Reading tasks role in situated vocabulary learning.

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Reading tasks role in situated vocabulary learning.

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1. Información General

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2. Descripción

El presente trabajo fue realizado en la institución Rafael Bernal Jiménez ubicada en Bogotá, Colombia describe un proyecto que hizo uso de la investigación acción para analizar el rol del uso de tareas basadas en lectura en el aprendizaje de vocabulario situado de estudiantes en el aula de inglés como lengua extranjera. La implementación buscaba dar cuenta de los cambios que pudiera generar la aplicación de este método sobre el aprendizaje de los estudiantes. Para ello se diseñaron tareas de comprensión lectora que permitieran a los estudiantes participar en el proceso de aprendizaje, y cuya finalidad radicaba en promover el aprendizaje del vocabulario contextualizado a través de los textos. Los resultados arrojados por la implementación fueron analizados desde una perspectiva cualitativa usando tres instrumentos de recolección de datos. Los resultados fueron reportados y analizados en la última parte de este documento.

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4. Contenidos
El documento se divide en 6 capítulos organizados de la siguiente manera: Capítulo 1: Introducción En esta parte se describió el contexto general en el que se enmarcó la investigación, la población con quien se aplicó, el planteamiento del problema, la justificación del proyecto, así como la pregunta problema y los objetivos establecidos para la implementación. Capítulo 2: Marco teórico Este capítulo presentó conceptos y teorías tomadas como base para la construcción de la propuesta y la revisión de investigaciones elaboradas previamente que

presentan puntos en común con este proyecto. Capítulo 3: Metodología de investigación Aquí se desplegó aspectos importantes en relación con la metodología como el enfoque investigativo, la técnica de recolección y tratamiento de los datos. Capítulo 4: Propuesta pedagógica Este apartado exhibió la propuesta pedagógica en general, da a conocer su enfoque, las visiones de lengua, salón de clase y aprendizaje que dio origen al diseño pedagógico, las etapas de implementación, el tiempo en el aula y las actividades que fueron desarrolladas. Capítulo 5: Análisis de datos Se delimitan las categorías de análisis y se evidencian los resultados obtenidos y analizados durante el proceso de implementación en función de las categorías y las subcategorías expuestas anteriormente. Capítulo 6: Conclusiones Se hace una presentación general de los resultados obtenidos en el análisis de cada una de las categorías. Se realizó un balance de cada uno de los objetivos planteados para el proyecto y de los aprendizajes obtenidos de la intervención pedagógica. Por último, se dio una serie de sugerencias pedagógicas, investigativas y disciplinarias dirigidas a los diferentes actores del proceso pedagógico en la institución.

5. Metodología

El proyecto se rigió bajo los principios de la investigación acción, siguiendo las siguientes etapas:

• Observación: Se hizo una observación y se diagnosticó una situación en el aula de clase susceptible a ser mejorada a través de una intervención.

• Planeación: Se diseñó un plan de intervención para ser implementado durante los dos semestres del año 2016 teniendo como base la aplicación de tareas pedagógicas y lo que pudiera revelar sobre la interacción entre estudiantes.

• Reflexión: Se recolectó información acerca del proceso de implementación con el fin de reflexionar acerca de la efectividad de la intervención y posibles puntos por mejorar.

• Re-planeación: A partir de los resultados recolectados en la etapa anterior, se replantearon aspectos dentro de la propuesta y las planeaciones de clase para maximizar así la efectividad de las técnicas empleadas.

6. Conclusiones

partiendo del análisis de la implementación del estudio y sus resultados, se llegó a las siguientes conclusiones:

Reading tasks role in situated vocabulary learning.

La aplicación de tareas de lectura promovió en los estudiantes el hacer uso de la lengua extranjera ya que en algunos casos su elaboración requirió el uso de actos comunicativos en los cuales enfrentaron desafíos relacionados con el acto del aprendizaje de vocabulario contextualizado. Los estudiantes incrementaron su auto confianza en términos de uso de la lengua extranjera y esto se vio reflejado cuando se hizo uso del español y de imágenes como un referente significativo. Finalmente, la investigadora en este espacio pudo reflexionar sobre la importancia de planear las clases según las necesidades y contextos particulares de la población ya que esto aporta al aprendizaje de los alumnos.

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ABSTRACT

The aim of this action research project was to examine the impact of reading tasks in a group of EFL students at the school Rafael Bernal Jimenez, Colombia. After having identified that the students' learning was not being contextualized and that there was a lack of vocabulary in the English classes, a set of reading tasks were proposed to deal with the situation. This tasks were designed in order to foster the situated vocabulary learning through the use of texts, these tasks were implemented during the years 2016 and 2017. The data was analyzed through the qualitative perspective by using three data collection instruments. The results are reported and analysed at the end of this document.

KEY WORDS

Task based learning, situated vocabulary learning, students' strategies, cognates in EFL, images and drawings in EFL.

CHAPTER 1

THE PROBLEM

Context

This research project was developed in the school Rafael Bernal Jiménez (Centro Educativo Distrital) located in the neighbourhood 12 de Octubre, it limits with the neighbourhoods Gaitán, Juan XXIII, Santa Sofía, San Fernando and La Libertad. It also limits with the river Arzobispo at the transversal 56, with the avenue 72, street 76, and finally with Avenue Ciudad de Quito; those are principal avenues, which have impacted the economy of the locality in which the commercialization of furniture and car maintenance trade are the principal economic activities. It is located at Barrios Unidos, the twelfth locality in Bogotá D.C., Colombia. This place has cultural events in which the percentage of participation is high. This issue has created a propitious context to develop the school's PEI which is related to arts (see annex 1).

The school was founded on the 20th of March, 1979. Nowadays, it has the levels of initial education, basic primary, secondary education strengthened or articulated with higher education. It is subdivided into two headquarters, the first one is located at Carrera 53 #75-17 in which the present research took place, this branch is focused on secondary education; the second headquarter, is focused on initial education and basic primary.

Since its foundation it has been an official school where girls and boys study together. Corresponding to the school's PEI, the children are guided to base their learning process on the goal of acquiring a technological literacy (PEI) "Formación con tendencia humana para el Liderazgo en Ciencia y Tecnología". In agreement to the school's mission, every student is supposed to have a high level of English as a foreign language by the use of an immersion classroom, but unfortunately at this moment the goal has not been accomplished. They also have

the program 40*40 in which students are assumed to have some spaces that will help them to have a comprehensive education and a significant learning process. The result of this kind of context is that students have e-material and special places in which they could have a process to approach technology but also arts such as drama, music, and dance classes. Even though, according to what was observed (see annex 2) and to the data gathered through the first survey (see annex 3), the learning process is not focused on literature, although it is an artistic expression.

Finally, it is also important to say the school`s vision and mission integrates the purpose of the PEI because they want to educate people who could have a lifelong learning process in regards to technology and the integrity of a human being.

Participants

The population of my research study was composed by 19 girls and 19 boys for a total of 38 students. This research was developed with the grade 501, in the schedule from 10.00 am to 12.00 am two days a week each class lasted 90 minutes. This group was a challenging one due to its behaviour. Even when they claimed they liked English, for them it was difficult to get concentrated in the classes and to be quiet. This is why according to what the mentor teacher expressed in the survey applied during the diagnosis period (annex 4), on the one hand, the learners could not work with reading, speaking or listening material since they were not concentrated for a period of time long enough to develop the activity.

Furthermore, she suggested the class' size for a foreign language should be smaller for two main reasons: First, with a big number of students she could not give an appropriate feedback to each one of them. Second, the participants did not behave in activities in which they needed to listen to other students in silence; and with a large size classroom the time the population had to wait was too long. For this reason the mentor teacher claimed she planned the

classes with worksheets like word search puzzles or puzzles which helped students to be more concentrated in the class. However, according to the observations, although with this kind of activities the population had a good behaviour, they could not develop their skills, they were not accustomed to oral interaction and the vocabulary learning was not situated.

Statement of the Problem

Diagnosis revealed that although students presented difficulties in all the language skills, which might be caused by the lack of practice in the classroom, the main problematic is related to the absence of reading based activities and the study of vocabulary with deficiency of context by following a methodology of repetition. According to MEN (Ministerio de Educación Nacional) fifth graders have to develop their reading skills to achieve an A1 level of EFL after finishing this stage. However, the period of observation evidenced the activities carried out in class did not approach students to this goal. Besides, the PEI of the institution suggests language teachers to enhance students' love towards literature, which has not been achieved with fifth graders due to the methodology that was being implemented.

All in all, it is necessary to propose new teaching strategies in order to encourage reading practices, in which the vocabulary students are supposed to learn, according to the standards, can be contextualized to achieve the goals that are stated for fifth graders.

Rationale of the study

English is an international language that is used in different frames such as business or educational settings. In these contexts, English might be used in written or oral interactions. Furthermore, Colombian learners should develop the four skills (listening, speaking, writing and reading) so communication can be done through different channels. Even if all the skills should be developed Reading skill deserves more attention due to its usefulness in foreign language learning.

First it motivates students to learn the target language thanks to its variety. According to Collie and Slater (1990) (Collie & slater, 1990), literature is one of the best ways to increase motivation and vocabulary background because it is varied and could cover all the interests presented in a real classroom. The majority of classrooms in Colombia are large size even in official or private schools the population have different age, gender, needs or interests. Bearing in mind variety, reading could be an appropriate strategy to provide contextualized input to EFL learners.

Second, it fosters a cognitive process and also, provides cultural background. As suggested by Collie and Slater reading is an act in which a person has a cognitive process that lets him understand the world that surrounds him. When students are reading they are not only decoding symbols but also understanding the ideas that a writer presents in a text. Furthermore, in Colombia many students do not have access to Anglophonic cultures. However, literary pieces could avoid this problematic since it provides cultural background for verbal and nonverbal language.

In addition, vocabulary is the smallest unit of language a person needs in order to communicate either in speaking or writing interactions. As suggested by Wilkins "Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed." (Wilkins, 1972). Even though, the process of vocabulary acquisition has to be situated so students understand what they can communicate with it. Furthermore, words have a habit of changing their meaning from one context to another (Labov, 1973) this is why teaching vocabulary isolated can confuse students and do not allow learners to understand the use of what they learn and this can make them feel not confident enough to participate using the target language.

Additionally, Collie and Slater (1990) point out that literature gives a considerable range of individual lexical or syntactic items with a proper contextualization, Reading can provide lexicon with a setting since it is varied, is authentic and lastly, texts can be checked more than once in this way it helps learners if at first the vocabulary or story has not been understood.

Objectives and Research Questions

This research aims to contribute to our understanding of situated vocabulary learning with young learners when reading tasks based activities are implemented.

General research question

What is the impact of using a set of reading tasks to enhance situated vocabulary learning in fifth graders at Rafael Bernal Jiménez School?

