

**The use of literature as a mediation tool to increase EFL vocabulary knowledge in students
at Santo Tomás University**

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Abstract

This research study aimed to increase students' vocabulary knowledge through literary pieces at Santo Tomás University in Floridablanca, Santander. This proposal sought to guide and mediate with students using authentic material instead of readings from their student books. The use of authentic material was not only a departure from traditional methods but also a way to provide students with a more engaging and motivating learning experience. These literary pieces offered students a different way of learning through reading and acquiring vocabulary that they might not have encountered in a student book. The participation of the population in this study was crucial, and their insights were invaluable in shaping the final analysis. The participants of this study were university students taking English as a requirement for their program; these students' ages ranged from 17 to 31 years old, and most of them were in the middle of their professional program. This study employed a comprehensive mix of qualitative and quantitative methods to ensure robust data collection and analysis. For the qualitative part, I recorded the students' opinions about the implementation, categorizing their responses in Word. For the quantitative part, I created diagrams in Excel to record students' test results and compare them for improvement. This thorough analysis, conducted using explanatory sequential mixed-method analysis, provided a comprehensive understanding of the study's outcomes, ensuring the reliability and validity of our findings.

Keywords: Literature, vocabulary, strategies, skills, reading, books, didactics, mediation

Resumen

Este estudio de investigación tuvo como objetivo aumentar el conocimiento del vocabulario de los estudiantes a través de piezas literarias en la Universidad Santo Tomás en Floridablanca, Santander. Esta propuesta buscó guiar y ser mediadora con los estudiantes utilizando material auténtico en lugar de lecturas de su libro de texto. El uso de material auténtico no solo representó un cambio respecto a los métodos tradicionales, sino también una forma de brindar a los estudiantes una experiencia de aprendizaje más atractiva y motivadora. Estas piezas literarias proporcionaron a los estudiantes una forma diferente de aprender a través de la lectura y la adquisición de vocabulario que podrían no haber encontrado en un libro de texto. La participación de la población en este estudio fue crucial, y sus aportes fueron invaluable para dar forma al análisis final. Los participantes de este estudio fueron estudiantes universitarios que tomaron inglés como requisito para su programa; la edad de estos estudiantes osciló entre los 17 y los 31 años, y la mayoría se encontraba en el medio de su programa profesional. Este estudio empleó una amplia combinación de métodos cualitativos y cuantitativos para garantizar una recopilación y análisis de datos robustos. Para la parte cualitativa, registramos las opiniones de los estudiantes sobre la implementación, categorizando sus respuestas en Word. Para la parte cuantitativa, creamos diagramas en Excel para registrar los resultados de los exámenes de los estudiantes y compararlos para medir mejoras. Este análisis exhaustivo, realizado utilizando el método mixto secuencial explicativo de análisis, proporcionó una comprensión integral de los resultados del estudio, asegurando la fiabilidad y validez de nuestros hallazgos.

Palabras clave: Literatura, vocabulario, estrategias, habilidades, lectura, libros, didáctica, mediación.

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Introduction

The following study delved into different definitions and contents that guided the reader through a comprehensive project implemented in a private university in Floridablanca Santander. The reason for this project was to analyze how the use of literary pieces could help students from Santo Tomás University improve their vocabulary command through different tales, poems, and scripts that use authentic language. In this way, the project also aimed to foster a deeper understanding of the language by learning new words different from the ones they usually know in English textbooks. Additionally, the project was helpful in understanding that literature is an excellent tool for language learning, promotes engagement with diverse cultural perspectives, and encourages the development of critical thinking skills as students interact with authentic texts.

This paper was meticulously divided into chapters to facilitate organization and provide precise information. The first chapter of this paper was Chapter 1, which addressed the Statement of the Problem. In this part, the reader found different concepts and definitions crucial for the development of the theories; these concepts included the context of the problem, the research questions and objectives, the research hypothesis and variables, the scope, limitations, and delimitations of the study, and finally the rationale of the study. This section not only informed the reader about the purposes of the research but also highlighted some of the limitations the researcher encountered when applying this research, as well as the main aspects to consider with the project proposal and its implementation. Moreover, in chapter number two, the literature review was explained, and in this section, previous studies were defined to support this paper; the studies mentioned were related to the project implemented, and their results guided the researcher in understanding how other authors conducted similar research. Chapter 3 concerned

the theoretical framework; in this part, different topics treated in the study had their definitions and were explained in detail. These topics included reading comprehension, intensive reading, extensive reading, reading literature in EFL class, vocabulary learning strategies, and methods.

Consequently, the reader found the methodological framework in Chapter 4; this part was critical to the study because it explained the data collection instruments, such as the vocabulary pre-test and post-test. With these instruments, the researcher checked students' vocabulary knowledge and compared their vocabulary acquisition before and after the interventions. Another technique involved observations, where the researcher focused on the natural environment of the classroom while the interventions took place. The third instrument was a journal, used alongside the observations to record all the information gathered during the interventions. Finally, focal interviews were conducted at the end to gather students' perceptions about the methods, tools, and materials used during the interventions; these interviews helped the researcher collect relevant information about the students' perceptions. Furthermore, in this section, there was a brief description of the sample, some characteristics of the participants, where the project took place, and all the documents and other requirements needed to access the sample along with the university directors; this was done through a consent form.

Finally, the timetable was placed in the last section, which showed tentative dates for working times and delivered information. For the interventions at the university, the times were included, considering the semester and the weeks needed to perform the project with the students at Santo Tomás, as well as the time required to collect and analyze the data. This aimed to organize a schedule where the project could be executed, gather the information needed for the results, and deliver it on time for the presentation and analysis of the results.

Statement of the Problem

Context of the Research Problem

Santo Tomás University students from Santander must learn English as a mandatory subject to get their bachelor's degree. Some students excel in English language classes, while others do not. One major problem is their lack of vocabulary, which prevents them from improving their listening, reading, speaking, and writing skills. Erkaya (2005) says that literature is an excellent tool for strengthening the four language skills and complements language teaching (as stated in Ceylan, 2016).

Different levels at Santo Tomás ranged from English 1, where students were primary users with an A1 level according to the Common European Framework of Reference, to English 6, where students were expected to be independent users with a B2 level. The focus group for this project was composed of English 5 students who were supposed to have good proficiency in all four language skills. However, they did not possess the required level specified by the Common European Framework of Reference, which should have been B1. Therefore, a person at this level could grasp daily phrases commonly used at school, university, home, etc. They could also use English to communicate when traveling to any English-speaking country and describe their opinions fluently, their ambitions and hopes, give reasons, and make plans.

Additionally, it was observed that the English 5 group at Santo Tomás University in Floridablanca struggled to achieve listening, reading, speaking, and writing skills in the target language. However, speaking seemed to be the most difficult for them. For instance, they got stuck when interacting with the teacher or classmates and performing regular tasks such as oral presentations due to their poor vocabulary inventory. Therefore, it was difficult for students to express themselves with the words they wanted to say. Furthermore, learning vocabulary was

challenging for them because, most of the time, they could not connect the word with the meaning, and it was necessary to explain it in Spanish. In that sense, Afzal (2019) mentions that learning vocabulary is complex for non-native speakers of the language because they struggle to relate the words learned to their meaning. Also, it is difficult for them to pronounce and spell correctly (p.83).

Finally, language learning had many drawbacks due to a need for more vocabulary. Therefore, learning vocabulary is imperative since it provides learners with the necessary skills and tools to use in their English class and in real life. Tongchuy (2011) claimed that students who read literary texts or books had a better knowledge of the meaning of words in language usage. Among other essential aspects, literature also helps students develop intelligence. (As stated in Isariyawa et al., 2020, p.1323).

Research Questions

General Question

To what extent does literature increase EFL vocabulary learning among students at Santo Tomás University in Floridablanca?

Specific Questions

How much do the students feel interested in the readings the teacher brings to class by participating in and doing the activities?

In what ways does the new vocabulary help students improve their English holistically?

How effectively do the students use the authentic vocabulary acquired from the books?

Objectives

General Objective

To analyze to what extent literature increases EFL vocabulary learning among students at Santo Tomás University in Floridablanca through reading poems and short stories.

Specific Objectives

Investigate the correlation between exposure to literature and the expansion of English as a Foreign Language (EFL) vocabulary among students at Santo Tomás University in Floridablanca.

To assess students' existing vocabulary knowledge and usage through a pre-test.

To assess students' vocabulary knowledge improvement and usage through a post-test after the implementations.

To explore the relationship between students' engagement with literary texts (e.g., reading comprehension, critical analysis, discussion participation) and their EFL vocabulary acquisition and retention at Santo Tomás University in Floridablanca.

Hypothesis and Variables

Hypothesis

To what extent does using literature in EFL classes enhance new vocabulary for students at Santo Tomás University?

Variables

Independent. The literature reading in an EFL class at Santo Tomás University in Floridablanca, Santander

Dependent. English language vocabulary improvement using literary texts.

Scope, limitations, and Delimitations of the Study

Limitations

Different limitations of this study can make it challenging for the students and the researcher. One limitation that can be observed was that as this project was continuous during the master's program, I did not have the same level as the aimed group. This could have been a disadvantage because I would have had to change the population. Doing this may change aspects such as continuity because the new students need help understanding the process.

