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Use of vocabulary activities and their impact in the reading comprehension skills

on students of fifth grade

Santo Tomas University

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Abstract

This paper displays the procedure and outcomes of an investigation process resulting from the identification of a class issue detected while the development of my pedagogical practice. An action research was conducted in order to identify the impact of vocabulary activities in the development of reading comprehension skills in students of fifth grade at a public school in Bucaramanga, by following a task-based teaching methodology for the pedagogical intervention and the principles of a qualitative research for the investigation design. In addition, this thesis examines the results according the guide of H. O'Connor and N. Gibson for data analysis being possible to identify several interesting conclusions regarding students' response time, behavior and interest towards reading; information that become in useful material to be considered to foster pedagogical practices and enhance student's learning outcomes when teaching EFL.

Keywords: class issue, action research, impact, vocabulary, reading comprehension, qualitative design, learning outcomes

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Use of vocabulary activities and their impact in the reading comprehension skills

Of students of fifth grade.

Contextualization

Aurelio Martinez Mutis schools is a public institution located at the southwest of Bucaramanga in the neighborhood “La Victoria”. Even though the social strata of the zone is 4, the school has students from surrounding neighborhoods such as La Joya, Pablo Sexto, Juan XXIII, La Ceiba and Centro, which are strata 3, 2 and even 1. In terms of academic facilities, the school counts on a multimedia room, a computers lab and a football court which the Students mainly use at the break time.

On the other hand, 37 students compose the class. There are more girls (23) than boys (17) and the average age is 10. It is important to remark that the academic calendar is divided into three periods. Before the end of each period, there is a week for final exams followed by a parents’ meeting.

The school has a PEI for all the three headquarters (A: Calle de los Estudiantes, B: La Piloto, C La Victoria) and teachers create their own “planes de area” usually at the beginning of every academic year. These plans are elaborated considering the Basic Learning rights (if applicable) and the Standards of Competencies established by the National Ministry of Education.

Due to institutional policies, teachers are not allowed to request students the use of any particular textbook. In consequence, the material used in class comes generally from photocopies, flashcards and worksheets brought and sometimes developed by the teacher. It is also

important to remark that in primary school in Colombia, the teacher who leads the English class is frequently not literate in the area, which supposes an inconvenient when it comes to select adequate material and efficient teaching strategies. This is the case of this class, in which the sponsor teacher holds a B.A in Spanish, not in English.

Finally, According to the Basic Standards of competences established by the Ministry of Education, students in fifth grade should belong to the A2.1 level, meaning that they can participate in short conversations about familiar topics related to themselves, their school and families. This also means that they should be able to use their vocabulary to understand short texts about surrounding topics.

Recent school tests, on the contrary, show that third, fourth and fifth graders have obtained similar results in their final exams; which means students in fifth grade lack of certain skills adequate for their level.

Research Statement

This research problem starts from a classroom issue detected during the development of my pedagogical practice. Students of fifth grade at Aurelio Martinez Mutis School have shown through several tests (final exams, Martes de Prueba, quizzes) that have little knowledge of significant vocabulary that can help them be prepared to face high school with solid skills. These results do not correspond to the desired level established by the Ministry of Education in its Standards of competences and have warned the educational community considering that: word knowledge can predict how well students will be able to comprehend texts they read in high school (Biemiller, 2001)

A preliminary class observation was conducted in order to analyze the need of the population. Among the several aspects analyzed, it was possible to identify that students were exposed directly to the target language without any prior preparation. Thus, students were to solve a handout almost immediately after starting the class. In 1956, Benjamin Bloom published a framework for categorizing educational goals: *Taxonomy of Educational Objectives* also known as Bloom's Taxonomy. He and his collaborators came up with six consecutive categories that established the order in which activities in class should be developed in order to maximize learning outcomes in the classroom.

The first of these categories is called "knowledge" and should happen within the first minutes of class. It is a preliminary scenario where students recall previous knowledge, understand the context of the content and recognize the vocabulary to be used. It is also the scenario where students remember and connect vocabulary, concepts and ideas with new knowledge.

The observation conducted revealed that this stage was totally omitted and rather than having an introduction activity, students were asked to apply and generate examples. This situation, led me to reflect upon the impact and importance that a structured implementation of activities might have in the reading comprehension issues arisen from the lack of vocabulary in the students.

Research Question

How does the use of vocabulary activities impact the reading comprehension skills of students of fifth grade?

Research Objective

To describe the impact of vocabulary activities in the development of reading comprehension skills in children of 5th grade at Aurelio Martinez Mutis School

Justification

Through the development of my pedagogical practice, I perceived that students in fifth grade at Aurelio Martinez Mutis School – La Victoria, seem not to have enough command of basic vocabulary in English. An observation conducted and the analysis of their final exams displayed important facts that can affect the acquisition of EFL vocabulary and therefore, the comprehension of texts. Particularly talking, it was found that there is lack of warm up activities that can help students recall previous vocabulary and connect it to new one. Considering that vocabulary is key to the development of proper reading skills, this situation represents an important challenge for students when it comes to face final exams, as these ones contain reading comprehension exercises in which they would struggle; having this, an effect on their prospective performance in high school as well.

Bearing in mind that the Basic Standards of competences established by the Ministry of Education, foresee that students in fifth grade belong to the A2.1 level, which means they can use their vocabulary to recognize texts with familiar vocabulary; it is worth researching in ways in which the learning of EFL vocabulary can be fostered within the classroom so that this impacts on the development of students' reading skills.

According to this, the inquiry belongs to the research field 1: “Teaching and learning English as a foreign language” and to the Subproject 1: “Pedagogical innovations resulting from

new approaches, methods, methodologies in the English teaching and learning”. Being this an action research, it is intended to find a viable way to improve the acquisition of EFL vocabulary in the students and therefore, boost their reading comprehension skills.

This study should benefit in first place the students, as this supposes an impact on their vocabulary in English and as consequence, in their performance when reading. Additionally, the school and principally the sponsor teacher will count on new approaches and techniques to foster the educational processes at school. Finally, this pedagogical intervention will benefit the research at the LLEI as this field is mostly related to teaching processes, situation that will allow further analysis on didactic, pedagogy, evaluation strategies, and the characterization of the role of the teacher and the impact they have in educational contexts.

Theoretical Framework

Related Studies

A study called “Vocabulary Improvement and Reading in English Language Learners: An Intervention Study” conducted by Barry McLaughlin, Diane August, Catherine Snow, Maria Carlo, Cheryl Dressler, Claire White, Teresa Lively, and David Lippman in 2000, suggests that “non-native speakers can enrich their vocabulary and their reading comprehension over time if they receive an enriched program of vocabulary instruction” (p.140)

This intervention took place with two groups of fourth and fifth grade students; one for whom English was a second language -English language learners all of them from Spanish Speaking backgrounds- and another group composed by English speaking students. After three years of intervention, sessions of class and data analysis, they concluded that “an enriched

vocabulary program carried out over a number of years can substantially close the gap between native and non-native speakers in vocabulary knowledge and reading comprehension”

Similarly, a research carried out by Elin Jorde Hansen in 2016 remarks that “there are certain elements that need to be in focus when teaching to read in English, as focusing excessively on vocabulary”. In her Thesis: “Reading comprehension”, Hansen focused on different reading techniques developed to increase reading comprehension. She also looked into some aspects that often cause problems for reading comprehension by the implementation of classroom practices, theory contrast, diagnostic tests and surveys, and data analysis.

This study compared how English teachers in three different schools in Vestfold, dealt with reading comprehension and how they focused on reading techniques and strategies. Among the several strategies used by these teachers, some of them acknowledged the use of vocabulary-centered activities arguing that usually, the misunderstanding of the texts is a consequence of poor vocabulary range.

Finally yet importantly, a research conducted by Lucie Kristenová in 2006 brings useful findings to my investigation. In her Bachelor’s work paper: “Presenting Vocabulary to Children” she implements several vocabulary techniques and analyzes the learning outcomes. Her analysis shows that vocabulary knowledge is vital for children to be able to communicate effectively in EFL. Attention span, motivations and age are crucial when it comes to select meaningful teaching strategies. Thus, good vocabulary teaching (either by using pictures, realia or gestures; or implementing direct vocabulary teaching, or using TPR, etc) is fruitful when words are taught not isolated but within context, involving listening, speaking, reading and writing altogether with grammar.

Main Constructs

Let us start by defining what vocabulary is. According to Neuman & Dwyer (2009, p. 385) Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" This definition is supported by Cameron (2001) who express that vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language.

These two concepts highlight the important of vocabulary acquisition within the learning process of EFL. In addition. Schmitt (2000, p.55) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”; statement vouched by McKeown (2002) who argues that vocabulary knowledge is the heart of a language comprehension and use.

It is clear now, how these authors give strong relevance to vocabulary in EFL. However, lexical chunks and set of words do not really foster communication by themselves. It is important to acquire this lexicon considering all the aspects that involve teaching and learning vocabulary in EFL.

Here, Ghazal (2007) states that language learners need a wide array of target language words to be able to tackle successfully both production and comprehension activities in the second or foreign language. One way to help learners to enhance their knowledge of L2 vocabulary is through equipping learners with a variety of vocabulary activities. First, developing useful vocabulary is fundamental for learning an FL especially at the primary levels (Cameron, 2001). Second, teaching needs to include word review in intervals and different vocabulary learning activities (Cameron, 2001). Additionally, as the most relevant linguistic component of

L2 learning, L2 vocabulary is of considerable value in improving L2 learners' reading, listening, writing and speaking skills (Zhang & Li, 2011).

