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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

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EXTRANJEROS**

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Theme: PRE-TEACHING VOCABULARY STRATEGIES AND READING

COMPREHENSION

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I, Lcd. Dorys Maribel Cumbe Coraizaca Mg., holder of the I.D No.1803694569, in my capacity as supervisor of the Research dissertation on the topic:”PRE-TEACHING VOCABULARY STRATEGIES AND READING COMPREHENSION” investigated by Miss. Guanoluisa Toapanta Carina Marisol with I.D No 1728451871 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

TO:

God for blessing me and being that light on my path that always accompanies me in every step I take. To my parents who have supported me unconditionally in everything, have always proudly celebrated my triumphs and have been a great example of courage, strength, responsibility and perseverance. To my brothers who are my best friends, who motivate me and with whom I have learned to fight and not give up to achieve my goals.

Carina.

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I thank God for guiding my path and giving me strength and wisdom to achieve my goals.

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Carina

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Topic: Pre-teaching vocabulary strategies and reading comprehension.

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ABSTRACT

The following research project aimed to determine the impact of pre-teaching vocabulary strategies in the development of reading comprehension of 36 students from the first semester of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at "Universidad Técnica de Ambato". Regarding the methodology, this study involved a pre-experimental design with a quantitative approach. The instrument used to evaluate reading comprehension before and after applying pre-teaching vocabulary strategies was the A2 Ket reading exam from Cambridge. In addition, the treatment phase was carried out during 8 sessions, of which in 6 sessions, some texts with topics related to the subject of "Language and Culture" were used following the reading comprehension process with different activities for the pre, while and post-reading. Nevertheless, special emphasis was given to pre-teaching vocabulary using context clues, audio-visual aids, concept mapping, peer teaching, matching and Frayer's model strategies. Also, the Statistical Package for Social Science (SPSS) was used to analyze the collected data. Finally, the results showed a progressive improvement of the students from an initial mean of 4.67 to a final mean of 5.87 consequently, the acceptance of the alternative hypothesis was determined by applying the Wilcoxon non-parametric method. In conclusion, vocabulary pre-teaching strategies had a positive impact on reading comprehension. Additionally, it was demonstrated these strategies are innovative, attractive and encourage students to practice reading comprehension.

Keywords: strategies, pre-teaching, vocabulary, reading comprehension

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RESUMEN

El siguiente proyecto de investigación tuvo como objetivo determinar el impacto de la pre-enseñanza de estrategias de vocabulario en el desarrollo de la comprensión lectora de 36 estudiantes del primer semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la "Universidad Técnica de Ambato". En cuanto a la metodología, este estudio involucró un diseño pre-experimental con un enfoque cuantitativo. El instrumento utilizado para evaluar la comprensión lectora fue el examen de lectura A2 Ket de Cambridge, el cual se aplicó antes y después de implementar las estrategias de vocabulario previas a la enseñanza. Además, la fase de tratamiento se llevó a cabo durante 8 sesiones, de las cuales en 6 sesiones se utilizaron algunos textos con temas relacionados con la asignatura de "Lengua y Cultura" siguiendo el proceso de comprensión lectora con diferentes actividades para la pre, mientras y post-lectura. No obstante, se hizo especial hincapié en la enseñanza previa del vocabulario utilizando pistas contextuales, ayudas audiovisuales, mapas conceptuales, enseñanza entre iguales, emparejamiento y la estrategia del modelo de Frayer. Asimismo, se utilizó el paquete estadístico Statistical Package for Social Science (SPSS) para analizar los datos recogidos. Finalmente, los resultados mostraron una mejora progresiva de los alumnos de una media inicial de 4,67 a una media final de 5,87, por lo que se determinó la aceptación de la hipótesis alternativa aplicando el método no paramétrico de Wilcoxon. En conclusión, las estrategias de preenseñanza del vocabulario tuvieron un impacto positivo en la comprensión lectora. Además, se demostró que estas estrategias son innovadoras, atractivas y animan a los estudiantes a practicar la comprensión lectora.

Palabras claves: estrategias, pre-enseñanza, vocabulario, comprensión lectora.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

This study involves vocabulary pre-teaching strategies such as the Frayer Model, concept mapping, contextual clues, matching, audio-visuals and peer teaching that may be significant for reading comprehension development. It appears to be an innovative proposal since the acquisition of vocabulary from a specific text before starting the while reading stage could bring many benefits in terms of comprehension. In this way, this section analyzed the objectives, methodology, population and results of different previous studies carried out regarding the topic, which helped as a basis for the development of this study.

Mirhosseini and Khorasani (2018) carried out a study whose main objective was to examine the effect of pre-teaching vocabulary via audiovisuals for meaningful reading comprehension. The methodology was a quasi-experimental design with a quantitative approach. The participants were 30 students between 16 to 20 years old of intermediate level from a language institute called Rasht, who were selected and divided into an experimental and a control group through an OPT test. Before the experimental phase, both groups took a pre-test to measure their reading comprehension. Then, during the treatment phase, the experimental group received vocabulary pre-teaching via audiovisuals, while the control group received some reading comprehension via traditional methods. This phase was developed in 5 sessions. After that, each group took a post-test to measure their improvement in reading comprehension. The data was analyzed using an Independent Sample t-test. Finally, the results showed that the control group in the pre-test obtained a mean of 14.8 and in the post-test the mean was 14.66. While the experimental group in the pre-test had a mean of 14.8 and in the post-test the mean rose to 18.46. Therefore, it indicated a significant improvement in the reading comprehension of the experimental group, unlike the control group, concluding that the pre-teaching of vocabulary using audiovisuals was positive on reading comprehension.

Puitri and Romizela (2023) aimed a study to determine how pre-teaching vocabulary affects the student's reading comprehension. The methodology involved was a quasi-experimental design with a quantitative approach. The population was sixty-seven

students from the 10th grade of Sman Slimpaung school in Indonesia, and the researcher divided them into one experimental group and one control group through the cluster random sampling method. The data was collected using a pre-test and a post-test. In addition, the treatment phase was carried out during eight sessions for each group. As a result, the experimental group had a positive effect on reading comprehension thanks to the previous vocabulary teaching, showing a 25.5% improvement in reading comprehension. While, the control group had difficulties comprehending the texts due to the lack of vocabulary. However, it showed an improvement of 18.49%. Finally, the researcher concluded that pre-teaching vocabulary is an effective strategy to improve students reading comprehension and engage them in reading.

Mousavian and Siahpoosh (2018) carried out a project to investigate how effective is pre-questioning and vocabulary pre-teaching on the reading comprehension ability of EFL students. It involved a quasi-experimental design focused on a quantitative approach. The participants were sixty females from a language institute in Ardabil. Before they were selected as the sample, they took an OPT test (Oxford Placement Test). Then, they were divided into two experimental and one control group, each formed by twenty participants. For the data collection, the researchers used a pre-test and a post-test, which were taken for all the groups. Nevertheless, in the treatment part, the first experimental group worked with the vocabulary pre-teaching, the second group used the pre-questioning strategy, and the control group worked on reading comprehension activities based on the institute plan. As a result, the authors found that the vocabulary pre-teaching group demonstrated better effects on reading comprehension than the other groups. Therefore, they concluded that the pre-teaching vocabulary is more effective than the pre-questioning strategy to stimulate reading comprehension.

Janhangard et al. (2011) conducted a study whose main objective was to investigate if grammar and vocabulary pre-teaching affect reading comprehension. In terms of methodology, it was a quasi-experimental design with a quantitative approach. The population sample was ninety female students from the pre-university centers of Ishman. They were divided into three groups of thirty students; two groups were experimental, and the other was the control group. The researchers collected the data

using a pre-test and a post-test that was applied to all the groups. In the treatment stage, each group worked on different treatments for one month; group A used grammar pre-teaching such as inductive and deductive activities, giving example sentences, questions and answers, among others. Group B received vocabulary pre-teaching through techniques such as word definition, synonyms and antonyms. Group C did not receive pre-teaching. Finally, the authors evidenced that the results were not significantly different among all groups. However, Group B had a slightly better performance than the rest of the groups. Therefore, they concluded that vocabulary pre-teaching had a facilitative effect on reading comprehension.

Scott (2012) carried out a study to discover how the pre-teaching vocabulary of narrative texts can improve reading comprehension. This research was a quantitative approach with a quasi-experimental design. The population was three classes of students (second, fourth and sixth grade) from a primary school in Alabama. They were classified into a control group and two experimental groups. The researcher collected the data through an experimental phase and a post-test. The treatment phase took one month. During this time the experimental groups received pre-teaching vocabulary treatment for days weekly, while the control group did not receive the treatment. However, all the groups took a pre-experimental knowledge test each Monday to verify their progress. After that, the author found that the experimental groups had a good performance on different weeks. On the contrary, the control group did not show good scores. Finally, she concluded that pre-instruction vocabulary for students is beneficial to improve their Reading comprehension.

Hamedi (2020) conducted a study aimed at analyzing the effectiveness of concept mapping and anticipation guidance on the reading comprehension of EFL learners. The participants were ninety EFL students from 13 and 14 years old of a high school in Iran. The methodology was a quantitative approach with a quasi-experimental design that involved two experimental groups and one control group, which were classified using a Solution Placement Test. The data was collected through a pre-test and post-test from Cambridge. In the experimental phase, each group had a different treatment; the first group worked on concept mapping, while the second group used the anticipation guide strategy, and the control group did not use any strategy. The results presented by the authors showed that there were significant differences between the results of the post-test

of the control group and the experimental groups. Finally, the researchers concluded that concept mapping and anticipation guides are useful strategies to enhance reading comprehension.

Past (2019) developed a research project to investigate which pre-teaching methods in pre-reading increase reading comprehension. The methodology involved a quantitative approach with a quasi-experimental design. The participants were 15 Japanese women from an English program at a university in the United States. The instruments used for data collection, on the one hand, were a pretest and a posttest that were applied at the beginning and at the end of the research, on the other hand, during the treatment phase, were applied pre-reading activities as categorizing, inferring and organizing words, reading passages with comprehension questions, some multiple-choice questions and short surveys were used. The treatment phase took place in four sessions. The results showed that there was no great importance in vocabulary learning but in better reading comprehension. Therefore, the author concluded that pre-teaching vocabulary in the pre-reading stage is a very effective method for reading comprehension.

Park (2004) conducted a study to identify the effects of pre-teaching vocabulary and giving background knowledge in reading comprehension. This research was based on a quantitative approach with a quasi-experimental design. The population was 180 English students in first and second year of school in Korea. The participants were randomly divided into three groups; a control group and two treatment groups. The control group did not receive any treatment, the first experimental group received vocabulary pre-teaching and the second group received background knowledge. Data were collected using a pre-test and post-test of the Toefl reading test, vocabulary test, background test and an achievement test. The treatment lasted 2 weeks, one hour per day. The results showed that the control group did not have any progress while the two experimental groups did present progress, but it was the vocabulary pre-teaching group that showed greater significance in the post-test. Thus, the researcher concluded that vocabulary pre-teaching has a great contribution to reading comprehension since it allows the understanding of unknown words in the text.

Hashemi (2021) carried out an investigation to discover the effectiveness of teaching vocabulary through games in reading comprehension. This research is characterized by a mixed approach with an experimental design. The sample population was 20 students from the first level. The data was collected using a pre-test and a post-test for the quantitative data and an interview for qualitative data. Additionally, different games were used to teach vocabulary such as bingo, pictionary and memory game. The results indicated that when applying the games to teach vocabulary in reading there was an improvement in the post-test and the interview showed that with the games the students feel more motivated in learning. In this way, the author concluded that the use of games to teach vocabulary in reading is very effective and creates motivation in students to learn.

Tuyen and Huyen (2019) investigated how effective is use contextual clues to retain vocabulary and for reading comprehension. This study involved a quantitative approach with a quasi-experimental design. The participants were 62 university students who were divided into a control group and a training group. The instruments used to collect data were a pre-test and post-test and five reading texts. The treatment lasted 14 weeks, during this time the treatment group received vocabulary instruction through context clues strategy and carried out different reading activities. The control group has not received any treatment. At the end of the experiment, the groups took the post-test as the result showed that the use of context clues improved vocabulary learning and improved reader comprehension. As a result, the mean of the control group in the pretest was 5.42 and, in the post-test, it was 5.98. While the mean of the experimental group in the pretest was 5.37 and the posttest rose to 7.26. Additionally, the level of significance of the experimental group is slightly higher than the control group. Therefore, the author concludes that the use of context clues is an effective strategy for vocabulary and reading understanding.

Theoretical framework

Independent variable

Student-centered method

Wagner (1992) stated that the student-centered method is based on the change of roles between the teacher and the student, which requires individualization, interaction and integration to allow students to create their own knowledge, activities authentically and relate new learning to previous learning. Additionally, the student-centered method is an educational approach that is based on the needs of the student and creating connections between them and what they learn at school, with the student being the most important thing in the learning process and the teacher being a facilitator of knowledge (Lynch, 2022).

Garret (2008) pointed out that the student-centered method is a method based on the principles of constructivism that focuses on the construction of meaning and the application of authentic activities where knowledge must be transmitted between the teacher and the student who is the main character in the classroom and must take a role of responsibility for their own behavior and participates in problem-solving since the learning happens around their needs, learning styles and interests.

In words of Olugbenga (2021), student-centered is a method that creates a dynamic environment in the classroom where the student has an active and participatory role in learning since it involves their needs, experiences and knowledge, which also involves students in different activities such as competitive learning, flipped classroom, gamify learning, inductive learning, among others.

Instructional Method

Instructional strategies are learning techniques that allow the teacher to make learning a more dynamic and practical experience, since it allows students to better understand the content. In addition, they are intended to promote independent learning, so that students have a more active role in their educational training (Reddivari, 2018).

The instruction, more than being a systematic guide, is based on how teachers act to promote and create an adequate learning environment to provide students with

instruction tools and develop activities that will allow meaningful and quality learning such as: lectures, brainstorming, digital presentation, slides, videotapes, roleplaying, etc. stimulating critical thinking, creative thinking, communication, collaboration and providing opportunities to develop self-assessment (Disalva, 2019).