Furthermore, the fact that this project was carried out at Universidad Santo Tomás presented a limitation: the limited time available. We had to cover specific topics within a set timeframe and upload the grades and feedback by the deadline. This made using the books challenging, as their entire purpose and objectives could not be achieved within the estimated time. Additionally, the topics we studied that semester had to be connected, and the exams had to be designed by the project, which increased the workload for the students and the researcher.

Delimitations

This investigation only covered students of Santo Tomás University from Floridablanca, Santander, who were in the 5th semester of their EFL class as part of their programs and faculties. Also, the study was conducted only during one term, which was the last one. Additionally, it was not intended to change the existing plan of the English class. On the contrary, it was complementary to improving the student's learning process and did not negatively affect their progress. Moreover, this investigation did not take the entire semester; it was only for one term and was not intended to extend to the rest of the groups or teachers. The area of interest in this project was learning English as a foreign language and improving university students' vocabulary for their overall language knowledge, focusing on communication skills, where they used more vocabulary.

Conceptual Framework

Improving English is a primary goal for every university student, and Santo Tomás Students are no exception. However, many struggle, especially when speaking, writing, or reading English. They find it challenging to use the right words or understand everything.

Reading stories can help, unlike textbooks, which might not use real-world language. Literature such as tales, poems, fables, and others use many different words, making learning more enjoyable for students. Also, they are authentic materials, meaning they cover topics from common and different vocabulary that might not be found in EFL textbooks. By reading stories, students can learn new words, understand English better, and feel more confident speaking and writing.

This study was about more than just teaching English in the same traditional way. It was about trying something new and exciting. We aimed to provide students with engaging stories to read, which we believed would help them learn more effectively.

Rationale of the Study

Improving students' English skills have been one of the program's primary objectives at Universidad Santo Tomás. Learners need their second language for various purposes at the university. It is mandatory for students in each program to study English for Specific Purposes, focusing on tasks and vocabulary related to their future careers. Most of them have to use English to express themselves using the vocabulary they have learned in class, but this is often insufficient for overall comprehension. Many students feel frustrated when they have to speak in front of the teacher or classmates, write a story, or read an article aloud, as it is challenging to find or pronounce unfamiliar vocabulary they are expected to know based on their English level. Therefore, this linguistic phenomenon had to be studied to gather information and develop new approaches to improve students' learning processes and abilities.

Literary texts could have been a valuable tool to engage learners due to their wide variety of vocabulary compared to the readings they found in their textbooks, which had often been too repetitive and uninteresting. As Alemi (2011) stated, literary works contained a more varied and vast vocabulary than the textbooks used in class (p.178). In other words, literary texts helped students learn more diverse language and enriched their understanding of terms used in authentic contexts. Reading literary texts allowed undergraduate students at Santo Tomás to use English more fluently and construct meaning more efficiently. Furthermore, students broadened their knowledge and gained a new perspective on the language, which resulted in better class interaction and made them feel more confident when speaking with native English speakers.

This research also tried to challenge the traditional way of teaching English. Moreover, it intended to provide students with accessible material they might not have encountered before. I believed that a culturally rich and knowledge-driven environment would be created, with students at the center of the class. The study aimed to address learners' lack of interest in reading during English class by offering a fresh perspective on reading. English learners could see a new way to engage with English texts, helping them improve their language knowledge. Nation and Carter (1989) claim that new vocabulary from literary texts is meaningful for students because the words are not isolated but presented in a context reflecting linguistic reality (p.77).

Additionally, this research contributed to various fields of English learning. One key aspect was that it offered a different way of learning English. Traditional methods had been commonly used to teach vocabulary, but this approach was different, providing students with authentic words connected to reality and useful for communicative purposes. Furthermore, it allowed other researchers to find valuable information and materials that could assist them in conducting research on similar topics. This research provided critical information for those who wished to investigate this subject further, implement the strategy in their classroom or institution, or incorporate the materials and insights into their pedagogical practice.

This would benefit the entire community, including English teachers, students, and UNAD University, as new, modern, and innovative teaching strategies would be used compared to the approaches that had been employed in recent years to teach new vocabulary. As a teacher and researcher, this helped me improve my teaching methods, pushing me beyond the basics to be more creative and use valuable, original resources. It also contributed to my growth as an educator, helping me find more ways to give my students a richer learning experience, motivate

them to learn the language not just for grades or passing the subject, but to see English as a valuable tool in their personal and professional lives.

Finally, this research project was aimed to help English five-level students learn vocabulary related to specific topics from their syllabus. The vocabulary was designed to be varied and relevant to what they were expected to know. I planned to develop this project during the last term of the semester, which was the longest, allowing time to incorporate it into class activities. Additionally, there was enough time to cover various topics with students and engage in activities unrelated to the books for that term. Therefore, the research considered literary pieces such as books, fables, and tales to find the most appropriate reading materials, considering students' levels, topics, vocabulary, and the accessibility of the materials.

Literature Review

Introduction

This section presents some studies and their findings on how literature increases EFL vocabulary learning among students. Additionally, the aim is to have relevant information that permits the author to carry out the project, considering all the theories and studies that other educators and researchers have done.

To obtain this information, the student's academic level (school, bachelor's degree, or master's) must be considered. Papers focused on students with bachelor's degrees will be the most suitable for this research.

Previous Studies

After reviewing similar studies about the reading strategies students used to understand and comprehend texts, researchers found that vocabulary was essential and helped improve students' reading comprehension. One study focused on this topic was conducted by Torkos and Torkos (2021), who discussed the importance of literature in English classes. Literature allowed students to broaden their critical thinking skills and let their imagination flow. Additionally, books provided authentic cultural knowledge and reflected real life; at the same time, the words used expanded students' vocabulary, making them more competent in the target language (Torkos & Torkos, 2021, p.77). This study took place in a secondary school with 72 students in the 5th and 6th grades. The authors used drama material to investigate the efficiency of learning new vocabulary in these two grades and implemented different strategies for the study.

The results showed that using literary texts, specifically drama, motivated students, improved their long-term memorization of words, and kept them interested. Moreover, it was easier for children to acquire language this way because they were more engaged with the topics.

Essentially, they learned the language by immersing themselves in the readings rather than simply repeating words as adults often do.

Another study, a master's thesis by Berdejo (2020), occurred in a second-grade school in Spain. This research argued for integrating literature into English language education at the high school level, emphasizing its multifaceted benefits beyond traditional language learning methods. It traced the historical significance of literature in language education and critiqued contemporary approaches that overlooked its potential. The thesis demonstrated how literature enhanced creativity, critical thinking, and cultural understanding through a theoretical framework and practical application. *Alice in Wonderland* served as a case study to show how literary texts could be effectively incorporated into language learning activities. Finally, the thesis suggested reconsidering how literature was used to teach languages, demonstrating how stories and poems improved students' language skills and understanding of different cultures.

Gomez (2015) described an exploratory case study that investigated the influence of literary texts on English language learning among students in the Modern Languages Department at Universidad Pedagógica Nacional in Bogotá. The purpose of this research was to have students read, discuss, and express their opinions on authentic literary texts rather than using communicatively oriented textbooks to learn the target language. The findings revealed that, although students initially felt frustrated by the large amount of unfamiliar vocabulary in the texts, they progressively strengthened their vocabulary, intercultural competencies, and critical thinking skills. They recognized the importance of literary texts as facilitators of meaning construction in the English classroom.

As mentioned earlier, the research occurred at Universidad Pedagógica in Bogotá, with support from the University of Illinois and a university in the United States. The results showed

that, despite initial frustration, students gradually improved their lexical and intercultural competencies, along with their critical thinking skills. They also acknowledged the importance of literary texts in helping them construct meaning in the English classroom.

In conclusion, this article provided valuable insights into the influence of literary texts on learning English as a foreign language. By focusing on the role of authentic literary texts in shaping students' linguistic and intercultural competencies, the study contributed to the understanding of literature's role in the learning process.

Literature to Improve Vocabulary in EFL Classes

After gaining an understanding of the relevance of literature for aspects such as culture, critical thinking, and vocabulary, different authors agreed that reading exercises were an excellent and viable way to learn new, authentic words in the context of a book. For instance, Llach (2017), in a study conducted at La Universidad de la Rioja, aimed to use the well-known poem *The Waste Land* to enhance communicative competence and develop linguistic abilities by teaching students' new words and expressions for their daily lives (p.8). The research involved students reading the poem and paying particular attention to vocabulary used in collocations or peculiar meanings attributed to specific expressions (Llach, 2017, p. 12). The author argued that both extensive and intensive reading had a powerful impact on second-language learning in areas such as vocabulary, word meanings in context, and syntactic and lexical skills. Consequently, Krashen (1989) and Coady (1997) agreed on the importance of literature, stating that extensive reading allowed students to acquire as much vocabulary as possible (as cited by Llach, 2017, p. 10).