Now that we have seen how relevant vocabulary is in the learning process of EFL/ESL, it is worth remarking the role that it has within the development of a specific communicative skill: reading Comprehension.

Comprehension as the essence of reading involves "the process of simultaneously extracting and constructing meaning" (Sweet & Snow, 2003, p. 1). Furthermore, Astrid Roe states, "reading comprehension is to make meaning of what we read" (2014:24). In order to understand what we read, it is important to be able to codify the words within the text, in other words, to have a good command of vocabulary is required.

On the other hand, reading strategies and learning strategies are tightly intertwined, and what is considered vital in learning processes is further applicable to reading comprehension (Roe 2014:84). If one fails to understand the content of texts or tasks, learning and fulfilling of tasks will be difficult, if not impossible. As the students grow older, the requirements for reading with accuracy and proficiency steadily increase. (Ibid)

Understanding the relevance of vocabulary in the process of developing reading skills was vital to direct this investigation. Authors such as Carver (2000, 2003) who has argued that the relationship between vocabulary knowledge and reading comprehension is so strong that they can produce perfect correlations; and Read (2000); Nation (2001); Beck et al. (2002); Koda (2005); Tannenbaum et al. (2006) ; and Farnia and Geva (2011) who mentioned that "vocabulary has proven to be one of the strongest predictors of reading comprehension in both EL1 and ESL

learners”, helped me realized it was necessary to come up with a meaningful pedagogical intervention.

As a matter of fact, the final touches to the design and structure of my research, were given by bearing in mind what Roe (2014) says: “when teaching focuses on increasing the students’ vocabulary, the students’ reading comprehension will increase; and by considering that: “how readers understand vocabulary influences reading comprehension as this is considered to be due to the fact that reading automatically and with fluency releases mental resources that the reader might use on understanding the text” (Bråten & Strømsø 2007:177).

Some final literature reviews are key to understand the factors shaping this investigation. For instance, Harsen (2016 p18) express that: “A good vocabulary and knowledge of words and concepts is essential for learning and understanding, and is at the base of reading comprehension. In addition, basic knowledge of vocabulary facilitates acquiring new vocabulary, as concepts and words often build upon each other in a hierarchical manner. In support to this, Roe claims that understanding of vocabulary, terms and concepts motivate reading (2014:56).

These last two concepts were pivotal to design meaningful tools that could influence students’ learning. This is how I found that lesson plans including a set of tailor-made vocabulary activities followed by controlled and free practices; could result affecting positively, the development of reading skills in the aforementioned population.

Research Design

Type of Study

This research aimed at obtaining insight from a pedagogical intervention; information that can be meaningful to improve pedagogical practices in teaching. Therefore, I decided to follow the principles of action research, since the study was motivated by pedagogic concerns and was directed at enabling teachers to solve problems and to have a deeper understanding of some aspect of the L2 classroom. Likewise, I chose a qualitative method for my investigation, considering that "Qualitative research can be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences" (Creswell, 2003).

As stated by Mills (2011) and Stringer (2008), action research: "provides practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools" This type of study brings several benefits to the field considering that, educators involved in action research become more flexible in their thinking and more open to new ideas (Pine, 1981). In addition, through repeated cycles of planning, observing, and reflecting, individuals and groups engaged in action research can implement changes required for social improvement (Hine, 2013). Personally speaking, I found this inquiry feasible and meaningful to my context and reality, as it has an impact on students' abilities and academic performance.

The investigation path I followed, offered a viable route to discover interesting information considering I have been involved into this teaching community due to my pedagogical practice. Given the structure of the study, findings benefits in first place the students:

as the strategies have a direct impact on their EFL learning process; in second place, the school and principally the sponsor teacher, count on new and valuable information about students' current abilities and are able to identify new strategies and techniques that can foster their educational processes. Additionally, this type of study benefits the research at the LLEI as it allows further analysis on pedagogical innovations resulting from new approaches.

Finally, as suggested by (Susman & Evered, 1978), the study started with the identification of a research question and the problem, in this case, I aimed at impacting reading comprehension skills in children of 5th grade at Aurelio Martinez Mutis School, considering their poor performance in various tests. The problem was followed then, by the determination of actions to be taken and the conduction and monitoring of the data collection. Specifically talking, the activities implemented in this research were carefully designed to be meaningful to the students and also simple to consolidate and analyze. Additionally, the instruments (diagnostic tests and observations forms) were chosen due to the variety of information they offer and the simplicity of their application.

Data Collection instruments and Techniques

1. Diagnostic Tests:

They were systematically prepared forms with questions to elicit responses regarding the understanding of target vocabulary within text. A test was applied initially with no prior exposure from students to the target language and worked as a control test. This same test was implemented at the end of the intervention strategy so that I could evaluate the impact of the tools.

Each test started with an initial tale created with the target vocabulary, followed by 10 reading comprehension questions considering:

a) 7 multiple-choice questions: According to Cynthia J. Brame (2013), they can be an effective and efficient way to assess learning outcomes. These questions were divided in two groups: 4 written questions with three written possible answers, and 3 written questions with three pictures as possible answers. These latter image-based questions used pictures from the flashcards implemented. This question type is easy for children to understand.

b) 1 gap filling and draw question. Students drew something that represented the missing word in the sentence.

c) 2 True/false questions: According to Christopher Papas (2015) True or False, questions are designed to quickly and efficiently test learner knowledge about a particular idea or concept. Then, they offered an interesting way of assessing deep the understanding of the text.

For the sake of the study, the initial diagnostic test was called "control test" and the final diagnostic test was called "end test". Once done, diagnostic tests were collected for analysis.

2. Observation forms:

Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study (Erlandson, Harris, Skipper & Allen, 1993).

In this case, field notes were taken while students developed the tests and during the class sessions; information stored and condensed in Observation forms. Therefore, for the sake of the study, the initial observation was called "preliminary observation", the eight subsequent observations were be called "progress observations" and the last one was called "final observation" Some aspects considered in the observations were: time of response, gestures while responding and request of help.

Timetable and stages

This study was carried out during three stages, following the timetable presented below:

1. Initial Stage: This first stage was merely exploratory. Data collected here was used as control information, which was compared to the findings of the final stage. The control test was applied without any prior exposure from the students to the target language. The researcher took field notes while students solved and answered the diagnostic test using the observation form.

INITIAL STAGE

DESCRIPTION	TIME	TOOLS
Control Test	March 1st, 2018	Diagnostic Test
Preliminary Observation	March 1st, 2018	Observation form

Figure 1. Activities developed during the initial stage of the research

2. Middle Stage: This was the pivotal part of the research. This stage lasted four weeks, considering the academic calendar and the frequency of the classes. For Each session, a Lesson Plan (See Annex 3) was carried out in company of the sponsor teacher so that students could act freely. These Lesson Plans were carefully designed using The Taxonomy of Bloom

(1956) so the intervention was meaningful to the learners. They started with warm-up activities to recall previous knowledge, followed by controlled and opened activities to use the target language.

MIDDLE STAGE

DESCRIPTION	TIME	TOOLS
Lesson Plan 1	Session 1 March 7th, 2018	* Lesson Plan * Progress Observation form 1
	Session 2 March 8th, 2018	* Lesson Plan * Progress Observation form 2
Lesson Plan 2	Session 3 March 14th, 2018	* Lesson Plan * Progress Observation form 3
	Session 4 March 15th, 2018	* Lesson Plan * Progress Observation form 4
Lesson Plan 3	Session 5 March 21st, 2018	* Lesson Plan * Progress Observation form 5
	Session 6 March 22nd, 2018	* Lesson Plan * Progress Observation form 6
Lesson Plan 4	Session 7 March 28th, 2018	* Lesson Plan * Progress Observation form 7
	Session 8 March 29th, 2018	* Lesson Plan * Progress Observation form 8

Figure 2. Activities developed during the middle stage of the research

3. Final Stage: This stage was more analytical than experimental. At this point, an important quantity of the total data was already collected. However, the final test was crucial to contrast the findings.

FINAL STAGE

DESCRIPTION	TIME	TOOLS
End Test	April 4th, 2018	Diagnostic Test
Final Observation	April 4th, 2018	Observation form
Data Analysis and Consolidation	April 5th, 2018	---

Figure 3. Activities developed during the final stage of the research

Instructional Design**Approach**

This investigation focused on how new tools and strategies could impact the development of reading skills through the reinforcement of target vocabulary. My belief is that a new approach in teaching vocabulary, benefits children's reading skills, considering that "Vocabulary is mostly considered to be the main factor for language learning success, essential and central to language acquisition and the most important component for second/foreign language learners" (Csomay & Petrovic, 2012; Fazeli, 2012; Mehta, 2009; O'Loughlin, 2012).

For this to be an effective intervention, we needed to bear in mind that teaching in an enjoyable and engaging atmosphere is an effective way to work with young learners. It was also important to consider that the attention span in children is short and they need to have their senses stimulated. Given this, a task-based language teaching methodology offered an interesting approach to teach this particular population. According to Bygate, Shekan and Swain, 2001, p.11, "a task is an activity which requires learners to use language with emphasis on meaning to attain an objective". This method is aimed at fostering communication in the learners by the development of particular tasks. Thus, I used some of its principles: mainly the fact of developing

interconnected and short tasks; and the communicative focus, to work with these children by combining physical stimuli with functional language.