Mousavian and Siahpoosh (2018) mentioned that the instructional strategies are practically techniques that teachers use in the teaching process so that students begin to master learning more independently and use strategies effectively and efficiently to achieve the desired objectives, which advantageously students can feel more motivated and have a more focused attention, it allows them to organize the information and understand it, monitor their learning which can be achieved also if it is take into account varieties of approaches and materials, connections of topics with real situations and tools for self-correction and assessment of own learning

Explicit vocabulary instruction

Explicit instruction is based on deep immersion in the meaning of words to help students deeply understand important and useful words and have a solid command so that their vocabulary is manageable. Therefore, Haniff (2020) concluded that to teach vocabulary explicitly and make it meaningful, the teacher must choose between a maximum of 5 - 10 words per week and identify if they are at tier 1 (common words of every day speech), at tier 2 (more frequent and academic words found in a particular subject or area) or at tier 3 (low frequency words related to very specific content that are taught if the need arises.

According to National Panel Reading (2000), the purpose of explicit vocabulary instruction is to direct the attention of students in learning new vocabulary directly or intentionally, in which the specific vocabulary words and the strategies or activities used have a fundamental role since they allow students to have more awareness and interest in the words they are learning. Additionally, Khamesipour (2015), assured that explicit vocabulary instruction occurs in the pre-reading stage through activities that allow the conscious acquisition of vocabulary.

Explicit instruction is based on receiving the meaning of words directly with a clear explanation of vocabulary that strengthens students' understanding of unfamiliar words and helps them create a foundation on which to apply their knowledge. In this way, explicit instruction focuses on two factors, which are defining information, based on providing students with terms to search for definitions, and a contextual method, which is based on giving greater emphasis to the exposition of the target word and deepening the meaning of words (Scott, 2012).

Hanson and Padua (2011) remarked that there are four strategic steps to teach vocabulary explicitly. First, give students a friendly definition of the words, for which it is necessary to use language according to the level of the students and connect it with their knowledge and offer a description. Second, use the words in a specific context through sentences to create own definitions. Third, provide plenty of exposure to the words using different contexts. Fourth, develop active involvement through short activities or games about vocabulary.

(Dazzeo, 2020) **Pre-teaching vocabulary strategies**

Vocabulary pre-teaching is a method based on text comprehension that allows the brain to enter a state of concentration and determine the meaning of certain unknown words related to the target text. Denne (2017) explained that vocabulary pre-teaching allows students to develop vocabulary fluency during the pre-reading stage and understand the meaning of key words immediately while they are in the while-reading stage, which avoids misunderstanding the text and pausing to look for the meaning of unknown words

Vocabulary pre-teaching is a method of instruction used by teachers with the aim of helping students improve their comprehension in reading texts as vocabulary acquisition allows students' cognitive function to focus on comprehension to the target text without any distraction, managing to understand the meaning of new words, which

with practice allows students to acquire vocabulary fluency and also achieve greater spontaneity in reading comprehension (Pip St, 2019).

Benefits of using pre-teaching vocabulary

According to Chowdhury and Ara (2021), there are some benefits of pre-teaching vocabulary training. First, it helps students understand new and unknown lexical items in a text which allows them to better understand the text and increase their interest in reading. Second, the previous teaching of the words promotes the application of the cognitive faculties to deduce what the text is about and the meaning of certain vocabulary words. Third, it gives students a chance to understand what is the point of view of the writer finally, the previous teaching of vocabulary allows developing fluency and interest in reading activities and in the development of the entire reading process.

Vocabulary pre-teaching is of great benefit to students since it creates vocabulary fluency in such a way that during the reading stage readers automatically focus on understanding the text and not on determining the meaning of unknown words. In addition, it allows both skilled readers and less skilled readers to perform better in comprehension and be able to understand texts that contain complex vocabulary (Mirhosseini & Khorasani 2018).

Janhangard et al. (2011) established that pre-teaching vocabulary is very useful since it allows students to consciously acquire vocabulary which they then use in a certain context. In this way, students become fluent in reading, allowing them to have a satisfactory reading experience and increase their confidence.

How pre-teaching vocabulary works

According to Putri and Rozimela (2023), pre-teaching vocabulary focuses on using attractive activities prior to learning in a time of approximately ten to fifteen minutes at the beginning of class. The way vocabulary is taught is produced in different

ways, for example using images, videos, selecting synonyms and antonyms, pairing words, among others.

Pip St (2019) commented that the fundamental objective of vocabulary pre-teaching is to support existing teaching and learning strategies to improve vocabulary learning and reinforce listening and reading comprehension, which within a practical approach can be addressed in groups of Small or whole-class intervention for the development of critical thinking.

Small groups

The objective of small groups is to provide specialized attention to students in the event that they have difficulties in learning new vocabulary. In general, groups should be made up of a maximum of six students and as the students improve, the groups are reduced. The sessions last around fifteen minutes, in which it can be used timelines, images and photographs.

Whole class

The objective of working with the whole class is to integrate key words or specific vocabulary into the lesson plan within a certain context that allows students to expand their learning and understanding. On the one hand, the sessions should take approximately five to ten minutes in which listening comprehension should also be reinforced. On the other hand, to make vocabulary learning meaningful, the use of key words must be promoted through sentences, songs, gestures, among others.

Individual work

The main purpose of individual work is to allow students to work autonomously and to monitor their independent performance and progress. It is also useful for students to demonstrate their potential. Nonetheless, implementing individual work in the classroom proves to be an obstacle to the development of communication and interaction skills among students, and for vocabulary learning through pre-teaching, this form of work does not allow for accelerated learning. Therefore, individual work has low priority in vocabulary pre-teaching.

Calderon (2011) assumed that vocabulary pre-teaching is the most fundamental step in the classroom lesson, which is taught explicitly so that students do not show confusion or ambiguity between words. Therefore, she states that there are seven essential steps that must be followed to introduce a new vocabulary word, which only takes two to three minutes per word.

Table 1

Seven-step process for pre-teaching vocabulary

Step 1	The teacher says and presents the keyword and asks the learners to repeat it 3 times.
Step 2	The teacher presents the word in a sentence contextualized from the text.
Step 3	The teacher provides the definition of the word from the dictionary.
Step 4	The teacher explains the definition of the word through examples, movements, gestures, drawings, etc.
Step 5	The teacher focuses on aspects of the word that could be difficult for the student, such as prefixes and suffixes, spelling, or more than one meaning.
Step 6	The teacher has the students work on activities to use the word and the definition orally.
Step 7	The teacher reminds students how to use the words and assigns activities based on the word.

Note: This table shows the description of the seven fundamental steps that must be followed for vocabulary pre-teaching

Strategies

Vocabulary pre-teaching can be effective as long as strategies motivate students to learn and use their learning in meaningful ways, rather than just providing them with the concepts and meanings of unknown words. As stated by Chowdhury and Ara (2021), there are several strategies that can be used for vocabulary pre-teaching depending on the creativity and experience of the teacher and the level of the students. Some examples of

these strategies are using audiovisuals, concept mapping, labeling, using the Frayer model, contextual sentences, peer teaching, among others

Table 2

Pre-teaching vocabulary Strategies

Pre-teaching vocabulary Strategies
The Frayer model
Concept mapping
Audio visual aids
Contextual clues
Peer teaching

Note: The table shows the vocabulary pre-teaching strategies that will be applied in the research.

The Frayer Model

Estacio and Martinez (2017) said that one of the most useful strategies for pre-teaching vocabulary is the Frayer Model, which is a visual graphic organizer that helps to understand key meanings, which consists of a grid design divided into four parts: in the first frame you must put the definition that is considered of the keyword without copying or searching in the dictionary, in the second box will go the characteristics that surround the keyword, which must be clearly related to the word, in the third box they must be place the specific examples on the word and finally in the fourth box opposite examples of the word should go. All of these elements involved in this strategy provide an opportunity for students to develop a deep understanding of the keyword.

The Frayer model is a similar to a graphic organizer that is very useful for students to determine and be clear about the meaning of the vocabulary words they denote when listening, reading and viewing texts or to activate prior knowledge before starting a reading. This strategy is authentic since it involves students in knowing the words beyond their meaning through examples, concepts and characteristics (Dazzeo, 2020)

Table 3

Frayer model process

Step 1	Explain to students how the Frayer model is used through an example to explain the components (definition, characteristics, examples, non-examples)
Step 2	Make a list of key words with students on a specific topic before reading the text.
Step 3	choose a keyword and work together with the students on the different components of the model
Step 4	Give students copies of Frayer's model to practice the strategy with keywords (individually, in groups, or in pairs).
Step 5	Students share their work with the whole class to check if the information they have is correct.

Note: The table shows the process that must be followed for pre-teaching vocabulary through Frayer's model.

Concept mapping

Panjaitanand and Sihotang (2020) stated that concept mapping is a vocabulary learning strategy. The concept mapping strategy consists of organizing the words through an image that shows a central concept in the center and writing words related or linked to the key concept through lines, which emphasizes the connections between the words in a way that helps students from a cognitive and metacognitive perspective since it allows to build logical connections between vocabulary words and even relate them to experiences with the purpose of finding the central definition of the keyword.

In the words of Schwendimann (2014), concept maps are a type of diagram made up of different lines and arrows that demonstrate the relationship or link that exists between a word with others and their concepts. These maps and can be easily created by hand or in computer programs and start from a key concept that is subdivided into other concepts or interconnected words.

Table 4

Concept mapping process

Step 1	Students create a concept map using lines or arrows considering the hierarchy of the concept maps.
Step 2	Students write the key word at the top or in the center of the map and write the concepts that are related to that word.
Step 3	match concepts with sub concepts and categorize subtopics of words.
Step 4	Review the map information and eliminate unnecessary information. If necessary, add connectors or links to show the relationship that exists between the words.

Note: The table shows the description of each step that must be followed to create a concept mapping.

Audio visual aids

According to Balan and Chandd (2019), audio-visual aids or as others call it instructional material is divided into two parts, on one hand, audio means what can be heard, on the other hand, visual means what can be seen. In this way, audio-visual are the devices that can be used to communicate a message or learn something effectively through sounds and visuals, which are very useful to maintain the interests and motivation of students during learning, increases engagement of students and helps with memory retention. In the same way, Padhi (2021) declared that audio-visual are materials that make learning easier and more dynamically attractive and lessons are more understandable since it stimulates the senses of vision and hearing, which are the organs sensory learners who are most involved in learning within the school environment.

Mirhosseini and Corasani (2021) affirmed that audio-visual materials are educational materials such as photographs, projected material, moving images, among others, which are of utmost importance. On the one hand, they make learning real and are effective in reaching audiences for meaningful learning. On the other hand, it helps students retain information or ideas permanently. Furthermore, they free the teacher from work since he will not take time to create other more complex materials that attract students.

Audio-visual aids are interactive tools that improve students' academic performance in the classroom as they serve to deepen vocabulary understanding, for which teachers use different media such as television, computers, videos, movies and others. In addition, audio-visual devices are useful to apply in other teaching methods

such as TPR (Total Physical Response), Audio-lingual method, communicative method and indirect method (Batool et al., 2022).

Matching strategy

According to Handayani (2017), matching is a strategy that focuses on relating certain words found in column (A) with a drawing, image or text that represents their meaning found in column (B). In addition to this, Afriani et al. (2014) concluded that make match is a method that is used for questions and answers but is very useful for teaching vocabulary since it promotes collaborative work, keeps students active and makes classes more fun.

Matondang et al. (2018) determined that word matching is a game to match words, in which students must detect which definition or word in the native language the words in which the target language is provided belong to and match them accordingly. Furthermore, the matching method is based on students finding the correct pair between certain cards that can be vocabulary or questions, which as a benefit allows creating a pleasant atmosphere in the classroom and increases social skills (Widiastuti & Qybitayah, 2023).

Table 5

Steps for a matching activity

Step 1	The teacher brings to class some cards that contain vocabulary and others that contain concepts.
Step 2	The teacher distributes the cards with the words to one part of the students and the cards with the concepts to the other part.
Step 3	Students analyze their cards and look for their corresponding part.
Step 4	The teacher and the students begin to check if the pairs that each student found are the correct ones.
Step 5	The teacher shows the students the correct answers and asks them to read

Note: The table shows the step that must be followed to work on a matching activity.

Contextual clues

Kurniwati et al. (2018) pointed out that contextual clues are a strategy based on interpreting the meaning of unknown words according to their context where certain ideas and signals are shown to reach said meaning. In other words, context clues are the information that surrounds the unknown word and shows when it is used, which allows us to decipher the meaning of that word and can be found within a sentence, definition, example, or synonyms and antonyms of the word (Literacy & Numeracy, n.d.).

Stahl (2006) denoted that contextual clues are productive strategies that encourage students to find the meaning of a word through a given context without having to resort to a dictionary. Additionally, Malik (2016) remarked that using this strategy is very advantageous for students since they do not memorize the meanings, on the contrary they are more aware of what they learned and can understand a word within a text or sentence without the need to delve deeper. In his opinion, they also become more independent in reading.

Table 6

Context clues process

Step 1	The teacher provides the students with the extract or sentences where the unknown words are found.
Step 2	Students read the sentences or extract, identify and analyze the context clues (words that come before and after the unknown word).
Step 3	Students write down the clues they used and the meaning they deciphered from the unknown word.
Step 4	Students share their information with their peers and change their information if they need to.

Note: The table shows the description of the context clues process.

Peer teaching

Karim and Mohammed (2018) assumed that peer teaching is a strategy based on work between pairs or groups in which one of the members takes the role of tutor and teaches the other members a certain topic that they did not understand or is unknown. for

them. In that case, the individual needs of the students can be met, while the teacher takes the role of facilitator and evaluator of the activities that the students are developing.

According to Turdie et al. (2006), peer teaching is a cooperative strategy in which students instruct each other and aims to help students who have learning problems, in addition, it promotes interaction and communication. Fink (2020) added that applying the peer-teaching strategy in the class has several benefits, such as obtaining personalized learning, improving academic performance, and improving confidence and communication skills.

Table 7

Types of peer teaching

One-to-one	This tutoring is based on working in pairs in which the student with the most knowledge on a topic takes the role of tutor and teaches and provides feedback to the apprentice.
Class wise tutoring	For this tutorial, students must meet in groups of 5, in which students may have different abilities.
Group tutoring	In this tutorial, the group members must support each other and can take turns leading the group.
Tutoring by age	This model is based on grouping older students with younger ones with the purpose that the older student helps the younger one.
Same-age tutoring	This tutoring is based on uniting students of the same age and working mutually as tutor and apprentice.
Online peer tutoring	This tutoring is based on using technology as online forum, video conferencing, etc.

Note: This table shows the types of peer-teaching and a brief description of how they are handled.