Specific Research questions

1. What is the role of using a set of reading tasks to enhance situated vocabulary learning in fifth graders at Rafael Bernal Jiménez School?

2.   What strategies do students use to deal with new vocabulary learning when developing Reading tasks?

Objectives

To identify and describe the role of using a set of reading tasks to enhance situated vocabulary learning in fifth graders at Rafael Bernal Jiménez School.

To characterize the strategies students use to deal with new vocabulary when developing Reading tasks.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter presents the theoretical framework that supported this research project. First, I describe some previous research considered relevant for this study. Second, I define the theoretical constructs: *Reading in EFL learning, reading tasks,* and *Situated vocabulary learning.*

State of arts

The first research I considered important for my project was "Strategies in the process of writing elementary school students, an immersion program" Ramos (2009) worked with second-grade students. The research question of this project was: What ideas could be used by students of L2; in an immersion program for developing writing? It was intended to give an authentic input to students, so that they understand the cultural differences that were presented with the texts that were used and finally, that learners could write with the new situated vocabulary that they have gained form the literary pieces in the EFL class.

The use of readings was a custom in her pedagogical intervention and finally became a habit that students used for addressing immersion and intercultural skills. For the intervention the basic writing processes were used: planning, drafting and revising. In the results part, the researcher highlights the importance of the authentic material for improving the children's situated lexicon and cultural knowledge.

With the result of the project, it was underpinned that reading habits contributed to the reading comprehension process, to enhance of new and meaningful vocabulary and to the approach to intercultural skills. This study is relevant for my research project because the motivation to read was raised and the skills, writing and reading, were improved only by using

reading material, as it was used in this proposal. It also provided me with ideas of how to design and implement the reading tasks.

The second research study that was consulted was "Developing reading comprehension in EFL learners, through the use of children's literature" (Triana, 2015). She analysed and described the importance of reading in a foreign language classroom with third-grade students. The researcher carried out the study in Rafael Bernal Jimenez and this is how her research helps to this intervention. In her work, she underpins the lack of access to reading material that until now persist. Even though she also demonstrates how guides can be useful for improving the motivation of students even when they did not have a lot from reading material. She demonstrates that to read and to guide the reading by a reading task may be an appropriate method when the population is at primary school. To elaborate the guidelines for developing comprehension skills the researcher uses a multimodal text.

This author provides the reader with other possible problems that are found in an EFL classroom. These issues are lack of vocabulary or non-significant learning, because she found that the population only received input by repetition of isolated chunks, which, according to her, were never used in a real life situation and finally were never used as happened with my population. This research is important for my study because she used reading tasks in order to promote students' learning as I attempted with my pedagogical intervention. Furthermore, she underpinned that the need of contextualizing the learning in English foreign language classrooms is a limitation that might affect students' performance in the target language.

The third project I took into consideration was "Comic as a didactic tool to improve reading and speaking skills in English as a foreign language in fourth grade of Tomas Carrasquilla School", Avila (2012) found that to implement comics in the EFL classes

contributes to the reading comprehension processes of her population. Avila uses task-based learning and a communicative approach to enhance reading skills in a group of fourth graders EFL learning. She used comics as a literary tool for developing the reading comprehension skill but also to improve speaking. The result of the intervention was that by giving input to the students by reading verbal and nonverbal tasks, as this research aims at doing, they could communicate and improve their writing and reading skills.

According to the results, to use comics as a literary tool was an interesting and appropriate way to increase the motivation of her population, due to the fact that according to her characterizations students did not have a reason for reading, even if the literary piece was in their mother tongue. This research was relevant for my study since I consider that if students do not understand the reason of doing a task in classes it might be due to the lack of context. Avila helped students discover a meaningful use of reading through the use of comics. According to Collie and Slater (1990), literature is one of the best ways to increase motivation because it is varied and could cover all the interest and knowledge presented in a real classroom as she has demonstrated in her research.

The last research study I took account of was "The development of reading comprehension in EFL learners, through the use of based contextual clues" considered that reading skills can be improved not only by reading texts due to the fact that other skills promote the improvement of the other language components. Alfonso (2008) claims the importance of giving the students the opportunity to express them and show something they have understood or learned with a reading. Even though the reading skill is the main objective in the proposal, the researcher found that working on writing by creating was the appropriate way to improve the

students' reading comprehension skills. This research also insists in the importance of motivating students and to give them a reason for reading, in this case to write.

The studies presented so far in this section are relevant to the present project in the sense that they are related to the problem identified in the diagnosis. Now, as mentioned in the characterization, the school's PEI, mission and vision (Annex 1), claims that the learning processes demand to be organized by the use of artistic expression. In this sense literature fulfils this need; but also, as was introduced in the previous studies, it is helpful to use reading tasks for giving an appropriate input to the participants as well as to enhance the acquisition of new situated vocabulary (Collie and Slater, 1990).

In addition, as discussed before according to the research studies previously presented, literature also increases the motivation and engagement of the participants. To sum up, the reviewed studies provide statements which are meaningful for the present research project. Firstly, to develop reading skills in a foreign classroom it is necessary to give an appropriate input, which might increase the learner's motivation and engagement in classes. Secondly, it is a need to give the appropriate reading material and teach students to take advantage of the material. In the third place, it was found in the characterization that students have a lack of vocabulary even though they like to work on tasks this help me to conclude that reading tasks could develop their ability to remember meaningful vocabulary.

Theoretical framework

Situated vocabulary learning

Words are the most important part of any language, Lewis (1993) argues "Lexis is the core or heart of language" which means that in order to learn a language the first step a student should take is acquire vocabulary due to its importance in communication. Furthermore, Wilkins

(1972) wrote "While without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This two definitions let me conclude that vocabulary is the most basic form of communication in language since students can communicate without knowing the rules or grammar but cannot do it with a lack of lexicon.

In addition there are three aspects teachers need to be aware of and focus on. These are form, meaning, and use. According to Nation (2001), firstly, the form of a word refers to its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item like prefixes, roots, and suffixes). He stated that meaning is the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. This means the name that according to a specific language is given to an item that can be tangible like a chair or untouchable like respect. In regards to use, Nation claimed, involves the grammatical functions of the word or phrase, this last will answer to the question what it is for.

In conclusion, on the one hand, in my research vocabulary is understood as the smallest unit of language a student can use to communicate in the target language; as a teacher I most teach students the form, meaning, and use. But also, on the second hand, as claimed by Labov (1973) words have a habit of changing their meaning from one context to another; this is why I consider vocabulary has to be taught in a situated context so students could make an appropriate use of it in the foreign language.

Among all the ways vocabulary learning could be defined, for this project I worked with situated vocabulary learning. According to Hanks, William F., Jean Lave and Étienne Wenger (1991). Situated learning "Takes as its focus the relationship between learning and the social

situation in which it occurs" in situated learning teachers have to prepare lesson that are completely based on task that deals with real life experiences.

As a researcher, I took under consideration a must to give an input that is totally connected to real life and contextualized since in this way students are able to learn in a meaningful way. It is also important to underpin that situated learning process should deal with: content, facts and processes of a task, in the case of this intervention the vocabulary was delimited by the school's curriculum, context, situations, values, environmental cues, through the project students purpose was to learn from a character so all the context was given by the literature figure; for example when he introduced himself (body parts), when he went to the supermarket (food), when he introduce his friends (profession he vs. she), and community the whole group where they created and negotiated meaning.

Consequently, for this research, situated vocabulary is understood as the lexicon that is learnt when a student works in a task that is focus on real context. This background will be provided by reading and while the activity deals with a meaningful purpose.

Reading in EFL learning.
According to Collie and Slater (1990) reading is an act in which a person has a cognitive process that lets him understand the world that surrounds him. Bearing this definition in mind, EFL readings must accomplish with the four main purposes of literary pieces:

Firstly, to use valuable material, secondly, to give cultural enrichment, which means that thanks to the authentic context in which the stories might be developed, students are able to learn, culturally speaking, the background of verbal and nonverbal foreign language which will increase the input they could receive and foster new situated vocabulary learning. Thirdly, to promote language enrichment. Collie and Slater (1990) point out that literature gives a considerable range of individual lexical or syntactic items with a proper contextualization. It

means that it helps students by giving the input so that they could create natural texts with a correct structure but also to communicate in a proper way by having a rich and diverse lexicon not using an unlimited amount of vocabulary. And finally it must engage students, it promotes a personal involvement when the students have a real purpose to learn English. To understand a story, they engage in a personal learning process which fosters their approach to the foreign language. And more important, when students engage with reading, they could easily increase their motivation and decrease their affective filters by seeking the meaningfulness of English.

According to Turner and Paris (1995), the researcher must first, talk to students about the different purposes for reading, so that they will become more aware of what to focus on as they read. Second, use different types of texts (stories, news articles, information text, and literature) that promote different purposes and forms of reading. Third, to use authentic texts and tasks that might promote purposeful reading. Fourth, to look for books and reading materials that are interesting and relevant to students. Fifth, to make connections between reading and students' lives. Last, develop love for reading, explaining that it extends beyond academic success.

Consequently, in this project reading was understood as a tool that motivates learners to learn and gives the reader all the contextualized, meaningful and situated input he or she needs for understanding the world that is surrounding them. In this sense, Reading not only contributes to develop students' reading skills but also improve their lexicon. Reading was the tool by which a teacher could contextualize the vocabulary and also the channel in which students could learn the new vocabulary by making a relationship among the contents, the topics of the lessons and their own lives.

Reading tasks

The tasks based language learning is a subcategory of communicative language teaching. With this approach teachers are supposed to plan their lessons bearing in mind activities that are

truly connected to students' real life. An example of it is when learners work on the topic of food they will need to create a grocery list. The lessons always need to have an outcome that must be concrete and touchable in this case the list. According to Rod Ellis (2003) the task has to accomplish with four main characteristics for being considered a task based activity: first, the task should involve a primary focus on a (pragmatic) meaning. This means that has to have a real clear goal that has to be compulsorily connected to real context. Second, the task has a clearly defined, non-linguistic, and touchable outcome. Third, the participants choose the linguistic resources needed to complete the task; this is a really good way to guarantee the motivation from students to all the activities they work on. Since they decide what linguistic mean to use it is a great way to determine the kind of mental process the population is doing, it also helps to identify the skill they are improving the most. Last, the task has some kind of 'gap' this means that part of the information that the task requires has to be given by the teacher and the other depending on the gap has to be constructed in an specific way by learners.

In task based learning there are according to Prabhu (1987) three main categories of task: information-gap, reasoning-gap, and opinion-gap. Firstly, he describes information-gap as tasks that are done to transfer given information from one person to another – or from one form to another. Secondly, he claims reasoning-gap tasks, are those that involve deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. Lastly, he defines opinion-gap tasks, as activities which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

In short when doing a project with tasks based activities it is a need to prepare the lessons bearing in mind the task students will have to do through the intervention. In the case of my

research I worked with specifically reading tasks. This means that taking in to account what reading means for EFL learning all the set of activities were done taking into account task based approach focused on reading.

