilarity or opposition (e.g., friendly /unfriendly), the way one feels about something (e.g.,

like, dislike), and so on (Oxford & Crookall, 1990). This idea is close to what Harmer (1991)

calls enumeration. Setting a topic (e.g. Clothes) and enumerate a list of its items (e.g. Pants, skirt,

shoes). This is a good technique to make vocabulary learning easier and more organized.

Another technique to take into account is visual imagery, for vocabulary learning is based on

making associations between a picture and a word. This technique is based on the theory that

most learners are capable of associating new information to concepts in memory by meaningful

visual images, and that visual images make learning more efficient., (Oxford & Crookall, 1990).

The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings,

stick figures and photographs (Alqahtani, 2015).

Physical response results to be another technique that can help learners to remember

vocabulary easily. This technique relies on using body language linked with words at the same

time (Oxford & Crookall, 1990). One very common strategy to carry out this technique is

following commands. As example, when the teacher teaches body parts vocabulary, putting his

hands on his head when he says the word "head" and so on. This technique activates different

parts of the brain and stimulate learner's schemata.

The last technique is physical sensation, this is known for involving the learners in sensitive

experiences that provide a small amount of context in terms of a physical association with a new

word (Oxford & Crookall, 1990). An example of this is playing with the senses of learners, tasting new flavors to explain words such as: salty, sweet, bittersweet, delicious, disgusting. This technique will create a significant learning and will help the learner remember the vocabulary exposed easily.

 Therefore, it can be argued that contextual, semi-contextual and de-contextual strategies of teaching vocabulary are all needed to help learners to learn words. On the one hand, learners need a lot of native-like input in order to absorb authentic frameworks of the target language, and to enable them to achieve native-like proficiency. On the other hand, it is necessary to use strategies to facilitate lexical consolidation in their memories. Therefore, learning words needs to involve a wide range of skills (Zimmerman, 1997). This implies that it is difficult to isolate vocabulary learning strategies from one another.

The techniques described above are the ones that compose this research, they will be developed with several activities that will help learners acquire new vocabulary in an organized, intentional and systematic way. Making the vocabulary learning something significant that helps learners to interiorize all the new knowledge. The previous techniques are applied in this study in two phases. The first one is the decontextualizing technique, that works as an initial way to introduce new vocabulary to the learners, in which they receive and identify the new words, doing it first in a written code and then in an oral one, to finally understand the meaning of that words. In the second phase with semi contextualizing techniques the learners are expected to not only identify the words, but also to be capable of associating the written and oral code with an image and meaning of the words presented in phase 1 and in this sense, to be able to comprehend the use of these groups of vocabulary to develop several tasks with different levels of complexity.

RESEARCH DESIGN

This chapter was focused on the research design and methodology that leaded this study. First, it was explained the type research, which defined how this research was conducted. Secondly , a brief description of the process of gathering, analysis, and presentation of data was given as well as ethical considerations of this study.

Type of research

This study was conducted through the qualitative research, that consists in observing reality and understanding social problems in their natural setting. According to Philips & Carr (2010), qualitative research "involves looking in-depth at non-numerical data, which means that this focuses on the knowledge as fluid and subjective, not as countable and fixed" (p.26). Taylor and Bogdan (1994) state that qualitative research relies on descriptive data obtained from spoken or written statements made by people as well from observable behaviors. According to Taylor and Bogdan (1994) qualitative methods are inductive; this means that researchers develop concepts throughout the investigation, based on the data collected which subsequently is evaluated and analyzed. The qualitative method favors this research, since it can be used to study language learning processes, and at the same time, the roles of learners, which are manifested through behaviors. Considering these definitions, this study is going to be framed within qualitative research because its aim is to describe and analyse students' learning process and behaviours during a pedagogical intervention.

Type of study

   Action research has been understood as process where practitioners (this in terms of

educational field) design and examine their own practice inside the classroom. Burns (2010),

defines action research as a reflective practice, that involves a self-reflective critical and

systematic line that allows the teacher researchers to explore their own practices. Burns also

describes the cycles of action research proposed by Kemmis and Taggart (1988) in which there

are four main steps: the first one is planning, which is when the researcher identifies a problem

and plans an action to improve that issue. The second one is action, where the researcher carries

out what he planned. The third one is observation, that involves the researcher as an observer of

the effects of his own practice. The last one is reflecting, where the researcher reflects about his

practice to see what the impact of it was.

   Considering this brief definition of what action research is, it is possible to say that the teacher

has an active role within the development of an action research, because it allows the teacher

researchers to have a voice in their own practice, to investigate what are the gaps to fill in their

field and to understand deeply their teaching context.

   Data Analysis Methodology

   According to Burns (2010), the first stage to data analysis is Assembling data, here the

researcher must assemble all the data collected during the research period, this assembling will

allow to discover patterns inside the classroom. The second stage is coding data, in which the

author highlights the importance to establish analysis categories that reduce the amount of data to

a more manageable and accurate information. The third stage that Burns proposes is comparing

the data, here the researcher must compare the data collected in the coding section and see if the

information is similar or presents contradictions that can result important to highlight, for this,

she recommends creating tables to compare different data (triangulation). The fourth stage is

building meanings and interpretations, which is basically to make a deep interpretation and reflection of data collected, by posing questions, identifying connections and making explanations about your own research, refining your personal thoughts and theories. Finally, the last stage is reporting the outcomes, where the researcher must present his research and shows the results found in it.

To consolidate the process of analysing data through triangulation in this research, it was taken three perspectives to release it; the field notes made during the pedagogical practice, the artifacts applied during the lessons and a final survey applied to students to understand their perception about the lessons and activities developed along the pedagogical practice.

Participants

This research was made in Liceo Femenino Mercedes Nariño, in the afternoon shift (from 12:15 p.m to 5:45 p.m) with a fourth-grade group (405) composed by 38 students with ages among 8 and 10 years old, all of them are girls. The group only counts with one hour of English class per week.

Data collection instruments

Observations

This instrument for data collection is useful to describe and analyse the classroom environment, the participants' learning processes, behaviours and knowledge. Philips & Carr (2010) describe observation as a process of watching participants critically and deliberately, taking into account a "live" performance of participants' nature. Said in words of Burns, observation is "seeing things that are before our eyes in ways we haven't consciously noticed

before" (Burns, 2010). This tool not only enables researchers to record descriptions of people and facts and be aware of the research context, but also to make comments that complement the factual accounts register.

Surveys

Based on Burns (2009), this qualitative method to gather data is useful in many ways; for example, it allows to get information about a selected topic and obtain a general background about that, or the situation in the community or group. Also, these surveys result to be more practical to get information about the participants than interviews (Burns, 2010). The questions on surveys to be applied will be open ended and multiple-choice election. This method will be used during the pedagogical intervention to gather topics such as the interests or likes of the group, as well as habits, and opinions about the research process.

Artifacts

The artifacts are useful instruments to collect specifically student's information. According to Philips & Carr (2010), an artifact is a physical document that gives an additional light to the research. In few words, it is a physical evidence. The artifacts that I will use are generally students' worksheets, which would be useful to see how students put in practice the knowledge they acquire and how do they relate it to their lives.

Trustworthiness

Several methods to collect data will be applied in this research in order to keep in mind the concept of triangulation, Burns (1999) describes this term as "one of the most commonly used and best known of checking for validity" (p. 163). Besides, Philips & Carr (2010) explain the term of triangulation as a path to join the information obtained in the observations, the interviews and the artifacts. This aims to give trustworthiness to the research project, based in solid and

reliable data that helps the teacher researched to avoid doing precipitate prejudices. Hence, triangulation makes of a research project a valid and reliable academic writing product.

Analysis categories

To analyse the results of this research, it was created a chart with two categories and its respective indicators. These categories emerged from the constructs of theoretical framework, taking into account the results expected from students.

Table 2. *Analysis categories & indicators*

Units of Analysis	Category	Indicators
Vocabulary learning	Decontextualizing vocabulary learning technique	1. To identify the new vocabulary making a written word- concept relation. 2. To identify the new vocabulary making a sound-concept relation. 3. To be able to associate the word with its concept or meaning
	Semi-contextualizing vocabulary learning technique	1. To make an association between written word, word sound, image and word meaning. 2. To comprehend short sentences that include specific vocabulary. 3. To create simple short sentences using the vocabulary learned. 4. To be able to word group each word in the category of vocabulary presented.

Ethical Issues

As the specific community of this research project is constituted by children, a consent form (Annex D) was made, with which the children's parents authorized them to take part of this research project. The main purpose was that parents gave their consent to their children's

participation in the project. Moreover, instead of using students' actual names, it was used a numeric codification, such as S1, S2 (Student 1, Student 2), this with the objective of protecting their identity.

PEDAGOGICAL PROPOSAL

In this chapter was presented the theoretical basis of the pedagogical proposal, talking about its vision of learning, the role of teacher and students, the strategies to use within this. Also, it was presented the stages of the pedagogical intervention in order to show the organization and coherence of the lessons to reach the objective.

Pedagogical basis

The pedagogical intervention in this study aimed at the implementation of decontextualizing and semi contextualizing vocabulary learning techniques in order to stimulate the vocabulary acquisition of a foreign language, which will take into account a pedagogical model that is adequate to learners' English level and classroom conditions: the presentation-practice-production model. This is a basic model that although have been criticized by many authors, it results to be very common when it comes about language teaching.

Presentation – Practice – Production, or PPP, is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language. As its name suggests, PPP is divided into three phases, moving from full teacher control towards greater learner freedom. Some writers use the name to refer to a specific method that focuses on oral skills (since it is a derivation from audiolingual method), but it can also be applied more broadly to a family of related methods which rely on the progression from presentation, through controlled practice, to free production. According to Harmer (2009), the PPP is a method that is widely used in teaching simple language at lower levels. The phases of this approach will be explained in the next paragraphs.