Dependent Variable

Language skills

There are four language skills; listening, reading, speaking and writing which are crucial in teaching a mother or target language. In language teaching these skills are divided into two parts; the ability to understand and read, and the ability to speak, which are also considered speech and writing, in which not only these four skills are involved but also grammar and vocabulary, which must be developed according to the level and the needs of the students, considering the stages in which a child learns their mother tongue, and has been adopted to learn the linguistic skills of a second foreign language. In this case, first comes listening comprehension, then, reading comprehension begins, then speaking skill, and finally writing skill (Darancık, 2018).

Learning a language requires students to improve the comprehensive mastery of the language that leads to real communication, since the four language skills are related to each other. Therefore, listening, speaking, reading and writing beyond content teaching also refers to learning tools and strategies, therefore they must be learned and improved at the same time, however, their development is sometimes unbalanced, given that for many of the students, listening seems to be more difficult than reading, while producing language through speaking is more difficult than understanding (Khasawneh, 2021).

Receptive skills

As stated by Hossain (2015), receptive skills take into account reading and listening and are called receptive skills because when the human being listens or reads what others say or write, he receives the language, understands it and decodes the message. In this way, they are important because they allow students to extract and understand the content of written material such as texts, documents, books, etc. and also listening materials such as news, talks, dialogues, conversations, interviews that are broadcast on the radio or television.

Sreena and Llancumaran (2018) considered that receptive skills, also known as passive skills, are based on capturing and processing information from oral or written discourse exposed in different materials or media. In the acquisition of language, these skills are the first to be learned and then speaking and writing follow, which are the

productive skills with which they maintain a great relationship and function interconnectedly in the learning process.

Adi (2013) expressed that receptive skills are reading and listening which allow you to receive information and understand it. For this to be possible, on the one hand, it is necessary to develop in skills of students focused on comprehension and interpretation, the use of prior knowledge of the language, their knowledge about the world and the application of reading and listening strategies that allow them to handle and interact with any type of spoken or written material.

Reading skill

Urmila (2009) determined that reading belong to one of the four languages skills of language that involves making sense of written texts trough understanding the language of the text at a word level or sentences level. Also, it means connect the message of a text with the knowledge of the word.

Reading is a process in which readers use different strategies based on students reading comprehension and competence to generate or construct meaning from texts. This creation of meaning involves three important aspects which are: the knowledge or knowledge background of the reader, the information provided by the text and the context of the reading (Gilakjani, 2016).

Torres et al. (2009) described that reading is an active process based on understanding written texts and is greatly influenced by society, customs, culture, religion, tastes and purposes of the reader. Thus, the two main reasons that encourage a reader to read are reading for pleasure or enjoyment and reading to obtain necessary information such as concepts, facts or cultural knowledge.

Reading subskills

According to Afflerbach (2008), reading skills are acts that lead to decoding and understanding effectively and fluently. Additionally, Al-Jaw and Fadwa (2010) reported that there are skills or subskills that are used according to what is being read or listened to since the process by which a human being goes through when reading or listening to something specific, such as a book, is different from the process used when looking for a specific number in a telephone directory or when looking for a specific product in a catalog.

Table 8

Reading subskills

Identifying the topic	It is based on capture the topic of a text quickly and immediately, using its knowledge background. This gives readers a greater advantage in processing and understanding the text effectively while they are reading or listening to
Predicting and guessing	It refers to trying to understand what the topic is by making assumptions and applying schemes of what they have at their disposal to later confirm it with their subsequent reading or listening.
Read for general understanding	It focuses on a general reading without worrying about details or in great detail that is commonly called skimming, that is, taking a look to get a quick idea of what the text is about.
To read to obtain specific information	It refers to reading or listening to specific details while ignoring surrounding information until the reader or listener gets to the information that needs. Some situations in which this subskill occurs are for example; when a student goes to a book or movie review to look up the name of the director.
Read for detailed information	It is based on reading and listening in a concentrated way to understand everything in detail. It is more related to strict instructions or scientific procedures

Interpretation of the text	It focuses on using teacher-shared schemas along with the own knowledge to expand to see beyond the literal meaning of words and extend them in order to understand what the writer or speaker is implying or suggesting.
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Note: The table describes the different subskills that occur in the reading comprehension process.

Reading strategies

Reading is a crucial skill in the learning process as well as in daily and professional life since it facilitates communication and the acquisition of new knowledge. The development and mastery of this skill in the school environment requires several strategies and activities that occur before, during and after reading. Two important strategies that play an important role in the while reading step are reading aloud and silent reading which have their own objectives and benefits (Kemaloglu, 2019).

Reading aloud

Garcia et al. (2017) affirmed that reading aloud in the classroom is focused on students reading parts of a text in turns until finishing the text and then having a group discussion about what they understood from the text. On the one hand, the advantages of this strategy are that it serves to verify and improve pronunciation, promotes student participation and improves the form of communication and expression. On the other hand, the disadvantages of reading aloud are that reading takes more time, more physical effort is made than mental effort, and there is less concentration and analysis of the text.

Silent reading

Silent reading is based on reading without pronouncing the words and concentrating on what you are reading. This strategy is the most used since it makes reading faster, its objective is to understand the text, the work of the mind is mainly involved in both concentration and the application of techniques such as scanning and

skimming, knowledge can be obtained deeper and the reading is not interrupted (Al-Jaw and Fadwa, 2010).

Reading comprehension

Hossain (2016) remarked that reading is a cognitive process that consists of looking at a group of written symbols such as signs and letters that can represent words, sentences or paragraphs and constructing meaning from it. In terms of comprehension, McNamara (2006), it is the active interaction between the reader and the text that goes beyond words and allows us to understand the ideas and what a text conveys.

Reading comprehension is a communicative process based on incorporating the thoughts present in the mind of the author to bring them to the mind of the reader, that is, the role of the reader is to understand the message and the meaning of the text. There are several factors that influence reading comprehension such as: knowledge of the subject, level of difficulty, genre, follow-up activities and prior knowledge, which is the most important factor since it plays a role in the reading comprehension process (Hashemi, 2016).

Sasabone et al. (2018) commented that reading comprehension is a complex process based on obtaining meaning from a written text and integrating it with prior knowledge. According to Hashemi (2016), reading is a central skill in learning, development and comprehension, a key required to improve and develop understanding of the language, since it exposes students to the language, which will allow them to relate their knowledge background with the incoming information, which will allow them to activate the schemas suitable to improve the understanding of the text of successful reading.

Levels of reading comprehension

Tavárez and Gutiérrez (2020) mentioned that reading comprehension is a complex process that involves processing information from a text and understanding its meaning and connecting it with prior knowledge. In this way, reading comprehension develops through different levels; literal, inferential and critical level.

Literal level

Day and Park (2005) expressed that the literal level is the first that the teacher reviews since it is based on understanding the information that is explicitly found in the text. It is basically the information that the reader can see directly in the text while is reading such as vocabulary, ideas, facts, main ideas, details, among others, and answer the questions directly with that information.

Inferential level

According to Rusmiati and Kamalina (2016), the inferential level focuses on reading the text and analyzing it to find information that is implicitly expressed in the text such as conclusions, main ideas, etc. Unlike the literal level, this level requires the reader to use their literal understanding of the text and their own knowledge of the topic in order to decipher certain information.

Critical Level

Critical or evaluation level is based on combining the literal and inferential level to synthesize the information of the text and give a global opinion, or judgment about it. (Tavarez and Gutierrez, 2020). In this sense, the level of evaluation requires that the reader not only understand the text but also take their thoughts into account and connect them with the message of the text.

Reading comprehension strategies

Du ploy (1995) denoted that reading strategies are mental processes that are used to develop reading tasks and are chosen by the reader consciously. To support this idea, Afflerbach et al. (2008) said that reading strategies have the objective of allowing the reader to decode a written text and construct meaning from them. Additionally, Bruggink (2022) concluded that these strategies are a mental tool to support and monitor the understanding of a text, which are divided into cognitive and metacognitive strategies.

Cognitive strategies

Haryanto et al. (2016), cognitive strategies are the ways in which students determine what the limitations of knowledge are and how they try to understand what they are reading. Suyitno (2017) claimed that cognitive strategies are an internal or control learning process that allows modifications or restorations of that learning, which evolves along with the student's learning. In addition, cognitive strategies can be used for different activities that require cognitive processes such as reading comprehension, learning and problem solving.

The use of cognitive strategies can be of great benefit to students since it allows them to process what is written in the text in a more effective way and capture the message of the author depending on the strategy used such as questioning, summarizing, making predictions, inferring, or make visualizations. In contrast, Bruggink (2022) determined that cognitive comprehension strategies allow the reader to have a coherent understanding through different activities that can be carried out before, during or after reading. For example; predict, make visualizations of the content, ask questions among others.

Metacognitive strategies

Usman et al. (2017) pointed out that metacognitive strategies have a very important role since they are based on self-control and autonomous learning through planning, monitoring and evaluation, with monitoring and prediction, thinking aloud, self-regulating and self-questioning being examples of this strategy. Metacognitive processes have two approaches; The first is learning and a process that is based on the capacity and preparation of the brain, the second is the official processes that are about arranging, observing and managing the way of thinking (Channa et al. 2015).

Bruggink (2022), metacognitive strategies have the function of monitor and evaluate the mental model that is built and know if it aligns with the reading objective. In these terms, metacognitive strategies allow one to self-regulate one's own learning, control the process and evaluate the information. Some examples of these strategies in the different reading strategies are creating reading objectives, monitoring comprehension and clarifying doubts or uncertainties.

Reading comprehension process

Al-Jaw and Fadwa (2010) testified that there are different reading lessons and activities that can be used to develop students' reading comprehension, which vary according to the lesson objectives and phases. Toprak and Almacioğlu (2009) assumed that there are three important phases of reading in which the teacher can use different strategies and dynamics to encourage students to engage in reading. These phases are; pre-reading, while reading and post-reading.

Pre-reading

There are activities that are carried out to introduce the student to a reading before he reads it. These activities also help them activate their background knowledge and become interested in the topic. Some examples of these activities are: guess the topic, brainstorming, discuss about the author or title, etc.

While-reading.

In this phase, students read the text silently or applying reading aloud. In this part the reader tries to understand the text, for which they use different strategies or activities such as taking notes, re-reading or making new predictions, predicting text, reading for specific information, reading for overall information, among others.

Post-reading

This is the last phase of the reading comprehension process in which the student's results in the previous phases are verified since it involves carrying out other activities based on what they read. Some examples of these activities are sharing opinions, participating in discussions, summarizing, and creating new vocabulary.

1.2 Objectives

General Objective

To determine the impact of pre-teaching vocabulary activities in the development of reading comprehension in the students of first semester of PINE at “Universidad Técnica de Ambato” in the academic period 2023-2024.

Specific Objectives:

1. To evaluate the students reading comprehension through a Ket Cambridge test.
2. To identify the pre-teaching strategies that foster reading comprehension.
3. To demonstrate the effectiveness of pre-teaching vocabulary strategies in reading comprehension.

Fulfillment of the objectives

The objective of this research work was to determine the impact of pre-teaching vocabulary strategies on reading comprehension of first semester students of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at "Universidad Técnica de Ambato" therefore, three specific objectives had to be fulfilled to develop this study.

Firstly, to achieve the first objective, it was necessary to use the reading section of the A2 Ket Cambridge exam as a pre-test and post-test to evaluate the students before and after applying the vocabulary pre-teaching strategies. The test was organized into 5 parts and lasted 60 minutes.

Concerning the second objective, its accomplishment was possible thanks to previous studies and bibliographic material that provided reliable and trustworthy information to identify innovative strategies for vocabulary pre-teaching and to know how to approach them within the reading process. Likewise, the strategies application in the experimental phase was crucial to verify their usefulness in the students' reading comprehension.

Finally, to carry out the third objective, the results obtained in the pre-test and post-test were analyzed and compared to identify the progress made in the scores from the pre-test to the post-test. Furthermore, through the Wilcoxon method, the alternative hypothesis indicating that vocabulary pre-teaching strategies influence the improvement of reading comprehension was accepted.

CHAPTER II

METHODOLOGY

2.1 Materials

Human, institutional and technological resources were used for this study. On the one hand, to develop the theoretical framework, it was necessary to use articles, journals, and books that validated the research topic and provided extensive information on the independent and dependent variables. On the other hand, this study was carried out at the "Universidad Tecnica de Ambato" with the students of the first semester who belong to the Pedagogia de los Idiomas Nacionales y Extranjeros major, who were the subjects of treatment. In addition, the test used to evaluate the performance of students before and after the treatment was the A2 Ket reading exam from Cambridge, which was divided into 5 parts. Finally, during the experimental phase, different lesson plans were used for which both technological and didactic materials were used, for example, the projector, the computer, web pages, videos, applications, reading texts, worksheets and cards that allowed students to have better interaction, motivation and familiarity with the topics and engaged them in autonomous and collaborative learning.

2.2- Methods

Research Approach

The present research work was quantitative because, it was based on the collection and analysis of statistical data that were collected through a pretest and a post-test aimed at rejecting or accepting the null or the alternative hypothesis that defines the influence of strategies pre-teaching vocabulary in reading comprehension. Apuka (2021) concluded that the quantitative approach is scientific and focuses on quantifying and analyzing numerical data to obtain a result through mathematical techniques.

Research modality

Field research

This research was based on a field study since it was developed in a real educational context that involved face-to-face classes aimed at observing the level of reading comprehension of the students and reinforcing it through vocabulary strategies

before reading, which allowed more feasible and accurate data collection. Stiffman (2009) pointed out that field research focuses on conducting research or studies in the real world that allow first-hand observation, which is necessary for valid investigations.

Bibliographic research

This study focused on bibliographic research since it was supported by several bibliographic sources such as scientific articles, journals, academic articles and current books that have previously addressed the study of reading comprehension and vocabulary pre-teaching. Sharma (2018) determined that bibliographic research is like a guide or manual for the student to extract and construct information from previous studies such as articles, books, recordings and interviews.

Type of research

Exploratory

This study is exploratory research since vocabulary pre-teaching strategies to improve reading comprehension is a novel topic that has not been studied extensively and allowed obtaining updated information for future studies. This project focused on investigating the theme in depth to learn more about ways to improve reading comprehension. Additionally, Swedberg (2020) mentioned that exploratory research is the essence of good research since it is based on discovering something new and interesting that is certainly risky. However, it is not repetitive and usually demonstrates innovation if in-depth research is carried out.

Research design

Pre-experimental

This study was pre-experimental because it used only one population group of 37 students as the experimental group. First, a pretest was applied (O1) to analyze the reading comprehension of students. After that, it was taken the treatment process (X). Finally, the post-test process (O2) was developed to know if vocabulary pre-teaching influences reading comprehension. Bruce (2012) stated that pre-experimental research is one of the most basic research models that involve evaluating or studying a single group of people without compare it with others.