In this study, reading tasks were understood as activities that required a text to be developed but that has a tangible outcome after it was finished. For the development of my intervention, I used the three categories of tasks mentioned before for different purposes. For deciding which one to use I delimited firstly the objective of the session. This is how reading tasks and situated learning are connected. For this research the context was given by readings tasks and the main purpose of it was to enhance situated vocabulary learning. The kind of reading task were mainly reasoning-gap activity, which involved inference, deduction, practical reasoning, or a perception of relationships or patterns and opinion-gap activity, which involved identifying and articulating a personal preference, feeling, or attitude in response to a given situation. According to Carter and Long (1991) in reading tasks there are three reading phases: pre-reading, while reading and post-reading.

In the pre reading stage the principal goal was to introduce the context of the story so that students understood what they were going to read about and why it was important to understand the text. Previewing a text with students should arouse their interest and help them approach the text in a more meaningful and purposeful manner. The pre-reading phase helps students define selection criteria for the central theme of a story and guided theme through the context of the reading text.

When talking about while reading activities in this proposal were understood as the exercises taught by the teacher that help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages as claimed by Carter and

Long (1991). Some of the most used in classrooms are guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively.

Finally, post reading, in the post reading activities the teacher should give the students the opportunity to show what they understood by a written or oral task; its purpose is to give them a reason to read. This kind of "Follow-up" exercises take students beyond the particular reading text in one of two ways: by transferring reading skills to other texts or by integrating reading skills with other language skills (Phillips, 1985).

In this chapter, I underpinned the constructs that support this study: reading tasks in EFL and situated vocabulary. In the next chapter I will describe the methodological design and data collection procedures followed during the research process.

CHAPTER 3.

RESEARCH DESIGN

This chapter aims to describe the research design that guided this project. As a result, this section presents the research paradigm, the type of research carried out and the definition of the instruments for data collection that were used to recollect the information and its relation to the specific objectives. At the end, I show the process I followed for the data collection procedures.

Research paradigm

My study followed the qualitative paradigm due to its aim. Burns (2010) claims qualitative methods intend to describe, clarify and interpret a social phenomenon when it occurs in a real setting. The objective of this study was to explore and describe the impact that a set of reading tasks could play in the learning of situated vocabulary of fifth graders at Rafael Bernal Jimenez School, as well as to identify and describe the strategies which the participants in the study used while dealing with new vocabulary. On the other hand, when working with the qualitative paradigm the analysis of the data is inductive, Schutt (2015) highlights the hypothesis, the categories and subcategories of the study are stated after the process of data recollection and not before.

Type of research

My research followed the action research type because of its nature. According to Denscombe (2010) an action research purpose is to solve a particular problem and to produce guidelines for effective practices. In my research, the purpose of my project, on the first hand, is to participate in the construction of the learning process that the students in grade 501 at the school Rafael Bernal Jiménez were having by analysing the impact that reading tasks could play

in situated vocabulary learning. On the second hand, the goal of this project is also to improve my teaching practice as a pre-service teacher. According to Burns (2010), with action research studies teachers should explore their practices, reflect on it, so they can propose strategies or tools to overcome a current problem. In order to accomplish action research goal I followed Cohen, Manion, & Morrison (2000) 8 stages:

In the first five stages the researcher has to determine the problematic and look for documents that support the way it would be faced. In the first stage, researchers identify, evaluate, and formulate a problem. In this stage, I had to observe the English classes in order to identify and formulate the problem. This process was done through the data recollected through the first survey (Annex 3) and field notes formats (Annex 4). After in stage 2, according to the authors, researchers must consult with other interested parties teachers, other researchers, and administrators. In the case of my study, I consulted my thesis advisor in order to clarify the objectives of the research. In this stage, the research questions and the objectives were determined. Later in stage 3, researchers review literature to find out what has been done in previous studies and which new strategies can be used in order to solve the defined problematic. In this stage, I looked for similar researches I considered relevant for this study in order to support my project. In this stage I also defined the constructs of my investigation: Reading in EFL learning, Reading tasks, and Situated vocabulary learning. Then in stage 4, after the reading of literature researchers might or might not change the research question or objectives of the study. In this stage, in the case of my project I did not change the objectives nor the research questions of my research study. Next, in stage 5, the research design is defined. In this part, I described the research paradigm, which was qualitative. Then, I followed action research as the

methodology of the project as well as the 8 stages followed. After, I defined and described the instruments used for data collection, as well as, the data collection procedures.

After in stage 6, the evaluation of the intervention is clarified. In this stage the lesson planning was determined and the way how the participants were assessed was explained. In the case of this study the assessment was divided into two categories which evaluated creativity and commitment. Firstly, hetero-evaluation, which means that the researcher assessed the work of the students by taking into account their participation (in each class) and the output they show in the quizzes, responsibility and respect through the process of the intervention. Secondly, co-evaluation, students did at the end a task in which they showed all the new input they obtained through the intervention: the pairs had to give a grade to each work.

Then in stage 7, researchers implement the project and also recollect the data. In this section, I made the pedagogical intervention and at the same time, I used the data collection instruments. The taken information was registered on the field notes, surveys and artifacts. Finally, in stage 8, the data is analyzed, I took all the registered information in the previous stage for analyzing them in regards to give a possible solution to the stated problem. Then I presented the conclusions, implications and possible further research.

Data collection instruments

In this section I present the three data collection instruments I used in order to answer the research questions: What is the impact of using a set of reading tasks to enhance situated vocabulary learning in fifth graders at Rafael Bernal Jiménez School? And What strategies do students use to deal with new vocabulary learning when developing Reading tasks? In order to collect the data to answer to this question I used different collection instruments to verify the information and to increase the credibility and validity of the results. According to Cohen and Manion (2000) this is triangulation, they define it as an "attempt to map out, or explain more

fully, the richness and complexity of human behavior by studying it from more than one standpoint". In the following table I show the instruments that were used in this study, as well as the research question they were intended to provide data for.

Table 1. Plan of triangulation.

RESEARCH QUESTIONS	DATA SOURCE # 1	DATA SOURCE # 2	DATA SOURCE # 3
1. What is the impact of using a set of reading tasks to enhance situated vocabulary learning in fifth graders at Rafael Bernal Jiménez School?	Artifacts	Field notes	Surveys
2 What strategies do students use to deal with new vocabulary when developing Reading tasks?	Artifacts	Field notes	Surveys

Field notes. The field note is a methodological resource which reflects a researcher's point of view. According to Porlán and Martín (2000) in the field note, the most significant processes of the dynamics inside the classroom are revealed. The field note was used in my research since it allowed me to reflect my practice; it promotes the teacher's awareness in regards to their teaching and participants' learning process, Porlán and Martín point out: "Through the field note it could be analyse the problematic without losing the reference on context." (Porlán & Martín, 2000, p. 23)

Moreover, Bogdan and Biklen (2003) claim "Field notes consist in two kinds of materials. The first is descriptive – the concern is to provide a word-picture of the setting. The other is reflective – the part that captures more of the observer's frame of mind, ideas and concerns." (p. 112) bearing this in mind in my project the field note format (see annex 4) had two objectives. First, I used them to get information for: delimiting the problem statement, and formulating the hypothesis, the research question as the objectives of the study. Second, field notes were used to keep a record from all the information about the implementation of the

pedagogical proposal process. At the end of the project I obtained 10 field notes from my intervention and 6 from the observation stage.

Surveys. It is a set of questions elaborated for the purpose of obtaining information of a specific topic or topics. It is a technique that may be used to recollect information and create a generalization of the thoughts of a population (Yate, Saenz, Bermeo & Castañeda, 2013). Furthermore, it is an instrument that permits the researcher obtain information about the population ideas, opinions or thoughts (Brown, 2001).

The specific type of survey that was used for this study was Longitudinal Survey. The aim of longitudinal surveys is to collect data and examine the changes in the data gathered (Sincero, 2012). She also claimed surveys are divided in two: questionnaires and interviews. In the case of this study I implemented questionnaires which means the questions were written as well as the answers. In order to obtain the information I applied five different surveys each one with different purposes. See the following table:

Table 2. Surveys´ implementation.

Survey	Directed to	Objective	Date
First	Students	To diagnose the population needs, interest, and EFL level.	August 10, 2016
Second	Teacher		
Third	Students	To delimit the advance students have had through the intervention	February 27, 2017
Fourth	Teacher		
Fifth	Students	To assess the possible impact student see from the pedagogical intervention	August.15th, 2017

Artifacts. According to Lewis (2004), it is a set of out coming products that are produced by the population which is studied. Artifacts can be presented in verbal or nonverbal language, such as a painting, collage, oral presentation or a writing. Moreover, Merriam (1998)

defines documents as "an umbrella term that refers to a number of written, visual, and physical material relevant to the study at hand" (p. 12). As well, Freeman (1998) refers to them as students work, and he affirms that analyzing this instrument a researcher could get information from how a student is learning, and also about a problematic that might happened in the classroom or outside of it. In the case of this research, the artifacts were all the products that children did when they finished the tasks that the teacher proposed. Finally I selected this instrument because as the previous ones it allowed me to read and reviewed it more than once so I could gather the biggest amount of data.

Data collection procedures

After the design of the instruments, it was necessary to follow some procedures to collect the data in an organized and systematic way. The first step to start collecting data was to get all the informed consents signed, in this step a parents meeting was the perfect scenery to share with the relatives the purpose of the study and the importance of the informed consent (annex 5). After, I started the class observation process. 8 sessions of English class of 45 minutes were observed. I wanted to video record some of the sessions in order to enrich the data collected with the field notes but I was not authorized to. This process took about four months, going once a week to the school and observing other spaces like parents meetings, and festivals when possible.

During this period of time, I applied the first survey the 10th of august 2016 (Annex 1). The students´ survey was administered at the end of the observations to avoid students' distraction. The other surveys were applied at the same time since the study took place in a large classroom. The first survey, helped me to make decisions in regards to the tasks that could be made, to characterise the participants' profiles, and to make preliminary analysis of their abilities in EFL. The second and final surveys helped me to re-think the activities I was implementing so the study could succeed. In addition, the last one (annex 7) was useful to gather the final

opinions that students had with regards to the way they learnt situated vocabulary in the course and the impact that Reading tasks had in the intervention. With respect to artifacts, some of them have an opinion in regards to enhance of vocabulary and some others are focused on a Reading task. Artifacts were chosen taking into account performance and the opinion participants wrote.

In this chapter I presented the research design. In this part, I described the research paradigm, which was qualitative. Then, I explained action research as the methodology of the project as well as the 8 stages followed. Lastly, I defined and described the instruments used for data collection as well as the data collection procedures. In the following chapter I will present the pedagogical design of this study.