In another study conducted at Santo Tomás University in Tunja, the author aimed to share with English teachers the impact of using short stories with third-semester students to

improve their linguistic abilities. The study also showed that reading literary pieces encouraged students to use their speaking abilities. The researcher used action research, a method that allowed for observation, analysis, and reflection on the results. Additionally, the researcher implemented workshops focused on various stories, providing guidance, feedback, and corrections to the students. The findings were positive, as the students enhanced their cultural awareness and engaged with literature in a way that allowed them to enjoy and actively participate in the learning process. Although the students made some mistakes in their speaking performance, the researcher noted that these errors were expected at this stage and did not hinder communication. This study was crucial because it focused on literary texts and took place at the same university where this project would be developed.

Moreover, Arias (2017) mentioned that literature benefited students in class by providing rich content and a variety of vocabulary. She emphasized that students could acquire more vocabulary and expressions, thus increasing their knowledge (p.106). Sakthivel, Phil, and Kavidha (2010) argued that reading literature in class exposed students to idioms, phrasal verbs, and new vocabulary, which facilitated their learning process and sparked interest in additional terms and their usage in real-life contexts (as cited in Arias, 2017).

A further study by Mackay (2001) stated that reading literature in English classes at the university level provided students with a foundation for developing listening, speaking, reading, and writing skills (as cited in Gomez, 2015, p.87). Gomez's paper examined how literature engaged students in their learning process, allowing them to acquire new vocabulary, critical thinking, and intercultural knowledge. This project, developed at a Colombian university, involved students from the Modern Languages program. The use of literary texts offered students

an alternative way of learning the language and vocabulary beyond the textbook, helping them improve their language skills by learning words in context and in various forms.

Conclusions

To conclude, the information in the literature review highlighted just a few of the many studies on this topic. The studies consistently showed that literature not only helped students learn new vocabulary but also enhanced critical thinking and cultural awareness. Novels, poems, stories, and tales were recognized as excellent tools for gaining new vocabulary and understanding words in different contexts. Additionally, the vocabulary students learned from literary texts came from authentic material, meaning that the words were connected to the story, context, and characters, offering something new for students.

Theoretical Framework

This study presents definitions of reading comprehension, reading literature in EFL class, and vocabulary learning strategies that help me support the current investigation.

Literature

Over an extended historical trajectory, the term "literature" has undergone diverse conceptual transformations. Initially, as posited by Caparros (2007), literature was imbued with connotations of knowledge and general erudition. However, contemporary interpretations extend beyond mere artistic endeavors. Dominguez expands the scope by enumerating various dimensions of literature, encompassing "literary compositions theory, group of literary productions belonging to a nation, genre or time, literature such as medical literature, language literature and so on" (Caparros, 2007, p. 15). This elucidation by the author underscores the term's evolution, signifying a departure from a singular emphasis on artistic language components, such as poetry and tales.

Moreover, Miller (2022) asserts that "literature" not only encapsulates poetry, printed plays, and novels but also includes memoirs, historical writings, collections of letters, scholarly treatises, and analogous forms of written expression. This multifaceted conceptualization reflects a nuanced understanding of literature, transcending traditional artistic categorizations and embracing a broader spectrum of written manifestations. Similarly, when it comes to literature, some might say that literature is written pieces that make readers want to dive into, for instance, books, tales, poems, and so on. But, it is necessary to realize that "act" can mean many things: it could be about putting on a serious show or just playing around, doing things the right way or not being very serious, or even just an action or the rules that come with it. (Derrida, 1992, p.2). This last citation encompasses an interesting and diverse definition of literature because the

author mentions that this term is a wide spectrum; otherwise, the term should be used for specific purposes; this means that for the sake of this investigation, what matters is the term literature as written pieces such as books, tales and more.

Finally, for Louis Groarke, literature expresses something specific: an individual, a place, an occurrence, or a specific method of doing or thinking (as cited by Spurr, 2023, p.100). In this final study, the author talks about the literature and how it can be recovered due to different technological advances and science that have left literature such as books apart. For him, literature is something to express different points of view in a written and prose way.

Vocabulary Knowledge

Vocabulary is crucial in conveying meaning and facilitating effective communication through speech. According to Anderson and Freebody, a fundamental prerequisite for text comprehension is a robust knowledge of words, which enables readers to grasp and interpret written content more effectively. Additionally, an expanded vocabulary enhances communication skills and contributes to the overall enrichment of cognitive abilities among students.

One key concept integral to our exploration is the depth of vocabulary knowledge, initially introduced by Anderson and Freebody in 1981 and further elaborated upon by Webb (2012). Enhancing vocabulary depth necessitates exposure to words in diverse contexts, fostering familiarity through active utilization. Webb (2012) asserts that the primary objective is to cultivate comprehensive knowledge encompassing words' forms, meanings, and applications.

To truly comprehend a word, one must delve into its various dimensions, including spelling, pronunciation, derivations, inflections, multiple meanings, semantic associations, collocations, and grammatical functions (Webb, 2012, p. 1). This holistic approach ensures a thorough understanding, highlighting the interconnected aspects contributing to a nuanced and

profound vocabulary mastery. In the same vein, to learn new vocabulary in class, teachers must be aware of this situation and understand that vocabulary is a critical aspect, if not the most important, of learning the language; for instance, Nazara (2019) references that Teaching English vocabulary plays a crucial role in helping students who are learning English as a foreign language (EFL) to become proficient in the language. (p.157). Besides, the author also mentions the relevance of vocabulary since it serves as the primary means of communication. Also, it is significant in the process of learning English. So, students without a sufficient vocabulary may encounter challenges in effectively communicating with one another (Nazar, 2019, p. 158).

In summary, getting the complete picture of a word means digging into all its sides: how it's spelled and said, where it comes from, how it changes, and what it means in different contexts. Teachers should understand that teaching vocabulary is essential for learning a new language.

Mediation in Language Learning

Mediation in the context of learning holds substantial significance as it forms a crucial bridge between students, their instructors, and the learning environment. As Brown (2002) described, language mediation encompasses the dynamic interaction between a learner and the learning environment. In this intricate process, the language instructor plays a central and pivotal role, functioning as a human mediator who actively facilitates the exchange of knowledge within the educational setting. Brown's (2002) definition underscores the dynamic nature of language mediation, highlighting its interactive and adaptive components. It involves more than the mere transmission of information; it encompasses a nuanced process where the instructor guides students in navigating the complexities of the learning materials. The language instructor enables

students to engage with the content through effective mediation, fostering a deeper understanding and skill development.

Furthermore, the role of the language instructor as a human mediator extends beyond conventional teaching methods. It involves tailoring instructional approaches to meet individual students' unique needs and learning styles, creating a personalized and responsive learning experience. This adaptability enhances the effectiveness of mediation, as it recognizes and addresses the diverse ways in which students comprehend and internalize information.

According to Brown's (2002) framework, the human mediator orchestrates a harmonious connection between the learner and the learning environment. This connection is not solely about transferring knowledge; it involves creating an atmosphere encouraging active participation, critical thinking, and collaborative learning. The language instructor's role as a mediator is essential in shaping the overall learning experience, contributing significantly to the cognitive and communicative growth of the students. Effective language mediation is a cornerstone in facilitating a meaningful and enriching educational journey.

Reading Comprehension in L2

Reading comprehension in any language, including your native language, can be challenging for many students and sometimes frustrating and cognitively challenging. For that reason, it is essential to study this topic, and as Kirby (2007) states, reading comprehension “is the process by which we understand the texts we read.” This process is fundamental when we are learning a second language; this will help us to improve our language level and learn as many words and expressions as possible. The ability to read and reading comprehension are two crucial factors when learning a foreign language. Defining this term is simplistic because this is a broad term that can be divided into subcategories; as stated in Olmez (2016), the ability to read has

been a challenging skill to define only with words; this is because reading is much a much more complex skill, that has other skills and previous knowledge from the student. He also said that reading comprehension in a second language is affected by the combination of text-related factors: the length, linguistic load of the text, complexity, structure, and prior knowledge such as aptitude and working memory (p.720). In this sense, reading in a second language is difficult for L2 learners, and many factors affect their process.

Intensive Reading

Intensive reading is an integral part of this project and has also been studied for so long in EFL learning; the difference it has with extensive reading is that it is more focused on the meaning of contexts and words, as exemplified by Liu and Zhang (2018) in the intensive way he learner reading different texts with the guidance of the teacher and the purpose is to enhance new knowledge as vocabulary, meanings, and grammar. Additionally, with extensive reading, students are expected to improve their reading skills and analyze and recognize a text's main ideas. (Hong, 2014., as cited in Liu & Zhang, 2018). Understanding texts and acknowledgment of vocabulary must be gradually upgraded at Santo Tomás; as the authors mention, intensive reading is a helpful form to achieve this goal because the teacher is a mediator in charge of mentoring and guiding the students.

Another critical study that searched and explained intensive reading was conducted by Ruiz (2017); in this paper, the author revises the theoretical parts of intensive and extensive readings, how both are important to the student-centered approach and how they can be used in EFL class. According to the author, intensive reading has been used in English learning environments for a long time, and the purpose is to study the linguistic aspects of the texts. Also,

the Texas Center for the Advancement of Literacy & Learning gives seven fundamental principles (As cited in Ruiz, 2017):

Overview: This is concerned with the general view of the text, which is commonly named skimming. The reader reviews available information, such as the title, the images, and the book's first pages.