As reading comprehension is my main concern, these pedagogical activities were carefully designed to be meaningful to the students and to help them acquire the target vocabulary little by little. Starting with a warm up, followed by a practice and a consolidation activity, the lesson plans aimed at boosting students' capacity to recognize specific words so that they struggled less at reading. Here, several researchers have suggested that vocabulary is a good predictor of reading comprehension (Koda, 1994; Laufer, 1997, Zhang and Anual, 2008); they stress the importance of a high level of word knowledge in order to comprehend texts.

Design

According to the Standards of competences established by Ministry of Education in 2016 for the subject of English, reading is a basic skill that enables linguistic and pragmatic competence in the students. These standards are aligned to the Common European Framework of Reference (CEFR), containing curriculum guidelines for teachers to plan and evaluate accordingly.

Schools such as Aurelio Martinez Mutis, aiming at promoting bilingualism, adopted regular tests called "Martes de Prueba" from the Education Advising Company "Milton Ochoa" as a tool to evaluate English periodically; given the lack of a detailed syllabus or the guide of a specific textbook. These tests evaluated other subjects such as Maths, Science and Language, being only English, the matter of my inquiry. When assessing English, these tests mainly evaluated students' capacity to understand and match vocabulary with definitions; and to fill gaps

in a text. It is worth clarifying, that the content evaluated corresponded to the Basic Level A.2.1 of the CEFR.

Even though we could not predict with exactitude the specific target language to be assessed this year, I analyzed the last 8 issues of the test in order to determine basic contents and lexicon to be potentially evaluated. The recurrent topics were: meals, WH questions, Personal Pronouns, Frequency adverbs, Hobbies & Leisure activities, Weather & seasons, feelings & emotions, parts of the house. The idea was that students could reinforce this vocabulary so that they could perform better in the reading "Martes de Prueba" Tests.

The main pedagogical objective of this implementation was that students could improve their reading abilities by acquiring some target language. I consider that by developing tailor-made vocabulary activities, students can comprehend texts easily and therefore, perform better in their academic exams. These were student-centered activities where the teacher played a supportive rather than an instructing role; situation that enabled students to develop stronger thinking abilities.

Procedure

A control test was applied during the first week of the intervention in order to assess their initial command and understanding of the vocabulary in reference. While students were solving the diagnostic test, the researcher was taking notes via a preliminary observation form; regarding students' attitude and agility towards the questions and answers. There was no dictionary support.

From the second week and on, Lesson plans were carried out in the following way:

LESSON PLAN	SESSION	DURATION	TARGET LANGUAGE
1	1	50 minutes	Meals
	2	50 minutes	Personal Pronouns
2	3	50 minutes	WH Question words
	4	50 minutes	Frequency adverbs
3	5	50 minutes	Hobbies and leisure activities
	6	50 minutes	Seasons and weather
4	7	50 minutes	Feelings and emotions
	8	50 minutes	Parts of the house

Figure 4. Distribution of lesson plans

Implementation and Data Collection

The intervention process and the class sessions were developed without major issues following the timetable and stages stated previously. Here some remarkable incidents regarding each step of the data collection process:

*** Initial Stage:**

Only 32 out of the 37 students signed up for the class took the control test. One more was absent that day and four were in detention. As these latter ones were called to order due to misbehavior in class, and therefore, were asked to remain in the coordinator's office developing a particular task; I decided not to hand out the control test to them so they could do it later as their mood, behavior and the incident itself could have impacted negatively the development of the activity, and therefore, the sake of the study.

* Middle Stage:

- Lesson Plan 1 - Session 1: Students were eager to participate and followed the instructions properly. They handled the topic very well and some of the recalled previous/related vocabulary.

- Lesson Plan 1 - Session 2: They found this activity much easier than the previous one and activities were executed in half of the estimated time. This made me extend one of the activities and go deeper on the topic, even managing to teach some of the possessive adjectives.

- Lesson Plan 2 - Session 3: Being WH Question words such an abstract theme; students seemed to be a bit confused with some of the imagines. This took me re-explain several times and monitor the groups more closely. However, after some clarifications, lesson went through effectively.

- Lesson Plan 2 - Session 4: This time, lesson went all right. However, eight students missed the class, as there was a heavy storm.

- Lesson Plan 3 - Session 5: This topic really caught students' attention. They showed clear understanding of the target language and were willing to participate in the activities proposed.

- Lesson Plan 3 - Session 6: This lesson was developed normally.

- Lesson Plan 4 - Session 7 and 8: Given the holy week, I carried out these two lesson in a row. However, students started to get tired soon due to the length of the class so I had to adapt the lesson and shorten the activities to make them fit into a shorter session.

* Final Stage:

33 out of the 37 students showed this time. However, two students who missed the control test also missed the end test; being unfortunately, out of the analysis. The other three students who missed this last diagnostic test had been present in the most of the other sessions. This variation between the numbers of students participating in the samples was considered as insignificant as over 90% of the focus group was present during the entire intervention.

Data Analysis

Considering the nature of the study and the characteristics of the data collected, I followed H. O'Connor and N. Gibson (2003) in their Publication “A step-by-step guide to qualitative data analysis” to review and codify the information found. As it names refers to, this guide lead me to organize and display the findings in the following way:

1. Organization of the data: Once all the Lesson Plans were applied, control and end test conducted and observations taken, I organized the materials chronologically as considered in the stages. I went back to all the instruments to review the data, making sure Observation forms contained as much information as possible. Having in mind that the lesson plans were sequential, it was relatively easy to organize the data in the following way:

* Initial Stage data: 32 control tests were obtained and a preliminary observation form was generated.

* Middle Stage: 4 Lesson Plans and 8 class' sessions were developed resulting in 8 progress observation forms.

* Final Stage: 33 end diagnostic tests were obtained this time and a final observation form was generated as well.

In summary, there was a compilation of 65 diagnostic tests (control and end tests) and 10 observation forms. With a minimum and expected variation between the students enrolled in the course and the ones who participated in the intervention, the data gathered was considered to be enough for the analysis.

2. Organization of Concepts building over-arching themes in the data: Considering that the results from the diagnostic tests were easy to calculate given the nature of the questions and the objective of the tool (designed only to measure the impact/potential improvements of the intervention); at this point, I focused the attention on the observation from all the sessions (meaning this, the analysis of the 10 Observation forms).

A lot was the information condensed into the Observation forms. However, According to (Marshall and Ross, 1995, p. 114) the key here was to identify salient themes and recurring ideas that could integrate valuable information. Given this, the following three categories condensed the most remarkable aspects observed:

2.1. Response Time: One of the aspects observed and included into the observation forms was the time. As stated by (Nakamoto, Lindsey, & Manis, 2008) “Reading comprehension is an active cognitive process which involves reasoning to construct meaning from a written text and understanding it *effectively and comprehensively*”. From here, I want to highlight the words *effectively* and *comprehensively* as they refer to agility to read and the quality of the comprehension of a text.

Then, why to measure the time? This research aimed at measuring the impact of vocabulary activities in the development of reading comprehension skills of a group students, so measuring time response was key to evaluate the common believe that states that how fast a student reads a text and answers some questions, displays the level of comprehension; then, the faster the answers come, the more the student understood. Nevertheless, in this study, those students who spent either a short or a long time to respond the questions were the ones with the lowest scores. Whereas the ones with an intermediate response time, seemed to be more effective.

Another important aspect identified in this category, had to be with the fact that some of those students, who answered the control test within the first minutes, did not really read, but rather than that, they barely looked at the text, skimmed the questions and gave random answers.

The following tables condense the times measured:

CONTROL TEST RESPONSE TIME

TIMES	NUMBER OF STUDENTS
10-15 minutes	2
16-30 minutes	6
31-45 minutes	16
45-60 minutes	8

Table 1: Students' response time in control test

FINAL TEST RESPONSE TIME

TIMES	NUMBER OF STUDENTS
10-15 minutes	8
16-30 minutes	16
31-45 minutes	7
45-60 minutes	2

Table 2: Students' response time in final test

When checking the results from the tests closely and matching students' names to their time response, there was evidence of more agility at the moment of answering but not necessarily a better result in the end test. If well, in several cases those who answered faster the end test obtained better results, there were actually some others that took more time during the end than in the control test, and yet, obtained better results. Once I spotted these cases, I could perceive they were actually taking the time to read more carefully and even double-checking the answers. Here the scores obtained by the students contrasting the control and end tests:

DIAGNOSTIC TEST RESULTS .VS. FINAL TEST RESULTS		
SCORES	NUMBER OF STUDENTS	
	DIAGNOSTIC TEST	FINAL TEST
Score 1,0	2	0
Score 1,5	7	1
Score 2,0	10	1
Score 3,0	8	12
Score 3,5	3	9
Score 4,0	2	6
Score 4,5	0	2
Score 5,0	0	2
Total Number of Students	32	33

Table 3: Comparison of students' performance in diagnostic and final tests

Even though at first look there seems to be clear improvement in reading comprehension but no strong relation with agility to answer the tests, the progress observations (the ones from the application of workshops in the lesson plans) displayed quite opposite outcomes.

Along the development of the Lesson Plans, there were numerous times in which students actually answered activities faster after practicing with the target vocabulary. The answers and

results of these class activities were in most of the cases very accurate. These finds were not expected but certainly interesting and meaningful.

2.2 Students' behavior: After observing carefully students' conduct during the development of the activities, I could notice interesting aspects worth to analyze. Even though the content of the activities varied from lesson to lesson, there were common behaviors and attitudes that had a noticeable influence on the progress of the tasks. Regarding this subject, Fakeye (2010) states that "The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning a language".