Presentation phase is the part of the process that is most passive for the student. The teacher presents students with new information (e.g. a grammar point, a vocabulary list, etc.). It is important that this information be presented in enough detail. The first part of presentation would be introducing the meaning of the new language. This could be a written definition, or a flash card, or a spoken description of a phrase or idiom's meaning. Next, the teacher must use clear examples so that students can see correct usage. An example might be a sample dialogue, or a sentence written on the board, but students will need to see the new language being used naturally. Finally, the teacher needs to confirm that presentation is successful and that the students understand the new language. At its simplest, this part of the PPP method is simply asking students to confirm that a particular example is correct, though teachers can use a more elaborate activity at their discretion.

To carry out this first phase successfully is important to considerate the next items. The first one is duration: young learners have very short attention spans; therefore, the teacher's presentation stage should be short and pertinent, no more than ten minutes, otherwise students can get bored easily. The second one is creating a clear visual context, teachers should use simple pictures to present the meaning of words or grammar. For vocabulary teachers could use a simple instrument such as flashcards. The third one is doing oral presentation first before a written one, using clear visual aids. And the last one is having in mind a clear modeling,

The second phase is practice, also called drilling, is to fully reinforce the new language. This is where teachers are likely to insert worksheets or games. Games are always a fun option when it comes to practice, but worksheets, scripted conversations, and reading exercises sometimes

take the place of a game. The practice phase can be long, containing multiple activities to best

reach the entire class. The 'Practice Stage'. It's the 'how' of practice. If the aim is the students

to have a chance of remembering and improving the language, they will need to repeat it time

and time and time again. There's a good chance that this takes up more time than any other phase

of the PPP method. However, drilling can also be brief if the new language is simple and easy for

a particular class to grasp. At this point, it is up to the teacher to determine the best course of

action based on the needs of the students.

By last, production phase is where the students use what they have just learned to synthesize

new examples, either in written or spoken form. Testing would also be considered production,

especially if it requires production of language elements in new configurations. However, it's

important to note that the production phase of the PPP method is likely to be the most

challenging to low-level beginners or extremely young learners. Students without a firm

foundation in English will not have enough "building blocks" to synthesize their own language.

In these cases, the production phase of the PPP method would take a back seat to additional

practice until the students are at a high enough level to construct their own sentences.

Within this approach, the teacher could play different roles along the lessons. One of them is

the role of controller, which can be situated in the presentation phase, where the teacher is in

charge of the class and activities, organizing drillings and students' groups of work, giving

instructions, announcements and clear explanations for example, Harmer (1991). Another role is

the teacher as an organizer, which is reflected in the practice stage, where his job is giving

students information, telling students what they have to do and how to do it, organizing students

to work in pairs or individually and giving time deadlines for each activity, Harmer (1991) One

last role the teacher can accomplish within this approach is the prompter role, where his job is to encourage students to wonder and create their own answers to the possible questions within a classroom, this is reflected in the production phase. Students play a role as well, which in this PPP field, the attitude of the learner is passive at first, but later become active when practicing and solving different activities, reflected on the practice and production phases.

The previous background allowed to have a wide view about what PPP is. In this way, PPP is applied to this study taking into account its three phases but giving more importance to the first two of them. These phases go hand in hand with the vocabulary learning techniques explained in chapter 2 in the theoretical framework section. Taking the stage of presentation as a moment of applying decontextualizing technique and taking the stage of practice as a moment to apply semi contextualizing techniques. In regards of the production phase, it will be expected basic results from students, for this reason production won't be the aim of this study, attention will go to comprehension mainly.

Pedagogical proposal.

Starting from the previous contextualization about Presentation-practice-production approach, it was made a pedagogical proposal in which is described the procedures of the pedagogical intervention according to this model, the techniques exposed in chapter 2 and the aim of this research that is vocabulary learning.

This pedagogical is divided in three stages. The first stage is presentation, in this stage the teacher will introduce systematically the all new vocabulary to students. The aim of this stage is that students are capable to receive, recognize and identify the new vocabulary in a written form

as well as an oral form, this means, being capable to understand the written and the oral input of a word to finally get to know its meaning. This phase will be developed during the first moth of the pedagogical intervention. (September).

The second stage is called practice, in this stage the teacher will guide students with several activities that help students to remember deeply the words they are learning, leading learners to be capable to do an association of word (written and oral code)- image-meaning of the vocabulary learned, as well as being able to join all that vocabulary in a context, comprehending, for example, short descriptions that include the vocabulary they learned. The aim in this stage is learners to interiorize the words they learn, by developing different task that contribute to improve their vocabulary learning performance. This stage was developed on October and the first month of practice of 2019 (March).

The third and final stage is called production, in this stage is expected that students can comprehend and create short descriptions using the vocabulary learned in the previous classes. Although production is not the main focus on this research, it is expected that learners can fulfill at least one sort of what this stage requires completing a simple task such as describing an image. With this pedagogical proposal it is expected that students learn vocabulary by meaning and using it within the classroom. This in order to see vocabulary not as an isolated list of words but as word blocks that together can be useful to communicate something. Next, it is the chronogram where this pedagogical intervention is applied during the second semester of 2018 and the first semester of 2019.

Lesson chronogram

Table 3. *Lesson chronogram*

Stage	Date	Class objective	Main activity	Indicator number
Presentation (decontextualizing techniques)	**August the 13th**	To identify the school supplies vocabulary	To show students vocabulary about school supplies they don't know at all, relating image and written form.	**#1, 1st category**
	September the 3rd	Identify the school supplies vocabulary	To recognize school supplies vocabulary relating image and sound.	**#1, 1st category**
	September the 10th	To learn to ask for a school supply.	To learn a command and practice it with a partner.	**#1, #2, #3, first category**
	September the 17th	To recognize the prepositions of place vocabulary (on, in, under, in front of, behind, between)	To learn prepositions vocabulary by using videos mixed with TPR strategy.	**#1, #2, #3, first category**
Presentation (semicontextualizing techniques)	**September the 24th**	To identify the prepositions of place vocabulary (on, in, under, in front of, behind, between)	To observe different visual images (flashcards, videos) and find the correct preposition of place in each of them.	**#1, 2nd category**
	October the 1st	To comprehend a written a description using school supplies, prepositions and colors vocabulary.	To solve a worksheet with different object descriptions which students have to do a drawing according to what it says.	**#2, 2nd category**
	October the 22nd	To assess student's oral recognition with school supplies, colors and prepositions vocabulary.	To understand an oral description, using physical objects, putting them as indicated by the teacher.	**#2, 2nd category**
	February the 21st	To remember school supplies vocabulary and practice its spelling**.**	To practice spelling through a game called hangman using school supplies vocabulary	**#1, #2 1st category**
	March the 3rd	To recognize the school supplies vocabulary in a written, oral and graphical way.	**-**To practice the school supplies vocabulary by watching a video, practicing pronunciation by listen to it, drawing the vocabulary of the video in the notebook, writing the corresponding name to each object.	**#1, 2nd category**
	March the 14th	To recognize the use and the difference between there is and there are**.**	To introduce the topic through videos and examples**.** To do drawing of descriptions given by the teacher.	**#1, #2, 2nd category**
Production (semicontextualizing techniques)	**April the 4th**	To understand the difference between there is/there are using school supplies vocabulary.	-To do a matching exercise, students will receive short descriptions and will have to match it with its corresponding image. -To create short sentences describing	**#1,#2,#3, 2nd category**

			an image using the vocabulary and structures learned.	
	April the 11th	To comprehend and produce short descriptions using school supplies, colors, prepositions of place, numbers vocabulary with there is/ there are	-To comprehend a sort description and doing a drawing corresponding to that. -To exchange drawings with school mates and create a sentence that describes that drawing.	**#2,# 3, 2nd category**

Planning Model

It is important to describe the characteristics that the lesson plans in the pedagogical

intervention counted with. A typical PPP lesson plan count with three stages: the *presentation*

phase, in which the teacher might use a text, an audio tape or visual aids to demonstrate the

language topic or vocabulary to be taught. Next, is the *practice* phase, during the (controlled)

practice phase, learners practice saying or writing (in this case) the vocabulary seen in the

presentation phase correctly. Typical practice activities include drills, multiple-choice exercises,

gap-and-cue exercises, transformations etc. In this phase, the teacher's role is to direct the

activities, to provide positive feedback to students, correct mistakes and model the correct forms.

By last is the *production* phase, here learners use the language learnt to fulfill and create their

own sentences, for example. However, it is important to clarify that this production phase is not

included in all the lesson plans, at the beginning they included only presentation and practice

phase, when the complexity of the practice increased, the production phase will be added. To see

an example of this lesson plan see Annex E.

CHAPTER 5: DATA ANALYSIS

After applying the pedagogical proposal, it was possible to affirm that the learning objectives of this research were reached. Through the implementation of several activities including materials such as flashcards, videos, songs, worksheets and total physical response exercises, it was possible to have a positive impact in students vocabulary learning. The practice stage accomplished the more important part of the process because it allowed students to interiorize and know deeply the groups of vocabulary presented along the pedagogical proposal, allowing them to be able to recognize the words written and orally, to know their use and to comprehend descriptions using the words learned.

During the process of creating the categories of analysis some indicators were eliminated because they were similar to others or because they did not apply to the conditions of students as the theory exposed in the document as well. The fully set of contextualizing and adaptable techniques mentioned in chapter 2 weren't applied to this research for many reasons, the major one is the time exposure to English classes that students had per week. One hour (that sometimes were 45 minutes for different reasons) was not enough to accomplish high expectations in student's vocabulary learning performance, so the option was to take the first two techniques (decontextualizing and decontextualizing) with presentation-practice-production model, which although it seems a basic methodology, it was pertinent to apply starting from student's context, language level and time and class conditions (organization of the classroom, number of students

Within this data analysis section is exposed the process of triangulation done by number of instruments, taking into account elements such as field notes, artifacts and a final survey, which show the results that students presented according to expectations shown in the pedagogical proposal. It is important to mention that this analysis was made by the categories of analysis exposed in chapter three -decontextualizing learning techniques and semi contextualizing learning techniques- and not by indicators in order to stablish an integrated vision of the learning process throughout the two pedagogical stages.