Purpose: The reader should know what they desire with the text and then structure their goals to achieve the desired results.

Questions: The questions at the end of each chapter or reading must be linear according to the text and guided by the teacher.

Reading: The reading is like the questions; it must be linear and mediated by the teacher. It should focus on the questions or activities to assess reading comprehension.

Summary: In summary, the students are asked to highlight the main ideas and words that are important or unknown. For this, a paragraph is proposed to have everything remembered in writing and have some key concepts.

Evaluation: The aim of the evaluation is for the participants to self-assess the information they could retain, such as words, expressions, characters, environments, and so on.

Comprehension: The students should show a level of comprehension of the texts, questions, or conversations about the texts (p. 20).

This study serves as a rich resource, offering not only valuable insights into effective reading strategies but also practical guidance adapted specifically for educators navigating the complexities of English as a Foreign Language (EFL) classrooms. By investigating into the theoretical underpinnings of intensive reading practices, Ruiz (2017) equips educators with a nuanced understanding of how these approaches can be effectively implemented to enhance

reading comprehension and foster greater engagement among students. Through a synthesis of research findings and pedagogical principles, this study provides recommendations and important strategies that educators can easily incorporate into their pedagogical practices. With its focus on student-centered pedagogies and the cultivation of critical literacy skills, this study holds significant implications for the ongoing professional development of educators and the continual improvement of EFL instruction.

Extensive Reading

Unlike intensive reading, extensive reading does not focus only on the form of the language, like grammar or vocabulary; in this case, it is seen as an excellent tool to enhance motivation and critical thinking and improve linguistic competence. However, as stated by Ruiz 2017, unlike intensive reading, the students are free to choose the book they want, and they do not have the teacher as a mediator; the teacher only announces how much time they must read and the activities to be done at the end of each reading, but students are independent. As seen above, this reading methodology is excellent for students who are at a higher level and can choose a reading they like. Also, extensive reading is very autonomous, where students must read independently for pleasure, not emphasizing language aspects but learning while they enjoy reading.

Reading Literature in EFL Class

Literature is vital for students learning English as a foreign language. It improves their knowledge in different aspects, so there are various reasons why it should be used in English class. One of the importance of using literature is the authentic material that we can get from literary texts, which “often touch on common themes and values which range from individual concerns to social issues such as death, love, pollution, ethnic conflicts” (Debora, 2014, p.2). The

authentic and diverse contents and topics students encounter in literature are not always found in textbooks or workbooks, and they are very significant for the students not only because they learn new vocabulary, expressions, plots, conflicts, or figurative language but also because they get exciting topics that can be modern and fresh for them. The fact that students can have different resources and materials from the traditional ones is a significant change and an opportunity to learn new things unknown in English textbooks.

Another relevant study by Collie and Slater (2011) states the importance of literature in class, why it should be taught, how it should be delivered to students, and some activities that can be used after reading. They also provide teachers with different techniques and approaches that can develop in the classroom, and the students are involved. These authors specify that when students read literary texts, they face other new words and different uses of language, so they have a language enrichment. For these authors, literature should be part of English class for all its benefits on the English learning process. The reasons they give are that first, it is suitable for language enrichment, and students can dominate different new vocabulary they learn by reading literary texts. Also, personal involvement is an essential factor; they say that “engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system” (Collie & Slater, 2011, p.7). The more students can be in contact with literary pieces, the newer aspects of language they learn, and not only that, but they are also more connected with the stories. They can identify the vocabulary within the context quickly. These assertions by the authors generate the importance of literature in EFL class; in the same vein, another author mentions the importance of literature in class given that the language in the books, readings, tales, poems, and others are natural, Abdalrahman

(2021) mentions that language in literature is So, language in literature is vibrant, lively, suggestive, and thought-provoking (p.4).

Vocabulary learning strategies and Methods

Various strategies can be used to learn new vocabulary in English language learning. Students can use different methods to acquire new unknown words when reading. Hosenfield's (1984) mentions some of them: associating new words from the contexts and guessing the meaning, searching for the terms, and recognizing the grammatical category of the words and cognates (as cited by Mohammed, 2016). Thus, each of the strategies above is useful for students when they read literary texts, and they can learn different new words that come immersed in the readings and, in this way, develop new language skills. In the same vein, another study by Sandoval (2020) was conducted at Universidad Industrial de Santander, and the primary purpose was to analyze four reading strategies that enhance fourth-grade students' reading comprehension and where the author realized that having more reading comprehension activities in class is appropriate for the student's learning process. The author states that if students have little vocabulary knowledge, it will be difficult for them to understand what they read; this means that vocabulary gives students a grasp of the topic they are reading about. Moreover, she found that a perfect strategy to improve their reading comprehension was guessing words' meanings using implied meanings (Sandoval, 2020, p.33).

Furthermore, other valuable strategies for learning vocabulary are cognitive strategies and related to memory strategies. For instance, according to Baskin et al. (2017), "they include repetition and mechanical methods such as word lists, flashcards, and word books to study vocabulary" (p. 128). In this strategy, repetition is critical for memorizing words that the students consider necessary or are asked to learn.

Finally, metacognitive learning strategies also enhance reading comprehension in English classes; according to Alvarez (2018), metacognitive strategies are those that are related to how learners are in control of their learning process and how they monitor themselves and evaluate their learning outcomes; therefore, this is important in learning new vocabulary. Additionally, the author mentions the monitoring strategy where students are aware of their learning process and their understanding of the topic, and words are critical. Nonetheless, if they do not understand it is acceptable, they stop what they are doing and start over (p.409). Therefore, the metacognitive and monitoring strategies are essential for the project because what matters the most is that learners can control their learning process with the guidance and mediation of the teacher.

Methodological Framework

This section will describe the research design, the type of research to be used, and definitions of the data collection instruments.

Research Design

This study was action research, which, according to Arias (2017), is a collaborative task where the teacher can work with the students and, in that way, teach them some techniques and strategies to improve their skills (p.108). Additionally, in action research, the teacher can create a plan, implement it in the classroom, and improve teaching methods; in that way, theory can be supported with practice, which will help other teachers access this information and results. Another vital author who mentions action research is Lewin (1946), who defines action research as starting with an idea and an objective, then fact-finding, then planning, executing, and evaluating or analyzing the data (p.38).

Additionally, this study used a mixed-method approach, and according to Cresswell (2018), qualitative and quantitative methods provide different ways of gathering information. In the case of quantitative, closed-ended data can be used, and for qualitative, open-ended data (Cresswell, 2018, p.285). Both methods will be part of the study; first, quantitative research, which by Proctor and Capaldi (2016), is a type of scientific investigation that includes both experiments and other systematic processes with an emphasis on control and quantitative performance assessments (as cited in Hoy & Adams, 2016). The quantitative data instruments used in the interventions are the pre-tests; in this test, the students find a reading where they had to read the story called: "The Enchanted Garden", and after reading, they must answer the questions. Additionally, in the second exercise, they had to match the words from this reading with the images they considered to match. The post-tests consisted of 5 parts and were a little

more challenging for them. In the first part, they had to use their memory to remember some of the words learned in class and then write a story using them. In the second part, they had to look at some images from the different stories and poems workshops during the interventions and then match them with the correct word learned in class. Then, in part 3, students had to read a short story and do the vocabulary comprehension activity, where they had to complete the story with the most suitable word according to what they read in the story. In part 4, students had to drag and drop some words learned during the interventions to complete the sentences; again, they had to use memory and then common sense. Finally, in the last part, students again had to use their memory because they had some words from the readings and students' had to write some sentences using those words. This exercise allowed them to use these words in context. The aim of these tests (pre-test and post-test) was to compare the before and after the interventions and analyze the strategy's usefulness. In the pre-test, and post-test students had to do the exercises by themselves, there was not help from the teacher and they could not use any digital dictionary or translator. Moreover, in both test the results were shown to them.

Furthermore, in the interventions I used the three steps: pre-reading, while-reading and post-reading moments. For the pre-reading, students had to read the title of the reading for that day and then comment their thoughts about it. Also, they were shown some videos about the authors biography and then do some interactive activities related with the information. In some of those activities students had to answer questions and speaking their thoughts. In the while-reading moment, students had the first reading together with the teacher and with the group, each of them had to read some part of the tale or poem aloud. At the same time if they had any difficulties with the pronunciation of some words this was corrected immediately and then repeated. Then, they did a second reading by themselves. Finally, in the post-reading, the

students had to do the worksheets, in them they had different vocabulary activities, such as matching the word with the image, connecting the words with their meaning in English and Spanish, writing some stories with the words and writing sentences also with some words taken from the readings.

Other aspect was the assessment process, according to William (2011), assessment is the process of evaluating the effectiveness of instructional activities by determining whether they have led to the intended learning outcomes. It involves understanding what learners already know, guiding their learning towards the intended goals, and providing feedback to support their progress (p.4). In the assessment part, students had different workshops where they practice but at the same time had feedback on the answers. Moreover, the pre-test and post-test also, were used to evaluate the vocabulary enhancement of students before and after the implementations. The way of assessment I used was the interview because it let me to know how much students found the project useful, using the interventions, the materials, and the vocabulary they learned. With these interviews, students could also show some speaking activities using the words learned in class and, in that way, show an improvement in their communicative competence in English.