Process

Pre-test

In the first intervention, the objective of the study was explained and the Cambridge A2 Ket pretest was applied to the experimental subjects after having given them clear instructions on how the test is structured. The test was divided into 5 parts with a total of 30 questions focused on the literal and inferential level of reading comprehension and lasted 60 minutes.

Session 2

In this session, the class topic was "What is culture?" First, the prediction strategy was applied as a lead-in. Secondly, it was pre-taught vocabulary through contextual clues strategy in sentences. Thirdly, a reading text and a worksheet related to it were presented. Finally, the students were evaluated with a description activity based on the topic and the vocabulary learned in the lesson.

Session 3

In this class, a lesson plan was applied based on a strategy of audiovisual aids to pre-teach vocabulary. A reading text about stereotypes and some tasks such as multiple-choice questions and open questions were used to develop reading comprehension. At the end, students worked on an evaluation activity to check what they have learned through vocabulary and the text read.

Session 4

In the fourth intervention, the topic titled "Gender Stereotypes" whose class lesson was aligned based on the three stages of reading. In the pre-reading stage as a lead-in, a video was played to contextualize the topic of the class and capture the interest of the students. Then, for vocabulary pre-teaching, a conceptual map of new words seen in the video was developed. In the while reading stage, the students read the text that was provided to them. In the post-reading stage, the students worked on different exercises related to reading. Finally, as an evaluation, a group activity in paddle tennis was applied.

Session 5

In the fifth intervention, the class lesson was based on the topic "culture shock." In the first instance, a cloud of words related to the topic and its definition was presented. Secondly, the matching pairs strategy was applied to teach key terms prior to reading.

Thirdly, the reading of a text based on different situations in which cultural clashes occur was carried out. Fourthly, multiple choice questions and open questions focused on reading were developed. Finally, the students were evaluated through an inference activity on images that express culture shock.

Session 6

In this class intervention the theme was titled Christmas around the world. At the beginning of the lesson, the reading of tongue twisters was applied as a lead-in in context with the class topic. Later, for the pre-teaching of key vocabulary, the strategy was developed based on Frayer's model composed of definition, characteristics, examples and non-examples. After that, reading was put into practice and different subskills such as infer, detailed information and general information were applied. Then, questions about the reading were developed. Finally, a compare and contrast activity were applied as an assessment activity.

Session 7

In the seventh session the topic of the lesson was "Ecuadorian traditions". First, a gap-filling activity was applied as a lead-in, and then the peer teaching strategy was used for vocabulary pre-teaching. Second, students were provided with a reading related to the topic, which they read and used different reading subskills. Third, students worked in groups to complete a worksheet on the topic. Finally, as an evaluation, the students developed a discussion activity.

Post-test

In the last session, the researcher applied the post-test, with the objective of measuring the level of reading comprehension of the students using the same questions used in the pre-test. In this way, the researcher was able to measure whether there has been an improvement in reading comprehension and the influence of pre-teaching strategies on reading comprehension.

Techniques and tools

The instrument used for data collection was the A2 Key English Exam (KET) by Cambridge Assessment English, with the application of a pre-test at the beginning of the experiment and a post-test at the end of the experiment. The test (KET) is a basic English exam that tests that students can use the language in simple everyday situations. This test

consists of seven parts, however, this study focused entirely on the reading comprehension parts. The reading comprehension part consists of the test was divided into 5 parts with a total of 30 questions focused on the literal and inferential level of reading comprehension. Part 1 (Multiple choice short text) which corresponds to the inferential level is rated 6 marks. Part 2 (Matching) based on the literal level is scored 7 marks.) Part 3 (Multiple-choice long text) focused on inferential and literal level is equivalent to 5 marks. Part 4 (Cloze task) that is based on the literal level is graded at 6 marks. Part 5 (open Gap filling) based on inferential level is equivalent to 6 marks). The total number of questions is 30, each of which has an equivalence of 1 point.

Population

For this research work the selected population were the students from “Universidad Técnica de Ambato”. The participants were 36 students, 16 female and 20 males from the first semester who belong to Pedagogy of National and Foreign Languages major. This study lasted four weeks which the students had a total of 8 interventions, each one about 1 hour.

Table 9

Population

Population	Frequency	Percentage
Male	20	55.5 %
Female	16	44.5 %
Total	36	100 %

Note: These data were taken from students of first semester who belong to Pedagogy of National and Foreign Languages major at “Universidad Técnica de Ambato”

Hypothesis

H1.- Pre-teaching vocabulary strategies improve the development of reading comprehension.

H0.- Pre-teaching vocabulary strategies do not improve the development of reading comprehension.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of results

This chapter develops the statistical analysis, interpretation and discussion of the data obtained from a pre-test and a post-test of the reading comprehension test taken from the Key English Test (KET) in the Cambridge exam for A2 level students. This test, which was carried out in two interventions, was applied to 36 first semester-students of Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros from Universidad Técnica de Ambato. Also, the test was divided into 5 parts with a total of 30 questions focused on the literal and inferential level of reading comprehension. Part 1 (Multiple choice short text) which corresponds to the inferential level is rated 6 marks. Part 2 (Matching) based on the literal level is scored 7 marks.) Part 3 (Multiple-choice long text) focused on inferential and literal level is equivalent to 5 marks. Part 4 (Cloze task) that is based on the literal level is graded at 6 marks. Part 5 (open Gap filling) based on inferential level is equivalent to 6 marks). Furthermore, the results were used to evaluate whether vocabulary pre-teaching has a positive or negative effect on reading comprehension. Finally, the statistical software (SPSS) the Statistical Package for the Social Science was used to examine and debate the pre-test and post-test data, with which the Wilcoxon non-parametric test was used to know if accept or reject the null hypothesis or the alternative hypothesis.

3.1.1 Analysis of the pretest and post-test

Table 10

Pre-test results

	N	Minimum	Maximum	Mean	Std. Deviation
Part 1-Multiple choice short text (inferential level) (6 marks)	36	1	6	3,42	1,645
Part2-Matching (literal level) (7 marks)	36	0	7	3,42	1,779

Part3-(Multiple-choice long text) (Inferential/literal level) (5 marks)	36	0	5	2,03	1,576
Part 4-Cloze task (literal level) (6 marks)	36	0	6	2,89	1,450
Part 5-open Gap filling (Inferential level) (6 marks)	36	0	6	2,39	1,573
Valid N (listwise)	36				

Note: This table shows the mean values that were obtained in each part after the application of the pre-test, as well as minimum and maximum values the and standard deviation.

Analysis and interpretation

In Table 10 it can be seen that the calculated mean values are below the standard mean, which is 2.5 for each of the indicators that were taken into consideration in the evaluation, except Part 1 with a mean of 3,42 and Part 2 with a mean of 3,42 which support a value higher than the mean but that does not represent conformity in the global test. This is because, regarding the Part 3 indicator, the calculated value is 2.03, Likewise, for the Part 5 indicator, the calculated mean value is 2.39 and for Part 4 the mean is 2.89 respectively which although it is higher than the standard mean, the mean of Part 1 and 2 is higher. Thus, this indicates that Parts 3, 4 and 5 should be given more attention.

Therefore, according to the information in this table on the pre-test, it is evident that the first semester students in the first intervention had a low level of reading comprehension. This can be seen especially in parts 3,4 and 5 of the test with the long text multiple choice, cloze task and open gap filling questions. Basically, the students had difficulty reading and understanding the test texts quickly due to the lack of development of pre-teaching vocabulary strategies to help them deal with unfamiliar vocabulary. In addition, it was observed that the learners did not have a good mastery of the literal and inferential levels of reading comprehension nor in reading subskills such as reading for detailed information, inferring and reading for general information.

Tabla 11

Post-test results

	N	Minimum	Maximum	Mean	Std. Deviation
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Part 1-Multiple choice short text (inferential level) (6 marks)	36	1	6	3,67	1,512
Part 2-Matching (literal level) (7 marks)	36	0	7	4,08	1,826
Part 3-Multiple-choice long text (Inferential/literal level) (5 marks)	36	0	5	3,25	1,576
Part 4-Cloze task (literal level) (6 marks)	36	0	6	3,22	1,758
Part 5-open Gap filling (Inferential level) (6 marks)	36	0	6	3,56	1,463
Valid N (listwise)	36				

Note: This table shows the mean values that were obtained in each part after the application of the pre-test, as well as the minimum and maximum values and standard deviation.

Analysis and interpretation

In reference to Table 11 where the mean values are evidenced after having carried out the experimentation in the study population, more relevant data are obtained;

Firstly, it is evident that an increase in the calculated mean of the 5 parts of the exam, exceeds the standard mean of 2.5. On the one hand, it can be observed that in Part 1 the mean is 3.67 and in Part 2 the calculated mean is 4.08, which indicates that as in the pre-test, these parts have the highest means. On the other hand, it can be seen that the means of parts 3, 4 and 5 which were to be prioritized, are above the standard mean. It means that Part 3 with a mean of 3.25, Part 4 with a mean of 3.22, and Part 5 with a mean of 3.56, show improvements after the application of the treatment phase however, Part 4 with the lowest value still shows a mean value not so representative.

Finally, the results presented in this table indicate that the students' reading comprehension level increased considerably in the post-test after the interventions based on the pre-teaching vocabulary strategies. This improvement was notable since the means of each part were higher than the pre-test means. It was also revealed that the students performed better in part 2 of the matching part and in part 1 with multiple-choice questions based on short texts. Generally, they had more facility and speed in associating

unknown vocabulary and comprehending reading texts. Likewise, they overcame some weaknesses they had in addressing the sub-skills of reading comprehension and literal and inferential questions. It was possible thanks to the different vocabulary strategies and reading activities developed during the interventions.

3.1.3 Comparative results

Table 12

Differences between the pre-test and post-test parts

	Pre-test	Post-test	Difference
Part 1(6 marks)	3,42	3,67	0,25
Part 2 (7 marks)	3,42	4,08	0,67
Part 3 (5 marks)	2,03	3,25	1,22
Part 4 (6 marks)	2,89	3,22	0,33
Part 5 (6 marks)	2,39	3,56	1,17
TOTAL / 10	4,67	5,87	1,20

Note: This table shows the difference between the means of the 5 parts of the pre-test and post-test. As well, the means of the overall pre-test and post-test scores out of 10 points.

Table 12 shows the difference in the means of the results obtained from the pre-test and post-test in the 5 parts of the reading section of the pre-test and post-test applied to the study group. About part 1, the mean in the pre-test was 3.42 while, in the post-test it changed to 3.67, showing a difference of 0.25. In part 2, the mean went from 3.42 to 4.08 and denoted a difference of 0.67. Then, in part 3, the initial mean was 2.03 and changed to 3.25 with a difference of 1.22. Regarding part 4, the initial mean obtained was 2.89, and at the end, a mean of 3.22 was obtained, which indicated that the difference value was 0.33. Concerning part 5, the mean obtained at the beginning was 2.39, which changed to 3.56 with the post-test, with a difference of 1.17. Finally, the total mean obtained with the pre-test was 4.67, while in the pre-test it changed to 5.87 with the difference value of 1.20.

In this way, a considerable improvement in the students' reading comprehension is evidenced after applying vocabulary pre-teaching strategies, since the mean scores in the post-test in all parts of the test were higher than in the pre-test. However, parts 3 and

5 of the test showed the highest difference values respectively with 1.17 and 1.22, while part 1 showed the lowest difference with 0.25 points.

Thus, the data in this table revealed that the students improved their reading comprehension. It leads to the conclusion that the interventions with their respective activities focused on pre-teaching vocabulary strategies and aligned to pre, while and post-reading stages of the reading process gave the expected results. In addition, the pre-teaching vocabulary strategies helped students acquire other skills to perform better at each stage of the reading comprehension process.

Table 13

Mean of pre-test and post-test

		Total pre-test	Total post-test	Difference
N	Valid	36	36	36
	Missing	0	0	0
Mean		4,67	5,87	1,20
Median		4,30	5,60	1,00
Percentiles	25	3	4,30	0,70
	50	4,30	5,60	1,00
	75	5,60	7,30	1,70

Note: This table shows the mean equivalent to the pre-test and post-test, as well as the median, and the percentiles values.

Table 13 shows that the pre-test mean is 4.67, while the post-test mean, with a difference of 1.20 points, rose to 5.87 after the application of the vocabulary pre-teaching strategies to improve reading comprehension. Also, it can be observed the value of the median that at the beginning was 4.30 and, in the post-test, it changed to 5.60. On the other hand, the percentile values can be observed; in this case, in the first percentile, which is equivalent to 25% of the students had 3 in the pre-test and 4.30 in the post-test, which indicates an improvement of 0.70. In the second percentile which is equivalent to 50% of the students obtained 4.30 as the initial value and 5.60 as the final value with an improvement of 1 point. In the third percentile, which is equal to 75% of the population studied, there is an improvement of 1.70 points, since from 5.60 in the pre-test they went to 7.30 in the post-test. Thus, it is demonstrated that the treatment phase based on the

application of pre-teaching strategies give good results since most of the students are in the percentile 3 with a significant improvement.

Therefore, these data show that the initial mean corresponding to the pre-test indicated that the students had a low level of reading comprehension, for which it was necessary to carry out different interventions based on vocabulary pre-teaching strategies and reading comprehension activities. Thus, after the application of the interventions, the results of the post-test were positive since they showed that the students improved their reading comprehension.

3.2 Hypothesis verification

Hypothesis statement

H1.- Pre-teaching vocabulary strategies improve the development of reading comprehension.

H0.- Pre-teaching vocabulary strategies do not improve the development of reading comprehension.

3.2.1 Wilcoxon analysis method

Table 14

Wilcoxon Signed Ranks Test

	N	Mean Rank	Sum of Ranks
Pre-test-post-test	Negative Ranks	2 ^a	5,0
	Positive Ranks	31 ^b	17,7
	Ties	3 ^c	
	Total	36	

a. Post-test < pre-test

b. Post-test > pre-test

c. Post-test = pre-test

Note: This table shows the pre-test and post-test data ranked on the basis of the Wilcoxon method.