CHAPTER 4

INSTRUCTIONAL DESIGN

In this chapter I present first, the curricular vision, then, the vision of language, after, the vision of learning, next, the vision of classroom that supported my intervention. Finally, I conclude with the instructional design.

Curricular vision

The curricular vision which supports this proposal is the curriculum as a praxis proposed by Grundy (1987). The author claims "the curriculum is not simply a set of plans to be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally related and integrated into the process". Furthermore, she highlighted that teachers should have active participants and should connect the students' learning experience with their real life background so it could be meaningful for each learner. For my proposal working under this vision demanded that the classes were situated in the real world as well as having students make sense of the concepts and theories as well as find meaning and connection to real world applications of knowledge.

Vision of language

According to Bell (2011) the main difference between the first and a foreign language is that the target language is learned in a context where the students do not have many cultural inputs of the target language. In the case of this population, they have not been exposed to native speakers and they did not use English reading materials. In this sense, language for this project was understood as a mean in which students meet a different input through the use of English reading material. Tudor (2001) points out that the language is seen as both, social action and self-expression. That was why in my research language was the tool that students could use in order

to communicate their thoughts, feelings and interest but it also was understood as a social action that allowed them understand the social background of learning.

Vision of learning

Bearing in mind that the purpose of this study was to enhance situated vocabulary learning I consider Meaningful learning from Ausubel (1960) the most appropriate vision to follow since in this model the major is to have students learn more than just memorize as in the audio lingual-method. Teaching language in a classroom for this project was not only to teach grammatical bases. In my project students had some knowledge that was required for something meaningful and relevant for their life. Furthermore, he also claims that effective literacy instruction mayor is to use students' prior knowledge, and connect it with their life experiences and build new knowledge upon them. In this sense, with this research the children were not supposed to learn grammar or phonemes, but they were exposed to authentic input through texts in order to promote language situated learning.

Instructional design

The objective of this intervention was to identify and describe the impact of using a set of reading tasks to enhance situated vocabulary learning in fifth graders at Rafael Bernal Jiménez School, as well as, to describe the strategies students use to deal with new vocabulary when developing Reading tasks. The situated vocabulary was taught based on a series of readings found in the British council web page and some others that were written by me. In order to develop the lesson plans I followed pre-reading, while reading and post reading tasks. The pedagogical intervention adhered to three cycles: engagement and awareness, application, production. In the following three tables I present the cycles, topics, objectives, materials and situated vocabulary participants learnt then I describe each one of the stages and its development.

Reading tasks role in situated vocabulary learning.

Table 3. First cycle.

Cycle 1 I met an alien, he is Carl.				
Topic	**Objective**	**Situated vocabulary**	**Reading**	**Reading tasks**
We love Aliens!	To talk about my interests	Name of characters: Aliens, cowboys, robots, heroes. Verbs: Love, like, hate.	Hi, I'm an alien	Write my routine following the structure subject, verb and complement.
Aliens are males and females	To compare and describe my routine with others routines	Personal pronouns: He, she, I. Verbs: Wake up, take a shower, have breakfast, study, play, sleep. Places: House/ apartment, school, park.		To compare and describe my routine with others routines

Reading tasks role in situated vocabulary learning.

Table 4. Second cycle.

Topic	Objective	Situated vocabulary	Reading	Reading tasks
Cycle 2 Carl´s world and mine.				
Carl´s house	To use vocabulary related to house rooms	Places: House, department, bedroom, bathroom, living room, dining room, kitchen bedroom.	My house	Make a map to identify Carls' house
				Make a drawing of my house or apartment identifying its rooms
Carl cleans his house.	To talk about household shores	Verbs: Clean, make the bed and dishes, sweep. Nouns: Dishes, bed, table, chair, floor, TV, house. Personal pronouns: He, she, I.		Fill a chart describing what they do or don´t for cleaning the house.
Carl´s neighbors.	To introduce my friends	Personal pronouns: He, she, I. Verbs: To be is/am Adjectives: Tall, short, fat, slim, friendly, nice. Numbers: 1-20	my Visiting neighbors	Make an ID CARD with a friend information.
Domestic animals in Kreig	To describe body parts of domestic animals	Personal pronouns: It, I. Verbs: To be is/ Have / has Numbers: 1-20 Animals:Cat, dog, mouse, mice, horse, snake	My pet and meeting zoo animals	Make a comparison between a pet they would like to have, or one they have with a pet in Kreig.
Visiting a zoo in Kreig	To share my opinion about animals	Personal pronouns: I. Adjectives: Love, like, hate. Animals: Cat, dog, mouse, mice, horse, snake		Classify the animals they find in the reading having in mind their opinion of them.
Carl has lost his dog	To show concern about others feelings	Personal pronouns: I, it. Adjectives: Sad, happy, worry. Animals: Dog. Places: House, park, avenue. Chunks: Deeply sorry, I´m sorry, sincerely yours. See you soon, write soon.	A lost dog	Make a letter to Carl describing how they fill.
Found dog	To organize personal information	Possessive pronoun: My Nouns: Name, age, gender, address. Verb to be: Is	I found it!	Create an id card for the alien's dog.

Reading tasks role in situated vocabulary learning.

Table 5. Third cycle.

Cycle 3 Carl will get back home				
Topic	**Objective**	**Situated vocabulary**	**Reading**	**Reading tasks**
Knowing Carl's family	To recognize family members	Possessive pronoun: My Nouns: Name, age, father, mother, sister brother, aunt, uncle. Verb to be: Is	I will see my family	Draw a family tree to present our relatives
Saying good bye to an alien	To introduce myself in a written and oral text	Vocabulary saw through all the intervention.		Make an oral presentation following the items: My name, age, my routine, my pets, my family, my preferences.

The pedagogical intervention started with the first cycle, I met an Alien, he is Carl. It was divide into two sessions: we love Aliens and Aliens are males and females. Students approached different reading topics in which they selected the ones they liked the most, participant selected stories that lead with aliens as a results of votes. In that session, the situated vocabulary they used was: Name of characters: Aliens, cowboys, robots, heroes. Adjectives: Love, like, hate. Its main objective was: To talk about my interest. In addition in the second session, I showed students that stories were organized mainly in one structure: Subject, verb and complement in order to make them feel confident with the reading. For this opportunity students read Hi, I'm an alien. With this reading participants studied the following situated vocabulary: Personal pronouns: He, she, I. Verbs: Wake up, take a shower, have breakfast, study, play, sleep. Places: House, school, park. Its mayor was: To compare and describe my routine with others routines.

The main objectives of this cycle was to make participants feel the reading was not imposed and to teach them the structure of the readings they will work on so they could apply it

through the intervention with other readings. From these sessions, one reading task arose. It was to write my routine following the structure subject, verb and complement.

The second cycle, Carl´s world and mine required seven sessions. Students worked on four stories: My house, Visiting my neighbors, My pet and meeting zoo animals, A lost dog, and I found it!. Through the stories students learnt about the alien´s life. In this cycle, this reading material gave input of the topics they are supposed to learn according to the school´s requirements. For each of the sessions the participants worked on different topics, objectives situated vocabulary and reading tasks. The seven sessions were divided taking in to account the reading text the students used in order to solve the tasks.

The second story students read was My house, and they used it for the two first sessions of the second cycle. In the first session, the topic was Carl´s house. In that session the objective was To use vocabulary related to house rooms. The situated vocabulary they learnt was: Places: House, department, bedroom, bathroom, living room, dining room, kitchen bedroom. Verbs: Clean, make the bed and dishes, sweep. Nouns: Dishes, bed, table, chair, floor, TV, house. Finally the reading tasks In that session, was: Make a drawing of my house or apartment identifying its rooms. In addition in the second session, the topic was Carl cleans his house. In that session the objective was To talk about household shores. The situated vocabulary they learnt was the mentioned in the previous lesson. Finally the reading tasks In that session, was: Make a map to identify Carls' house, Make a drawing of my house or apartment identifying its rooms and Fill a chart describing what they do or don´t for cleaning the house.

The third story I showed the students was Visiting my neighbors it was only read in the third session of the second cycle. In that class, the topic was Carl´s neighbors. In that session the objective was To introduce my friends. The situated vocabulary they learnt was: Personal

pronouns: He, she, I. Verbs: To be is/am Adjectives: Tall, short, fat, slim, friendly, and nice. Numbers: from 1 to 20. Its reading tasks was to make an ID CARD with a friend information.

The fourth story I implemented in the intervention was My pet and meeting zoo animals. I used it in two sessions, in the fourth and fifth class. In the fourth, the topic was Domestic animals in Kreig. Its objective was To describe body parts of domestic animals. The situated vocabulary they studied was: Personal pronouns: It, I. Verbs: To be is/ Have / has Numbers: 1-20 Animals: Cat, dog, mouse, mice, horse, snake. Finally, Its reading tasks was to make a comparison between a pet they would like to have, or one they have with a pet in Kreig. In the case of the fifth intervention, the topic was Visiting a zoo in Kreig. In that class, the objective was To share my opinion about animals. The situated vocabulary they studied was: Personal pronouns: I. Verbs: Love, like, hate. Animals: Cat, dog, mouse, mice, horse, snake. As reading tasks students had to classify the animals they find in the reading having in mind their opinion of them.

For the sixth class participants read A lost dog. In this class the topic was Carl has lost his dog. In this class learners mayor was to show concern about others feelings. In order to accomplish with the objective students learnt the following situated vocabulary: Personal pronouns: I, it. Adjectives: Sad, happy, worry. Animals: Dog. Places: House, park, avenue. Language Chunks: Deeply sorry, I´m sorry, sincerely yours. See you soon, write soon. Lastly the reading tasks was to make a letter to Carl describing how they fell.

Finally in the seventh class of this Cycle students read an email called I found it! Which is an answer to the letter they wrote in the previous class. The topic was a found dog, its objective to organize personal information. In that class students worked on the following

vocabulary: Possessive pronoun: My Nouns: Name, age, gender, address. Verb to be: Is. Its reading tasks was to create an id card for the alien's dog.

The main objectives of the second cycle was to teach contextualized vocabulary to participants. With the texts, students saw the importance of context in order to understand not only the ideas of the text but also the use of the vocabulary. Finally, in this stage the learners understood that reading could have a purpose as well as the importance of vocabulary in second language learning.

Lastly, in the third cycle production was implemented in the last two interventions. In these sessions, students worked on a composition they had to present orally by using the words learnt in the previous stage. This last stage main aim is to assess the progress of the situated vocabulary learning fostered by the use of reading tasks.

In this chapter I presented first, the curricular vision, then I made a presentation of the vision of language, after, the vision of learning, next, the vision of classroom that supported my intervention. Finally, I concluded with the instructional design presenting the cycles I followed through the pedagogical intervention.