For the qualitative data, which definition “can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures” (Mackey & Gass, 2022, p. 162). In the qualitative data collection, I used the present study to collect qualitative data through observation, an L2, and focal group interviews.

Data Collection Instruments

Regarding data collection, vocabulary pre-tests and post-tests, observations, journals, and interviews will be used to gather all the information required. These instruments will allow the

collection of all the information needed step-by-step; it is worth mentioning that the interviews will be done at the end of the interventions.

Vocabulary Pre-Test and Post-Test

The present study test will be essential to collect the data using pre-tests, and post-tests will be used to analyze the changes over the implementation. The objectives of these tests will be to explore specific areas of a course; as indicated by Cohen et al. (2017), tests help to check specific goals expected by the teacher (p.418). On the one hand, the vocabulary pre-test will analyze students' previous vocabulary knowledge. This test will be done in questionnaire form, in which students will read some stories and answer some questions related to the vocabulary. On the other hand, this first test will be a diagnostic type used to see some difficulties and weaknesses in students before the implementation and some strengths in certain areas (Cohen et al., 2017, p.419). In the tests, the students will have specific readings, and at the end, they must answer some questions about some words related to the texts; then, the tests will be graded from 1 to 5 to check their achievement.

After each intervention, the researcher will give the students different workshops with different vocabulary activities related to their already-read literary pieces. These workshops will function as post-tests; the teacher will measure students' vocabulary learning and improvement, where they will understand some reading, grammar, and speaking exercises using the vocabulary already learned from the literary pieces. Additionally, these tests will focus on the short stories the students read, and the vocabulary will be relevant.

Observations

Observations will allow the researcher to analyze the student's perceptions during each intervention; according to Mackey and Gass (2022), observations give the researchers large

amounts of relevant data about the participants' behavior to register the critical aspects for the analysis report (p.175). Observations are another essential instrument for the researcher, allowing him to examine if the method used to learn more vocabulary works and if the tools, such as the books and resources, are proper and relevant for the group. Also, it will allow the researcher to analyze students' emotions and attitudes toward the implementation. Another author who mentions this method is Cohen et al. (2007); they say that observation is a tool that allows the researcher to examine the occurring scenario by himself and have more reliable data.

With this strategy, the researcher will meticulously observe every aspect before, during, and after the implementation. Given that the researcher will also serve as the focus group teacher, it becomes paramount to document the changes occurring both before and after the interventions. This comprehensive approach aims to discern any notable shifts and ascertain the effectiveness of the implemented strategies. The data collected during these phases will provide the necessary information for the subsequent analysis. To make things easier, a special journal will be used to carefully write down all the things seen and important information. This journal will be explained more in the next part, where we will talk about how it is organized and how it helps to keep track of everything in detail.

Journal

The information mentioned above brings us to the following data collection instrument: a journal. For the research, the diary will help highlight all the students' experiences, attitudes, and emotions during the interventions. Also, the journal will have different student opinions, comments, and feelings that can be perceived during the activities. As Cohen et al. (2007) mentioned, action research journals record our processes and reflections on our observations.

The journal will be a helpful tool for the researcher when the time of the intervention comes because he will be attentive and take some notes about all the processes, tasks, students' attitudes, and procedures used in class; at the same time, it will allow him to analyze and reflect on the implementation in class to make some adjustments to his pedagogical practice.

Furthermore, unlike the rest of the data collection instruments, the teacher will record all the information gained by observing and transcribe it into the journal, giving the study written qualitative data with relevant information. For the journal, a brand-new agenda will be used, and the researcher will note the date, the group's name, the number of participants, and all aspects he sees in class.

Focal Group Interviews

Interviews serve as valuable tools for qualitative data collection. According to Mackey and Gass (2022), interviews offer the unique advantage of engaging multiple senses, including spoken, heard, and non-verbal communication, thereby making them highly adaptable instruments for gathering data. One of the key benefits of interviews is the opportunity they provide for direct interaction between researchers and participants, facilitating the exchange of relevant insights and perspectives (p.173).

In the context of this study, focal group interviews will be conducted, comprising a series of five questions structured around the semi-structured interview method. This method, as highlighted by While (1993, p. 330), is particularly well-suited for exploring participants' perceptions and opinions on complex and sensitive issues. It allows for probing to gather additional information and clarify responses.

Furthermore, by employing this approach, the researcher aims to obtain participants' opinions and reactions regarding various aspects of the intervention process. This includes their

thoughts on the implemented strategies, their perceptions of how these strategies influence and enhance their language learning experience, and any challenges they may have encountered, particularly in relation to reading comprehension and vocabulary acquisition. Through these interviews, the researcher seeks to gain a comprehensive understanding of the participants' experiences and perspectives, thereby enriching the qualitative data analysis.

Sampling and Characterization of Sample

The participants of this project will be students from English 5 at Santo Tomás University located in Floridablanca. Students' groups come from the law, architecture, physical education, optometry, and dentistry programs and International Business and they need to take six English levels to achieve the program requirements and graduate successfully. The groups are of different sizes and can vary; each group can have a minimum of 12 or sometimes even 8 students and a maximum of thirty; depending on the students and their schedules, the number of students will not affect the procedures. The most important aspect here is that every student that starts with the process can continue until the end of the implementations, in this way the data collection will be more useful, and the data collected more relevant. Furthermore, the classes have both genders, often with a vast majority of girls and their ages ranging from 17 to 35 years old; neither gender nor age will be considered in this study as it will not affect the purpose of the research nor the results. Additionally, these students came from different backgrounds, this is important because although this is a private university some of them are having to maintain an grade average because they have different benefits on their tuition.

On the other hand, students at this university go through a whole mixture of emotions during the semester, they had to not only take English subject, but other subjects form their program that might make them anxious, stress or even disinterested with the project. This is

something that happens a lot at university with subjects such as languages and humanities because some of the students believe that they are not as important as the ones from their program. Also, they are in their young adult era where they want to have fun and do different activities with their friends and classmates, sometimes they take English subject as the relax one so they do not come to class or do not pay attention to the lesson or simple they do not participate neither do the tasks proposed by the class,

Access to Sample

The sample will be available at Universidad Santo Tomás for the following semester, depending on where it is situated; for instance, it can be in Floridablanca, Bucaramanga, or Piedecuesta, depending on the groups that are given every semester. However, the sample to be studied will be in Floridablanca because of the purpose of this study and the continuity with the group.

The project will be done first with the Santo Tomás University principal's consent and then with the language institute director permission who is the one in charge of everything related with the English classes. Moreover, the researcher will ask about the students' availability and willingness to participate; not all the students are obliged to participate, but some important assessments will be done that will count for their evaluation and will be an excellent opportunity to do something different. Additionally, these students can drop out from the course whenever they want according to the university rules, and this can be something that can happen during the project implementation, one student can start but sometimes as the class goes by they decide to cancel the subject due to workload or they just do not show up anymore so they end up failing due to absences, this must be taken into consideration by the researcher to do the data collection procedures with the group.

Sampling Techniques (Procedures)

Participants will be chosen following the *purposeful sampling technique*, which, according to Patton (2015), is done by selecting valuable samples that fit the project and have the profile for research purposes. Additionally, he states that this technique is beneficial when doing qualitative research because it is possible to select and identify those cases, leading to more effective resource use. The chosen group must be carefully selected considering their English level, the readings, and the activities to be done.

Immersion is an essential qualitative research method. The researcher will always be in the class to do the activities, simultaneously act as an observer, and be part of the students' learning process. The role of the observer is critical for this project because they will be able to see the process from a perspective where they can check students' difficulties, feelings, engagement levels, and responses to different teaching strategies. This dual role allows the researcher to gather valuable insights into how students interact with the materials and activities, enabling a deeper understanding of their learning progress and challenges while learning new vocabulary. He will also check all the students' problems with the activities and how they are immersed in the project. This will facilitate the learning of the words and the development of the implementations in every class.

Data Collection Methods

The type of research to be used is action research. According to Cohen et al. (2007), this type of research allows one to focus on practical problems seen in the classroom that can be changed using three steps: diagnosis, action, and reflection (p.298). The data collection methods used in this project are mixed methods, qualitative and quantitative. For Cresswell (2018), mixed methods are helpful when the researcher desires to integrate qualitative and quantitative data into

the study. Considering the purpose of this project and the expected results, the data collection methods will be stated and explained in detail, and the purposes of using them for the research.

On the other hand, the kind of population these methods will be applied to is university students from Santo Tomas University in Floridablanca. These students are supposed to have an A2+ level, but more than their vocabulary is needed for that level to perform their English skills at the expected level.

Vocabulary Pre-Test and Post-Test

This quantitative data collection method is relevant for the mixed-method study because it helps the researcher know the students' level and analyze their differences and difficulties. Griffie (2012) defines the pre-intervention test as the initial measure before the pedagogical intervention. Then, a post-intervention test will occur, represented by “a test that is the same or very similar to the pre-test, and it is administered after the experiment or teaching takes place” (Griffee, 2012, p. 91).