Analysis and interpretation

Table 14, which shows the analysis of the ranks for testing the hypothesis, confirms the data previously established. In this case, the comparison of the total scores over 10 points in both the pre-test and the post-test is conducted, considering the non-parametric verification of two equal samples where it is evident that of the total of 36 students to whom the intervention of the pre-teaching vocabulary strategies was applied, there are two negative values where the post-test is lower than the pre-test; positive ranks where the post-test averages are higher than the pre-test. There is a total of 31 students who improved their grades and consequently the mean value 17.77; which is considered as highly satisfactory and reliable for the research, equal values for both the post-test and the pre-test are evident in 3 students where the use of the strategies did not alter at all their reading comprehension.

Table 15

Test statistics

Test statistics	
Post-test – Pre-test	
Z	-4,844^b
Asymp. Sig (2-tailed)	0,00
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks	

Note: This table shows the Wilcoxon test for validity of the hypothesis.

According to table 15 the hypothesis of the statistical test is corroborated, the same that is calculated based on the nonparametric Wilcoxon test, this allows measuring a before (pre-test) and after (post-test) after an experimentation carried out on a population within the research, with the purpose of identifying positive, negative or equal ranges. Therefore, for this research having a calculated p value of 0.000 the same that when checking with the standard p value which is 0.05; it is decided that the calculated p value is less than the standard p value, consequently the rejection of the null hypothesis (H0) is proven and the alternative hypothesis (H1) is accepted; the same that mentions that Pre-teaching vocabulary strategies influence in the development of reading comprehension. in this way is how the pre-experimental research reaches the conclusion that vocabulary strategies can improve the reading comprehension.

Discussion of results

This study aimed to investigate the impact of pre-teaching vocabulary strategies on reading comprehension in first-semester students of carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Consequently, after the application of the experimental phase and the post-test, the results proved that vocabulary pre-teaching had a positive impact on the students' reading comprehension.

Mirhosseini and Khorasani (2018) pointed out that pre-teaching vocabulary is a method that facilitates learners' comprehension of texts as it allows them to acquire vocabulary fluency and thus focus directly and completely on reading comprehension by determining the meaning of new words automatically. In this way, in this research, vocabulary pre-teaching was considered and applied as an invaluable part of the reading comprehension process that allowed a faster comprehension of the texts without pauses or interruptions due to unknown vocabulary. For this reason, it was analyzed that pre-teaching vocabulary is the key to achieve a good performance in the while-reading phase and therefore in the post-reading phase. Consequently, it is recommended that great importance be given to continuous training, adaptability and the broadening of pedagogical skills to deal with the variability of student needs and the diversity of content.

Puitri and Romizela (2023) also remarked that pre-teaching vocabulary provides a solid understanding of the meaning of the key terms of a text to be taught in order to ensure that students will then understand what they are reading, which takes about 10-15 minutes and can be taught through pictures, synonyms and antonyms, matching, videos, among others. In the same way, in this research different strategies such as contextual clues, audio-visual aids concept mapping, peer teaching, the Frayer model and matching were applied which encompass the elements and activities mentioned above to pre-teach vocabulary and could be used in combination. As a result, the learners were able to carry out these strategies using their reasoning and prior knowledge to understand the key vocabulary which allowed them to contextualize it with the texts proposed in each lesson and achieve better comprehension. Therefore, this encourages the recommendation of apply pre-teaching vocabulary in a varied and consistent manner in classrooms.

Pip St (2019) explained that vocabulary pre-teaching is aimed at acquiring knowledge about vocabulary words that enhance reading comprehension or

understanding of a topic, which requires the use of critical thinking, and can involve small group, whole class, and individual work. In this case, the development of the vocabulary pre-teaching strategies in the lesson plans involved small group, and whole class work for the most part, while individual work was minimal in order to promote communication and collaborative work. As a result, students were able to generate good communication, discuss and share their views, ideas, and prior knowledge about the vocabulary words, which accelerated the learning of those words significantly.

Ultimately, this research not only contributes to the understanding of the link between pre-teaching strategies and reading comprehension, but also provides practical guidance for educators. By implementing these recommendations, teachers can strengthen their pedagogical practices, directly benefiting students' learning experience in English proficiency.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

After the analysis and interpretation of the results obtained in this research work whose objective was to investigate the impact of pre-teaching vocabulary strategies in the development of reading comprehension in the students of first semester of carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at "Universidad Técnica de Ambato", the following conclusions and recommendations were obtained.

4.1 Conclusions

The results of the KET Cambridge exam applied to the population group showed that reading comprehension after implement vocabulary pre-teaching strategies improved significantly. At the beginning, the students evidenced a low reading comprehension level. Then, the learners progressively improved thanks to the implementation of vocabulary pre-teaching strategies within the pre-reading phase, which allowed them to relate to the unknown vocabulary in each text and have better comprehension in the while-reading phase. Also, the activities in the post-reading phase were of great benefit to improve reading comprehension skills as they involved activities on the literal, inferential and critical levels with vocabulary, multiple choice and cloze test questions that are, in fact, related to the Ket exam and therefore allowed students to understand the texts and test questions more easily. Thus, the performance of the study population on the post-test showed an improvement in that the mean increased from 4.6 to 5.8 points.

There are several strategies to pre-teach vocabulary aimed at the reading comprehension of any text, including traditional strategies. Nevertheless, this project involved innovative strategies with an emphasis on the student-centered method aimed at meaningful and deep vocabulary learning. Among the most noteworthy strategies were; context clues, Frayer's model and peer teaching, which encouraged students to deduce the vocabulary definition within a context and acquire more information about each word, as well as to promote collaborative work and the use of reasoning. First, context clues involved students in deducing the definition of words through synonyms and antonyms within contextualized sentences. Also, it was the strategy used in most of the interventions. Second, Frayer's model allowed students to acquire a solid and deep

vocabulary as it involved 4 elements for each word (definition, characteristics, examples and non-examples), on which students had to work collaboratively. Third, peer-teaching strategies allowed students to take on the role of tutor and learners to learn the proposed vocabulary. On the other hand, other strategies applied were audiovisual aids, concept mapping and matching, which were applied in combination with the context clues strategy but did not involve collaborative work and reasoning to a great extent.

Finally, the research has convincingly demonstrated the effectiveness of vocabulary pre-teaching strategies in improving reading comprehension. The vocabulary students learned through the pre-teaching strategies worked favorably, since they allowed students to comprehend texts more easily and quickly without pauses or interruptions. Also, it has allowed them to develop reading skills such as reading for detailed information, reading for general information and inference very quickly, that was crucial during the post-reading phase to answer the questions, either at the literal or inferential level. In addition, students were able to apply vocabulary strategies and reading comprehension skills after the treatment phase because they had a strong relationship with the test. Thereby, the students showed less difficulty in answering the multiple choice and inferential questions but they had a good performance especially on parts 4 and 5 based on cloze-test activity where they used parts of the text as contextual clues to deduce the missing words.

4.2 Recommendations

It is recommended that teachers integrate standardized reading comprehension tests such as the Ket Cambridge exam regularly into their lesson plans before and after the application of any strategy to monitor and have an ongoing view of student progress, which will allow adjustments in the strategies used and recognize which reading skills students need to improve. Likewise, with these tests, group or individualized feedback can be applied to students to highlight areas of improvement and offer them ways to improve the areas of difficulty and reach the expected reading comprehension level.

It is advisable to integrate vocabulary pre-teaching strategies into lesson plans as they are valuable and profitable for reading comprehension development. On the one hand, the use of audio-visual aids, context clues, the Frayer model, concept mapping, peer teaching and matching strategies, beyond providing students with the definition of the vocabulary words of a text directly, encourage them to create their own definition. Those strategies make students use their prior knowledge, reasoning and information surrounding each word to acquire a deep understanding of the unknown words and achieve a quick comprehension of them within the reading text. In addition, these strategies promote collaborative work and if they are used in a varied and combined way, they will make the classes more interactive and avoid monotony. On the other hand, implementing these strategies in the reading comprehension process helps students to optimize time in the while-reading phase since they can quickly grasp the texts without being confused by unknown words, achieving work more efficiently in the post-reading activities.

The application of vocabulary pre-teaching strategies demonstrated to be effective in improving the level of reading comprehension. Therefore, it is crucial to provide professional development opportunities for teachers to explore and train in diverse vocabulary pre-teaching strategies to implement them effectively in the classroom. Also, it is useful for them to exchange successful experiences with other teachers in applying these strategies, thus enriching the pedagogical toolkit and making vocabulary pre-teaching a fundamental part of the teaching process. Consequently, students will have meaningful learning, learn reading skills, and improve their reading comprehension more quickly.

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Annexes

Annex 1: School Approval

CARTA DE COMPROMISO

Ambato, 11 de septiembre del 2023


Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: " Pre-teaching vocabulary strategies and Reading comprehension" propuesto por el/la estudiante Carina Marisol Guanoluisa Toapanta, portador/a de la Cédula de Ciudadanía, 1728451871 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.


Lcda. Sarah Jacqueline Iza Pazmiño, Mg.
Coordinadora de la Carrera
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0984060528
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Annex 2: Pre-test and post-test



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
ESCUELA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
1st SEMESTER



PRE-TEST/POST-TEST

Name: _____ **Date:** _____ **Grade:** ____/10

Difficulty: A2 Elementary level

Time: 1 hour

READING

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, center number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You must complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

PART 1

Questions 1 – 5 For each question, choose the correct answer.

1

For Sale
Women's bicycle (small)
11 years old - needs new tyres
Phone Debbie
- 0794587454



- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.

2



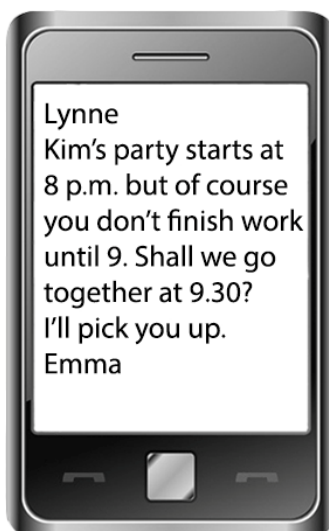
- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

3



- A You get into the park by going this way.
- B It is more expensive to go here alone.
- C You will have fun if you come with friends.

4



- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.

5



- A** The ice cream shop is open for only 2 hours.
- B** Two ice creams will cost the same as one.
- C** You can get free ice creams all afternoon.

6



Why did Sophie write this message?

- A** to check if Anna has completed her homework
- B** to let Anna know what they did in class today
- C** to ask Anna to contact her about the homework

PART 2

Questions 7 – 13 For each question, choose the correct answer

		Tasha	Danni	Chrissie
7	Who writes both a magazine and a blog?	A	B	C
8	Who says that studying and writing a blog at the same time can be hard?	A	B	C
9	Who answers questions from other people who read her blog?	A	B	C
10	Who plans to stop writing her blog soon?	A	B	C
11	Who didn't have many people reading her blog in the beginning?	A	B	C
12	Who asks a member of her family to help her write her blog?	A	B	C
13	Who says writing a blog is easier than some other types of writing?	A	B	C

Young blog writers

Tasha



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

Danni



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

Chrissie



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.

PART 3

Questions 14 – 18 For each question, choose the correct answer

A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.



Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practice in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'

- 14 What is Alice Watson's job now?**
- A dancer
 - B teacher
 - C dress-maker
- 15 Demi had her first ballet lessons**
- A at a very young age.
 - B at the National Ballet Company.
 - C from her mother.
- 16 Jack helped his wife and daughter by**
- A moving to a larger house.
 - B letting them use the living room for dancing.
 - C making a place for them to practice in.
- 17 What was the best thing about the *Swan Lake* show for Demi?**
- A It was her first show with the company.
 - B All her family were there.
 - C She was wearing a new dress.
- 18 Hannah says that Demi**
- A will be a star one day.
 - B is her favorite granddaughter.
 - C dances better than Alice did.

PART 4

Questions 19 – 24

For each question, choose the correct answer.

William Perkin

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19).....of chemistry that really interested him. At

the age of 15, he went to college to study it.

While he was there, he was (20) to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) to make the color purple.

At that (22)..... it was very expensive to make clothes in different colors. William knew he could make a business out of his new color. Helped by his father and brother, William

(23)..... his own factory to make the color. It sold well, and soon purple clothes

(24)..... very popular in England and the rest of the world.

19 A class B subject C course

20 A thinking B trying C deciding

21 A way B path C plan

22 A day B time C hour

23 A brought B turned C opened

24 A began B arrived C became

Annex 3: Lesson plans

LESSON PLAN 1

LESSON PLAN 1				
CLASS: 1 st semester “B” DATE: 26/10/2023 TEACHER’S NAME: Carina Guanoluisa		TOPIC: What is culture? TIME: 60 minutes		
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by using innovative strategies to have a satisfactory performance according to the student’s age and needs and demonstrating the use of value.		LESSON OBJECTIVES: GENERAL: Students will be able to demonstrate what they understand about culture according to the text. SPECIFIC: To infer the meaning of key words through contextual clues To employ different sub-skills while reading To solve open and multiple-choice questions related to the topic.		
METHODOLOGY USED: Context clues		FOCUS ON VALUES: Respect, responsibility, commitment.		
CONTENT: Culture, vocabulary				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGIES	MATERIALS	EVALUATION
Pre-reading (15 min)	<p>-Warm-up: The teacher shows the students an image and asks them to guess the topic of the reading. -Students observe and analyze the image and try to guess the topic. -Then, the teacher asks them what culture means to them and the students participate to answer the question.</p> <p>- pre-teaching vocabulary: -The teacher presents key vocabulary in contextualized sentences from the reading text and examples so students can infer the meaning of the words.</p> <p>-The teacher randomly chooses students and asks them to express the meaning of the key words in their own words. Then, shows them the meaning of the words so they can compare with what they deduced.</p>	Context clues infer	Image Students’ participation Slides contextual sentences	Teacher’s observation
While reading (15min)	<p>- The teacher gives the students the reading text and the worksheet and gives them 5 minutes to read the text silently. After that, students read the activities they have in the worksheet and accordingly re-read the text using different subskills such as reading for gist, and reading for detailed information. -The teacher creates groups to work on the worksheet.</p>	Read for detailed information Reading for gist	Reading text Students’ participation	Teacher’s observation
Post-reading (25 min)	-All groups meet and answer the open questions and multiple-choice questions to complete the worksheet.		worksheet	

	<p>- Then, check their answers with the whole class.</p> <p>Assessment</p> <p>-The teacher asks the groups to write a short paragraph about what they understood by culture using at least 3 key vocabulary words.</p>			<p>Teacher's observation</p>
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Materials

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PRE-READING

Warm-up




Pre-teaching vocabulary

* **IMPORTANT**


Culture is an **integral** part of every society.

5

* 


Culture **binds** people together.

6

* 

Culture **binds** people together.