Goetz & LeCompte (1984) suggested "the use of the term theorising to describe the process of thinking or intuition during a qualitative research". They established the steps "perception", "comparison" and "speculation" as the best sequential and thinking path to gradually be able to condense and analyze this kind of data.

When considering this after revising my notes, I spotted several attitudinal conditions that were remarkable on the students and that I had not conceived them to be that crucial at first (perception step: researcher accepts the data and focuses). After processing this information, I codified the most relevant characteristics into the following table in order to facilitate the analysis of the findings (comparison step: where the researcher organizes the data emerged). Finally, I summarized and synthetized the data by identifying common aspects that arose from the observations (speculation steps: a hypothesis is generated). Once understood the main features, my own codes were set to refer to particular behaviors, and by this means, to be able to better understand common things. My notes were also condensed into the last column to illustrate.

STAGE	ACTIVITY	STUDENTS ...	OTHER COMMENTS
Initial	Development of Control test	✓ Looked confused ✓ Seemed Uncomfortable ✓ Were Distracted ✓ Called the teacher constantly ✓ Requested the use of dictionary	There was a noticeable dependency on teacher's and dictionary's support, especially for translation.
	Lesson Plan 1 - Session 1 (Meals)	✓ Did the activities in the estimated time ✓ Looked confident ✓ Called the teacher constantly ✓ Requested the use of dictionary	They struggled with understanding the use of have for meals.
Middle	Lesson Plan 1 - Session 2 (Personal Pronouns)	✓ Were concentrated and enthusiastic ✓ Worked in teams ✓ Recalled previous knowledge easily	They developed the worksheets faster and better than expected. Extended practice was required.
	Lesson Plan 2 - Session 3 (WH Question Words)	✓ Struggled with the content ✓ Showed little understanding of the topic ✓ Were distracted ✓ Were reluctant to participate actively ✓ Requested the use of dictionary ✓ Called the teacher constantly	This lesson was puzzling for the students and me. Class required lots of prompting and drilling.
	Lesson Plan 2 - Session 4 (Frequency Adverbs)	✓ Called the teacher constantly ✓ Looked insecure ✓ Were a bit distracted	There was a noticeable dependency on teacher's and dictionary's support; especially for translation.
	Lesson Plan 3 - Session 5 (Hobbies and Leisure)	✓ Were concentrated and enthusiastic ✓ Recalled previous knowledge easily ✓ Did the activities in the estimated time ✓ Called the teacher constantly	No mayor difficulties.
	Lesson Plan 3 - Session 6 (Seasons and weather):	✓ Were anxious ✓ Were hungry ✓ Were Distracted	This class was the last one in the day, right before noon. It was hard due to the hour
	Lesson Plan 4 - Session 7 and 8 (Feelings and emotions & Parts of the house)	✓ Were concentrated and enthusiastic ✓ Recalled previous knowledge easily ✓ Called the teacher constantly	These two sessions took place in a row due sudden academic matters. No mayor difficulties.
	Development of End test	✓ Made positive faces ✓ Looked more confident ✓ Were concentrated ✓ Barely called for help	It was rewarding to see them excited about the activity.

Figure 5. Consolidation of students' behavior during the research process

Among the several interesting findings, I shall admit that I was pleasingly surprised with students' behavior during the development of the final test. There was a clear change on their attitude and they actually seemed to be reading in detail both the text and the questions. This is interest in the text and the fact of remaining in calm, concentrated and requiring little help; are totally opposite conducts in comparison to the first observation

Regarding the class sessions, I could observe that some lessons were naturally easier to conduct than others were. However, something that called my attention was a pattern on student's behaviors. Either when the students were engaged, active and excited with activities, or when they were insecure, confused or distracted, they called the teacher almost evenly. This is not strange considering their age and the role of the teacher. Nonetheless, what it is interesting is the nature of the call and its objective.

In moments of confusion, students turned to the teacher for translation or advice. In moments of excitement and production, students were actually making questions for deeper understanding of the topic, such as Is it ok if I say this? Or, this is partly true but I think we can also write this. During these latter scenarios, students showed a genuine interest on the activities, the texts, the questions and the exercises; something not seen before and worth to analyze in depth later.

2.3 Students' interest towards reading: At the beginning of the study, it was easy to observe apathy from students towards reading. Their faces, gestures and moves showed clear confusion and discomfort, being naturally predisposed to the activities.

As the class sessions passed, it was possible to distinguish that students' disinterest was not really based on the fact of reading, but in the impotence of not understanding what they were

given to read. Once they started to gain particular target language, the reading process of the corresponding activities became more comprehensible for them. This can be clearly seen in the results obtained in the end test.

The implementation of tailor-made texts allowed students to comprehend better the texts and therefore, their levels of anxiety and frustration decreased according to my observations. As mentioned previously, when analyzing students' behavior, they began to show interest in further topics and aspects of reading; they started to request more support from the teacher, not because of translation matters, but because they were, engage with the readings and wanted to go beyond and talk about the text.

This new outcome was not really counted as a possible initial impact but it is certainly rewarding. As Trelease (1989) mentioned: "A major goal in the teaching of reading is to develop in children, the desire to read so they will become life-long readers.

3. Validity of the research:

According to Schopper (1993), the validity of a research is "the accuracy with which a method measures what it is intended to measure". In a study like this one, validity is key to ensure benefits to the community, the scholars, the researcher, the teaching practices, etc. Among the several types of validity existing, this research fits into the objectives of formative validity.

As mentioned by Allen, M. (2004), formative validity is how well an assessment procedure provides information that is useful for improving what is being assessed. If the outcomes and findings of the investigation can help solve a particular situation, then the research has formative validity.

Considering the data collected and the findings (expected and unexpected) it was possible to identify specific aspects (students' agility and efficacy to read) and categories (e.g. students' interest towards reading after the implementation of this pedagogical intervention) in which teaching practices can be improved. These results therefore, are supplies for further research and pedagogical innovations, situation that awards formative validity to the current inquiry.

Additionally, it is worth mentioning that the observations forms and diagnostic tests provided meaningful information that when was condensed and analyzed, triangulated the date and offered validity to findings such as student's behavior, agility to solve the tasks, students interest towards reading, etc.

4. Researcher effects:

Denscombe (2010, p. 6) writes that "an action research strategy's purpose is to solve a particular problem and to produce guidelines for effective practices". In order to find an answer to my research question it was necessary to play the role of a practitioner research so that I could be part of the activities and therefore, obtain as much data as possible.

My former interaction with the community while developing my pedagogical practices, allowed a natural interaction between the students, the school and me. This synergy permitted students to act freely. Thus, it is possible to say that the data obtained was genuine with little or none alteration from factor such as shyness, anxiety or disgust towards my presence and teaching. This, needless to say, represents a significant advantage in the reliability of the study, outcomes of the intervention and findings.

Conclusions

The impact of vocabulary activities in the reading comprehension skills of students of fifth grade was my main research objective and question through the development of this pedagogical intervention. Not only was it possible to make interesting findings but also to identify the following conclusions:

- ✓ Students were capable to read a given text after acquiring specific target vocabulary. The implementation of the lesson plans allowed students to review specific language that was present in both the control and end test. The results of these tests were noticeably different, displaying absolute better results in the end test.
- ✓ The structure of the lesson plans permitted students to use the target vocabulary effectively and this helped them, retain it to use it at reading. The questions included in tests, were from various types to boost students thinking skills and measure in a wider way, students' understanding of the texts. Likewise, The use of Bloom's taxonomy to plan the lessons appeared to be effective to link activities efficiently and the vocabulary used was adequate for the level and age of the students.
- ✓ Student's attitude towards the text at the end of the intervention was radically better showing understanding of the passages and enjoy from reading. Their gestures, moves, expressions and faces displayed a radical change of attitude when reading. Students showed more confidence when developing the tasks as they recognized the vocabulary and could read the texts more effectively.

✓ There is an important dependency on teacher's support for translation and use of dictionary. These aspects decreased considerably when students were capable of understanding the texts (at the end of the intervention). In addition, students reacted more favorably to the final test showing less dependency on teacher's and dictionary's support.

✓ The text used was shorter in comparison to the ones implemented in regular classes. The length might also have played a role in the results so this is an aspect worth to be analyzed deeper.

✓ Response times between the control and end test were noticeably different. Students spent more time to solve the initial diagnostic test in comparison to the second one. However, a relation between agility to answer and accuracy could not be established fully as some students spent more time when answering but achieved better scores than those who spent less time.

✓ The length of the lessons seemed to be proper in most of the sessions, except for Session 3 where activities took longer. The length of Session 7 and 8 had to be adjusted because of unexpected school's matters but not due to the nature of the content.

Implications

Being part of the Macro Project 1: Innovative practices in English teaching and learning: practices of the LLEI pre-service teachers; this research opens a window for further research in didactics, methodology and teaching approaches. It was possible to identify, through this pedagogical intervention, that students did not have efficient reading abilities in EFL due to the lack of a more structured process for teaching vocabulary. Thus, there is still room for

researching in reading techniques, vocabulary acquisition, language exposure, and other areas, that can definitely help improve teaching practices.

Additionally, it is worth mentioning that Martes de Prueba results corresponding to the final exams of the first academic period 2018-1 are determining to understand the impact of the strategy. As these results have not been published yet, it is intended to share them with the academic community once obtained.