The purpose of these tests is to collect quantitative and primary data relevant to the study so the researcher can have solid answers before and after the implementation; with pretests and post-tests, the researcher will be able to check if the process and the interventions made helped improve their four-skill performance.

Pre-tests and post-tests will be done in a digital environment, following Davies and Johnson (2014); these are helpful digital tools that people can use to learn, teach, and do practical activities (p. 3). For example, English students have their university computer laboratory so they will do an online pre-test. This test will be done individually, with different vocabulary activities such as reading, matching words, guessing the meaning, etc. Moreover, the teacher will give them the instructions and the aim of the action; then, they can read the questions before starting

the test. Finally, the teacher will assess any doubts on aspects such as intelligibility and understanding of the test.

Observations

The next one is observations, and this method provides relevant evidence because the researcher can collect what is taking place now. Moreover, observations can be structured, and according to Cohen et al., “a structured observation is very systematic and enables the researcher to generate numerical data from the observation” (398). However, for this project, qualitative observations will be used where the researcher focuses on the classroom’s natural environment to check students' behavior, patterns, and evolution (Cohen et al., 2007, p.297). These qualitative observations will be helpful because the students will be in their natural environment doing all the activities and participating in the project.

Journal

This data collection method works together directly with observations; journals record everything the researcher observes, feels, and reflects; the journal is secondary and qualitative data collection. For the sake of this project, an agenda will be used as a journaling tool. The researcher will carry this agenda to every intervention and will write the group’s name, each date, and all the written descriptions of the interventions, such as how the interventions went.

Additionally, the students will be aware of this journal and participate in any thoughts and comments about the interventions. Their opinions will be written in this journal for complete data analysis.

Focal Group Interviews

Interviews are helpful qualitative data collection instruments. Mackey and Gass (2022) mention that interviews allow the use of more than one of the channels of the senses, such as

spoken, heard, and non-spoken language, making it a flexible instrument for data collection. Another important aspect is that it permits the researchers to interact with the participants and have relevant answers from them. (p.173). Focal group interviews would consist of 5 questions following the semi-structured interview method, which is “well suited for exploring the perceptions and opinions of respondents regarding complex and sometimes sensitive issues and enabling probing for more information and clarification of answers.”

Barriball and While (1993, p. 330). These interviews will be done one class after the final intervention; each student will get together with the researcher to do the interview and answer the questions. Additionally, the teacher will ask the students for permission to voice-record their answers, systematize them, and then make the corresponding analysis.

Finally, interviews let the teacher acknowledge the students’ comments, concerns, and feelings toward the implementations.

Validation Procedures

The present project, which is essential for the educational community, is from Santo Tomás University and other institutions and is focused on EFL learning and teaching. Therefore, a validation process was necessary to implement this project to make any adjustments and have a high-quality process. To validate the instruments, the author did a pilot test with some students from the same level in the previous semester to make the corresponding adjustments according to the student's thoughts and answers, and these were the results:

Piloting text results and Validation methods:

This piloting test was done with a group of English 5 students and had positive feedback. Students mentioned the project's efficacy in enhancing their vocabulary and understanding of the target language. Furthermore, they highlighted the distinct benefits of engaging with literary

pieces and readings, not only with the students' books. Floris (2004) supports this notion, asserting that vocabulary acquisition through literature surpasses that gained from traditional textbooks (p. 2). Finally, this project was necessary for the students to understand that English is not boring or repetitive and that the student book is not the only tool to learn English. Still, literature is a powerful tool to learn new words that will increase their vocabulary.

Table 1

Validación de Estudiantes

Students' Validation	Comments About the Instrument
Student 1	<ol style="list-style-type: none"> 1. I understood the word within the context of the activity 2. Writing part: It's interesting to use new words. 3. The dynamic is cool. 4. You must add more images, and in the writing, whatever story, only six words is okay.
Student 2:	<ol style="list-style-type: none"> 1. It's interesting because I could understand some words with the reading and more with the activities 2. I liked it because the teacher did different activities, and we did various exciting exercises. 3. Initially, it wasn't easy to understand, but then I could understand the stories and the new vocabulary within contexts.
Student 3.	<ol style="list-style-type: none"> 1. I like it because it is a different way of learning new words. 2. I think that the writing could be with fewer words. 3. I like the image exercise because I learn more through watching images; it is easier for me.
Student 4:	<ol style="list-style-type: none"> 1. It was tricky, but I could understand the text and the words but needed more practice. 2. I liked the matching activity; I could get the new words better with the images. 3. I like the new vocabulary learning method because that is the most difficult.

The findings indicate that students who participated in the initial pilot test expressed positive sentiments towards the story and the activities. They perceived these components as engaging and exciting. Moreover, they identified the activities as instrumental in facilitating the

acquisition of new vocabulary, a task they commonly find daunting in their English language learning journey. The method employed in these activities was particularly lauded for its ability to inject excitement into vocabulary expansion.

The students also provided constructive feedback to enhance the educational materials' efficacy. Specifically, they emphasized the importance of incorporating more visual aids, noting that such imagery significantly enhances their comprehension and retention of concepts.

Furthermore, the validation process was extended to seeking input from the research course director within the master's program. This expert review served to deepen the understanding of the collected data. The instructor offered valuable insights, particularly about the focal group interview. Her recommendations focused on refining the interview questions to ensure the students' responses aligned with the research objectives, enhancing the credibility and reliability of the study outcomes.

Data Analysis Methods

According to Creswell (2018), the explanatory sequential mixed method analysis is divided into two phases: independently analyzing the quantitative and qualitative data. The second phase is the *integration*, which combines the results of each data type. In the explanatory sequential method, as stated by Creswell (2018), it is essential that after the quantitative results are obtained, the qualitative part broadly explains the results in the quantitative part.

Qualitative Analysis of Content

This method is critical for analyzing the data collected during the interventions, and it will be the primary method, given that most of the data collection methods are qualitative. According to Cohen et al., qualitative analysis methods demand “analyzing, accounting for, and explaining the data.” Therefore, the primary qualitative analysis data to be used is the voice-

recorded interviews; this will be done in a Word document, where the researcher will transcribe each of the participant's answers; this strategy will facilitate the close analysis of the answers and results. For instance, Griffiee (2018) mentions that from journals and diaries, it is possible to obtain data that can be used to write the theory and support the research results (p.236).

Variables

Variables are essential in qualitative data collection research; this method of organizing and categorizing information into groups can enhance organization and facilitate usability. For example, Cohen et al. (2007) assert that researchers categorize data into specific groups based on shared features or patterns observed in the written form, enabling a more systematic analysis (p.478). This process of categorization not only streamlines the data but also aids in identifying common themes, trends, and relationships within the dataset. By systematically organizing qualitative data into meaningful categories, researchers can effectively navigate through large volumes of information and derive valuable insights for their analysis.

Constant comparison

The constant comparison method is a valuable tool for making a comparison over the interventions; this one is done during the interventions, and a final comparison is at the end of it. Consequently, Cohen et al. (2007) mention that the researcher overseas compares the recent data, and the one collected before (p.473). This comparison is necessary because it allows more precise results and a connection between the data and the theories used. Moreover, for the research, it could be a way of making any changes during the intervention, given that this data analysis method is done during the interventions.

Diagrams

To analyze the quantitative data, the computer program Excel will record the student's test scores and keep track of the strategies' usage with students' evidence. With the help of Excel and the students' scores, some diagrams in pie and bar charts will be used to evidence the results of the tests in percentages; they will also have some color to differentiate the results and to facilitate understanding.

Ethical Considerations

In this part, some ethical considerations will be mentioned for developing the project and participants' ethical principles of protection.

Informed Consent

Consent is a paper where the participants sign to agree to be part of the project; in the case of this study, it will be necessary to give the students consent due to the treatment of their data, such as names, codes, and answers. Cohen et al. (2007) emphasize why these informed consents are necessary for research: "The principle of informed consent arises from the subject's right to freedom and self-determination" (p.52). The students will be informed about the project and activities to be done in a written form; this paper will be well-explained for them to sign if they are willing to participate. The paper they sign will be evaluated by the research director, and the students will sign this informed consent because it is necessary that they agree to be part on the project. This project will not take show any names or any student will have a negative repercussion for not participating.

Access and Acceptance

When the research project takes some time, it is necessary to have the institution's access to and acceptance for the development of the activity; Cohen et al. (2007) mentions that it is

essential that this step can be done at the beginning of the research project, before the interventions where the researcher receives the permission from the institution where the research will be (p.55). For approval, it will be essential to address the language institute director from Santo Tomás, ask for permission to do interventions with my group, and put her into context about the project.

Privacy

The students will be told all the purposes and uses of this project, no names will be involved in the research, and their well-being will not be affected. Their personal information will not be asked for nor mentioned in the results; their integrity will be respected. With the recordings, some students might be reluctant to do it because they could be ashamed or have other sensitivity issues. For these students, the researcher will take notes of their answers on his computer when doing the interviews.