7

 Every society has a distinct culture that forms the **backbone** of the society

*  Culture does not remain **stagnant**, instead it is **evolving** constantly

*  Every society share a specific language, traditions, behavior, **perceptions** and beliefs

WHILE-READING

What is Culture?

Culture is an **integral** part of every society. It is a learned pattern of behavior and ways in which a person lives his or her life. Culture is essential for the existence of a society, because it **binds** people together. In the explicit sense of the term, culture is made from the music, food, arts and literature of a society. However, these are only the products of culture followed by the society and cannot be defined as culture.



Culture is something that a person learns from his family and surroundings, and is not **ingrained** in him from birth. It does not have any biological connection though. Even if a person is brought up in a culture different from that in which he was born, he follows the culture of the society where he grows up.

Culture is a complex tool which every individual has to learn to survive in a society. It is how people interact with others in the society. It is often **subconscious** and whatever we see and understand seems to be normal and natural. Sometimes, other societies and people seem to be a little odd because they have a different culture from ours. We must remember that every society has a distinct culture that forms the **backbone** of the society. Culture does not remain **stagnant**, instead it is **evolving** constantly and is influenced by other cultures and societies.

Every society has a different culture, where people share a specific language, traditions, behavior, **perceptions** and beliefs. Culture gives them an identity which makes them unique and different from people of other cultures. When people of different cultures migrate and settle in another society, the culture of that society becomes the dominant culture and those of the immigrants form the subculture of the community. Usually, people who settle in other nations **imbibe** the new culture, while at the same time **strive** to preserve their own.

Culture is necessary to establish an order and discipline in the society. It is not only a means of communication between people, but also creates a feeling of belonging and togetherness among people in the society.

POST-READING

Worksheet

MULTIPLE CHOICE QUESTIONS

1.- Which of the following is a synonym for the word integral?

- A) secondary
- B) worthless
- C) important

3.- Each society has different cultures where they share language, traditions, behaviors and

- A) beliefs and perceptions
- B) beliefs and food
- C) music and food

5.- Why is culture necessary in a society?

- A) To promote equality
- B) To establish order and discipline
- C) To be a dominant person

2.- Choose the correct estate

- A.- A society can exist if there is the development of a culture.
- B.- Culture is ingrained in a person before his or her birth.
- C.- Culture never changes although it is influenced by other cultures

4.- People who go to other countries always adopt a new culture and forget their own.

- A) True
- B) False

OPEN-ENDED QUESTIONS

Read the following questions and answer based on the text using complete sentences.

1. Do all societies have culture?

2. What are some things that culture is made from?

3. Where does a person learn culture? Is it biological?

1.- Write a short paragraph about what you understood by culture using at least 3 key vocabulary words

LESSON PLAN 2

CLASS: 1 st semester “B” DATE: TEACHER’S NAME: Carina Guanoluisa		TOPIC: Stereotypes TIME: 60 minutes		
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by means of reading, listening, speaking and writing using innovative strategies to have a satisfactory performance according to the student’s age and needs and demonstrating the use of value.		LESSON OBJECTIVES: GENERAL: Students will be able to categorize stereotypical comments according to the reading. SPECIFIC: To extend vocabulary through audio-visual-aids To use different reading sub-skills while reading To demonstrate comprehension of the reading text answering questions related to the topic.		
STRATEGY USED: Audio-visual aids		FOCUS ON VALUES: Respect, responsibility, commitment.		
CONTENT: Stereotypes, vocabulary				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	Learning strategy	MATERIALS	EVALUATION
Pre-reading (10 min)	<p>-Lead-in: The teacher shows the students a phrase and asks them “What does this phrase mean?”.</p> <p>-The students analyze the phrase using think pair share and participate to give their opinion to the whole class.</p> <p>Then the teacher tells the students to predict the topic of the class according to the phrase</p> <p>Students give ideas about the possible topic</p> <p>- pre-teaching vocabulary: -The teacher presents key vocabulary from the reading trough a video using Nearpod where the concepts of unknown words are explained.</p> <p>-The teacher pauses the video at certain times and chooses students randomly to say their own definition or examples of the words shown in the video.</p>	<p>think pair share</p> <p>Predict</p> <p>Audio-visual aids</p>	<p>Image</p> <p>Students’ participation</p> <p>Slides</p>	<p>Teacher’s observation</p>

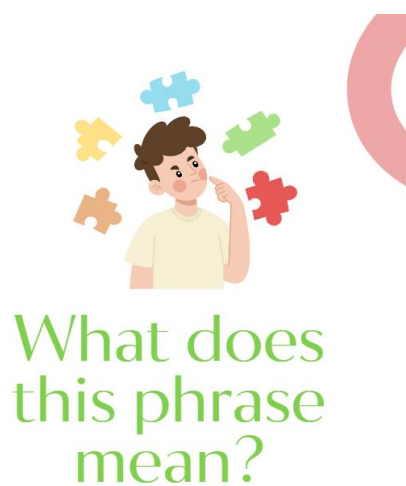
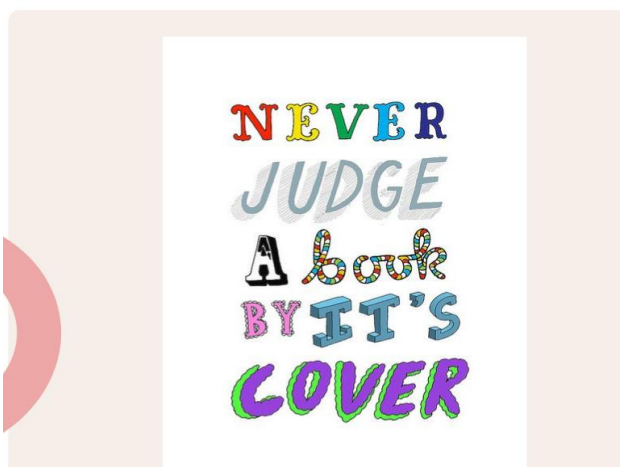
<p>While reading (7 min)</p>	<p>- The teacher gives the students the reading text and the worksheet and asks them to read the reading silently.</p> <p>After that, the teacher asks the students to get together in groups and ask students read the activities they have in the worksheet and re-read the text using different subskills such as reading for gist, and reading for detailed information, interpret and predict.</p>	<p>Read for detailed information</p> <p>Reading for gist</p>	<p>Reading text</p> <p>Students' participation</p>	<p>Teacher's observation</p>
<p>Post-reading (10 min)</p>	<p>-All the groups answer the open questions and multiple- choice questions to complete the worksheet.</p> <p>- Then, check their answers with the whole class.</p> <p>Assessment: The teacher asks the groups to read different stereotypical comments and place them in a table according to the types of stereotypes learned in the text.</p>		<p>worksheet</p>	<p>Teacher's observation</p>

MATERIALS

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PRE-READING

Lead-in



STEREOTYPES

A stereotype is a fixed idea that people have about what specific social groups or individuals are like, especially an idea that is wrong. They are used to make generalizations about groups of people and are often discriminatory. Stereotypes are often created about people of specific cultures or races. Other terms that are associated with the term stereotype are prejudice and cliché. The term has a Greek origin: stereos means solid or firm and typos mean blow, impression, engraved or mark. The term was first used in the printing business. The first modern English use of the term was in 1850, meaning "image perpetuated without change."



Because stereotypes are standardized and simplified ideas of groups, based on some prejudices, they are not derived from objective facts, but rather subjective and often unverifiable ideas. As Sociologist Charles E. Hurst states* "One reason for stereotypes is the lack of personal, concrete familiarity that individuals have with persons in other racial or ethnic groups. Lack of familiarity encourages the lumping together of unknown individuals".

Common Stereotypes

Racial Profiling - One of the more common stereotype examples is stereotypes surrounding race.

Gender Profiling There are also some common stereotypes of men and women,

Sexual Stereotypes - Sexual stereotypes, on the other hand, suggest that any feminine man is gay and any masculine woman is a lesbian. Those who believe gay stereotypes may also believe that homosexuality is immoral, wrong and an abomination.

Cultures - Stereotypes also exist about cultures and countries as a whole. Groups of Individuals - A different type of stereotype also involves grouping of individuals.

Why do we stereotype?

The existence of stereotypes may be explained by the need of groups of people to view themselves as more normal or more superior than other groups. Consequently, stereotypes may be used to justify ill-founded prejudices or ignorance. The stereotyping group are, generally, reluctant to reconsider their attitudes and behavior towards stereotyped group.

Why Is it Bad to Stereotype?

Stereotypes may affect people negatively. This includes forming inaccurate and distorted images and opinions of people. Stereotyping is not only hurtful, it is also wrong. Even if the stereotype is correct in some cases, constantly putting someone down based on your preconceived perceptions will not encourage them to succeed.

Stereotyping can lead to the feeling of inferiority that the stereotyped people may have and which may impair their performance. It can also lead to bullying from a young age. Stereotyping is encouraging bullying behavior that children carry into adulthood.

Stereotyping can also lead people to live lives driven by hate, and can cause the victims of those stereotypes to be driven by fear. Stereotypes may also be used for scapegoating or for making general erroneous judgments about people, which leads to xenophobic or racist behavior.

**POST-READING
WORKSHEET**

Name: _____

Date: _____

Read the questions and choose the correct option

1. The word stereotype has:

- A. a Greek origin.
- B. an English origin.
- C. a Mexican origin

2. The first modern English use of the term was in:

- A. The 18th century
- B. The 19th century
- C. The 21st century

3. Stereotypes are used to:

- A. make generalizations about different groups of people.
- B. have an accurate understanding of the stereotyped people.
- C. Classify people into social hierarchies

4. Which of the following options is an example of a sexual stereotype?

- A. Any man who does housework
- B. Any feminine man is gay
- C. Any women is always sensitive

5. A stereotype is a widely accepted fact about a person or group.

- A. True
- B. False

OPEN QUESTIONS

1. Give your own definition of the following words

Cliche: _____

Scapegoating: _____

2. "Stereotypes are not derived from objective facts, but rather subjective and often unverifiable ideas." Explain this quote in your own words.

3. Summarize in two lines how stereotypes emerged

4. Write 2 negative effects of stereotypes.

5. Write a brief conclusion to the text.

Put the following stereotypical comments into the correct Common Stereotypes

- 1.- Men are strong and do all the work.
- 2.- Girls are not good at sports.
- 3.- All teenagers are rebels.
- 4.- Guys are messy and unclean.
- 5.- All white Americans are obese, lazy, and dim-witted.
- 6.- All Mexicans are lazy and came into America illegally.
- 7.- All Arabs and Muslims are terrorists.
- 8.- All Blacks are good at sports is a stereotype,
- 9.- Punks wear mohawks, spikes, chains, are a menace to society and are always getting in trouble.

- 10.-All politicians are philanders and think only of personal gain and benefit.
- 12.-Girls are only concerned about physical appearance.
- 13.-All blonds are unintelligent.
- 14.- All children don't enjoy healthy food.
- 15.- Only anorexic women can become models.
- 16.- All Asians are good at math. All Asians like to eat rice and drive slowly.
- 17.- The elderly have health issues and behave like children.
- 18.- All Irish people are drunks and eat potatoes.

Racial Profiling	Gender Profiling	Culture Profiling	Groups of individuals

<p>While reading (7 min)</p>	<p>- The teacher gives the students the reading text and the worksheet and asks them to read the reading silently. After that, the teacher asks the students to get together in groups and ask students read the activities they have in the worksheet and re-read the text using different subskills such as reading for gist, and reading for detailed information, inferring</p>	<p>Read for detailed information Reading for gist</p>	<p>Reading text Students' participation</p>	<p>Teacher's observation</p>
<p>Post-reading (10 min)</p>	<p>-All answer the open questions and multiple-choice questions to complete the worksheet. - Then, check their answers with the whole class. Assessment: The teacher asks the students to work in groups and research a gender stereotype that is common in a country and make a short description in Padlet about it using examples. The teacher designates which country each group is going to work with. Group 1: South Korea Group 2: United States Group 3: India Group 4: Japan Group 5: Ecuador Group 6: Russia.</p>		<p>Worksheet Padlet</p>	<p>Teacher's observation</p>

Materials

https://www.canva.com/design/DAFyXEz5O-M/2FD7LhtfJlePTE8YC286jg/edit?utm_content=DAFyXEz5O-M&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

PRE-READING

Lead-in

<https://youtu.be/VjoLWvQJ1iw?si=N5jyOdRmMRjIG7o7>



QUESTIONS

- what is the topic of today's class?
- What do you think about the video?

WHILE-READING

GENDER STEREOTYPES



Gender stereotyping presents a serious obstacle to the achievement of

real gender equality and feeds into gender discrimination. Gender stereotypes are preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their sex. Gender roles in society means how we're expected to act, speak, dress, groom, and conduct ourselves based upon our assigned sex. For example, girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing. Men are generally expected to be strong, aggressive, and bold.

Every society, ethnic group, and culture has gender role expectations, but they can be very different from group to group. They can also change in the same society over time. For example, pink used to be considered a masculine color in the U.S. while blue was considered feminine.

Gender stereotypes

A stereotype is a widely accepted judgment or bias about a person or group — even though it's overly simplified and not always accurate. Stereotypes about gender can cause unequal and unfair treatment because of a person's gender. This is called sexism.

There are four basic kinds of gender stereotypes:

- **Personality traits** — For example, women are often expected to be accommodating and emotional, while men are usually expected to be self-confident and aggressive.
- **Domestic behaviors** — For example, some people expect that women will take care of the children, cook, and clean the home, while men

take care of finances, work on the car, and do the home repairs.

- **Occupations** — Some people are quick to assume that teachers and nurses are women, and that pilots, doctors, and engineers are men.

- **Physical appearance** — For example, women are expected to be thin and graceful, while men are expected to be tall and muscular. Men and women are also expected to dress in ways that are stereotypical to their gender (men wearing pants and women wearing dresses).

Hyperfemininity is the exaggeration of stereotyped behavior that's believed to be feminine. This may include being passive, naive, sexually inexperienced, soft, flirtatious, graceful, nurturing, and accepting.

Hypermasculinity is the exaggeration of stereotyped behavior that's believed to be masculine. They believe they're supposed to compete with other men and dominate feminine folks by being aggressive, worldly, sexually experienced, insensitive, physically imposing, ambitious, and demanding. These exaggerated gender stereotypes can make relationships between people difficult. People who are hyperfeminine are more likely to endure physical and emotional abuse from society, while, people who are hypermasculine are more likely to be physically and emotionally abusive within society.