Considering the findings of this investigation, it is recommended for the school and teacher involved, keeping up strategies not only for effective vocabulary teaching but also for fostering engaging reading. The more students are capable of understanding what they read, the better they will perform in their academic texts; so innovating practices for helping students develop reading skills in EFL is the key.

Appendices

1. Observation Form

VOCABULARY ACTIVITIES AND THEIR IMPACT IN READING COMPREHENSION OF STUDENTS OF FIFTH GRADE

PRELIMINARY OBSERVATION

Time of Response of the kids	Gestures of the kids	Request of help
<i>Did students take long to solve the activity?</i>	<i>Are students Confused?, Stressed?, Excited?</i>	<i>How many kids call the teacher? Are students asking questions to others? Or to the teacher?</i>
Other Comments:		

2. Control and End test – part 1

PRUEBA INICIAL Y FINAL DE COMPRENSIÓN DE LECTURA – GRADO QUINTO

Name: _____

JACK AND HIS BIRTHDAY

This is the story of a boy named Jack. He lives with his mother. She is a doctor and she is never angry.

In the morning, Jack always prepares the lunch: vegetables with chicken. Then, he watches TV and rides a bike. Sometimes he listens to music.

It is summer so it is very hot. Jack and his mother, Mary, love the plants. They usually water the plants together. Every day, she is excited to visit the garden.

One day, Jack said: Where are my favorite plants? - He was sad.

His mother said, they are in the living room and in the dinning room. – Jack was happy and went to sleep.

The next day Jack received a special breakfast, a sandwich and coffee; and a present. He was nervous and happy but said: Why this mom? – She said: This is for you, It is your birthday Jack!!!

Jack checked the calendar and said: my birthday is not today mom! Mary said: wow, when is your birthday? - He said, it is tomorrow. They were happy and laugh.



Said= Pasado de Say (decir)

1. Who is Mary:

- a. She is a doctor b. He is a student c. They are happy

2. They are in winter, so it is not

- a. Cold b. Hot c. The birthday

3. What is Jack's special breakfast?

4. Jack always prepares lunch. Always is:

a.

Monday	✓
Lunes	
Tuesday	✓
Martes	
Wednesday	✓
Miércoles	
Thursday	✓
Jueves	
Friday	✓
Viernes	
Saturday	✓
Sábado	
Sunday	✓
Domingo	

b.

Monday	✓
Lunes	
Tuesday	
Martes	
Wednesday	✓
Miércoles	
Thursday	
Jueves	
Friday	✓
Viernes	
Saturday	
Sábado	
Sunday	✓
Domingo	

c.

Monday	✓
Lunes	
Tuesday	
Martes	
Wednesday	✓
Miércoles	
Thursday	
Jueves	
Friday	✓
Viernes	
Saturday	
Sábado	
Sunday	
Domingo	

2.1 Control and End test – part 2

5. Where are Jack's plants?

- a. They are in the garden b. He is in the living room
c. They are in the living room and in the dining room

6. When is Jack's birthday?

- a. Today b. Tomorrow c. Yesterday

7. Jack was happy. He was

a.



b.



c.



8. Dibuja: Mary is excited to visit the _____

A large, empty rectangular box with a black border, intended for a drawing.

Selecciona Falso (False=F) o Verdadero (True=T)

9. Jack rides a bikes _____

10. Mary is a doctor _____

3. Lesson Plans

3.1 Lesson Plan 1

**USE OF VOCABULARY ACTIVITIES AND THEIR IMPACT IN READING
COMPREHENSION OF STUDENTS OF FIFTH GRADE**

Lesson Plan Number: N°1

Institution: Aurelio Martínez Mutis School – Sede C La Victoria

Teacher in Charge: Jhon Jairo Carvajal **Grade:** 5th

Session 1: March 7th, 2018 – Meals

Session 2: March 8th, 2018 – Personal Pronouns



Introduction:

In this lesson, students will learn vocabulary related to food, specifically talking, meals. They will also review the personal pronouns. Additionally, the lesson will start with a warm up, followed by a practice exercise; to conclude with a consolidation activity.

Rationale:

Having in mind that the school does not follow any particular textbook nor syllabus, the topics to be reviewed in this lesson were selected considering the Basic Standards of Competences established by the Ministry of Education and the 8 eights issues of "Martes de Prueba".

Activities in this lesson were set considering Bloom's taxonomy and are aimed at boosting students' reading comprehension abilities by fostering the acquisition of meaningful vocabulary.

Methodology:

Teaching in an enjoyable and engaging atmosphere is an effective way to work with young learners. It is also important to consider that the attention span in children is short and they need to have their senses stimulated. Given this, a task-based language teaching methodology offers an interesting approach to teach this particular population.

According to Bygate, Shekan and Swain, 2001, p.11, " a task is an activity which requires learners to use language with emphasis on meaning to attain an objective". This method is aimed at fostering communication in the learners by the development of particular and connected tasks. It is ideal for working with children since it combines physical stimuli with functional language.

Resources:

- * Flashcards (memory game) – 7 sets per topic/session
- * Copies of handout 1,2,3 and 4

Objectives

Communicative: Students show understating of familiar questions

Language: Students can use the vocabulary learned in class in real situations.

Learning: Students realize about their understanding of the content and review concepts and vocabulary in an entertaining way.

Bibliography

* Ministerio de Educación Nacional. (2006). Estandares Basicos de competencias en Lenguas Extranjeras : Ingles. Formar en Lenguas Extranjeras.

* Handout sources:

http://www.sqa.org.uk/files_ccc/ESOLLiteraciesNational2FoodandDrink.pdf

[https://en.iscollective.com/resources/printables/worksheets/doc/docx/meals worksheet/present-simple-tense/96562](https://en.iscollective.com/resources/printables/worksheets/doc/docx/meals%20worksheet/present-simple-tense/96562)

http://www.prolinguaassociates.com/Grammar_Practice/Grammar%20Practices%20worksheets.pdf

Session 1: Marth 7th, 2018 – Meals

Type of Activity	Description	Timing per step or activity
Warm up	Students to play the memory game attached as annex 1 Students will work in groups of five and they will have to match a set of 12 memory cards (6 contain words and 6 contain their corresponding pictures). Cards contain the target vocabulary and they will be shuffled by the teacher. Students will take turns to match the words with the images by remembering their location. For students to be able to match the cards accurately, a large poster with the correct matches will be located on the board so that students can check their answers, if needed	15 min
Practice Activity	Students to solve handout 1.	20 min
Consolidation	Students to solve handout 2.	15 min

Annex 1

BREAKFAST	LUNCH	DINNER
SNACK	DRINK	EAT

Session 1

 A breakfast meal featuring a bowl of fruit, a cup of coffee, a glass of orange juice, and a plate with scrambled eggs and bread.	 A lunch meal consisting of a plate with rice, meat, vegetables, and a hard-boiled egg, accompanied by small bowls of sauce and a glass of water.	 A dinner meal featuring a glass of orange juice and a plate with a sandwich and a slice of pizza.
 A collection of various snack bags, including Doritos, Garden of Eatin', and others.	 A close-up of a person drinking water from a glass.	 A person eating spaghetti with a fork.

Session 1

Handout 1

Fill the gaps and color



This is Sam. Look at the pictures and fill in the gaps.

1 What does he have for breakfast?



He has _____ and _____.

2 What does he have for lunch?



He has a _____ and some _____.

3 What does he have for dinner?



He doesn't eat _____ so he has _____,



_____ or _____.

Handout 2

Answer the Question and color.

All about food!

Hi! My name is Kate, I'm 10 years old, and I live in England. I eat three meals a day: **breakfast**, **lunch** and **dinner**. I eat breakfast **everyday** at 8am and my **favourite** thing to eat is bread and **jam**. The next meal I eat is lunch at 1pm, for lunch I **usually** eat a sandwich and an apple. The last meal of the day is dinner which I eat at 6pm, I like to eat chicken and rice for dinner. It is really **tasty**! What do you like to eat?

What meal is Kate eating at these times?







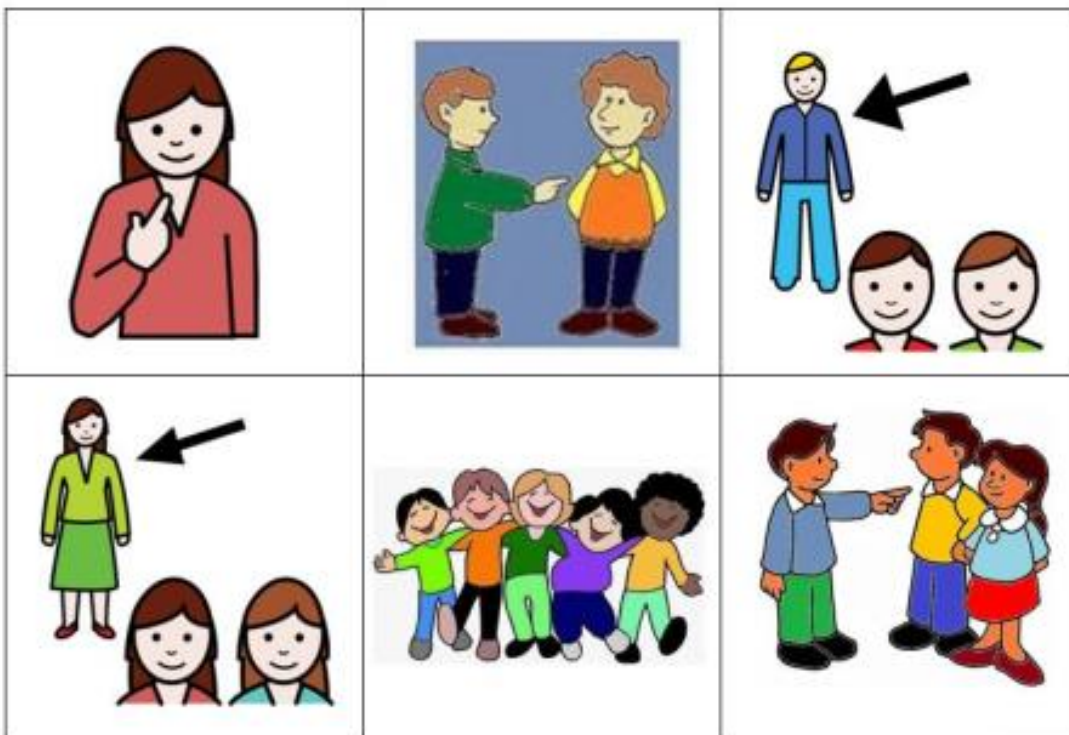
Session 2: March 8th, 2018 – Personal Pronouns