Another important fact to mention is the different situations that occurred through the application of the pedagogical proposal and its influence in the results of the research. During the first semester of application (2018-2) the English class was on Mondays, which in a Colombian context means several holidays, and in the school context it meant also celebration of special dates or moments such as parents' meetings. This fact influenced to have only eight classes during that semester. Also, during this second semester of 2018 the Universidad Pedagogical Nacional faced a big strike that lasted from October to January of 2019. The times established to the ending of this semester had to move to the middle of February and march, and it affected to the beginning of 2019 practice as well, reducing the number of classes to five in the final term to gather data and fulfill the study guidelines.

At the beginning of the implementation of pedagogical proposal, its theoretical basis was task-based learning, in which it was expected to follow a set of steps to complete a final task, however when observing the lessons and student's development and use of language in the

classroom, the researcher preferred to gather a PPP model which adapted better to student's learning rhythm and school conditions. In this section, the reader will find a summary about the results for each category, which came from the pedagogical proposal and data gathering exposed in the above chapters.

Categories analysis

Decontextualizing vocabulary learning technique

This category refers to the implementation of decontextualizing vocabulary learning techniques to introduce new vocabulary to learners, in this way, this category aimed to help learners identify the new words first in a written code, then in an oral code and later both simultaneously. This first category observed in the first stage of pedagogical proposal, the presentation stage, aimed to give learners a general background of the vocabulary they were going to manage along the semesters, which in this case is school supplies with another complementary groups of vocabulary.

This process was reflected in the first lessons of 2018-2 semester, where the teacher presented school supplies vocabulary to students, introducing this topic in an intentional way, where students should identify and recognize the new words. An evidence to this is in the field note #1 from 2018-2 (Annex F), where the researcher describes the dynamic of the lesson:

> "The first activity was a warm-up, where the teacher contextualized the students about the topic, asking questions as: do you know something about this vocabulary? What words do you know? Have you seen that in your classroom? The second activity was to introduce the topic. To do this, the teacher used a video that talked about all the school supplies. This activity was divided in two sequences because there were two different videos. One with the basic school supplies vocabulary and another with the ones that are also common but more advanced words. The third activity was to show to students images about these objects (notebook,eraser,pencil…etc) and ask them to tell the name of each one."

In the previous excerpt of the field note, it is evidenced how the presentation stage is carried out within the lesson, using a decontextualizing technique which in this case is video with a wordlist about school supplies vocabulary, the plus about this word list is that it counted with images that helped students to remember more easily the concept of the words presented. When the researcher describes the third activity, it is evidenced the oral recognition of the new vocabulary, where due to the input received in the presentation of vocabulary stage, the teacher realized the students were able to understand and reproduce the words they listened to according to the word concept. This part is an evidence of the practice stage, where teacher with drilling strategy help students to retain the words learned.

Another evidence to show that students reached the aim of doing a written recognition of the new words is the artifact applied in the first lesson on August 13th of 2018:

Figure 2. *Artifact #1, School Supplies-Workshop.*

With the previous artifact, it is evidenced that students reached the goal of identifying school supplies vocabulary in a written code, as well as associating the word with its concept or meaning. It is valid to say that wordlist and flashcards resulted to be useful at the moment of presenting vocabulary, because as the artifact showed, the students were able to relate the word with its concept, which was the main goal of his activity. Also, this is an evidence of the last stage of PPP method that is production.

Another evidence to this category is found in the field note #2 of 2018-2 semester (Annex G), where the teacher enhances in the sound-concept relation as well as written word-concept relation.

> . ..After reviewing and practicing the pronunciation of the vocabulary learned, the teacher organized the students in lines in front of the whiteboard and show them flashcards with images of each school supply, then the students made a game called "apple-banana" where the student chosen had to take out a paper from a bag where was the name of each school supply and they had to put that word under the corresponding flashcard pasted on the whiteboard

In this lesson the teacher is working with the same vocabulary which is school supplies, however she does not provide any context, but through repetition of the words in the warm up stage (presentation) and the practice stage within this lesson, it was evidenced that students reached the goal of the lesson, that was making a word-sound and concept relation:

> The class was well developed, however some students seemed to be distracted or didn't want to participate too much. This could be because of the organization of the group for the practice activity. Maybe if they had been organized in a circle, and not in lines, some of them would have been more attentive. Despite of the fact that some of them were distracted, most of them were able to participate and help their partners to reach the goal of the activity.

Another evidence that support the student's word-concept association is the artifact #2 applied in the 2nd lesson of 2018. Here, the students had to solve a word search, relating the image given with the words they had to search for:

Figure 3. Artifact #2, school supplies-workshop.
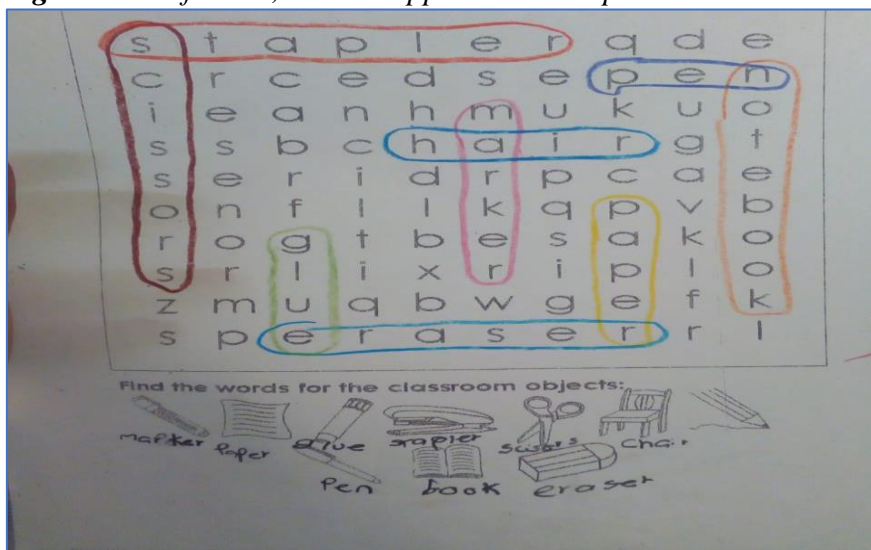
The previous evidences reflected the development of the first stage of the pedagogical proposal, which was a presentation phase, taking into account the decontextualizing vocabulary learning techniques. According to Oxford & Crookall (1990), wordlist decontextualizing

technique objective is simply to help the learner identify and memorize words, and his was evidenced in the first lesson procedure as shown in the field note # 1, in which the teacher guided the lesson in order to help learners identify the words presented first in an oral code and then in a written one. In regard to flashcards, which is another decontextualizing strategy, Oxford and Crookall (1990) claimed that it can be a good instrument for vocabulary learning if they are complemented with other elements such as images. With the previous evidences, it was demonstrated that flashcards are an useful resource to introduce vocabulary or even to practice it if the teacher is creative and give to flashcards another use, such as field note 2, where the teacher used first the complete flashcard to the presentation stage (image and word) and used the flashcards divided for practice stage (image in the whiteboard, word in the bag ready to match).

Also, another aspect reflected within the previous evidences is the stages of the lesson plan applied to the lessons in reference to PPP approach. According to Harmer, the presentation stage is where the teacher shows the language to be taught, in the practice stage the teacher uses accurate reproduction techniques such as drilling, repetition (repeating a word, a command, etc.), and cue response. By last stage, production the students use the new language for their own, Harmer (1991). When observing the descriptions of field note #1 and #2 and its corresponding artifacts, it was evidenced the stages of a presentation practice production lesson plan. First, doing a presentation of the vocabulary to learn, secondly, practicing this vocabulary by repeating or asking about the new words, and thirdly, doing a production phase where students used the words learned in the activity proposed by the teacher.

To complete this analysis and its corresponding triangulation, there is a third instrument besides the field notes and artifacts, this is a perception survey (Annex H) to have students'

vision about what they learned and the techniques they preferred when learning English. This survey was divided in two parts, the first one responding to the fist category of analysis and the second one responding to the second category.

The questions related to the first category were three. The first one was: "¿Cuál fue la clase del año pasado con la profesora Carolain que más recuerdas y por qué?". Considering the students' responses, it was possible to have another point of view of what the pedagogical proposal was. Many students responded the topics they have learned, but not a specific class as asked in the question. However, their answers allowed to see that many of them remembered topics seen with the head teacher and the previous pre-service teacher. They mentioned the topics taught during the pedagogical implementation of this research as well, but not with the impact that was expected considering that almost all the classes with me had to do with a main topic: school supplies.

The second question was: "¿Qué aprendiste en las clases donde la profesora utilizó videos?", in here, the students mentioned topics such as numbers, names, birthday date, sports, school supplies and alphabet (they emphasized a lot on this topic). Many of these topics don't belong to the ones corresponding to the pedagogical proposal, so it could be taken that the vocabulary they have learnt with my classes didn't have a great impact on their learning, but just as a complementary phase to accomplish, for example and since the point of view of students, the spelling skill.

The third question to this part of the survey was: "¿Qué material prefieres utilizar para aprender: ¿videos o fotocopias? ¿por qué?" Analysing the students' answers, the most part of them prefer to use videos, they argue that it calls more their attention, that topics seem to be

clearer when presenting these and that it helps them to memorize better the things they learn. However, many of them expressed they preferred photocopies because they like to work alone, they feel they understand better the topics and they prefer solving activities.

Comparing the field notes and artifacts results with the perception survey, was an interesting exercise because it allowed to have the teacher view of the practice and the student's view. Despite of the fact that in the first two instruments the results were the ones expected, for students had a positive impact, considering that they are conscious about the topics they learned, however, the problem of still not being totally aware of their learning process lingers in students, so this is an interesting data to take into account to the future as a teacher-researcher.

Semi contextualizing vocabulary learning technique

This category referred to the application of semi contextualizing vocabulary learning techniques within the classroom in order to learn and practice deeply the vocabulary learned along the lessons, allowing to students to interiorize that vocabulary. This second category is reflected in the second stage of the pedagogical proposal, the practice and production stage, which aim was students to practice the vocabulary learned with different activities to be able to associate the new words with its corresponding written form, sound, image and meaning, being capable to join each word at the end of the process to comprehend and produce short sentences. This stage was released in the half of the 2018-2 semester and the 2019-1 semester lessons, where the teacher presented the vocabulary, and used two or three lessons to practice it with different activities, such as songs mixed with total physical response, images, contextualized flashcards, image and word associations, physical sensations and word grouping.