Extreme gender stereotypes are harmful because they don't allow people to fully express themselves and their emotions. For example, it's harmful to males to feel that they're not allowed to cry or express sensitive emotions. And it's harmful to females to feel that they're not allowed to be independent, smart or assertive. Breaking down gender stereotypes allows everyone to be their best selves.

POST-READING

WORKSHEET

1.- A stereotype is a widely accepted fact about a person or group.

- A.- True
- B.- False

2.- Which of the following options are stereotypes of a woman?

- A.- polite, nurturing, sensitive
- B.- aggressive, intelligent, self-confident
- C.- impolite, aggressive, nurturing.

3.- What is the closest meaning of the word "naive"

- A.- polite
- B.- experienced
- C.-innocent

4.- According to your reading, which of the following statements is correct?

- A.- Gender of roles in society determines where men and women should study.
- B.- Gender roles in society are based on the equality and inclusion of men and women
- C.- Gender roles in society are based on how we should behave, what we should do and how we should dress according to our sex.

5.- Choose the correct answer

According to the images, deduce the correct stereotype



- A.- Everyone thinks that the baby will be a girl since she is studying
- B.- Everyone thinks that the baby will be a girl since she is looking at a shoe magazine.
- C.- Everyone thinks that the baby is calm and therefore she will be a girl.



- A. Girls who don't like to play house are considered masculine.
- B. Girls who like to play house are seen as men
- C. Girls who play soccer are seen as men

6.- Define Gender roles

7.- According to the text, what factors determine gender role expectations?

Assessment

<https://padlet.com/karinamarisoldecimoe/gender-stereotypes-fde6z8j81mrp84a6>

LESSON PLAN 4

CLASS: 1 st semester “B” DATE: TEACHER’S NAME: Carina Guanoluisa	TOPIC: Culture shock TIME: 60 minutes
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by means of reading, listening, speaking and writing using innovative strategies to have a satisfactory performance according to the student’s age and needs and demonstrating the use of value.	LESSON OBJECTIVES: GENERAL: Students will be able to discuss comic book scenes that reflect culture shock. SPECIFIC: To extend vocabulary through matching activity To employ different reading sub-skills while reading To demonstrate comprehension of the reading text answering questions related to the topic.
STRATEGY USED Matching	FOCUS ON VALUES: Respect, responsibility, commitment.

CONTENT: Culture shock, vocabulary

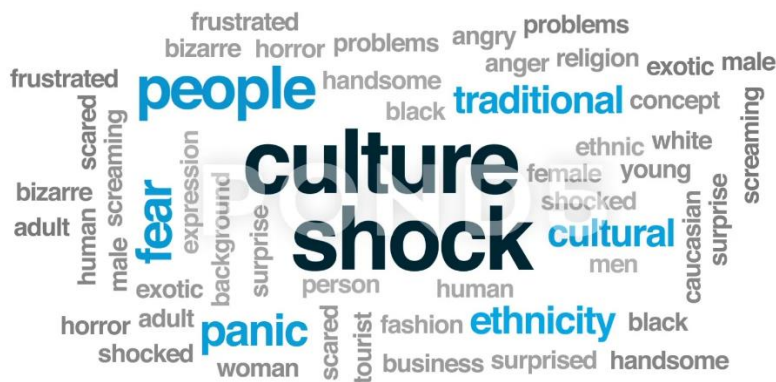
PROCEDURE

STAGES AND TIME	ACTIVITIES	Learning strategy	MATERIALS	EVALUATION
Pre-reading (20 min)	<p>-Lead-in: The teacher shows the students a word cloud and asks them to explain the definition of cultural shock “What does this phrase mean?”.</p> <p>-The students analyze the phrase using think pair share and participate to give their opinion to the whole class.</p> <p>- pre-teaching vocabulary: -The teacher asks the students to form groups of 6 and ask each group to choose 2 leaders of the group. - The teacher gives each leader different cards with key vocabulary and give them 3 minutes to analyze each word. -Then the teacher asks the leaders explaining the meaning of the words to the other members of the group</p> <p>-The students share with whole class what they learned</p>	<p>think pair share</p> <p>Predict</p> <p>Matching</p>	<p>Image</p> <p>Students’ participation</p> <p>Slides</p> <p>cards</p>	<p>Teacher’s observation</p>

<p>While reading (10 min)</p>	<p>- The teacher gives the students the reading text and the worksheet and asks them to read the reading silently.</p> <p>After that, the teacher asks the students to get together in groups and ask students read the activities they have in the worksheet and re-read the text using different subskills such as reading for gist, and reading for detailed information, interpret and predict.</p>	<p>Read for detailed information</p> <p>Reading for gist</p>	<p>Reading text</p> <p>Students' participation</p>	<p>Teacher's observation</p>
<p>Post-reading (20 min)</p>	<p>-All the groups answer the open questions and multiple- choice questions to complete the worksheet.</p> <p>- Then, check their answers with the whole class.</p> <p>Assessment: The teacher asks to the groups to read different comics related to cultural shock and predict what they mean and create a discussion about it.</p>		<p>worksheet</p>	<p>Teacher's observation</p>







MATERIAL

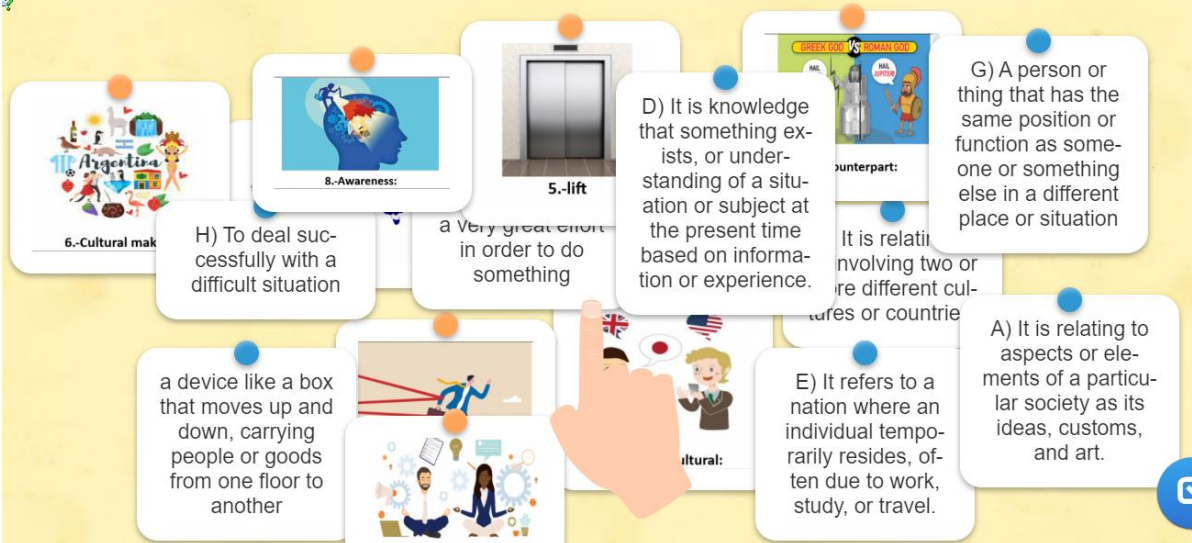
PRE-READING



Vocabulary pre-teaching

<https://learningapps.org/watch?v=pjk0f0z6223>

 <p>1.-Cross-cultural:</p>	<p>Home Country Host Country</p>  <p>2.-Host-country:</p>	 <p>3.-Counterpart:</p>
<p>C) It is relating to or involving two or more different cultures or countries.</p>	<p>E) It refers to a nation where an individual temporarily resides, often due to work, study, or travel.</p>	<p>G) A person or thing that has the same position or function as someone or something else in a different place or situation.</p>
 <p>4.-Struggle</p>	 <p>5.-lift</p>	 <p>6.-Cultural make-up</p>
<p>B) to experience difficulty and make a very great effort in order to do something</p>	<p>F) a device like a box that moves up and down, carrying people or goods from one floor to another</p>	<p>A) It is relating to aspects or elements of a particular society as its ideas, customs, and art.</p>



6.-Cultural make-up
A) It is relating to aspects or elements of a particular society as its ideas, customs, and art.

8.-Awareness:
D) It is knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience.

5.-lift
F) a device like a box that moves up and down, carrying people or goods from one floor to another

Counterpart:
G) A person or thing that has the same position or function as someone or something else in a different place or situation

Cross-cultural:
C) It is relating to or involving two or more different cultures or countries.

Struggle
B) to experience difficulty and make a very great effort in order to do something

Host-country:
E) It refers to a nation where an individual temporarily resides, often due to work, study, or travel.

WHILE-READING

STANDARD BANK OVERCOMES CULTURE SHOCK

It is increasingly common for multinational businesses to send employees on international assignments, but without the right **cross-cultural** skills, staff will often **struggle**. Wayne Mullen, Head of Learning and Development at Standard Bank, discusses the impact that cultural challenges can have on employees relocating to another country. In order to be successfully transferred, employees must understand the **host-country** culture, he argues.



Colleagues from different countries might share similar professional knowledge and skills within a single international organisation, but their ways of working, social skills, body language and ways of doing business are likely to be completely different. They may have different patterns of behaviour which need to be understood and appreciated in order for everyone to work together successfully. For example, while it may be acceptable for Chinese office workers in Hong Kong to use the door-close button on a **lift** no matter how many people are also getting in, doing such a thing in London would make people extremely angry. It is common for South Africans to ask personal questions of their **counterparts** shortly after being introduced, while a British colleague may perceive this is impolite and inappropriate. Latin Americans' need for personal space is much less than that of their British colleagues.

Global companies should never underestimate the effect that culture can have on international assignments. Cultural **awareness** is much more than simply knowing about country's history and geography is about understanding how and why cultures work differently. It is also important to understand your own **cultural make-up** in order to work more effectively, maximise teamwork and strengthen global competence.

The Standard Bank group operates in different countries, and its London office alone has nationalities. This wide range of nationalities needs to communicate effectively in order to work as one team. The bank recognised that in order to harmonise working practices within its culturally diverse office, it needed to provide foreign workers with a meaningful understanding of British business culture and communication styles. It also needed to offer practical support which allowed employees to **cope** with the challenges of living and working in an unfamiliar environment; their reactions to day-to-day issues such as the weather, public transport and social etiquette are often the most visible manifestations of culture shock.

POST-READING

WORKSHEET

Name:..... Date:.....

A.- Read the article below quickly and decide which of the following (1-5) are:

- a. Referred to in a positive way in the text
- b. Referred to in a negative way in the text
- c. Not referred to at all

- 1.-Understanding the culture of the country you are living in
- 2. Asking British colleagues personal questions when you meet them for the first time
- 3. Hiring staff who are flexible and tolerant
- 4.- Providing staff with practical support
- 5. Looking at the role of the spouse (husband or wife) in the selection of candidates for overseas postings.

B) Read the article again and answer the questions.

1. What things are people from different countries in an organization? Join the correct option:

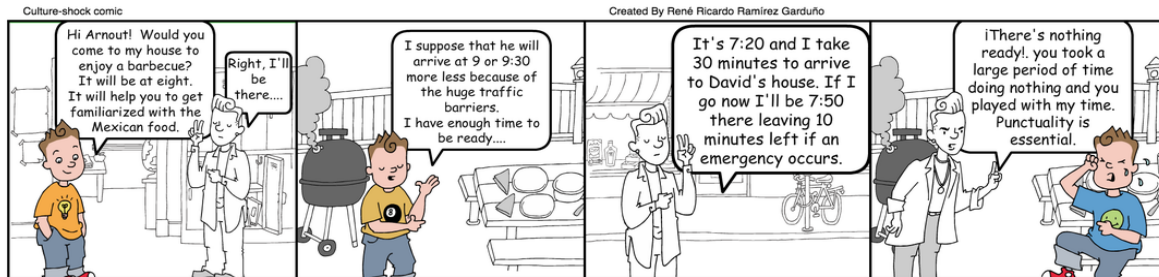
- a. Likely to have in common
- b. Likely not to have in common

- They may have different patterns.
- They might share similar

C. According to the reading, write one tip for people who do business with British.

Assessment

Read the following comic and predict what it is about. (If you want you can take notes of what is happening in the comic). Then discuss your work with your classmates in your group.



LESSON PLAN 5

CLASS: 1 st semester “B” DATE: TEACHER’S NAME: Carina Guanoluisa	TOPIC: Christmas around the world. TIME: 60 minutes
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by means of reading, listening, speaking and writing using innovative strategies to have a satisfactory performance according to the student’s age and needs and demonstrating the use of value.	LESSON OBJECTIVES: GENERAL: The students will be able to recognize the similarities and differences between two countries regarding the celebration of Christmas. SPECIFIC: To create their own meaning of key words through the Frayer model template To develop different sub-skills while reading To compare information about different countries
strategy: Frayer model, collaborative learning	FOCUS ON VALUES: Respect, responsibility, commitment.