CHAPTER 5

DATA ANALYSIS AND FINDINGS

This chapter presents the analysis of the data collected as well as the findings of the study. It includes a description of the procedures I followed, the approach I used in the analysis and the corresponding perspective. Then, the categories and subcategories which emerged from the examination are described and supported with evidence taken from the data.

Procedures for Data Analysis

First, the data was collected through observations with field notes, surveys and artifacts in order to get information from different sources, making a diverse analysis and finding the relations among the three instruments in the outcomes of the research. For the analysis of the data I used the grounded approach method. This approach allowed me to discover first, the patterns and themes and finally the categories which came out based on them. According to Johnson & Christensen (2004), following the principles of this approach, the findings emerge from the data itself through interactions with it. That is why, in the data analysis process there was not any predefined category before approaching it.

Freeman (1998) suggests that the data could be analyzed form an Etic or and Emic perspective. Firstly, he claims an Etic perspective is the one in which the researcher observes the interaction between the proposal and the participants but does not interact in the process. On the other hand, in an Emic perspective the researcher not only observes the interaction between the population and the proposal but also participates in the process. In the case of this study, the Emic perspective is the one that fits to this project as it explains the interaction among the researcher as a participant; it is important to say that I selected the emic perspective since I was

not only a researcher through the intervention what I also had a role as a teacher through each one of the sessions.

Further, according to Freeman (1998) in the grounded approach you must follow four steps in order to organize data which are: Naming, grouping, finding relationships and displaying. In this research the steps were understood in this way: Naming was the process of giving a name or code that allows the researcher identify specific behaviors, attitudes, or responses that the participants had during the process of the intervention. Grouping was understood as a phase in which the behaviors, attitudes and responses were classified into groups. Then in the finding relationships phase the groups were classified taking into account how they were related between them, this allowed me a researcher to name the subcategories of the investigation. In the case of this study they were classified taking mainly into account the vocabulary learning and the reading tasks role through the intervention. Lastly, in the displayed phase, in order to answer the research question the categories were established and named.

Findings

As this project attempted to describe the impact of using a set of reading tasks to enhance situated vocabulary learning in fifth graders at Rafael Bernal Jiménez School, it was important to organize the data collected into main categories which could answer the proposed question. Therefore, the categories presented in the next chart (Table 6) is a visual representation of the categories and sub-categories which emerged from the analysis of the data, organized according to each research question.

Reading tasks role in situated vocabulary learning.

Table 6. Categories and Subcategories. I

Research question	Category	Subcategory
1. What is the role of using a set of reading tasks to enhance situated vocabulary learning in fifth graders at Rafael Bernal Jiménez School?	Reading tasks as a tool for students to succeed in different skills	• Pre reading and post reading tasks to improve students' performance while using situated vocabulary • Reading tasks to boost confidence in contextualized communication
2. What strategies do students use to deal with new vocabulary learning when developing Reading tasks?	Students' strategies to deal with vocabulary while reading.	• Using the first language as a referent • The use of drawings and images when reading a new text.

Categories of analysis

The first category, Reading tasks as a tool for students to succeed in different skills emerged in response to the first research question, and it is supported by two subcategories: Using reading tasks stages for promoting students succeed and Reading tasks as a promoter of communication. They illustrate the main impact that Reading tasks had in the students' learning of the target language during the development of the current study. Through the analysis of the data collected, it was possible to evidence that these activities not only provided support to the participants throughout the learning of situated vocabulary but also boosted their confidence and positive attitude towards oral communication in the foreign language. It was found that support was provided by the readings stages organized for each intervention which allowed students to interact between them and with the texts; and the sample readings that were analyzed, which helped participants understand the meaning of the text and learn new vocabulary.

In relation to the second research question, the category *Using different strategies to deal with vocabulary while reading* was developed with two subcategories: Using the first language

as a referent, and The use of drawings and images when reading a new text.. This category evaluates the different strategies in which the participants of the study use to undertook situated vocabulary learning when it was approached by the use of reading tasks. In the following analysis, I explain the categories and subcategories through the examination of data and its relationship to the theory presented in previous chapters.

Category 1: Reading tasks as a tool for students to succeed in different skills.

This category refers to the guiding role that the reading tasks had in the participants' performance in the target language during the study. The analysis of data showed that reading tasks helped students to improve their performance in the foreign language since they were organized in phases that promoted students' confidence as well as their performance in different skills. Bearing this in mind, the category *Reading tasks as a tool for students to succeed in different skills* was established by two subcategories: Reading tasks role in improving students' performance through the use of situated vocabulary; Reading tasks as a promoter of contextualized communication. These are presented and developed in the next session.

Pre reading and post reading tasks to improve students' performance while using situated vocabulary. This subcategory explores the role of using reading tasks in order to foster students' performance while they used situated vocabulary. It also explores the impact that the tasks could have had in the students' attitudes to English. In the pre reading stage, as mentioned in the theoretical framework, the goal was to make students understood the main topic of the text. For doing so, in this project different activities were used. Some of them were implemented to clarify mainly the topic of the reading some others for explaining the vocabulary. In addition, the post reading tasks was understood as the tasks in which students show what they understood from a text, in other words, the population make use of the target language in order to create something.

According to the second survey students found useful when the teacher brought images related to the vocabulary or the context and presented them before they read the text. As it can be seen in the following excerpt:

Q3: ¿cuándo estudiamos nuevas palabras te gusta ver imagenes? ¿en que momento? al comienzo, al final ¿Por qué?

S 05 "si, porque si me muestras la imagen no necesito que me la digas en español. Si es al comienzo mejor. No me gusta cuando todos comienzan a gritar preguntando una palabra cuando ya comenzamos a leer" [Second survey. August 27, 2017]

S 16 "porque asi yo puedo saber de que es la palabra como cuando nos mostraste la fresa esa palabra es muy larga y nunca me acordaba con la imagen fue mas facil" [Second survey. August 27, 2017]

Data revealed as shown in the previous examples that the majority of the students agreed that images are more useful when they are presented in the beginning of the lessons as a pre-reading task. Data suggested that understanding the vocabulary at the beginning of the class helped them to feel confident enough to perform in the foreign language. Also data showed that students demonstrated that they managed to acquire new information after the application of the audiovisual material exercises:

"Students participate in activities that deal with images. Students seem to enjoy more with this pre-reading activity.

(Field Notes. April 12th, 2017. Page 1. Lines 6)

When using images at the beginning of the class students participate more and make less questions in while and post reading activities.

(Field Notes. September 6th, 2017. Page 1. Lines 11-10)"

In addition, as in the previous example, data evidenced that when the images were introduced at the beginning of the class and clarified in this stage the students had more time to focus on the reading in the second stage since the questions about vocabulary were solved in the first stage. It was evidenced that to let them know the context of the story before the reading was helpful, due to when students knew what the topic of the reading was, or if the text had the vocabulary used

in previous classes the teacher in most of the cases did not have to repeat the meaning or show the image once more.

Another aspect that the data showed in this stage was that instructions must be as detailed as possible. In the first interventions it was a challenge to get in the post activity the expected result but after checking the field notes I understood that students could not complete the task as expected due to the lack of specific instructions.

"Today I received the drawings of students and I told them to color the mouth instead of lips, some of them colored the lips but also included the teeth. Students who asked the instruction again only color the lips." (Field Notes. August 19th, 2016. Page 1. Lines 7)

In this intervention the students who asked again for the instructions could solve the activity but the ones who assumed the steps to follow had some mistakes when doing the exercise. By comparing the artifact and the instructions they received it was found that the more specific and detailed the instruction was the better the task resulted.

Artifact 1 showing the contarst between a student who assumed the instructions and another who asked for them again. (Collected on August 19th, 2016.)

After the first three interventions the researcher explain in different ways the steps to follow, in some cases wrote in the board, in some other cases images and in some others wrote the instruction in the texts given to the kids. This last was the most useful.

Reading tasks role in situated vocabulary learning.
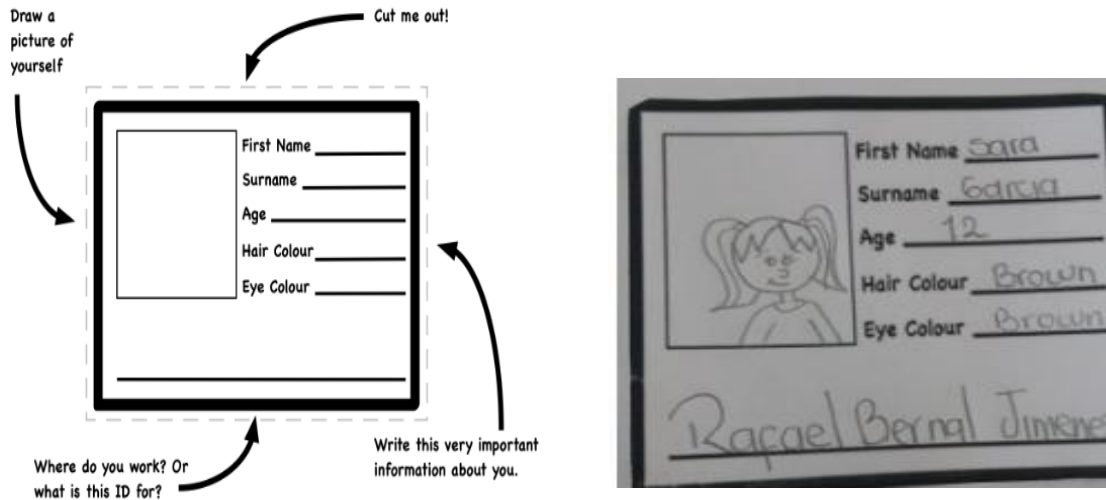
Data showed that the more specific the instructions were the better the students could perform. The last example was taken from a student who had the lowest performance in that class even though she could succeed when doing the reading tasks thanks to the context provided in the reading and to the written instructions.

On the other hand, in post reading activities, the teacher should give the students the opportunity to show what they understood by a written or oral task. The mayor in this activity was to let the students know that reading is not an isolated activity but that it would help them in other activities. Data revealed this stage could increase their confidence since it lets them create in the target language. In one of the field notes the researcher wrote this thought while observing the classes.

"The activities that students enjoyed the most were the ones they worked on is the post reading stage"
(Field Note. April 14th, 2017. Page 1. Lines 16-17)

Furthermore, students always participated in this activities and their participation is mainly in the target language. In addition, in the final surveys for the students, they answered to the question:

"¿Que actividades disfrutas más en la clase de la profe Joana? ¿Porque?"