An evidence to the previous process is found int the field note #5 of 2018 (Annex I), where the teacher described the main activity of the class, which in this case was to practice school and prepositions of place vocabulary seen in the previous class:

> … The teacher started the class doing a reminder of the previous topic that was prepositions of place. For this, the teacher showed a video called "where is it"? where there were several images of certain objects, most of them school supplies in a determined position, so the students had to say where each object was, in this video they worked only with prepositions on, in and under. To continue reviewing prepositions, the teacher shows flashcards to students, but this time there were animals, so students had to say where each animal was, these flashcards handled the prepositions in front of, behind and between. After this reminder, the teacher divided the group in four groups, each group of 8 or 9 students, the teacher named each group as TEAM A, TEAM B, TEAM C, TEAM D. In front of them there was a chair, a desk and box, and over other table there were all the school object they have learnt along the previous interventions. The teacher gave to each group a sentence (e.g. The book is on the table), they had to read it aloud and put the school supply in the place that the sentence said making use of all the physical objects provided by the teacher.

The previous lesson description demonstrated the use of videos, flashcards and physical sensation as a way to practice the vocabulary they saw in the previous classes with the presentation stage. When the students did the activity of reading aloud the sentences and putting the school object in its corresponding place, they were focusing on two parts of the sentences: school supplies vocabulary and prepositions, making a connection between written and oral code (when they read the sentence aloud) and making a connection between image and word concept (when they understood what was the object to pick and the place to put it on).

Another evidence to this stage is the activity the teacher made in the 7th lesson, as described by the teacher in field note #7 of 2018-2 (Annex J):

> …There was a placard with three objects drawn on it: a chair, a desk and a box. Aside, there was printed images of all school supplies vocabulary. The teacher said a sentence to each student and they had to put the school supply indicated on the right place (prepositions). This was made in three round per student, each student had 2 chances of doing it right. Only fifteen students were assessed because of time.

The results of this activity applied to the population chosen to analyze in this research (12 students) are presented in the next table:

Table 4. *Students oral comprehension exercise results.*
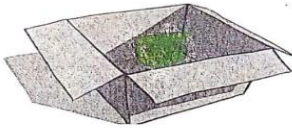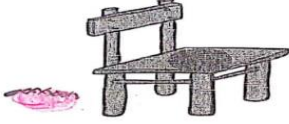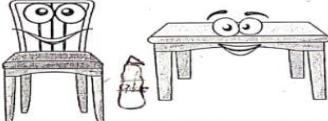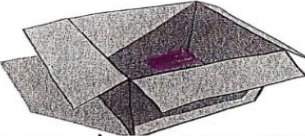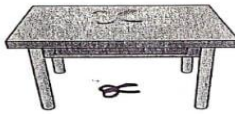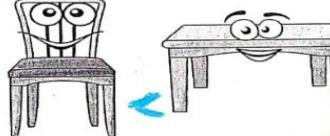
Student	Oral input 1	Oral input 2	Oral input 3
Student 1	✓	✓	✓
Student 2	✓	✗	✓
Student 3	✗	✓	✓
Student 4	✗	✗	✓
Student 5	✓	✓	✓
Student 6	✗	✗	✓
Student7	✓	✓	✓
Student 8	✗	✓	✓
Student 9	✓	✓	✓
Student 10	✗	✗	✓
Student 11	✓	✗	✓
Student 11	✓	✓	✗
Student 12	✓	✓	✓

The results shown in the previous figure demonstrated that students were able to recognize the oral input given by the teacher, in an average of giving at least two correct answers from three, which was the result expected from this activity. Also, considering the description of the task giving by the teacher in the previous excerpt from field note #7, it is valid to mention that the use of images to release a word-sound-image-concept association play an important role when it comes about visual aids to help students reach the task proposed.

After reaching the point of making relations between word, sound, image, concept (see Annex K) students were expected to comprehend short sentences, that included the specific topics of vocabulary learned along the lessons, one example of this is the artifact #4 applied on October the 1st of 2018-2, where students read a description and developed each part of the worksheet according to it:

Figure 4. *Artifact #3, School supplies, colors &prepositions of place-workshop.*

1. Lee atentamente la oración y DIBUJA el **school supply** del color y en el lugar donde te indican.

The **red** book is **on** the desk.	The **green** sharpener is **in** the box.	The **blue** pencil is **under** the chair.
The **yellow** ruler is **in front of** the bag.	The **pink** pencil case is **behind** the chair.	The **white** glue is **between** the chair and the desk.
The **Brown** crayon is **on** the chair.	The **purple** eraser is **in** the box.	The **black** scissors are **under** the desk.
The **orange** notebook is **in front of** the bag.	The **green** marker is **behind** the chair.	The **blue** stapler is **between** the chair and the desk.

The previous artifact demonstrated that students at this stage are able to comprehend short sentences, in this case, short descriptions. It is important to mention that these results appeared after practicing once and again the vocabulary taught (school supplies, prepositions of place and now colors) which means that time exposure to this kind of vocabulary and the practice of it with different activities and techniques helped students to reach the goal. Another evidence to show student's comprehension of short sentences is reflected int the artifact #5, where students had to read a sentence and associate it with the image presented:

Figure 5. *Artifact #4, Short sentences comprehension-workshop.*

Observa la imagen, luego, lee las siguientes oraciones y coloca el número según corresponda.

① There is a tape
② There are two pencils
③ There are colors
④ There is a pencil case
⑤ There is a glue stick
⑥ There is a teacher
⑦ There are folders
⑧ There is a black board

⑨ There are two chalks
⑩ There is a calendar
⑪ There is a ruler
⑫ There is a notebook
⑬ There are crayons
⑭ There is a paper
⑮ There is a door
⑯ There is an eraser

The previous artifact supports that one of the aims of this category which was comprehending short sentences with specific vocabulary was reached. The two previous artifacts demonstrated the use of visual imagery technique, where the student relates a concept with an image, but in this case, these concepts had a level of complexity, which was a grammatical structure.

When comprehending short sentences, it was expected that students were able to produce/create their own sentences starting from an image or a situation given by the teacher. Despite of the fact that production was not the main focus on this project, along classes the teacher realized students could reach more than just recognize and comprehend. An evidence to this is the artifact #5 and #6:

Figure 6. *Short sentences production*   **Figure 7.** *Short sentences comprehension & production*
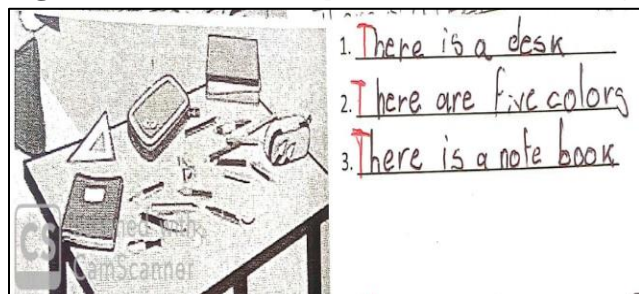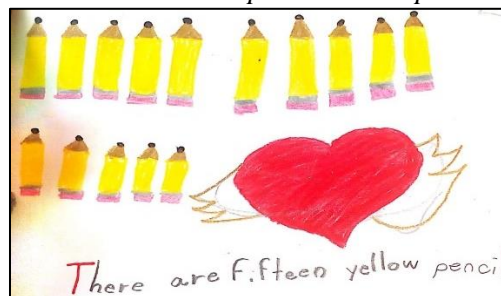
The previous artifacts (See also Annex L, and Annex M) demonstrated the level of production students reached within this stage, in botch activities the students had to observe the image and make a description of it. Despite of the fact that these two were semi-controlled activities, students demonstrated they understood not only the vocabulary they could use, but also the grammar structure they were supposed to use.

A last technique applied to this stage was word grouping, which consist in categorize the vocabulary learned by groups, e.g. (clothes vocabulary, numbers vocabulary). An evidence to this is the artifact #6, applied on May the 2nd, were students had to word group the vocabulary presented with different shapes:

Figure 8. *Artifact #7, vocabulary wordgrouping*.
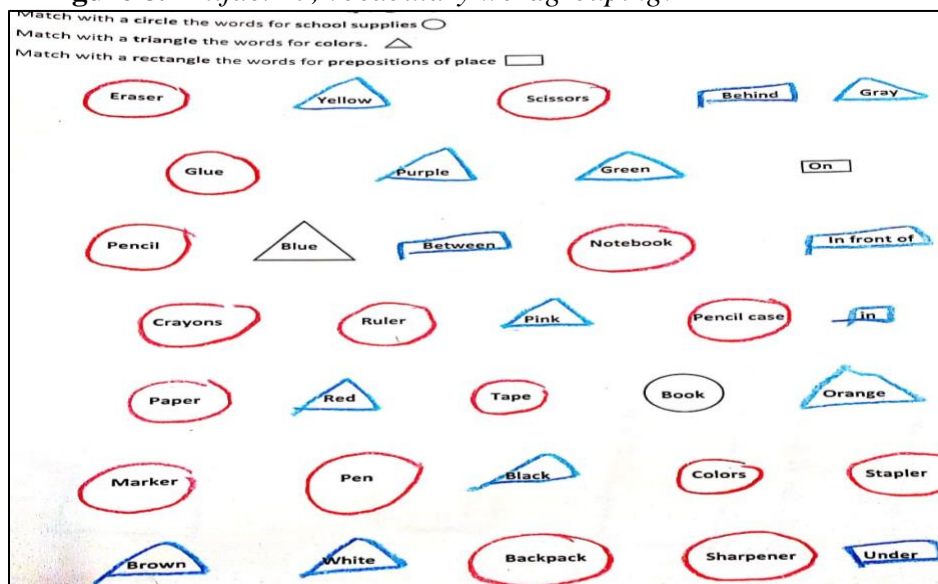
This artifact showed that students reached to recognize completely the vocabulary learned, being capable to identify each group of vocabulary, which in this case were school supplies, prepositions of place and colors.