Type of Activity	Description	Timing per step or activity
Warm up	Students to play the memory game attached as annex 2 Students will work in groups of five and they will have to match a set of 12 memory cards (6 contain words and 6 contain their corresponding pictures). Cards contain the target vocabulary and they will be shuffled by the teacher. Students will take turns to match the words with the images by remembering their location. For students to be able to match the cards accurately, a large poster with the correct matches will be located on the board so that students can check their answers, if needed	15 min
Practice Activity	Students to solve handout 3	20 min
Consolidation	Students to solve handout 4	15 min

Annex 2

I	YOU	HE
SHE	WE	THEY

Session 2



Session 2

Handout 3

Follow the example and complete the activity

My father is tall. He is tall.
My mother is short. She is short.
You and your friend are shy. You are shy.
My uncle is married. He is married.



1. My sister is thirsty. _____
2. My grandmother is old. _____
3. The students are young. _____
4. The restaurant is expensive. _____
5. The dog is angry. _____
6. The cats are fat. _____
7. The city is big. _____
8. The girls are pretty. _____
9. The sock is clean. _____
10. The socks are dirty. _____

Handout 4

Read the text and then answer the questions.



Sophie is holding a cat. **She** is holding her cat.
Her mum is with **her**. **Her** name is Joanne. **They**
live in Southsea with Sophie's dad, Jim. **Their**
cat is called Fluffy. **It** is one year old. **It** is a
very friendly cat. Sophie loves her cat,
Fluffy. **She** is eight years old and goes to
Windmill School. **Her** teacher is Mrs Snow.
She is a very nice teacher.

1. How old is Sophie? _____
2. What is Sophie's mum called? _____
3. Which school does Sophie go to? _____
4. What is the name of Sophie's cat? _____
5. How old is Sophie's cat? _____

3.2 Lesson Plan 2

**USE OF VOCABULARY ACTIVITIES AND THEIR IMPACT IN READING
COMPREHENSION OF STUDENTS OF FIFTH GRADE**

Lesson Plan Number: N°2

Institution: Aurelio Martínez Mutis School – Sede C La Victoria

Teacher in Charge: Jhon Jairo Carvajal **Grade:** 5th

Session 3: March 14th, 2018 – WH Question words

Session 4: March 15th, 2018 – Frequency Adverbs



Introduction:

In this lesson, students will learn vocabulary related to WH Questions, specifically talking, where, who and when. They will also review the frequency adverbs. Additionally, the lesson will start with a warm up, followed by a practice exercise; to conclude with a consolidation activity.

Rationale:

Having in mind that the school does not follow any particular textbook nor syllabus, the topics to be reviewed in this lesson were selected considering the Basic Standards of Competences established by the Ministry of Education and the 8 eights issues of "Martes de Prueba".

Activities in this lesson were set considering Bloom's taxonomy and are aimed at boosting students' reading comprehension abilities by fostering the acquisition of meaningful vocabulary.

Methodology:

Teaching in an enjoyable and engaging atmosphere is an effective way to work with young learners. It is also important to consider that the attention span in children is short and they need to have their senses stimulated. Given this, a task-based language teaching methodology offers an interesting approach to teach this particular population.

According to Bygate, Shekan and Swain, 2001, p.11, "a task is an activity which requires learners to use language with emphasis on meaning to attain an objective". This method is aimed at fostering communication in the learners by the development of particular and connected tasks. It is ideal for working with children since it combines physical stimuli with functional language.

Resources:

- * Flashcards (memory game) – 7 sets per topic/session
- * Copies of handout 1,2,3 and 4

Objectives	Communicative: Students show understating of familiar questions Language: Students can use the vocabulary learned in class in real situations. Learning: Students realize about their understanding of the content and review concepts and vocabulary in an entertaining way.
Bibliography	* Ministerio de Educación Nacional. (2006). Estandares Basicos de competencias en Lenguas Extranjeras : Ingles. Formar en Lenguas Extranjeras. * Handout sources: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/wh_questions_/Wh_Question_Words_Exercise_1_ap1826gn https://en.isicollective.com/resources/printables/worksheets_doc_docx/exercises_wh_question_words/word-order-wh/20358 http://yolujines.blogspot.com.co/2017/10/adverbs-of-frequency.html https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/grammar-games-adverbs-of-frequency-worksheet.pdf

Session 3: Marth 14th, 2018 – WH Questions

Type of Activity	Description	Timing per step or activity
Warm up	Students to play the memory game attached as annex 1 Students will work in groups of five and they will have to match a set of 12 memory cards (6 contain words and 6 contain their corresponding pictures). Cards contain the target vocabulary and they will be shuffled by the teacher. Students will take turns to match the words with the images by remembering their location. For students to be able to match the cards accurately, a large poster with the correct matches will be located on the board so that students can check their answers, if needed	15 min
Practice Activity	Students to solve handout 1.	20 min
Consolidation	Students to solve handout 2.	15 min

Annex 1

WHERE?	WHY?	WHEN?
WHO?	WHICH?	HOW OLD?

Session 3

Session 3

Handout 1

WH QUESTION WORDS EXERCISE 1

Match.



WHO?
WHAT?
WHERE?
WHEN?
WHY?



Thing		
toy cars 	key 	dog 
Reasons		
To stay healthy 	To keep my feet dry 	because I am hungry 
Time		
tomorrow 	next 	at 12:23 
Person		
woman 	child 	firefighter 
Place		
at the park 	at home 	outside 

Handout 2**I. Select the correct Wh question word:**

- | | |
|---|--|
| 1. ____ is your name?
What / Where
When / Who | 6. ____ old are you?
What / How
Which / Whose |
| 2. ____ is your favorite actress?
What / Why
When / Who | 7. ____ books are these?
Why / How
Where / Whose |
| 3. ____ are you from?
What / Where
When / Who | 8. ____ did you quit your job?
Who / Which
Why / Whose |
| 4. ____ is your birthday?
Whose / Where
When / Who | 9. ____ are you going to America?
Who / What
When / Which |
| 5. ____ color is your new car?
What / How
Where / Whose | 10. ____ aren't you going to Peter's party?
What / How
Where / Why |

March 15th, 2018 – Frequency Adverbs

Type of Activity	Description	Timing per step or activity
Warm up	Students to play the memory game attached as annex 2 Students will work in groups of five and they will have to match a set of 12 memory cards (6 contain words and 6 contain their corresponding pictures). Cards contain the target vocabulary and they will be shuffled by the teacher. Students will take turns to match the words with the images by remembering their location. For students to be able to match the cards accurately, a large poster with the correct matches will be located on the board so that students can check their answers, if needed	15 min
Practice Activity	Students to solve handout 3	20 min
Consolidation	Students to solve handout 4	15 min

Annex 2

ALWAYS	NEVER	SOMETIMES
ALMOST ALWAYS	ALMOST NEVER	USUALLY

Session 4

<u>Monday</u> Lunes	✓
<u>Tuesday</u> Martes	✓
<u>Wednesday</u> Miércoles	✓
<u>Thursday</u> Jueves	✓
<u>Friday</u> Viernes	✓
<u>Saturday</u> Sábado	✓
<u>Sunday</u> Domingo	✓

<u>Monday</u> Lunes	
<u>Tuesday</u> Martes	
<u>Wednesday</u> Miércoles	
<u>Thursday</u> Jueves	
<u>Friday</u> Viernes	
<u>Saturday</u> Sábado	
<u>Sunday</u> Domingo	

<u>Monday</u> Lunes	✓
<u>Tuesday</u> Martes	
<u>Wednesday</u> Miércoles	✓
<u>Thursday</u> Jueves	
<u>Friday</u> Viernes	✓
<u>Saturday</u> Sábado	
<u>Sunday</u> Domingo	

<u>Monday</u> Lunes	✓
<u>Tuesday</u> Martes	✓
<u>Wednesday</u> Miércoles	✓
<u>Thursday</u> Jueves	✓
<u>Friday</u> Viernes	✓
<u>Saturday</u> Sábado	
<u>Sunday</u> Domingo	✓