S 15 "Hacer dibujos y crear con plastilina, me hace sentir útil en la clase" [Final survey October 29th, 2017]

S 9 "Cuando hacemos dibujos o inventamos cosas. Es muy divertido." [Final survey October 29th, 2017]

S 25 "Crear nuevas historias con lo que leemos (written forms not stories). Porque la profe Joana nos dice si lo hicimos bien o no así cualquiera mejora" [Final survey October 29th, 2017]

S 28"hacer las voces de los personajes es muy chistoso"

[Final survey October 29th, 2017]

Also, it is important to mention that the data extracted from the survey done for the homeroom teacher she was asked to answer the question: Which activities do you think are the most useful to use in the intervention? Why? She claimed:

"what always ends better is the final activity, in which you have students practicing what they learnt because in that way you can know if they learnt and they always agree to do them" [Homeroom teacher's survey October 29th, 2017]

Finally, data revealed the last stage tasks increased motivation because promotes in students confidence and makes them feel good while learning the target language. It was a necessary to make the students create a tangible product in the majority of the cases. They loved to be listened and they are not shy when they needed to present the object in front of the class. This could be due to the artistic emphasis of the school. One student answered to the question "Which activities do you enjoy the most with the teacher Joana? Why?"

S 15 "Hacer dibujos y crear con plastilina, me hace sentir útil en la clase" [Final survey October 29th, 2017]

S 9 "Cuando hacemos dibujos o inventamos cosas. Es muy divertido." [Final survey October 29th, 2017]

> S 25 "Crear nuevas historias con lo que leemos (written forms not stories). Porque la profe Joana nos dice si lo hicimos bien o no así cualquiera mejora" [Final survey October 29th, 2017]
>
> S 28"hacer las voces de los personajes es muy chistoso"
>
> [Final survey October 29th, 2017]

Reading tasks to boost confidence in contextualized communication. In this subcategory, the data collected revealed that reading tasks foster communication performance since it provides the speech with a context. As mentioned before to promote a post reading activity can help students to learn a foreign language. With this specific population it was important to wear in mind that they were comfortable with oral presentations or with performing in public since their school has an artistic emphasis.

Furthermore, checking the field notes, it was noticed the importance of applying the speaking tasks at the post reading stage for two main reasons. Firstly, the pre reading and while reading activities helped the teacher to give the input students required to perform in a foreign language. Secondly, especially with this population they were used to speak too much, so if the speaking was at the beginning of the class with no input the oral interventions were done but not in the target language.

> As in the previous class, while participating in the oral tasks I listened them (students) in general, not using the vocabulary in English of this specific class. In this lesson, I asked some students and they told me they did not know how to pronounce so they feel embarrassed to use it, other S also claimed he did not understand when to use the vocabulary"". (Field note February 22nd, 2017. Lines 8- 10)

Analyzing the artifacts and the students' performance it could be concluded first that students required continuously teachers help and guidance in order to succeed in the tasks and second that the learners were happy when doing this kind of oral activities some of the students even claimed this was their favorite activity in English classes.

> Today the student with the lowest grade in other subjects and which had the lowest score in the placement test had her oral presentation. She had a good score and thank me because according to her my "advices" help her to improve and in her house now she was telling her baby brother how to speak English. The advices which she mentioned were oral guidance like remember what where the instructions but also written models that I took to the class just for her (Field note November 1st, 2017. Lines 12- 15)

Data revealed that written formats, which were not only used with this student but also with the other participants, were useful for the majority of the students. The answers of learners found in the last survey revealed it.

> "Which activities do you enjoy the most with the teacher Joana? Why?"
>
> S 12 "yo creo que cuando hablamos. Nosotros no podemos hablar nunca en esta si con las hojas que la profe Joana nos da (written format)" [Final survey October 29th, 2017]
>
> "Have you ever felt sad in English class? Why?
>
> S18 "si, porque yo no sabia mucho y no me gusta que se rian de mi, aunque ahora con la hojitas (witten forms) es más fácil ahora me siento mucho mejor y he mejorado" [Final survey October 29th, 2017]
>
> S 12 "yo creo que soy Buena para el ingles. Pero Katherin no, yo me senti trisste cuando ella saco la peor nota de todo el curso pero yo le explique lo de la guía (written format) asi que estamos mas felices ahora"

There were other similar examples but I consider this are the most relevant. Data showed students felt sad when they were not able to use the language but the teacher's guidance helped them to improve. The formats which were used worked with vocabulary and it was contextualized by a reading and through the class (annex 9).

In the last task, the oral presentation, the data disclosed that format guides and redraft helped students in their presentation. The following image is an example of the improvement of a student's performance between the class draft and practice and the oral presentation.

Reading tasks role in situated vocabulary learning.

Artifact 3 showing the usefulness of written forms to boost students performance by receiving feedback.
(Collected on October 4th, 2017.)

A common mistake EFL learners have are to forget to use article like "a" or the infinitives with some verbs such as "like" and the misspelling of some words "and - an" for example. In the case of this student she made the mistake in the written guide, but in the oral presentation she was confident and did not make the mistake.

Category 2: Students' strategies to deal with vocabulary while reading.

This category focuses on the strategies students used when dealing with vocabulary while reading and it was made as an answer to the second research question: What strategies do students use to deal with new vocabulary when developing Reading tasks? Based on the analysis done to the data gathered from different participants and through the use of different instruments it was possible to determine two subcategories. First, *Using the first language as a referent,* second, *the use of drawings and images when reading a new text*.

Using the first language as a referent. This subcategory refers mainly to how cognates

were useful for students' understanding of vocabulary in the foreign language. A cognate is a word that can be similar in pronunciation or orthographic form in two or more languages that could or not share semantic meaning Hall (2002). This means that any target language learner can relate that language with their native language for understanding and in some cases guessing the meaning.

Data disclosed that while students read they make relationships between the target language and the native language. In the following artifact it was analyzed how students used cognates in order to know the meaning of vocabulary.
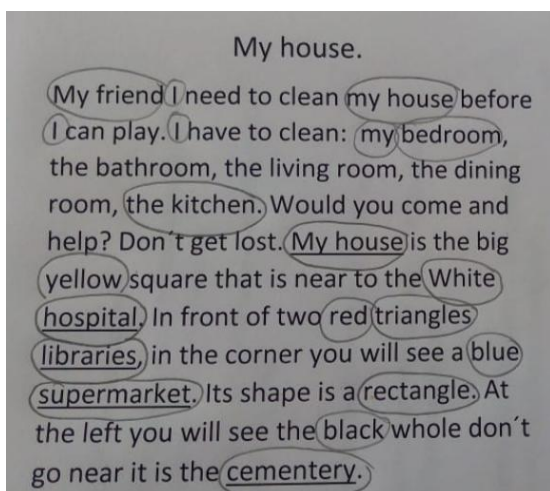
A student was making circles to some of the words when he was asked he claimed he knows the meaning because we worked on some words the previous class and that the others were similar to Spanish so they should share meaning as in the case of color.

Artifact 4. Exemplifies how a student uses the first language as a referent. (Collected on August 26th, 2016.)

When checking the field notes it was a pattern that appeared in all the sessions. In some cases they guessed the meaning in some others they did not.

"Today´s class vocabulary was easy according to S 12, S 14, and S 24. They claimed they will remember) easier the words telephone, elevator, TV and apartment (we saw vocabulary related to houses and apartments) because they are written or spelt similar in Spanish" (Field Note. April 12th, 2017. Page 2. Lines 1-3

This strategy helped them to remember the new vocabulary easily and increase their

confidence in the case where the sound was similar. This made them focus more their attention on the new vocabulary that did not have a referent in Spanish.

> "When I use cognates in the classes students participate more, they seem to be less shy when they can reproduce the sound" (Field Note. April 14th, 2017. Page 1. Lines 3-4)

Data showed cognates are a strategy that reduce anxiety and helped students' performance. It also permitted identify the principal role of first language use as a referent for learning the target language. In the field notes the researcher wrote opinions of some students and also of the homeroom teacher while working with cognates.

> S 12 "Teacher si se parece al español es mejor" (Field Notes. October 11th, 2017. Page 2. Line 1)

> S 14"si tenemos que decir las palabras parecido al español es mas facil acordarse. Los otros no se rien y asi una aprende mas. (Field Notes. October 11th, 2017. Page 2. Line 3)

> HT " Joana be careful with that explanation (cognates) you made. There is a student saying bad "elevator".

As the homeroom teacher claimed, in some cases, due to a similar orthographic form of the words students did not pronounce it in an appropriate way.

> "Today I taught the word table and students pronounced it as it is written and made a wrong hypothesis of the meaning, the same occurred with the word telephone…they need to listen and see the word at the same time for avoiding this situation" (Field Note. April 14th, 2017. Page 1. Lines 5-7)

This is why, when working with cognates, it is important to present the words in the oral and written form at the same time so that students do not have a false hypothesis. Always the teacher has to ensure that students hear the correct pronunciation of the word and practice saying it aloud. Hearing the syllable structure and stress pattern of the word facilitates its storage in memory (Fay & Cutler, 1977).

The use of drawings and images when reading a new text. This subcategory gathers the data that revealed the importance of using images and or drawings as a students' strategy in reading comprehension. This strategy was mainly focus on two of those sessions but both with different

purposes. On the first hand, when working with pre reading activities drawings and images were used for having students learn the vocabulary. On the other hand, in the post reading its mayor was used by them to represent what they understood from the reading as a whole.

In pre reading activities drawings were useful because as Duncan claims in his integrated hypothesis (1998) they could express the vocabulary the participants were learning by making a drawing. A second positive result of this strategy was that for future references it was not necessary to translate but they just had to see the drawing and remember the meaning.

> "while I was asking to the students for the strategies they used to remember the vocabulary, after one students told me they were seeing to much, one students shared his opinion "Teacher Joana when I have the drawing in my notebook is easier for me to remember" …other student interrupted her and said "yes, it is like with apple, the brand, I never forget it because the image is in my father's phone" [field note April 7th, 2017. Lines 17-20]

Drawings and images were not only useful to present the vocabulary or to help students remember but also worked for explaining cognates.

> "After I taught the cognate table S 12 said – the teacher likes to make us get confused. That is why I always make the drawing" (Field Note. April 14th, 2017. Page 1. Lines 12-13)

As in the previous abstract, the following artifact is an example of how drawings help students to avoid wrong hypothesis of meaning with cognates.
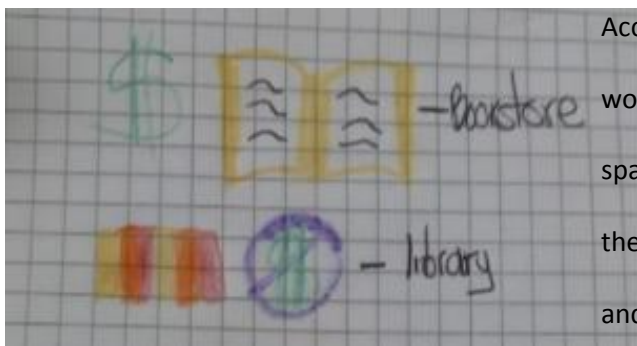
According to the student Library is a difficult word to remember thanks to its similarity to spaish this is why she decided to do a draw. In the bookstore you can have books with money and in the library with no money. This last was the explanation he gave to the drawing

Artifact 5. Exemplifies how a student avoids confussion with cogantes by the use of drawings.
(Collected on August 26th, 2016.)