The previous evidences demonstrated the application of the second stage of PPP approach, the practice phase, that according to Amrizal (2018) include drills, multiple-choice exercises, gap-and-cue exercises, transformations and the teacher's role is to direct the activities, to provide positive feedback to students, correct mistakes and model the correct forms. As well as the third stage was applied too, production, that according to Amrizal (2018) in this stage the learners have completely mastered the form and have learnt how to produce it without mistakes and the teacher does not generally intervene or correct in this phase.

Within the application of these two stages it was reflected the use of semi contextualizing techniques, such as visual imagery, which aim was associating a word/concept to an image, physical response, which consisted in use body language to learn (in this case) prepositions of place vocabulary, the physical sensation, that was about learning with physical objects within the classroom and finally word grouping, which focus was to be able to categorize each group of vocabulary.

To finish with this data analysis, a last instrument was taken to complete this process, this is the second part of the survey applied to students at the end of the process, as described in the analysis of the previous category (see Annex H). The questions done in this part of the survey aimed to establish a difference between the stages of pedagogical proposal and the application of decontextualizing and semi contextualizing techniques.

The fourth question to this second part of the perception survey was: "menciona cinco diferencias que hay entre las clases del año pasado y las clases de este año". Some common answers to this question were that they felt they saw more videos the last year and this one they worked more on the notebook or with photocopies. They also commented that they felt this year they had seen more advanced topics and they were using more the English language in the classroom. Also, they claimed that last year they did not use tablets as they did it this year.

The fifth question to this survey was: "¿cuál crees que has sido la clase más importante de este año y por qué?". To this question, many students answered the class where they used the tablets, because they were closer to the whole videos and could understand better. Other common answer was the ones that included school supplies vocabulary, they argued that it was a lot of vocabulary so those are the ones they remembered the most. Another common answer was the spelling classes, they expressed they did not know ell the alphabet, and argued that these classes help them to learn pronunciation.

The sixth question to this survey was: "¿Qué aprendiste con los talleres realizados en las clases del mes de marzo?" To this question the common answers were: the school supplies, the alphabet, the sports and some of them answered they learned to express if something was plural or singular (referring to there is or there are).

Finally, the last question was: "¿En qué otras situaciones crees que puedes utilizar lo que has aprendido en las clases de inglés?". Many of them answered, for example, when they traveled to another country or to teach someone else what they had learned, or at university. This question went in the wrong way, because it was expected they answered in which other ways they could use the vocabulary learned, one reason to these answers was because of the way the question was

made but also because the students may did not have a clear example of this, due to the lessons were always managed in a same environment: school context. Despite of this fact, the answers given by students to this question reflected the way students see the usefulness of learning English, which are the common ones, such as getting a job, teaching to others and the most important, communicating.

With the previous field notes, artifacts and survey, it was possible to have a look from three points of view. When observing the results from the field notes and artifacts, it is possible to stablish that students had a good development and performance about what was expected for them to reach. The activities were well done in the most part of the cases, the students shown comprehension of the vocabulary taught and even they were able to create their own sentences starting from what they knew up to that moment of assessing. However, when their answers of the survey enter to the analysis process, it is important to rearrange the vision that field notes and artifacts give.

Although students recognized that they have learned topics such as school supplies, colors, plural and singular and some of them mentioned the prepositions, it seemed that during the first semester of 2019 they were more interested on spelling than another topic. This was also because they had a spelling contest, they had to practice a lot, that's why they gave that answers, showing this topic as the one that had more impact to them. Although this was not the impact expected, their vocabulary knowledge increased meaningfully.

CONCLUSIONS

This research aimed to enhance students' vocabulary learning through two vocabulary learning techniques, which were shown along this document. Starting from the first specific objective of this research that was to describe students' vocabulary learning throughout the pedagogical intervention, it is possible to say that this was accomplished. The vocabulary learning of the students in this research was carried out as an intentional process, not as an incidental one. This means, each group of vocabulary was taught with a purpose, that with time acquired a piece of complexity, to reach a final goal which in this case was to comprehend the vocabulary presented and use it in a certain task.

The controlled and semi-controlled practice allowed to develop this pedagogical intervention in an organized way, where everything was a process step by step, allowing to students to have a clear vocabulary learning instruction and a notoriously improvement on comprehension skills, taking into consideration the written and oral code recognition.

According to the second specific objective, which was to contrast the usefulness of two kinds of vocabulary learning techniques when learning vocabulary, it is important to recognize that this was the most important point within this research, due to these two techniques, decontextualizing and semi contextualizing, emerged the categories of analysis that gave form to this project. Also, thanks to this it was possible to design the activities shown, for example, the ones exposed in the chapter 5 when analyzing data.

The implementation of these techniques also allowed to carry out a controlled development of vocabulary learning, it granted to establish a division between the decontextualizing techniques, such as wordlist and flashcards used to introduce the base vocabulary and the semi contextualizing techniques, which were useful to practice the base vocabulary, the complementary one and to give a role to this vocabulary in a productive way.

The use of the decontextualizing technique allowed to students to recognizes the words introduced during the first lessons. This technique applied during the presentation stage helped students to receive and recognize the oral and written code of each word presented, allowing them to make an association between written word, word sound and image, due to the flashcards used in this stage. On the other hand, the use of semi contextualizing techniques evidenced the improvement in vocabulary learning of students, because these applied in the practice and production stage not only shown the capability of students to make a word-sound-image-meaning association of the words presented in the different groups of vocabulary, but also due to the varied resources used in the practice stage, students were to comprehend and create short descriptions about an image starting from the vocabulary knowledge they had reached in the production stage.

Considering the third specific objective, which consisted in describe the usefulness of PPP teaching approach when teaching vocabulary, it is possible to say that this approach also played an important role within this research, because it allowed to establish the phases of the pedagogical proposal as well as lesson plan stages.

Despite of the fact that PPP does not count with the approval of many critics and authors, within this research it was an approach that resulted appropriate for the student's language and

learning conditions, taking into consideration the number of students, the time class they had per week and their language level, this approach adjusted with its model for students to have not a lot but meaningful results in terms of vocabulary learning, the practice and production of it.

The use of this approach allowed to establish the learning phases to obtain positive results within this research, having in mind the three stages that compose this approach, the presentation stage was useful for students to have a general background of the vocabulary they were going to learn, putting them in a passive but attentive role. The development of the practice stage was one of the most important, because through it the students were able to get closer to the vocabulary shown in the first stage, practicing, memorizing it, using it in different forms. Finally, the production stage allowed to see the results after applying the vocabulary learnt in stages 1 and 2, this is evidenced in the short descriptions students did, joining all the vocabulary knowledge they had acquired in only one sentence.

On the other hand, in this research action research method allowed to not only analyze a subject but also to take actions in front of a problem, to plan how to face it and to reflect about the results obtained along the process. One important aspect that us as teachers must become aware of is the habit of reflection. Thanks to the reflections made in the field notes in this research, it was possible to anticipate to problems that could happen in the classroom and give it an effective solution.

By the process of triangulation applied to this research, it was interesting to see how sometimes us as teachers have a view about what is happening in the classroom and the students have another. To have the chance of comparing the results of each instrument collected (surveys, artifacts, field notes) allowed to have an enriching experience, because it shown the different

visions that exists about one same situation, and that's what a researcher needs to do to expand

the research trustworthiness and not staying with only one view of truth.

GENERAL RECOMMENDATIONS

In regard to the students' process, it is important to continue implementing different activities that helps them interiorize the vocabulary learned, to follow a useful and meaningful process where every topic students learn has a purpose, where they can see the usefulness of what they learn and not teaching vocabulary as isolated list of words just to fulfill a program.

In regard to university processes, it is important to reconsider the research teaching programs. Many students arrive to 8th semester without having clear what action research means, so this could be reinforced from the first semesters, improving the research subjects that offers the languages program. One way to make research more effective and rigorous process could be starting to analyze researches done at university since 3rd or 4th semester, in this way, students could have a deeper background of what action research actually means, what are its implications and its design. Analyzing deeply previous researches would allow to identify the strengths and weaknesses in action research, as well as learn about how to build a pedagogical proposal and data analyzing procedures, which I consider are the most important but complex parts of action research.

Finally, to continue with this project, it would be necessary to rearrange the structure of Liceo Femenino Mercedes Nariño fourth grade English program. This is, not changing the topics already settled at all, but reconsider the order in what these are taught, in order to give more sense to what students are learning and carry out an organized vocabulary and structures learning process, in which be possible including the topics seen through several activities. Also, it is important to increase the time exposure of the topics. An ideal of time would be at least three classes for each new topic but including each previous topic in the new ones if it is possible, this

in order to follow a sequence of knowledge, helping students to learn new things without

forgetting the previous ones they have learned.

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ANNEXS

Annex A. Characterization Survey

CUESTIONARIO DE CARACTERIZACIÓN

El siguiente cuestionario tiene como objetivo realizar un diagnostico que ayude a identificar el entorno educativo, social, cultural y afectivo de las estudiantes, por lo tanto, esta información será utilizada únicamente con la finalidad de proporcionar datos valiosos a la investigación a desarrollar.

La siguiente encuesta es muy sencilla... ayúdanos a resolverla. ¡empecemos!

Nombre: _____   Curso: _____

Edad: _____   Barrio donde vives: _____

Marca con una **X** la respuesta o respuestas que consideres adecuada.

1. ¿Con quién vives?

Mamá___   Papá ___   Hermanos ___

Abuelos ____   Primos___

Otros ¿cuáles? _____

2. ¿Qué instrumentos tecnológicos tienes en tu casa?

Televisión___   Computador___   Tablet___

Equipo de sonido ___   Celular___   Consolas de videojuegos ___
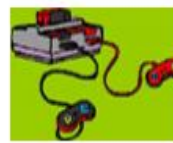
3. ¿Qué personas de tu casa salen a trabajar?
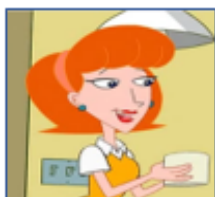
 Mamá___

 Papá ___

 Hermanos ___

 Abuelos ____   Otros ¿Quiénes?:_____

4. ¿Quién te ayuda a hacer las tareas?