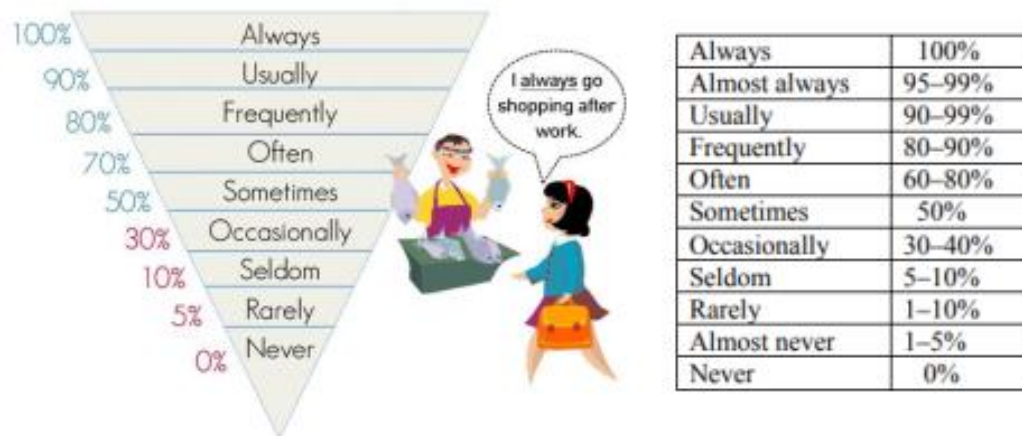
<u>Monday</u> Lunes	
<u>Tuesday</u> Martes	
<u>Wednesday</u> Miércoles	
<u>Thursday</u> Jueves	
<u>Friday</u> Viernes	
<u>Saturday</u> Sábado	
<u>Sunday</u> Domingo	✓

<u>Monday</u> Lunes	✓
<u>Tuesday</u> Martes	
<u>Wednesday</u> Miércoles	✓
<u>Thursday</u> Jueves	
<u>Friday</u> Viernes	✓
<u>Saturday</u> Sábado	
<u>Sunday</u> Domingo	✓

Session 4

Handout 3

Look at the chart and complete



1. We watch the news at 6:00. (100%)

2. My wife drives me to work. (50%)

3. Our neighbor's son goes to football practice after school. (95–99%)

4. My mom leaves her keys on the kitchen table. (80-90%)

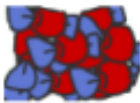
5. The baby is hungry when he wakes up. (100%)

Handout 4

Adverbs of frequency

True or False.

Read and circle True or False.



I always go to the cinema on Sunday mornings because it's cheaper. I usually go with my friends but sometimes I go with my parents. I always take sweets with me but I buy a drink there. I never get popcorn because I hate it! How often do you go to the cinema?

- | | | |
|--------------------------------------|-------------|-------|
| a. I go to the cinema on Sundays. | <u>True</u> | False |
| b. I sometimes go with my friends. | True | False |
| c. I go with my parents every time. | True | False |
| d. I don't buy sweets at the cinema. | True | False |
| e. I take a drink from home. | True | False |
| f. I get popcorn every time I go. | True | False |

What's the order?

Put the words in the correct order.



- a. school do homework always my I after
I always do my homework after school.
- b. have dinner sometimes pizza for We

- c. never I to talk strangers

- d. TV always English They watch in

- e. usually friends She in plays with park her the

3.3 Lesson Plan 3

USE OF VOCABULARY ACTIVITIES AND THEIR IMPACT IN READING
COMPREHENSION OF STUDENTS OF FIFTH GRADE

Lesson Plan Number: N°3

Institution: Aurelio Martínez Mutis School – Sede C La Victoria

Teacher in Charge: Jhon Jairo Carvajal **Grade:** 5th

Session 5: March 21st, 2018 – Hobbies and leisure activities

Session 6: March 22nd, 2018 – Seasons and weather



Introduction:

In this lesson, students will learn vocabulary related to hobbies and leisure activities. They will also review season and weather vocabulary. Additionally, the lesson will start with a warm up, followed by a practice exercise; to conclude with a consolidation activity.

Rationale:

Having in mind that the school does not follow any particular textbook nor syllabus, the topics to be reviewed in this lesson were selected considering the Basic Standards of Competences established by the Ministry of Education and the 8 eights issues of "Martes de Prueba".

Activities in this lesson were set considering Bloom's taxonomy and are aimed at boosting students' reading comprehension abilities by fostering the acquisition of meaningful vocabulary.

Methodology:

Teaching in an enjoyable and engaging atmosphere is an effective way to work with young learners. It is also important to consider that the attention span in children is short and they need to have their senses stimulated. Given this, a task-based language teaching methodology offers an interesting approach to teach this particular population.

According to Bygate, Shekan and Swain, 2001, p.11, "a task is an activity which requires learners to use language with emphasis on meaning to attain an objective". This method is aimed at fostering communication in the learners by the development of particular and connected tasks. It is ideal for working with children since it combines physical stimuli with functional language.

Resources:

* Flashcards (memory game) – 7 sets per topic/session

* Copies of handout 1,2,3 and 4

Objectives

Communicative: Students show understating of familiar questions

Language: Students can use the vocabulary learned in class in real situations.

Learning: Students realize about their understanding of the content and review concepts and vocabulary in an entertaining way.

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* Handout sources:

https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_do_they_like_-_hobbies/present-simple-hobbies/75244

https://en.islcollective.com/resources/search_result?Vocabulary_Focus=Seasons

Marth 21st, 2018 – Hobbies and leisure activities

Type of Activity	Description	Timing per step or activity
Warm up	Students to play the memory game attached as annex 1 Students will work in groups of five and they will have to match a set of 12 memory cards (6 contain words and 6 contain their corresponding pictures). Cards contain the target vocabulary and they will be shuffled by the teacher. Students will take turns to match the words with the images by remembering their location. For students to be able to match the cards accurately, a large poster with the correct matches will be located on the board so that students can check their answers, if needed	15 min
Practice Activity	Students to solve handout 1.	20 min
Consolidation	Students to solve handout 2.	15 min

Annex 1

WATCH TV	PLAY VIDEO- GAMES	RUN
RIDE A BIKE	LISTEN TO MUSIC	PLAY SOCCER

Session 5



Session 5

Handout 1

Find the words and make sentences with them

NAME: _____ DATE: _____

Hobbies and leisure

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

WATCHTV
PLAYVIDEOGAMES
RUN
RIDEABIKE
LISTENTOMUSIC
PLAYSOCCER

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Handout 2

What do they like?

COMPLETE THE SENTENCES ABOUT WHAT THESE PEOPLE LIKE OR DON'T LIKE ACCORDING TO THE CHART BELOW. USE THE LIST OF HOBBIES.

Hobbies

1. riding a bike
2. playing chess
3. cooking
4. watching films
5. going shopping
6. reading comics
7. gardening
8. phoning friends
9. surfing the net
10. travelling abroad



Eva Tom Joe Tina Miss Tate

Complete with **like**, **likes**, **don't like** or **doesn't like** according to the chart.

- a) Eva _____ phoning friends.
- b) Tom and Joe _____ gardening.
- c) Miss Tate _____ playing chess.
- d) Tina _____ surfing the net.
- e) Eva and Tina _____ cooking.
- f) Tom _____ reading comics.
- g) Miss Tate and Tina _____ shopping.
- h) _____ doesn't like going shopping.
- i) _____ and _____ like chess.
- j) _____ doesn't like surfing the net.
- k) _____ doesn't like watching films.
- l) _____ and _____ like comics.
- m) _____ doesn't like travelling abroad.
- n) _____ doesn't like riding a bike.
- o) _____ likes cooking.



like
likes



don't like
doesn't like

	Eva	Tom	Joe	Tina	Miss Tate
1.	✓	✗	✓	✓	✓
2.	✗	✓	✗	✗	✓
3.	✗	✗	✓	✗	✗
4.	✓	✓	✗	✓	✓
5.	✓	✗	✓	✓	✓
6.	✓	✗	✓	✗	✗
7.	✗	✓	✓	✗	✓
8.	✗	✗	✓	✗	✓
9.	✓	✓	✓	✗	✓
10.	✓	✗	✓	✓	✓

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Session 2: March 22nd, 2018 – Seasons and weather

Type of Activity	Description	Timing per step or activity
Warm up	Students to play the memory game attached as annex 2 Students will work in groups of five and they will have to match a set of 12 memory cards (6 contain words and 6 contain their corresponding pictures). Cards contain the target vocabulary and they will be shuffled by the teacher. Students will take turns to match the words with the images by remembering their location. For students to be able to match the cards accurately, a large poster with the correct matches will be located on the board so that students can check their answers, if needed	15 min
Practice Activity	Students to solve handout 3	20 min
Consolidation	Students to solve handout 4	15 min

Annex 2

SUMMER	WINTER	AUTUMN
SPRING	HOT	COLD

Session 6

Session 6

Handout 3

Match the months with the seasons and color



November

May

July

January

September

October

December

April

March

February

August

June

Handout 4

What month is it?	What season is it?	How is the weather?	What do you wear?	What can you do?
1 - J _____	It is _____.	It is _____ and _____.	I wear _____ and _____.	I can _____ and _____.
2 - F _____				
3 - M _____	It is _____.	It is _____ and _____.	I wear _____ and _____.	I can _____ and _____.
4 - A _____				
5 - M _____				
6 - J _____	It is _____.	It is _____ and _____.	I wear _____ and _____.	I can _____ and _____.
7 - J _____				
8 - A _____				
9 - S _____	It is _____.	It is _____ and _____.	I wear _____ and _____.	I can _____ and _____.
10 - O _____				
11 - N _____				
12 - D _____	It is _____.	It is _____ and _____.	I wear _____ and _____.	I can _____ and _____.
April, August, December, February, January, July, June, March, May, November, October, September	summer, spring, winter autumn	hot, cold, cool, warm rainy, sunny, windy, snowy	a hat, an umbrella, sunglasses a shirt, a jacket, a coat, a raincoat shorts, pants, a dress, a skirt shoes, boots, flip flops, ice skates	fly a kite, go swimming, ride a bike, build a snowman go roller skating, climb a tree, ride a sled, eat ice cream

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3.4 Lesson Plan 4

**USE OF VOCABULARY ACTIVITIES AND THEIR IMPACT IN READING
COMPREHENSION OF STUDENTS OF FIFTH GRADE**

Lesson Plan Number: N°4

Institution: Aurelio Martínez Mutis School – Sede C La Victoria

Teacher in Charge: Jhon Jairo Carvajal **Grade:** 5th

Session 7: Marth 23rd, 2018 – Feelings and emotions

Session 8: March 24th, 2018 – Parts of the house



Introduction:

In this lesson, students will learn vocabulary related to hobbies and leisure activities. They will also review season and weather vocabulary. Additionally, the lesson will start with a warm up, followed by a practice exercise; to conclude with a consolidation activity.