When working with visual aids I avoided they got the wrong meaning due to the similarity in sound since when they saw the image they understood it was not the meaning they thought. Data also revealed that having drawings as a tool also helped in post reading activities the drawings were used as a mean of communication.

> Today is the fourth class with the population, one student that did not assist to previous classes did not know the vocabulary. She told me she felt bad because she could not participate in the game. The vocabulary was about preferences and routines. I provided the student with some cards which have the word and the image related to each word at the end she used them to be able to participate in the class. (Field Note. March 1st, 2017. Page 1. Lines 18-21)

As mentioned before in some cases the students did not have enough vocabulary for doing a task as data showed with the previous example. In the first interventions when participants were asked to create a written task this was one of their limitations the lack of vocabulary. For solving this the activities were changed by thinking in the previous example and Duncan's integrated hypothesis (1998) he claimed that visual input can portray things that words cannot. Images in general are a great tool for expressing feeling and thoughts. In this way, the students who did not have a specific word could replace it with a drawing so that they could express what they understood without referring again to their native language. This also seemed to have a positive impact in other student's attitudes to English:

> S20 "Al principio de las clases si porque yo no sabía mucho vocabulario cuando la teacher me dejo usar imagines me senti mejor porque podía decir cosas en clase. [Final survey October 29th, 2017.

As Duncan advised the population was more engaged since they could at least participate in the activities with nonverbal language. Finally, like this post activities were made in some cases with a free topic this enrich the vocabulary the students learnt since in the class they could use drawings but at home they had to look for the meaning and present it in class to their classmates.

This chapter presented the way in which the data was processed. It introduced the

perspectives used for analyzing the information in the case of this research Emic. Secondly, it showed the categories that emerged from the data which were learning *Reading tasks as a tool for students succeed in different skills,* and *Using different strategies to deal with vocabulary while reading*. Finally, the findings of the study and its analysis. In the next chapter the conclusions based on the previous analysis and the implications of the present study will be presented.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS

This chapter presents the main conclusions of the study based on the findings; the implications of the intervention with fifth graders, the limitations of the study; and finally some suggestions for further research.

Conclusions

This qualitative action research study looked at EFL situated vocabulary learning through the use of reading tasks. The research questions that guided the study were:

1 What is the role of using a set of reading tasks to enhance situated vocabulary learning in fifth graders at Rafael Bernal Jiménez School?

2. What strategies do students use to deal with new vocabulary when developing Reading tasks?

In response to the first research question, data showed the most important reading tasks while working with students' learning of situated vocabulary and reading comprehension were the pre and post reading tasks. Since the first, provides the population with input so students could perform better in different skills. These tasks allowed them understand the use of the vocabulary by bearing in mind the context in which they could be used. In addition, data illustrated one of the most useful ways to introduce vocabulary in this case it was by the use of images.

On the other hand, the post reading tasks were also important thanks to their usefulness in students' oral interaction. These tasks helped students to communicate in the target language by making use of the vocabulary in the appropriate context. In order to help students succeed in these tasks the most convenient tool was the use of written forms, where students could relate the

texts' information with their own information. At the end, these forms worked as a guidance for the population's oral presentation.

In regards to the second question, data revealed the two most important strategies students used to learn situated vocabulary were the use of the first language as a referent and the use of images and drawings. The first subcategory revealed the most useful tool in vocabulary understanding when working with the native language as a referent are cognates. This tool allowed students to pronounce, to understand and to remember better. Even though with this technique teachers should be careful because due to its similarity to Spanish students would create wrong hypothesis which could end in a misunderstanding of pronunciation or meaning.

In addition, the second strategy used the most was the use of images and drawings. Data portrayed the use of this tool was worthy for a main reason; due to images or drawings are attractive to students they were motivated in the classes. This helped students understand the meaning of the vocabulary or the story by seeing the setting of the story or the word itself. And lastly like it called students' attention it also promoted participation even in the cases where there was a lack of vocabulary.

All in all, the implementation of reading tasks is a useful pedagogical tool in the English foreign language when it is required to teach situated vocabulary learning. This tasks demanded from students to use the vocabulary in a real context this allowed them to recognize that words have a meaning and a purpose. When learners understand the usefulness of vocabulary they are able to use them for a longer period of time.

Implications

There are a number of implications that arise from the development of this project. In the first

part of this section, I focus on the possible implications for the Rafael Bernal Jimenez school, which is the institution where I developed the project, and then for the participants in the research and myself as a teacher and novice researcher.

To develop a project that promotes learning of situated vocabulary through the use of reading tasks implies that teachers should start to base their practices on students´ own realities, interests and needs instead of making students participate in a topic that does not make them feel motivated or confident. Vocabulary learning is the base for students to succeed in the learning of a foreign language. If students understand that words are related between them it is easier for them to decide which to use in specific cases. Also, there is a need for teachers to understand that vocabulary has to be related not only to one of the classes but they need to be connected along the term so students have the necessity of learning words not only for one class or for the exam but they can understand its purpose and usefulness.

In addition, developing a project of this kind requires materials that in some cases could be expensive if it is only used with one population. What I suggest is to have reading tasks materials that could be used by the population of all the school. Also, it would be a good idea to compare the vocabulary learnt by a competition with other members of the community.   Lastly, this kind of activities demand a lot of time in planning and implementation and this could be also a limitation since normally in a public school students only have one or two hours of the target language.

Dealing with reading in our large English classrooms requires a deep commitment since if students do not understand the purpose or the necessity of the reading they might decline. Through the development of my project, I realized that students learn in an easier way with reading phases and more meaningful when it is approached from a situated perspective. When

the students feel identified with their text either because the issues affect them directly as people or because they feel interested in the topics their learning succeed and lasted for a larger period of time. Lastly, even if motivation plays an important role while doing a project form this nature, it is a must that students are committed not only at the beginning but through all the intervention with their behavior and participation.

The final implications have to do with my own role as a teacher-researcher. Working with this population made me reflect on the importance of preparing classes and always have a second plan if things do not work like spectated. Material or visual aids that call students´ attention are a must when working with children and more in a public school since in some cases they will not be interested for different reasons like the social context and family conflicts among others.

Limitations

One of the drawbacks during the data collection stage was the time for doing the observation of the population; as mentioned in chapter 1, the institution where the study was carried out allowed me to observe the students only two hours per week and in some cases the observations were cancelled due to other activities like festivals or parents meetings. Another limitation of the study was the large number of participants. They were a total of 38 students which in some cases did not allow me as a teacher to pay attention to each one of the learners´ needs. Other problematic issue for the development of the study in the phase of implementation was the number of activities in the school which were not programmed in advance which in some cases interfered with the previous schedule that I had arranged for the classes or data collection. On the other hand, I consider Rafael Bernal Jimenez School should make a better use of the material they have. I noticed they storage many English books, craft materials like paint, cardboards, foamy among others. Some students did not have the opportunity to buy the required tools and if

the school allowed them to use it I think they intervention of this study would have had a better result. Finally, it is important to mention as a limitation the little time available for the EFL learning they only had 4 hours for learning the target language and these classes were mainly given in Spanish.

Further Research

This research provided important insights to understand the roles that reading tasks can have on students' learning of situated vocabulary; in this sense, the study has pointed out new ways that deserve further exploration. It could be interesting to explore the roles that this approach can have when dealing with other skills and in different academic settings keeping in mind a consideration of students´ needs, interest and context. This could widen our perspective to understand our students' reading practices in a more general perspective and build solid bases for guidance. On the other hand, it would also be enriching to focus on the personal use that students give to mapping and grouping as a strategy and how it would change taking into account the age of the population or courses.

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Reading tasks role in situated vocabulary learning.

ANNEXES

Annex 1 Institutional record

Institutional record / General data
School´s name: Colegio Rafael Bernal Jiménez IED
Dirección: Cra. 54 #78-85,,
neighborhood: Localidad Barrios Unidos, Bogotá
Headquarters: primary school B secondary school A
Character: official
time to study: unique
Levels offered: Basic Preschool -Media – Superior
Mode of secondary education: Strengthened
Year Founded: 1979
INSTITUTIONAL EDUCATION PROJECT DETAILS
PEI Name: Training with human significance for Leadership in Science and Technology.
Emphasis: Technology
Mission: To train competent persons, managers of a life through the humanistic thought and technological knowledge that become generators of a new critical, constructive and transforming society.
Vision: In 2019 the Rafael Bernal Jimenez College, will be recognized at the district level for their leadership in the educational and administrative use of ICT as a technology, motivating and innovative tool with humanistic perspective on the appropriation of knowledge for quality management institutional aimed at achieving educational excellence.
Institutional objectives: Pedagogical model of the institution: Significant learning

Registration date: August 26, 2015	Responsible for data collection: Yenni Rocha

* The information contained in this profile was extracted institutional manual Rafael Bernal Jimenez coexistence of FDI School.

Reading tasks role in situated vocabulary learning.

Annex 2. Field note

Activity (Description)	Textual markers (Linguistic and non-linguistic)	Analysis (Meaning)	Interpretation (Categorization)
1. The teacher asked her students for the homework and while she check them students should answer an evaluation that deals with adjectives

2. The teacher pick up the evaluation and gives the answers in Spanish

3. After explaining the answers, the teacher wrote a sentence per each one of the questions with the objective of more practice for the students. Later, the teacher asked students to repeat several times each one of the new examples. | 1. For correcting students the teacher talks about the pictures presented in the exam "miren este perrito ¿cómo es el?" an student answers also in spanish "café" later she says them "entonces tienen que escribir "brown" al ladito" she continue explaining in the same way the other points of the evaluation.

2. The students wrote on the notebook the new examples that the teacher gives them written in the board.

3. The students started to repeat the new examples and the teacher check pronunciation by making them repeat alone or in little groups from three to four students | 1. The evaluation has only check grammar knowledge and has not deal with reading skill. So, the intention covered by this exercise resides on qualifying the Students' lexicon

2. the input that students receive is not always in the target language

3. The teacher is trying to give students different tools for them to recalling the meaning of adjectives; she tried to test the pronunciation by making them to repeat several times. This issue means that the exam tested oral, listening and writing skills. | 1. It is able to assume it as a direct method practice now that the teacher wants to make students memorize only vocabulary, because the evaluation was only to fill gaps according to the description of images.

2. This kind of work may refer to a grammar based practice even though they have obtained good calcifications and they have understood the meaning.