Mi Mamá ___   Mi Papá ___   Mis Hermanos ___   Mis Tíos____

Mis Abuelos ___   Mis Primos ___   Yo Sola___   Profesor particular_____

Otros ¿cuáles? _____

5. ¿Cuál es tu materia favorita?

Matemáticas ☐   Inglés ☐   Español ☐   Ciencias ☐

Sociales ☐   Edu. Física ☐   Informática ☐   Artes ☐

Otra ¿Cuál? _____

6. ¿Qué es lo que más te gusta hacer cuando estas en clase?

Dibujar ___   Hablar ___   Escribir ___   Pintar ____

Leer___   Jugar ___   Escuchar canciones _____   Otros ¿cuáles? _____

7. **Ahora cuéntanos ¿Qué te gusta hacer en tu tiempo libre?**

Ir al parque ☐   Ver televisión ☐   Estar en internet ☐   Escuchar música ☐

Ver películas ☐   Estar con mi familia ☐   Leer ☐   Jugar ☐   Escribir ☐

Otra actividad ¿Cuál?

_____

_____

8. ¿Cómo es la relación con tus compañeros de clase?

 Excelente ___   Buena ___   Regular ___   Mala ___   Pésima ___

9. ¿Como te gusta trabajar más?

Sola ____   En grupo _____   En parejas _____

¿Por qué?

_____
_____

10. ¿ Cómo te va en tu clase de inglés?

😊 Bien ☐   😐 Regular ☐   😔 Mal ☐

¿Porqué?_____
_____

11. ¿Qué es lo que más te gusta hacer en tu clase de inglés?

Ver videos ☐   Escuchar canciones ☐   Resolver guías ☐   Leer cuentos ☐   Jugar ☐

Si ninguna de estas opciones te gusta, ¿cuál actividad te gustaría que hicieran en tu clase de inglés?

_____
_____

12. En tu clase de inglés, ¿qué es más fácil para ti?

Escribir en inglés _____   Leer en inglés ____

Escuchar en ingles _____   Hablar en inglés ____

13. ¿Para qué te gustaría aprender inglés?

Viajar ____   Hacer amigos de otros países ____

Tener una mejor educación ____   Otra razón¿Cuál? _____

¡HEMOS TERMINADO!, GRACIAS POR TU TIEMPO, NOS VEMOS PRONTO.

Annex B. Diagnostic test.

DIACNOSTIC TEST

Nombre: _____ Curso: _____ Fecha _____

En la siguiente prueba se evaluarán tus conocimientos del idioma inglés. Lee atentamente cada punto y resuélvelo.

1. Une con línea los números correspondientes.   2. Colorea según el color correspondiente.

10	two
3	twelve
6	five
2	three
7	six
5	eight
4	seven
8	four
12	ten
11	one
9	eleven
1	nine

WHITE YELLOW
ORANGE
RED
PINK
PURPLE
BLUE
BLACK BROWN GREEN
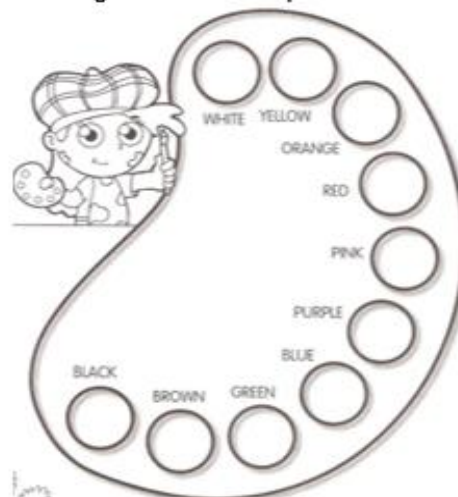
3. Escribe el nombre correspondiente a cada útil escolar en inglés, usa el wordbank para guiarte.

WORDBANK
- Eraser
- Scissors
- Glue
- Pen
- Chair
- Pencil
- Notebook
- Crayón
- Ruler
- Desk

4. Escribe el papel que cumple cada personaje en Inglés (mother, father, grandfather, sister, brother)

THE SIMPSON's FAMILY

_____   _____   _____

_____ _____ _____

5. Escribe el **saludo y la despedida** correspondiente a cada imagen. Usa el wordbank para guia

Word Bank
- Good Evening
- Goodbye
- Good Morning
- Hi
- Good Night
- Hello
- Bye
- Good Afternoon
- Bye-bye

6. **Reading comprehension:** lee el texto cuidadosamente y responde las preguntas:

Hello! My name is Annie, I am 10 years old and my birthday is on September 18th. I am from Bogotá, Colombia, I live in a big house with my parents and my brother. I study in a primary school near to my house. My favourite colour is green, my favourite food is hot dog and my favourite animal is cat.

-What is her name? _____

-How old is she? _____

-When is her birthday? _____

-Where is she from? _____

-Where does she study? _____

-What is her favourite animal? _____

-What is her favourite colour? _____

-What is her favourite food? _____

-How is her house? _____

-Is her school near to her house? _____

7. **Listening comprehension:** escucha el audio atentamente y completa el dialogo con las palabras que faltan:

Students: _____

Teacher: Good morning, everyone.

Students: _____?

Teacher: _____, thanks. _____?

Students: _____!

Teacher: Come in, _____.

Kate: _____. My _____ is Kate.

Students: Nice to meet you, too.

Student: _____, please.

Kate: _____.

ANNEX C. Field note #3 2018-1 semester

FIELD NOTE #3 2018-1 **School:** Liceo Femenino Mercedes Nariño	**Grade: 305**	**Date: March the 5th 2018**
Room Teacher: Sandra Castañeda	**Practitioner:** Carolain Ocampo Ramos	
Number of Students: 38	**Number of Students with special needs:** 0	
OBSERVATION:	**INTERPRETATION:**	
The teacher greets students and asks them to sit on the floor making a circle. She explains a game that she is going to do called "apple-banana" which is similar to "tingo tingo tango". She gives instructions, and students understand the dynamic of the game. Not only the teacher can lead the activity by saying "apple-banana" but also students lead the activity doing this.	This activity seems to call a lot the attention of the students. The organization of the class gives them curiosity and they show to be ready to start.	
The teacher passes a ball, the student that gets the ball when the teacher says "banana" has to take out from a bag a card that contains a greeting and greet a partner with that.	Some students don't understand well what they have to do when they receive the greeting, so she explains and clarify instructions for everyone. This makes me think if students are really understanding what they are saying or if they just say it as answering to a command.	
After this activity, the teacher changes the topic and ask them if they know numbers, they say yes. To practice numbers, the teacher puts a song about airplanes "one little, two little, three little airplanes" and ask them to listen and repeat.	Once more, a song is applied to teach students some topic, which results entertained for students and seem to be very used to this kind of exercises. However, I consider that this is more repetition and memorization than really learning.	
Then the teacher asks to students to go back to their seats and write the date and the topic of the class that is numbers. To finish the class, the teacher checks the worksheet given two classes before.	This is the only way to get a writing session in the class. It seems to be common exercise to give students a written code of the vocabulary they were learning. In my opinion, I consider that this exercise is no enough when it comes to teaching vocabulary.	

Annex D. Consent format.

	FORMATO
UNIVERSIDAD PEDAGOGICA NACIONAL	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 1 de 3

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica			
Título del proyecto de investigación			
Descripción breve y clara de la investigación			
Descripción de los posibles riesgos de participar en la investigación			
Descripción de los posibles beneficios de participar en la investigación.			
Datos generales del investigador principal	Nombre(s) y Apellido(s) :		
	N° de Identificación:	Teléfono:	
	Correo electrónico:		
	Dirección:		

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____mayor de edad, identificado con Cédula de Ciudadanía Nº_____ de_____, con domicilio en la ciudad de_____ Dirección: _____ Teléfono y N° de celular: _____ Correo electrónico: _____

FORMATO
CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES

Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 2 de 3

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos: Tipo de Identificación   N°

_____   _____   _____

_____   _____   _____

Autorizo expresamente su participación en este proyecto y

Declaro que:
1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en:_____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

_____
Nombre del adulto responsable del niño o adolescente: _____
Nº Identificación: _____ Fecha: _____

Firma del Testigo:

_____
Nombre del testigo: _____
Nº de identificación: _____
Teléfono:

FORMATO	
CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 3 de 3

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos el menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

_____

Nombre del Investigador responsable:_____

Nº Identificación: _____

Fecha:_____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Annex E. Lesson plan sample

Date: 27/08/2018	Head teacher: Sandra Cardenas
Pre-Service teacher: Carolain Ocampo Ramos students	**Participants:** 1 group of 39
Grade: 305 vocabulary.	**Lesson objectives:** Identify the school supplies
Resources: videos, songs, flashcards.	**Class Time:** 1 hour

Lesson division	Stage	Time	Aim	Procedures	Interaction
Presentation	Warm up	10'	- To remember the vocabulary learned the previous class.	- To ask students if they remember the topic of the previous class and what do they remember about it: "Do you remember what we did the last class?" "What school supplies do you remember" -To introduce the session with school supplies song viewed last class	- T & Ss
Vocabulary practice	Reviewing all the vocabulary presented previously.	20'	- To recognize school supplies vocabulary relating image and sound.	- The teacher will paste flashcards of all school supplies learned, asking to Ss what the name of each school supply is. - The teacher will put the images around the classroom and students will be attentive to the place of each one of them. In order to remember their meaning.	-T & Ss
	Practicing all the vocabulary	20´	- To identify school supplies vocabulary relating image, sound and word.	- Once that the teacher put the flashcards around the classroom, students will play a game called "apple banana", where the student selected will have to take out a word of this vocabulary from a bag and put it under its corresponding image. The students only will have once chance to do it right	-Group -T & Ss -T & Ss
Production	Keeping in mind all the vocabulary	10'	-Review the vocabulary worked in class.	- The students will draw in a sheet three different school supplies assigned by the teacher, this will be done by pairs.	

Annex F. Field note #1, 2018-2.