CONTENT: Customs and traditions, vocabulary

PROCEDURE

STAGES AND TIME	ACTIVITIES	Learning strategy	MATERIALS	EVALUATION
Pre-reading (20 min)	<p>-Warm-up:</p> <ul style="list-style-type: none"> -The teacher shows the students some tongue twisters and chooses students randomly to read the tongue twisters. -Students read the tongue twisters and practice pronunciation <p>The teacher asks the students to deduce the topic of the class and asks them questions about the topic, “Do you like Christmas?” What activities do you do in Christmas?</p> <p>Pre-teaching vocabulary:</p> <ul style="list-style-type: none"> -The teacher quickly explains to the students what Frayer's model is about and how it is constituted (word, definition, characteristics, examples, non-examples). <p>-The teacher shows the students a list of key words that they will find in the text and tells them the definition of one of the words using Frayer's model.</p> <p>-Then, the teacher works with the students with another word from the list and the students participate and give ideas to complete the template.</p>	<p>Frayer model strategy</p> <p>Taking notes</p>	<p>Images</p> <p>Students’ participation</p> <p>Slides</p> <p>Frayer model</p>	<p>Teacher’s observation</p>

	<p>The teacher makes groups randomly and gives each group a template with a word from the list which they must complete with the missing information.</p> <p>Students work collaboratively for 5 minutes to complete the missing information in their templates.</p> <p>All groups share their templates with other groups and take notes.</p> <p>.</p>			
While reading 15min)	<p>- The teacher gives the students the reading text and the worksheet and asks them to read the text silently.</p> <p>After that, students read the activities they have in the worksheet and accordingly re-read the text using different subskills such as reading for gist, and reading for detailed information, interpret</p>	<p>Read for detailed information</p> <p>Reading for gist</p>	<p>Reading text</p> <p>Students' participation</p>	<p>Teacher's observation</p>
Post-reading (20 min)	<p>- The students answer the open questions and true/ false questions to complete the worksheet.</p> <p>- Then, check their answers with the whole class.</p> <p>Assessment:</p> <p>The teacher asks the students to create a diagram summarizing the similarities and differences of Christmas in two countries that are found in the reading.</p>		<p>worksheet</p>	<p>Teacher's observation</p>

Materials

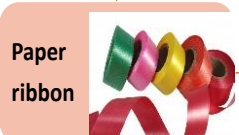
https://www.canva.com/design/DAF0cAgRVSI/BLFjhs6YU2I7AVIE1MST1w/edit?utm_content=DAF0cAgRVSI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton


PRE-READING





Pre-teaching vocabulary

Frayer Model

DEFINITION	CHARACTERISTICS
	
EXAMPLES	NON-EXAMPLES
- silver paper ribbon - paper ribbon of textile material	- crepe paper - silk

definition	characteristics
decoration that is added to increase the beauty of something	
	
examples	non-examples
	- discolored objects

definition	characteristics
Are a group of trees that have tough leaves with bright red berries.	
	
examples	non-examples
- Agrifolio - Perni	

definition	characteristics
is a long sock which children hang up on Christmas Eve	
	
examples	non-examples
	- nylon stockings - Ankle Socks

WHILE-READING



CHRISTMAS AROUND THE WORLD

Portugal

In Portugal, the Christmas tree may be a natural pine-tree or artificial one. It is decorated with stars, little balls, electrical lights. People sing Christmas songs like "Happy Christmas", "Silent Night", "White Christmas". The traditional food is boiled **codfish** in Christmas supper and roasted turkey at Christmas lunch on December 25. People decorate their home with **holly** and decorative **paper ribbon**. We make beautiful settings with dry flowers, **candles**, and we open the presents at midnight. We can't forget Christmas candies which are delicious.

Japan

Japanese celebrate the New Year. Early in the morning they go to the beach and watch the sunrise. They visit their grandparents. Girls and boys wear kimono. They eat a special kind of sushi and sashimi and rice cakes called mochi. The shops all have special toys and candy for the children to buy. Aunts and uncles and grandparents give children money to spend at the shops. There are a lot of special TV programs.

Russia

Most Christian Russians belong to the Eastern Orthodox Church, and it is customary to fast until after the first church service on Christmas Eve. Christmas Eve dinner is meatless but festive. The most important ingredient is a special **porridge** called kutya. It is made of wheat berries or other grains which symbolize hope and immortality, and honey and seeds which ensure happiness, success, and untroubled rest. A ceremony involving the blessing of the home is frequently observed. A priest visits the home accompanied by boys carrying vessels of holy water, and a little water is sprinkled in each room. The kutya is eaten from a common dish to symbolize unity.

USA

In USA people use mostly pine trees for Christmas trees. They decorate them with lights, **ornaments** and a star or an angel on the top. They usually put the presents under it. It is fun to decorate the Christmas tree. Sometimes people even have miniature ones to put in other places. People eat ham, turkey, **gravy**, rolls, tea, pastry, corn on the cob and corn bread. After dinner, the gifts are opened. Then they eat cookies, candies, cakes (fruit cake and ice box cake), sweet potato pie, candies, **fudge**, and gingerbread houses.

England

On the 24th of December everybody decorates a Christmas-tree with all different kinds of things. Family members get each other two small presents (on the 24th). And then in the evening they hang their **stockings** up by the **fireplace**. Many people go to church. When they come back they like to eat goose, and the children drink children's-whisky. And next morning people get their presents. It's Father Christmas who brings them.

India

Christians in India decorate mango or banana trees at Christmas time. Sometimes they also decorate their houses with mango leaves. In some parts of India, small **clay** oil-burning lamps are used as Christmas decorations; they are placed on the edges of flat roofs and on the tops of walls. Churches are decorated with flowers and lit with candles for the Christmas Evening service.

Iran

Iran, formerly Persia, is the land where the **Three Wise men** are believed to have lived when Jesus was born. Today Christians in Iran begin fasting from animal products on December 1. This is called "Little Fast." After Church service of December 25, they enjoy Christmas dinner which they call "Little Feast." A traditional dish is a **chicken stew** called harasa. Gifts are generally not exchanged but children get new clothes which they wear proudly on Christmas Day.

POST-READING

WORKSHEET

Name: _____ Date: _____

A. Read again and write TRUE or FALSE according to the information.

	TRUE	FALSE
1. In Japan, girls and boys doesn't wear a kimono.		
2. Most Christian Russians belong to the Eastern Orthodox Church.		
3. Christians in India decorate pear or grapes trees at Christmas time.		
4. In New Zealand Christmas Eve dinner is meatless but festive.		
7. English people like to eat turkey, and the children drink orange-whisky.		
8. In Iran, a traditional dish is a chicken stew called harasa.		

Open Questions

Answer the following questions according to the reading text

1.-How do people decorate the Christmas tree in Portugal?

2.-What is the difference between the little fast and little fest in Iran?

Assessment:

Create a diagram summarizing the similarities and differences of Christmas in two countries that are found in the reading.

LESSON PLAN 6

CLASS: 1 st semester “B” DATE: TEACHER’S NAME: Carina Guanoluisa		TOPIC: Ecuadorian traditions TIME: 60 minutes		
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by means of reading, listening, speaking and writing using innovative strategies to have a satisfactory performance according to the student’s age and needs and demonstrating the use of value.		LESSON OBJECTIVES: GENERAL: Students will be able to produce an oral presentation about one Ecuadorian tradition. SPECIFIC: To relate key words with images through peer-teaching strategy. To develop different sub-skills while reading To demonstrate their understanding of the text answering questions related to the topic.		
METHODOLOGY USED: Peer-teaching		FOCUS ON VALUES: Respect, responsibility, commitment.		
CONTENT: Ecuadorian traditions, vocabulary				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	Learning strategy and skills	MATERIALS	EVALUATION
Pre-reading (15 min)	<p>-Lead-in:</p> <ul style="list-style-type: none"> - The teacher shows the students an image with a small paragraph about a tradition in Ecuador and asks the students to complete the paragraph with the missing words. -Students complete the paragraph and then read it and analyze the image. -The teacher applies the think pair share activity and asks the students "What can you observe?" "What tradition is this?" "What other traditions or festivities do you know about Ecuador?" -Students analyze the information and answer these questions in pairs and then share with the rest of the students. <p>- pre-teaching vocabulary:</p> <ul style="list-style-type: none"> - The teacher asks the students to number themselves and form groups of 5. -The teacher chooses two members of each group to be the tutors of the other members and they are given cards that contain a key word with a related image and the teacher explains what it is about. 	<p>Peer-teaching</p> <p>Frustration model</p> <p>Predicting</p> <p>Think Pair-share</p> <p>Taking notes</p>	<p>Image</p> <p>Students’ participation</p> <p>Slides</p> <p>cards</p>	<p>Teacher’s observation</p>

	<p>-The two members who have the cards have the function of teaching and explaining to the students what the word is about and the rest of the members must take notes of the explanation of their classmates. They will carry out this activity for 3 minutes.</p> <p>-Then the students who took notes in each group give an explanation about the key words to all the students and everyone takes notes.</p> <p>.</p>			
While reading (15min)	<p>- The teacher gives the students the reading text and the worksheet and asks them to read the reading silently.</p> <p>After that, students read the activities they have in the worksheet and re-read the text using different subskills such as reading for gist, and reading for detailed information.</p>	<p>Read for detailed information</p> <p>Reading for gist</p>	<p>Reading text</p> <p>Students' participation</p>	<p>Teacher's observation</p>
Post-reading (25 min)	<p>-Then the students answer the open questions and multiple- choice questions to complete the worksheet.</p> <p>- Then, check their answers with the whole class.</p> <p>Assessment: The teacher asks the students to form groups and investigate in depth about one of the traditions that are mentioned in the reading and make a brief presentation about the information they found.</p>		<p>worksheet</p>	<p>Teacher's observation</p>

MATERIALS

PRE-READING

Lead-in

<https://learningapps.org/watch?v=pcq10070j23>


2. Look at the picture and complete the paragraph with the words in the box

Dances Costumes Ecuador characters Guitar





This picture is a traditional celebration in where the woman
 While the man dances and plays the
 Both usually wear colorful traditional


Pre-teaching vocabulary


	Definitions: It is an evil spirit A <i>devil</i> is profoundly bad spirit, being, or Monster.
Characteristics human figure with: horns, hooves, and tail	Sentence The devil is a very typical character in certain Ecuadorian traditions.

	Definitions: -something given voluntarily without payment in return. -It is a present or item made by one person to another
Characteristics Unique Surprising Special	Sentence At Christmas we place our gifts at the bottom of the tree

	Definitions: -It is a formal act or series of acts prescribed by ritual, protocol, or convention with deep significance
Characteristics Formal symbolic traditional	Sentence There will be a ceremony in honor of the Queen of Spain next week

	Definitions: That it is dedicated to a divinity or its cult or that is related to this divinity, to religion or to its mysteries.
Characteristics Formal symbolic traditional	Sentence The mass is a sacred event within the celebration of different festivities in Ecuador.

	Definitions: A strong alcoholic <u>distilled</u> from wine or <u>fermented</u> fruit juice
Characteristics Made from fruits such as grapes It is sweet contains whiskey	Sentence The mass is a sacred event within the celebration of different festivities in Ecuador.

	Definitions: A model or replica of a human being. It is a type of doll that looks like a person
Characteristics Fake It is made of paper or plastic It is colorful	Sentence Burning dummies in Ecuador means leaving bad things behind.

Culture and traditions of Ecuador

PASSAGE A

In Ecuador, there are a variety of festivities that represent diverse cultural practices related to traditional popular culture.

During March or April, Easter week is usually celebrated in Ecuador, In Quito, **the Procession of Jesus del Gran Poder**, one of the most traditional in the country, takes place. During this procession, there are many people dressed in purple (cucuruchos) through the streets holding a statue of Jesus, crosses, or other religious symbols.

The "diablada" or devils party is celebrated in the town of Pillaro in Tungurahua. Its origin comes from the colony time, when the natives used to disguise themselves as **devils** in rejection of the Catholic religion, due to the abuse they received from the Spaniards.

Guaranda's Carnival is one of the most important festivals in the country where hundreds of national and international tourists attend, where some traditional events take place such as the election of the beauty queen, the Taita Carnival, its **parade**, among others. The origin of this celebration which lasts 3 days, was in honor of the Cacique Guaranga and nature.

On June 24, the sun is celebrated, which is called **Inti Raymi** and takes place in the city of Otavalo.

On November 2 takes place the **"Day of the Dead"**, which is celebrated in Europe and North America as All Saints' Day. Especially for this day Ecuadorians bake "Guaguas de pan" and cook "Colada Morada.

Ecuadorians, of course, also celebrate Christmas. On December 24, families gather in their homes to make the novena and have dinner together. On Christmas Eve, families open their **gifts** together.

At the end of the year, Ecuadorians celebrate the arrival of the new year, building figures of paper and glue (años viejos) that they burn at midnight, on December 31. The burning of the **dummy** represents leaving behind all the bad things that happened during the year gone, and it is hoped that the new year will be better. In addition, there are many **fireworks** in the cities.

PASSAGE B

Ecuador their adoption of the Christian **faith** and their contemporary way of life today provides an interesting mixture which is still present in the country's cultural expressions.



Festivities of Ecuador include religious ceremonies often using Andean symbols, as well as different ceremonies that are **sacred** to each village. In each celebration, it is easy to notice different types of characters. They have lots of characters from devils to bulls - also known as Toros de pueblo - along with a unique atmosphere and captivating decor which provides a systematic illustration of traditions, rituals, and customs by those celebrating these traditional **ceremonies**.

One key moment of these festivals is the performance by the Banda de Pueblo. These people offer their national music to entertain and contribute to the celebration. It is also conventional for these festivals to include the drinking of **brandy** and liquor. Moreover, many people will **toast** with a glass of chicha - a traditional drink that has become part of the celebration's furniture.

Worksheet

Name: _____

Date: _____

PASSAGE A

1. Circle the correct answer.

- a) The Indians disguised themselves as devils in rejection of the Catholic religion because of abuses they suffered at the hands of the **English/Spanish**.
- b) The Guaranda's Carnival was in honor of nature and the **King of Spain/Cacique Guaranga**.
- c) processions and people dressed in purple costumes on the streets holding a statue of Jesus to celebrate the **Mama Negra / Holy week**
- d) Ecuadorians bake "Guaguas de pan and cook "Colada Morada" to celebrate the **Inty Raymi /Dia de los difuntos**
- e) Before the new year, the Ecuadorians burn the "año Viejo" at **midnight/noon**
- f) Inti Raymi is a festival that celebrates the **moon / sun**.
- g) Another name, to refer to the celebration that occurs on November 2nd is the **All-Saints Day/Day of the Gone Ones**.

PASSAGE B

B. Read again and choose TRUE or FALSE according to the information.

	TRUE	FALSE
1. Ecuadorian festivities don't include religious ceremonies.		
2. are a lot characters according to the festivities.		
3. Ecuador doesn't have traditions, rituals, and customs in its regions.		
4. Banda de Pueblo is a performance in different festivals.		
5. Chicha is a traditional drink that is part in Ecuadorian celebration.		

ASSESSMENT

Investigate and read in depth about one of the traditions that are mentioned in the reading and make a brief oral presentation about the information you found. (You can add information about how do you celebrate that tradition.

Annex 4: Turnitin Report

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ORIGINALITY REPORT

6% SIMILARITY INDEX	0% INTERNET SOURCES	6% PUBLICATIONS	2% STUDENT PAPERS
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PRIMARY SOURCES

1	Ton Duc Thang University Publication	1%
2	"Educating Engineers for Future Industrial Revolutions", Springer Science and Business Media LLC, 2021 Publication	1%
3	Somayyeh Mousavian, Hossein Siahpoosh. "The effects of vocabulary pre-teaching and pre-questioning on intermediate Iranian EFL learners' reading comprehension ability", Global Journal of Foreign Language Teaching, 2018 Publication	1%
4	Submitted to Pontificia Universidad Catolica del Ecuador - PUCE Student Paper	1%
5	"Blended Learning. Education in a Smart Learning Environment", Springer Science and Business Media LLC, 2020 Publication	1%