Pedagogical Intervention and Application

Instructional Design

The present study's implementation involved some steps. The first step was to diagnose the group's vocabulary through a diagnostic test. Second, some vocabulary-related implementations were done, using four different readings that involved tales and poems. Finally, the participants did a post-test to diagnose the vocabulary learned through the interventions.

Table 2

Intervention Work Plan

Week one	Diagnostic test
Week two	Design of implementation's tales, poems, and worksheets
Week three	Implementation 1
Week four	Implementation 2
Week five	Implementation 3
Week six	Implementation 4
Week Seven	Post-test

Note. The weekly intervention working plan.

Development of Application

For this study, both mixed-methods methods were used; the first part was the qualitative part, where the researcher used online tales and poems such as Silence- A Fable by Edgar Allan Poe, The Eyes Have It by Philip K. Dick, Invictus by William Ernest Henley, and finally the Tell-Tale Heart by Edgar Allan Poe. Furthermore, following the perusal of each literary work, the researcher devised vocabulary worksheets tailored to each narrative, facilitating the retention of newly acquired words from each tale. This implementation attracted students' attention due to the new way of learning vocabulary, the poems and tales, and the worksheets. Additionally, while the researcher presented the readings in class and each student read a part of the story or poem, the researcher corrected pronunciation, and participants read a second time with correct

pronunciation. After reading, they spoke about their thoughts about the story, what they understood, and whether they liked it or not. They then answered questions about the story through interactive activities such as Jeopardy. Students were attentive and improved their four skills.

Data Analysis and Findings

In this part, we examine the instruments used to collect data and the research project's findings, which involved studying quantitative and qualitative data. This section also analyzes the data collected to find patterns, connections, or differences and compares the results with the research questions and objectives. The researcher used the explanatory sequential mixed method analysis to analyze the data, which, according to Creswell (2018), this method is divided into two phases. The first phase involves independently analyzing the quantitative and qualitative data. The second phase requires integration, which combines the results of each data type. To analyze the quantitative data, the computer program Excel recorded the student's test scores and kept track of the usage of the vocabulary level. Furthermore, audio recordings were used to collect and transcribe the interview information for the qualitative aspect.

Data Management Procedures

According to Creswell (2018), the explanatory sequential mixed method analysis is divided into two phases: independently analyzing the quantitative and qualitative data. The second phase is the integration, which combines the results of each data type. In the explanatory sequential method, as stated by Creswell (2018), it is essential that after the quantitative results are obtained, the qualitative part broadly explains the results in the quantitative part.

Quantitative Analysis

Vocabulary Pre-Test and Post-Test

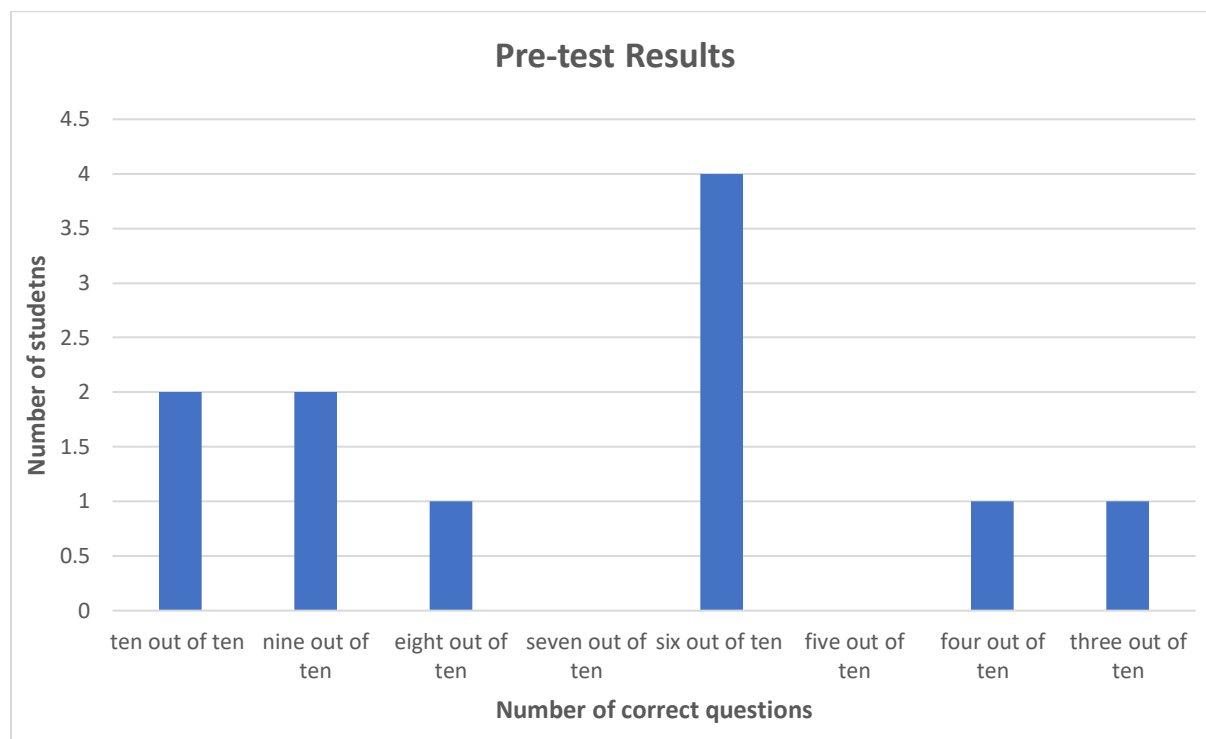
This quantitative data collection method was relevant for the mixed-method study because it helps the researcher know the students' level. Secondly, it allows the researcher to analyze students' differences and difficulties. Griffie (2012) defines the pre-intervention test as the initial measure before the pedagogical intervention. Then, a post-intervention test will occur,

represented by “a test that is the same or very similar to the pre-test, and it is administered after the experiment or teaching takes place” (Griffee, 2012, p. 91). The purpose of these tests was to collect quantitative and primary data relevant to the study so the researcher could have solid answers before and after the implementation; with pretests and post-tests, the researcher could check if the process and the interventions helped improve their four-skill performance.

Pre-tests and post-tests were done in a digital environment, following Davies and Johnson (2014); these are helpful digital tools that people can use to learn, teach, and do practical activities (p. 3). For example, English students had their university computer laboratory, so they did an online pre-test. This test was done individually, with different vocabulary activities such as reading, matching words, guessing the meaning, etc. Moreover, the teacher gave them the instructions and the aim of the action; then, they could read the questions before starting the test. Finally, the teacher assessed any doubts on aspects such as intelligibility and understanding of the test.

Vocabulary pre-test

The researcher created and validated the test applied to the participants. It consisted of 10 vocabulary exercises divided into two parts. The first part was to choose the correct answer according to the reading, and the second was to match the words with images. The vocabulary pre-test showed that the students needed more vocabulary commands; most answered the questions incorrectly. The reading was according to their level, and the vocabulary used was new to them. In Figure 1, the results show that students had different vocabulary levels; some needed to incorporate more vocabulary into their language. Additionally, most have yet to read tales or poems with real-life words that could enhance their language.

Figure 1*Vocabulary Pre-Test Results*

Note. Author

The figure shows that most students answered 6 out of 10 questions correctly; this was a good score, but it was still lower than expected. Some other students answered 10 out of 10 questions correctly; these were the ones the researcher could see as having higher proficiency during the implementations and post-test.

In this test, some questions were correct in common; this means that all or almost all students answered correctly. For instance, regarding the first part of the test's students had some difficulties because they had to read the story called "The Enchanted Garden" and then answer the related questions; the first three questions from five were the most challenging for them because the words were not the usual words they used daily. On the other hand, the last two questions were correctly answered by most of the students due to the factor of simplicity,

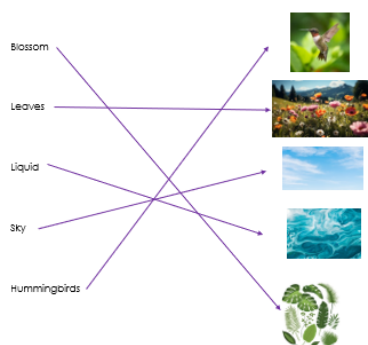
explained later. These two last questions had similarities for the student's native tongue, and the answers were very simple. (see Appendix G)

Finally, the last exercise was to associate images with words, in this part most of the students had it incorrect due to lack of vocabulary and reading comprehension. This is an example of a person who had the answers correct:

Figure 2

Falta Nombre

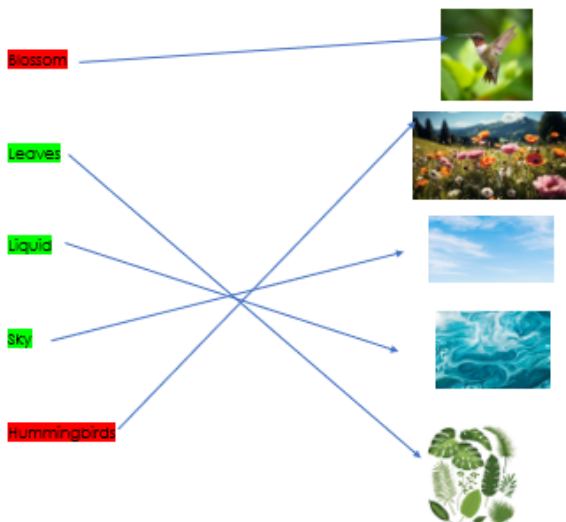
2. Match the words with the corresponding image according to the text.