UNIVERSIDAD PEDAGÓGICA NACIONAL DEPARTAMENTO DE LENGUAS DIARIO DE CAMPO – PRÁCTICA PEDAGÓGICA E INVESTIGATIVA		
Diario N° 1	Fecha 13/08/2018	Hora 2:15 p.m 3:15 p.m
Profesor en formación: Carolain Ocampo Ramos		
Institución: Liceo Femenino Mercedes Nariño		Población: 39 STUDENTS
1. Objetivos de aprendizaje de la clase		
-To identify school supplies vocabulary		
2. Actividades centrales de la clase		
The first activity was a warm-up, where the teacher contextualized the students about the topic, asking questions as: do you know something about this vocabulary? What words do you know? Have you seen that in your classroom? The second activity was to introduce the topic. To do this, the teacher used a song that talked about all the school supplies. This activity was divided in two sequences because there were two different songs. One with the basic school supplies vocabulary and another with the ones that are also common but more advanced words. The third activity was to show to students images about these objects (notebook,eraser,pencil…etc) and ask them to tell the name of each one. Finally, as an individual activity, the students solved a worksheet where they had the images of each school supply and a word bank with the words that they could use. They had to put each Word in its corresponding school supply.		
3. Cantidad de niños y adultos presentes – Nombre de niños ausentes		
The classroom was with 36 students, there were 3 students absent: Damaris Montes, Camila Sanchez, Valeria tellez, and two adults: the head teacher and the pre-service teacher.		
4. Evaluación de la clase (rol docente, manejo del grupo, desempeños académicos y convivencial de los niños, pertinencia de las actividades, logro de los objetivos propuestos)		
I consider that the class was complete and well developed, however, some students were not very attentive because they had a fight in their previous classes, so they were paying attention among them but not much to the teacher, at the middle of the class, the teacher was able to talk to them about the problem and reached to catch the attention of the students. I consider that the objectives were reached because they were able to associate the word with the image, however, it is necessary to do a review the topic and make activities more meaningful to students, considering that the worksheet seems to be a good tool for them but it is too traditional.		
5. Evidencias – tangibles - de los desempeños de los niños.		

6. Reflexión sobre el SER- docente   (interrogantes y decisiones frente a su presente y furo profesional)

For this first class I consider that I have to check the worth of songs within the classroom, it is evident that they like but I could observe that some students don't like or it seemed to be bored for them, so I could notice that it would be good to try other strategies that can be fun and entertained for them, and not repeating the same strategies that they have been using for long time.

7. Reflexión SER – investigador   (aportes de la sesión al logro de los objetivos específicos del proyecto y a los datos para cada una de las categorías de análisis)

Despite of the fact that in this class was most of all the introduction of the topic, I consider that some objectives of the project were reached, for example, to see how they connect this new vocabulary to their environment and actually, to connect the meaning of this vocabulary, but this is going to be more developed the next sessions where they can relate this to their school life and their classroom environment.

Annex G, field note #2, 2018-2

UNIVERSIDAD PEDAGÓGICA NACIONAL DEPARTAMENTO DE LENGUAS DIARIO DE CAMPO – PRÁCTICA PEDAGÓGICA E INVESTIGATIVA		
Diario N° 2	Fecha On september the 3rd	Hora 2:15- 3:15 p.m
Profesor en formación Carolain Ocampo Ramos		
Institución: Liceo Femenino Mercedes Nariño	Población: 39 stdudents	
1. Objetivos de aprendizaje de la clase		
In this class the objectives were: -To recognize deeply the school supplies vocabulary -To associate image, written word and sound.		
2. Actividades centrales de la clase		
The class started with a warm up that included questions about what was thw topic of the last class and what words could they remember, once that the answered, the teacher made a review of the topic with songs used the previous classes. After reviewing and practicing the pronunciation of the vocabulary learned, the teacher organized the students in lines in front of the whiteboard and show them flashcards with images of each school supply, then the students made a game called "apple-banana" where the student chosen had to take out a paper from a bag where was the name of each school supply and they had to put that Word under the corresponding flashcard sticked on the whiteboard. Finally, the solved a worksheet searching the name of each school supply in a wordsearch.		
3. Cantidad de niños y adultos presentes – Nombre de niños ausentes		
There were 39 students, the head teacher and the pre service teacher. None of the students were absent.		
4. Evaluación de la clase (rol docente, manejo del grupo, desempeño académicos y convivencial de los niños, pertinencia de las actividades, logro de los objetivos propuestos)		
The class was well developed, however some students seemed to be distracted or didn't want to participate too much. This could be because of the organization of the group for the practice activity. Maybe if they had been organized in a circle, and not in lines, some of them would have been more attentive. Despite of the fact that some of them were distracted, most of them were able to participate and help their partners to reach the goal of the activity that was associate the word with the image.		
5. Evidencias – tangibles - de los desempeños de los niños		
With the last activity of the word search, it was verified that some students now know better the school supplies vocabulary, or at least can remember the ones that are more familiar to them (pencil, pen, book, notebook)		
6. Reflexión sobre el SER- docente (interrogantes y decisiones frente a su presente y furo profesional)		
In this session I learned that is necessary to be very organized when it's about making an activity and giving instructions, because students are used to do only what they're asked for, so if you forget one detail, the results can be different than what was expected.		
7. Reflexión SER – investigador (aportes de la sesión al logro de los objetivos específicos del proyecto y a los datos para cada una de las categorías de análisis)		
I consider that the vocabulary sessions and each evidence help to show an advance on students learning, what are their common mistakes and how are they academically. This session helped to reinforce the information that I have about their strengths and weakness in terms of learning new vocabulary.		

Annex H. Perception survey.

Universidad Pedagógica Nacional
Licenciatura en español con énfasis en lenguas extranjeras

Práctica investigativa y autónoma: inglés

ENCUESTA DE PERCEPCIÓN

La siguiente encuesta tiene como objetivo revisar el panorama del aprendizaje de las estudiantes de 405 en el los semestres 2018-2 y 2019-1.

¡EMPECEMOS!

La siguiente encuesta es muy sencilla, debes dar respuestas completas y argumentadas. Responde las siguientes preguntas:

1. ¿Cuál fue la clase del año pasado con la profesora Carolain que más recuerdas y por qué?

Los numeros en ingles, los utiles escolares, las figuras en ingles, los colores y es emportante para aprender ingles y ser halguien en la vida.

2. ¿Qué temas recuerdas que aprendiste en las clases donde la profesora utilizó videos?

El abecedario, los deportes, los utiles escolares y plural y singular

3. Qué material prefieres utilizar para aprender: ¿videos o fotocopias? ¿por qué?

Los videos Por que se me mete mas facil en la cabesa y aprendo mas facil

4. Menciona cinco diferencias que hay entre las <u>clases del año pasado</u> y las <u>clases de este</u> <u>año</u>:

➢ Los deportes
➢ Mas videos este año y el otro fotocopias
➢ Los numeros
➢ Los colores
➢ Las figuras

5. ¿Cuál ~~crees que~~ ha sido la clase más importante de este año y por qué?

Los utplez escolares por que aprendo a como decir en ingles los utplez escolares.

6. ¿Qué aprendiste con los talleres realizados en <u>las clases</u> ~~en~~ del mes de marzo?

El abecedario, los deportes, los numeros, los colores, los utplez escolares

7. ¿En qué otras situaciones crees que puedes utilizar ~~todo~~ lo que has aprendido en las clases de inglés?

Para aprender ingles, para hacer amigos de otro pais, para entender a la gente, para aprender otros idiomas.

¡GRACIAS POR TU RESPUESTAS, SERÁN DE GRAN AYUDA!

Annex I, field note #5,2018-2.

UNIVERSIDAD PEDAGÓGICA NACIONAL DEPARTAMENTO DE LENGUAS DIARIO DE CAMPO – PRÁCTICA PEDAGÓGICA E INVESTIGATIVA		
Diario N°5	Fecha 24/09/2018	Hora: 2:15-3:15p.m
Profesor en formación: Carolain Ocampo Ramos		
Institución: Sandra Cárdenas	Población: 305	

1. Objetivos de aprendizaje de la clase
- To recognize deeply the prepositions of place vocabulary (on, in, under, in front of, behind, between)

2. Actividades centrales de la clase
The teacher started the class doing a reminder of the previous topic that was prepositions of place. For this, the teacher showed a video called "where is it"? where there were several images of certain objects, most of them school supplies in a determined position, so the students had to say where each object was, in this video they worked only with prepositions on, in and under. To continue reviewing prepositions, the teacher shows flashcards to students, but this time there were animals, so students had to say where each animal was, these flashcards handled the prepositions in front of, behind and between. After this reminder, the teacher decided the group in four groups, each group of 8 or 9 students, the teacher named each group as TEAM A, TEAM B, TEAM C, TEAM D. In front of them there was a chair, a desk and box, and over other table there were all the school object they have learnt along the previous interventions. The teacher gave to each group a sentence (e.g. The book is on the table), and they had to put the school supply in the position that the sentence said.

3. Cantidad de niños y adultos presentes – Nombre de niños ausentes
There were 36 students. 2 students absent: Valerie Soler- Valeria Tellez The head teacher and the pre-service teacher

4. Evaluación de la clase (rol docente, manejo del grupo, desempeño académicos y convivencial de los niños, pertinencia de las actividades, logro de los objetivos propuestos)
I consider that the class was well developed at the beginning, when reviewing the topic, the students were attentive, the repeated the hands movements learnt the previous class to remember the vocabulary and they were participative when solving video and flashcards questions. However, the second part of the class didn't go as good as planned. The groups were way too big, so students got disorganized, they didn't pay much attention to what other groups did (which was the main idea of this exercise), all the groups wanted to participate at the same time, so it was not a good idea to organize all the groups I one place. By seeing this situation, the teacher decides to change the dynamic of the activity, so she doesn't give the sentence to each group, but she reads it aloud, so they could understand the situation and listen to their partners. Also, instead of doing it by groups, the teacher decides to ask students to sit down and do the activity by tables.

5. Evidencias – tangibles - de los desempeños de los niños
This class was more like a vivential one, handling with tpr, so there are not tangible evidences about student's development.