Rationale:

Having in mind that the school does not follow any particular textbook nor syllabus, the topics to be reviewed in this lesson were selected considering the Basic Standards of Competences established by the Ministry of Education and the 8 eights issues of "Martes de Prueba".

Activities in this lesson were set considering Bloom's taxonomy and are aimed at boosting students' reading comprehension abilities by fostering the acquisition of meaningful vocabulary.

Methodology:

Teaching in an enjoyable and engaging atmosphere is an effective way to work with young learners. It is also important to consider that the attention span in children is short and they need to have their senses stimulated. Given this, a task-based language teaching methodology offers an interesting approach to teach this particular population.

According to Bygate, Shekan and Swain, 2001, p.11, " a task is an activity which requires learners to use language with emphasis on meaning to attain an objective". This method is aimed at fostering communication in the learners by the development of particular and connected tasks. It is ideal for working with children since it combines physical stimuli with functional language.

Resources:

- * Flashcards (memory game) – 7 sets per topic/session
- * Copies of handout 1,2,3 and 4

Objectives	Communicative: Students show understating of familiar questions Language: Students can use the vocabulary learned in class in real situations. Learning: Students realize about their understanding of the content and review concepts and vocabulary in an entertaining way.
Bibliography	* Ministerio de Educación Nacional. (2006). Estandares Basicos de competencias en Lenguas Extranjeras : Ingles. Formar en Lenguas Extranjeras. * Handout sources: http://www.eslkidz.com/feelings1.html https://en.islcollective.com/resources/printables/worksheets_doc_docx/feelings/adjjectives-face-feelings/36106 https://en.islcollective.com/resources/printables/worksheets_doc_docx/parts_of_the_house/prepositions-rooms-in/37968 https://booglewordesl.com

Marth 23rd, 2018 – Feelings and emotions

Type of Activity	Description	Timing per step or activity
Warm up	Students to play the memory game attached as annex 1 Students will work in groups of five and they will have to match a set of 12 memory cards (6 contain words and 6 contain their corresponding pictures). Cards contain the target vocabulary and they will be shuffled by the teacher. Students will take turns to match the words with the images by remembering their location. For students to be able to match the cards accurately, a large poster with the correct matches will be located on the board so that students can check their answers, if needed	15 min
Practice Activity	Students to solve handout 1.	20 min
Consolidation	Students to solve handout 2.	15 min

Annex 1

HAPPY	SAD	EXCITED
ANGRY	CRAZY	NERVOUS

Session 7



Session 7

Handout 1

Select the word and color

	happy	angry	sleepy
	fine	sad	sick
	sick	happy	sleepy
	sad	fine	happy
	angry	sleepy	sick
	sad	angry	happy

Make a sentence with each word

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Handout 2

Draw and color

Draw the faces

I'm happy



I'm sad



I'm sleepy



I'm afraid



I'm angry



I'm hot

March 24th, 2018 – Parts of the house

Type of Activity	Description	Timing per step or activity
Warm up	Students to play the memory game attached as annex 2 Students will work in groups of five and they will have to match a set of 12 memory cards (6 contain words and 6 contain their corresponding pictures). Cards contain the target vocabulary and they will be shuffled by the teacher. Students will take turns to match the words with the images by remembering their location. For students to be able to match the cards accurately, a large poster with the correct matches will be located on the board so that students can check their answers, if needed	15 min
Practice Activity	Students to solve handout 3	20 min
Consolidation	Students to solve handout 4	15 min

Annex 2

KITCHEN	BATHROOM	LIVING ROOM
BEDROOM	DINNING ROOM	GARAGE

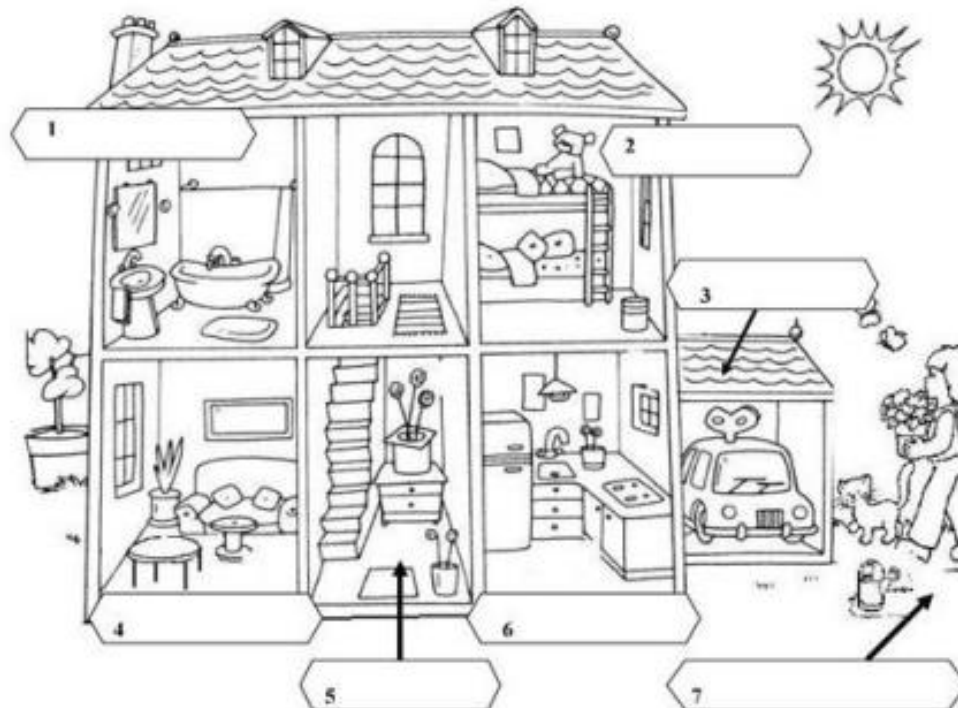
Session 8

Session 8

Handout 3

Parts of the House



A LABEL THE HOUSE



B MORE SPELLING PRACTICE

1. There is a car in the
2. There is a teddy in the
3. There are 2 butterflies in the
4. There are 2 pillows in the
5. There is a fridge in the

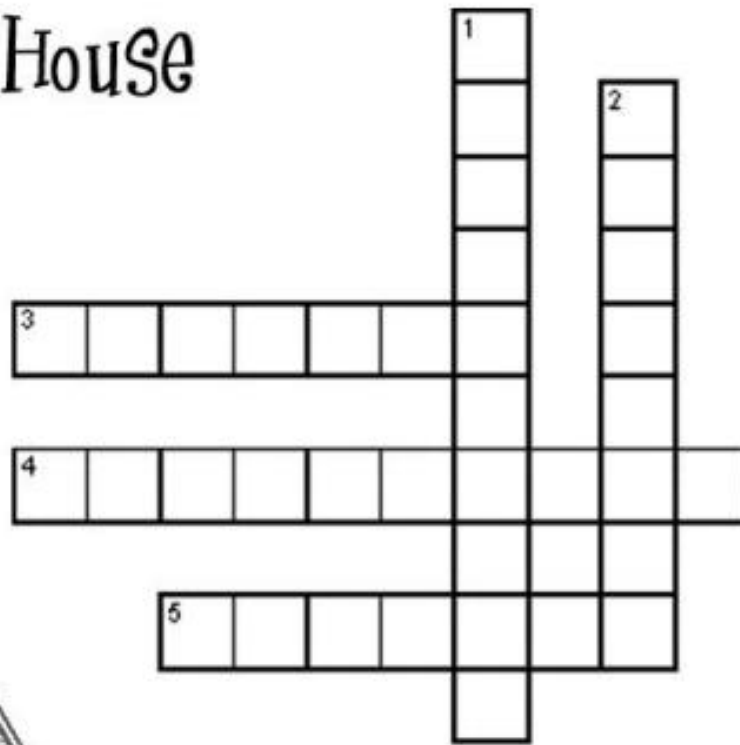
C YES or No

1. There is a cat next to the house. _____
2. There is a hippo on the bed. _____
3. There are two monkeys in the bath. _____
4. There is a sink next to the fridge. _____
5. There is a mouse under the coffee table. _____

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Handout 4

My House

**Across**

3. Where do you cook?
4. Where do you eat dinner?
5. Where do you sleep?

Down

1. Where do you watch TV?
2. Where do you brush your teeth?

4. Evidences



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