3. With this observation it has been found that they do not have been exposed to reading and that the students are learning with audiolingual method. |

Reading tasks role in situated vocabulary learning.

Annex 3. Students' survey

Hola, tu eres una persona muy importante para mí por ello te haré unas preguntas; respóndelas siguiendo las instrucciones.

Nombre: _____ Edad: _____

1. Dibuja tu familia. Escribe el nombre de los integrantes al lado de cada dibujo.

2. Escribe el nombre de las personas con las que más tienes discusiones, en tu casa; explica por qué.

Escribe el nombre de los compañeros de la clase con los que más tienes discusiones; explica por qué.
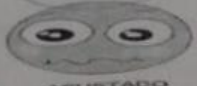
3. ¿Te gusta asistir al colegio? ¿Por qué?

4. ¿cuál es tu materia favorita? ¿Por qué?

5. ¿cuál es tu mejor cualidad?
6. ¿qué debes mejorar?
7. ¿cómo te hace sentir la clase de inglés?

CONTENTO   TRISTE

ASUSTADO   ENOJADO

8. ¿Qué es lo que más te gusta de la clase de inglés? ¿Qué es lo que menos te gusta de la clase?

Reading tasks role in situated vocabulary learning.

Annex 4 Diagnosis Test

TEST

The Little Red Hen

The little Red Hen was in the farmyard with her chickens, when she found a

grain of wheat.

"Who will plant this wheat?" she said.

"Not I," said the Goose.

"Not I," said the Duck.

"I will, then," said the little Red Hen, and she planted the grain of wheat.

When the wheat was ripe she said, "Who will take this wheat to the mill?"

"Not I," said the Goose.

"Not I," said the Duck.

"I will, then," said the little Red Hen, and she took the wheat to the mill.

When she brought the flour home she said, "Who will make some bread with
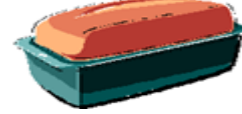
this flour?"

"Not I," said the Goose.

"Not I," said the Duck.

"I will, then," said the little Red Hen.

When the bread was baked, she said, "Who will eat this bread?"

"I will," said the Goose

"I will," said the Duck

"No, you won't," said the little Red Hen. "I shall eat it myself. Cluck! cluck!" And she called her chickens to help her.

Questions:

Who planted the wheat?

Who wanted to eat the bread?

Who ate the bread?

1.   *Write complete sentences using adjectives to describe the characters of Phineas and Pherb*

Reading tasks role in situated vocabulary learning.

2. *Look at the pictures and write the best answer*

1) Can he swim?

2) Can he play soccer?

3) Can he drive?

4) Can she sing?

3. *Tell me something about you by completing the sentence with your personal information*

__ name is _____

__ am _____ years old

I am from _____

I have _____ sisters

My mother's name is _____

My father's name is _____

Teacher's first survey

Muy buen día profesora. La siguiente encuesta tiene como objetivo conocer su opinión sobre el proceso de aprendizaje de los estudiantes que participan en el proyecto de investigación.

1) ¿Qué actividades cree que son las más provechosas para la enseñanza del inglés? ¿Por qué?

2) ¿Qué actividades cree que se deben mejorar? ¿Por qué o cómo?

3) ¿Cuáles cree que son las condiciones ideales para dar la clase de inglés? Justifique la respuesta.

4) ¿Cree que los estudiantes pueden llevar al cabo actividades en cualquiera de las habilidades de la lengua extranjera? Justifique la respuesta.

Annex 6 Consentimiento Informado para participantes del proyecto de investigación

Consentimiento Informado para participantes del proyecto de investigación

El propósito de este formato de consentimiento es proveer a las madres, padres y/o acudientes de los/las participantes en esta investigación con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participantes.

La presente investigación es conducida por la profesora en formación Joana Zuluaga de la Universidad Pedagógica Nacional. La meta de este estudio es analizar el impacto de la elaboración de tareas de lectura en la adquisición de vocabulario situado en inglés en niños de grado cuarto de básica primaria.

Se les pedirá a los niños responder tres encuestas para conocer lo que ellos piensan de la implementación de la lectura en la clase de inglés y las actividades. Esto tomará aproximadamente 15 minutos para cada uno. Lo que conversemos durante estas sesiones se consignará en formatos para después ser analizados.

La participación en este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento. Igualmente, su hija/hijo puede retirarse del proyecto en cualquier momento sin que eso le perjudique en ninguna forma.

Desde ya le agradecemos la participación de su hija/hijo en este proyecto.

Yo _____ como acudiente autorizo a _____a participar en el proyecto de investigación de la estudiante Joana Andrea Zuluaga Cruz de la universidad Pedagógica Nacional.

Second students' survey

Hola, tu eres una persona muy importante para mí por ello te haré unas preguntas; respóndelas siguiendo las instrucciones.

1) ¿Qué actividades te gustan en la clase de inglés con la profe Joana? ¿Por qué?
2) Marca con una X qué haces para entender el vocabulario que ves en clase

Vocabulary	
Ya lo había visto	
La comparo con el español	
Le pregunto a mis compañeros	
Le pregunto a la profe.	
Otro. ¿Cuál?	

3) Cuando vemos palabras nuevas te gusta ver imágenes ¿si_ no_? ¿Porque?

¿En qué momento? Al comienzo_ en medio _ al final_.¿Porque?

Last students' survey

Hola, tu eres una persona muy importante para mí por ello te haré unas preguntas; respóndelas siguiendo las instrucciones.

1) ¿Qué actividades te gustan en la clase de inglés con la profe Joana? ¿Por qué?

2) ¿Qué ejercicios crees que son más útiles para aprender nuevo vocabulario de inglés con la profe Joana? ¿Por qué?

3) ¿Cómo te sientes cuando hablas en inglés? Justifica tu respuesta.

4) ¿Cómo te sientes cuando hiciste la última presentación? Justifica tu respuesta.

5) ¿Alguna vez te sentiste triste en clase con la profe Joana? ¿porque?

Teacher's second survey

Muy buen día profesora. La siguiente encuesta tiene como objetivo conocer su opinión sobre el proyecto de intervención.

1. ¿Qué actividades cree que son las más provechosas llevadas al cabo en la intervención? ¿Por qué?

2. ¿Qué actividades cree que se deben mejorar? ¿Por qué o cómo?

3. ¿Cree que los estudiantes han mejorado sus habilidades en la lengua inglesa? Justifique la respuesta.

4. ¿Cree que los estudiantes han incrementado la cantidad de vocabulario que conocen? Justifique la respuesta.

Annex 9 Sample written guides

SELF – INTRODUCTION

Hello. My name is_____.

I am _____ years old.

I live in _____.

I go to_____ school.

My parents are _____.

My favorite food is _____.

I like _____.

All about me!

My name is ....

I am .... years old.

I live in ....

I have .... brothers and .... sisters.

My favourite food is ....

My favorite colour is ....

My best friend's name is ....

I like to / don't like to

	🙂 I like to	😆 I don't like to
read		
listen to music		
play with my friends		
watch movies		
draw		
dance		
play computer games		
catch spiders		

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Annex 10. Sample Students' first survey answers

Annex 11 Sample Teacher's first and second survey answer

Teacher's first survey

Muy buen día profesora. La siguiente encuesta tiene como objetivo conocer su opinión sobre el proceso de aprendizaje de los estudiantes que participan en el proyecto de investigación.

1) ¿Qué actividades cree que son las más provechosas para la enseñanza del inglés? ¿Por qué?

   Yo manejo mucho, el uso de guías y sopas de letra. Eso los concentra.

2) ¿Qué actividades cree que se deben mejorar? ¿Por qué o cómo?

   No, creo que por mi parte. Hay mucho desorden, deben ser menos estudiantes.

3) ¿Cuáles cree que son las condiciones ideales para dar la clase de inglés? Justifique la respuesta.

   Con menos alumnos y más material. Con tanto estudiante no se le puede decir a cada uno cómo esta fallando.

4) ¿Cree que los estudiantes pueden llevar al cabo actividades en cualquiera de las habilidades de la lengua extranjera? Justifique la respuesta.

   No, son muchos. Deben concentrarse en la guías trabajadas

Teacher's second survey

Muy buen día profesora. La siguiente encuesta tiene como objetivo conocer su opinión sobre el proyecto de intervención.

1. ¿Qué actividades cree que son las más provechosas llevadas al cabo en la intervención? ¿Por qué?

   What always ends better is the final activity, in which you have students practicing what they learnt because in that way you can know if they learnt and they always agree to do them.

2. ¿Qué actividades cree que se deben mejorar? ¿Por qué o cómo?

   You must be careful with discipline

3. ¿Cree que los estudiantes han mejorado sus habilidades en la lengua inglesa? Justifique la respuesta.

   We shall wait to see the results in the final exams

4. ¿Cree que los estudiantes han incrementado la cantidad de vocabulario que conocen? Justifique la respuesta.

   In general they have. But discipline is an issue you have to handle.

Annex 12 Sample Second students' survey answers

Second students' survey

Hola, tu eres una persona muy importante para mí por ello te haré unas preguntas; respóndelas siguiendo las instrucciones.

1) ¿Qué actividades te gustan en la clase de inglés con la profe Joana? ¿Por qué?
2) Marca con una X qué haces para entender el vocabulario que ves en clase

Vocabulary	
Ya lo había visto	X
La comparo con el español	X
Le pregunto a mis compañeros	
Le pregunto a la profe.	X
Otro.	
¿Cuál?	

3) Cuando vemos palabras nuevas te gusta ver imágenes ¿si_ no_? ¿Porque?

¿En qué momento? Al comienzo_ en medio _ al final_¿Porque?

1. Hacer dibujos y crear con plastilina, me hace sentir util en la clase.
2. ✓ ☺
3. ✓ Sí, es mas facil siempre.

Annex 12 Sample Last students' survey answer

Last students' survey

Hola, tu eres una persona muy importante para mí por ello te haré unas preguntas; respóndelas siguiendo las instrucciones.

1) ¿Qué actividades te gustan en la clase de inglés con la profe Joana? ¿Por qué?

2) ¿Qué ejercicios crees que son más útiles para aprender nuevo vocabulario de inglés con la profe Joana? ¿Por qué?

3) ¿Cómo te sientes cuando hablas en inglés? Justifica tu respuesta.

4) ¿Cómo te sientes cuando hiciste la última presentación? Justifica tu respuesta

5) ¿Alguna vez te sentiste triste en clase con la profe Joana? ¿porque?

Annex 13 Sample concentimiento informado.

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Desde ya le agradecemos la participación de su hija/hijo en este proyecto.

Yo _Carlos Andres Cardozo_ como acudiente autorizo a _Kevin Cardozo Aldana_ a participar en el proyecto de investigación de la estudiante Joana Andrea Zuluaga Cruz de la universidad Pedagógica Nacional.