6. Reflexión sobre el SER- docente   (interrogantes y decisiones frente a su presente y furo profesional)
This class allowed me to see how important is to know the students, to take into account the classroom conditions and time. Despite of the fact that students seemed motivated to participate and most of them had a good comprehension about the topic, the organization of the activity played an important role in the development of students. When there is not organization, the students get distracted easily so while some of them are trying to solve activities and questions, there are other ones not paying attention at all, so it is important to find ways and strategies that help to catch the attention and have good results with large groups of students.

7. Reflexión SER – investigador   (aportes de la sesión al logro de los objetivos específicos del proyecto y a los datos para cada una de las categorías de análisis)

Although it was a new activity for students, I consider that is important to find other strategies to help them learn better, organize better and be aware of their own knowledge. Otherwise, the songs, videos and gestures seemed to be a very useful tool at the moment of learning this specific vocabulary, they can relate the movements taught with the prepositions seen in class.

Annex J, field note #7, 2018-2

UNIVERSIDAD PEDAGÓGICA NACIONAL		
DEPARTAMENTO DE LENGUAS		
DIARIO DE CAMPO – PRÁCTICA PEDAGÓGICA E INVESTIGATIVA		
Diario N° 7	Fecha: 22/10/2019	Hora: 2:15-3:15 p.m
Profesor en formación: Carolain Ocampo Ramos		
Institución: Liceo Femenino Mercedes Nariño	Población: 305	

1. Objetivos de aprendizaje de la clase

To assess students oral recognition with school supplies, colors and prepositions vocabulary

2. Actividades centrales de la clase

The teacher started the class doing a little warm up about school supplies. She presented some digital flashcards about a girl showing what she carried to school, through these flashcards the teacher asked to students what was the name of the object that the girl showed, and they answered to this. Later, the teacher remembered the name o these school supplies with the song and video they saw at the beginning of the semester, just to do a very clear review of the topic. After this introduction, the teacher gave to students a worksheet that included all the vocabulary learned (prepositions, colors and school supplies), while students did that, the teacher called students in groups of five to and activity in which they had to understand a description but now orally. There was a placard with three objects drawn on it: a chair, a desk and a box. Aside, there was printed images of all school supplies vocabulary. The teacher said a sentence to each student and they had to put the school supply indicated on the right place (prepositions). This was made in three round per student, each student had 2 chances of doing it right. Only fifteen students were assessed because of time.

3. Cantidad de niños y adultos presentes – Nombre de niños ausentes

There were 36 students. 2 were absent: Valeria Zipagauta- Damaris Montes.
The head teacher and the pre-service teacher.

4. Evaluación de la clase (rol docente, manejo del grupo, desempeño académicos y convivencial de los niños, pertinencia de las actividades, logro de los objetivos propuestos)

In general, I consider that the class was well developed, the warm up was a good exercise for students because the flashcards seemed to be similar to their environment. The worksheet also was pertinent, they presented doubts about the instructions but when explained they understood the exercise. However, the last exercise of practice was difficult to develop because of the classroom condition; the students with the worksheet didn't focus well on their job because they were curious about what their partners were doing, or they wanted to participate immediately, so this dynamic caused a little distraction while the students developed the worksheet, however they finished it all.

5. Evidencias – tangibles - de los desempeños de los niños

In this class there are 2 evidences, the first one is the worksheet and the second one is the number of correct answers that the fifteen students assessed got from the last exercise of practice.

6. Reflexión sobre el SER- docente (interrogantes y decisiones frente a su presente y furo profesional)

This class made me see how difficult is to really assess each student process when it comes about their comprehension performance individually. However, I think that it could be a mistake of mine by the way I organized the activity, maybe I should have been more systematic and create another kind of listening exercise that allowed me to see what they really know and maybe assessing all of them in just a round, I should have been more practical with this activity.

7. Reflexión SER – investigador (aportes de la sesión al logro de los objetivos específicos del proyecto y a los datos para cada una de las categorías de análisis)

The activity of the worksheet allowed to see the recognition they have about each topic of vocabulary, t was possible to asses how students associate the written word with the image presented. On the other hand, in the oral exercise the results were from good to regular in the students evaluated. This allowed to see that the still have some problems with recognizing a whole sentence orally, without any visual help.

Annex K, Artifact applied on October the 22ⁿᵈ of 2018.

Where is the ball?

WORDSEARCH:

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

1. IN
2. ON
3. ONDER
4. BEHIND
5. Between ✓

Find the following words:
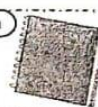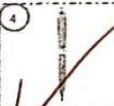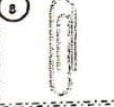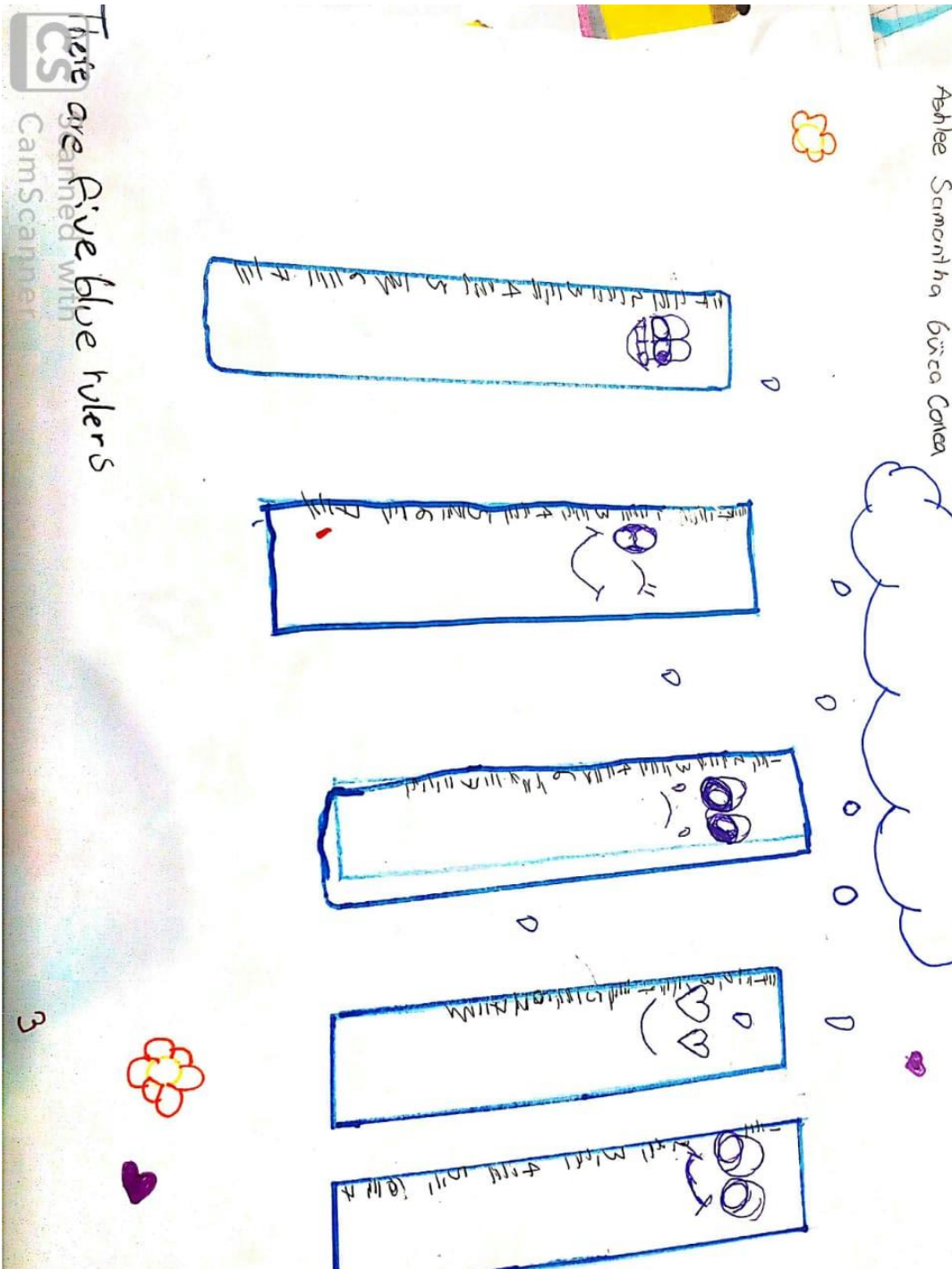
[1] [2] [3] [4] [5]
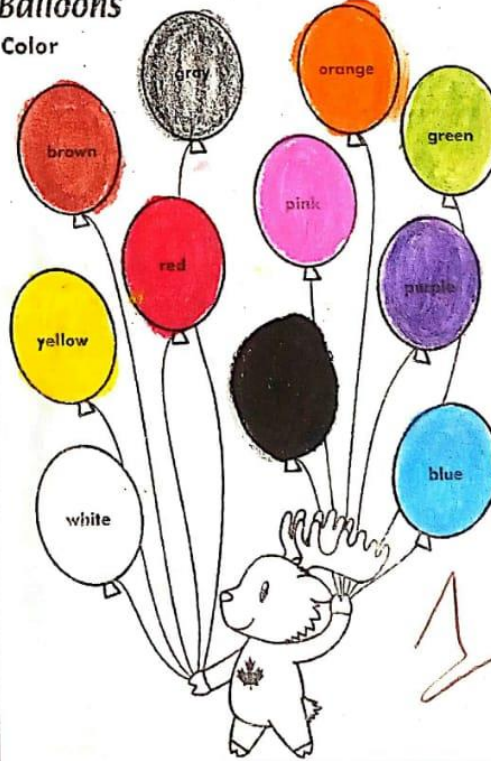
SCHOOL SUPPLIES

Match the pictures and the words.

- 6 — PENCIL SHARPENER
- 1 — NOTEBOOK
- 12 — PAPER
- 10 — ERASER
- 11 — SCISSORS
- 5 — RULER
- 8 — PAPERCLIP
- 6 — PENCIL
- 2 — CALCULATOR
- 3 — MARKER
- 4 — PEN
- 9 — BACKPACK

Balloons
Color

gray, orange, brown, green, pink, red, purple, yellow, white, blue

Annex L, Artifact applied on April 2019

There are five blue rulers

Annex M, Artifact applied in April 2019.

There are twelve Blue notebook