Note. Author

This student correctly matched the words with the images, according to the reading and using their common sense as well. This is another example of simplicity due to the easy words and images.

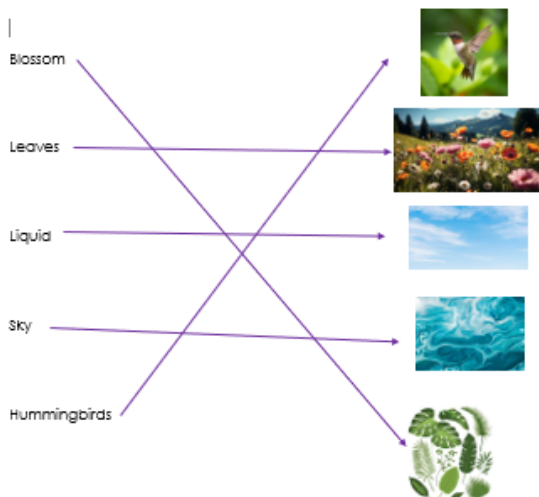
On the other hand, this student had two incorrect:

Figure 3*Falta Nombre**Note.* Author

In this example, this student got confused and match the incorrect words with the incorrect images, also some other students got confused with liquid and sky:

Figure 4*Falta Nombre*

2. Match the words with the corresponding image according to the text.

*Note.* Author

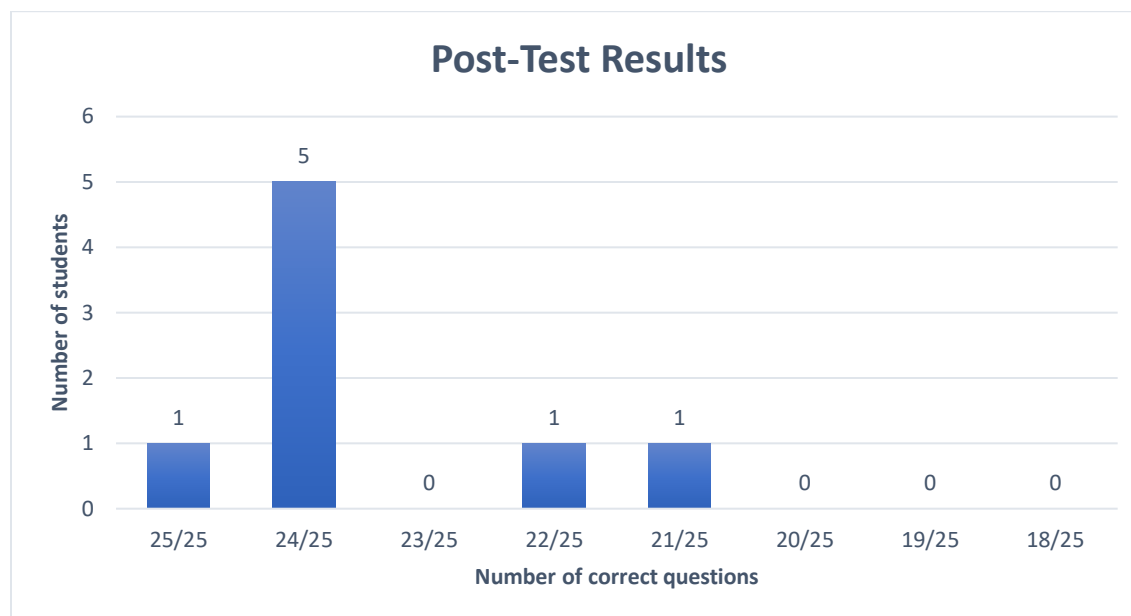
This last student was the example of getting confused between liquid and sky, and this might have happened since both images were very similar. Additionally, they were closed to each other, and this could be a distraction for students. This student also had blossom and leaves incorrect. These two words referred to plants so this can be another aspect of why the confusion.

Finally, it could be observed in the pre-test that students had some difficulty with their vocabulary command and the reading part as well, they got confused in different words and, they did not answer correctly.

Vocabulary post-test

The researcher created and validated the test applied to the participants after the implementation. This test consisted of 25 vocabulary questions divided into four parts. The first part was to create a short story using some of the words learned in the implementations to create a story about something that happened during their holiday week or any other vacation. They had to use one hundred to two hundred words. Then, in the second exercise in the second part, they had to match the words with the corresponding image. These words come from the previous readings. After this, in exercise number three, they had to read a story and then do the vocabulary comprehension activity, where they chose the correct missing word according to what they read. Finally, they had to write the missing word to complete the sentences. Some of those words were disease, midnight, lantern, laugh, and disturbed. These words were learned during the implementation.

The figure shows that most students answered 24 out of 25 questions correctly, which is an excellent score. Some other students answered 23 out of 25 questions, and one answered 25 out of 25 correctly.

Figure 5*Vocabulary Post-Test Results*

Note. Author

This post-test consisted of five parts, like the pre-test; some students did better in some parts and others in others. For instance, for the first question, most of the students had to use the words given to create a story. These words were taught during the interventions, and the activity of writing a story was also done during the interventions. In image 1. This student successfully used all the words given, he could connect the ideas and use the words in context without mixing the meaning of them or using them incorrectly. Additionally, the story made sense while using the words, something that was not very easy.

Figure 6

Falta Nombre

1. In this first part you will use the some of the words learned in the implementations to create a story about something that happened in your holly week or any other vacations. Please do not use the translator. Use 100-200 words.

Forbidden (prohibited), laugh, midnight, heaven, In a nutshell, tears, *wrath (anger)*, *beyond*, *punishments*.

PLEASE USE ALL THE WORDS

in my holly week i went with my family to boyaca we visited diferent places in one of them they yold us a story about how in one of those there was a story about a family that at midnight started laughing until the heaven dawmen and if they stipped had to undergo a punishment since it was said that they had made an evil deal . and if the did not cumply, they would feel the wrath of the evil man and the family was forbidden to tell what deal was about, so in a nutshell, the person from beyond was very evil, when told us this story, my family and i left that town very scared since they said that even at midnight you could hear the laughter of the dead family since they could not fuilfill the deal.

Note. Author

On the other hand, there was one student that could not write the story in English due to language difficulties and writing challenges:

Figure 7

Falta Nombre

1. In this first part you will use the some of the words learned in the implementations to create a story about something that happened in your holly week or any other vacations. Please do not use the translator. Use 100-200 words.

Forbidden (prohibited), laugh, midnight, heaven, In a nutshell, tears, *wrath (anger)*, *beyond*, *punishments*.

PLEASE USE ALL THE WORDS

La semana de receso fui de vacaciones a donde mi familia cada día me levantaba con una sonrisa, me levantaba de la cama y se dirigía a la ventana. La vista era impresionante, se veía toda la naturaleza. Unas gaviotas volaban en el cielo, creando un espectáculo único. Después de desayunar, me pusieron traje de baño y bajó a la piscina. El agua estaba fresca y refrescante, y nadaba durante un rato, disfrutando de la libertad y la tranquilidad. No sólo disfruté del paisaje y las actividades, sino también de la compañía de mis familiares y amigos. Compartí momentos inolvidables, como jugar pelota en la piscina, realizar excursiones a lugares hermosos y disfrutar juntos de deliciosas comidas.

Note. Author

This student was also present during the interventions. However, the writing part was all in Spanish, and she or he did not write a single word in English. This could happen because this

student was not confident of writing this in English and thought this was going to be graded even though the researcher mentioned this was not a grade. Also, it was possible that he preferred writing in Spanish to make many mistakes.

Figure 8

Falta Nombre

1. In this first part you will use the some of the words learned in the implementations to create a story about something that happened in your holly week or any other vacations. Please do not use the translator. Use 100-200 words.

Forbidden (prohibited), laugh, midnight, heaven, In a nutshell, tears, wrath (anger), beyond, punishments.

PLEASE USE ALL THE WORDS

Once upon on time a girl called Maria , that lived in a small and cute town , she liked to go for walks, one day she did a sleep over with her friends, while this sleep over there was a lot of laughs, stories and a lot of food , after sometime Maria and her friends went out at midnighth to walk, but they were to a forbidden place ,because they wanted to know what there was here . so she liked to go for walks they came in and saw a incredible garden, and beyond there was a big lake , it was already late so i wanted to return home, but it was very dark and they did not find how to get out of this place ,so they slept here.

Next day , they got up a little confused and saw a incedible place with a beautiful heaven ,so an angry man takes them out of there , he was very wrath

Note. Author

This last example from the text shows that this student did an excellent job; this person's command of language is high. The subject could use the words correctly, And the punctuation was good. Additionally, the story this person created made a lot of sense and used the necessary connectors.

In conclusion, writing emerged as the most challenging aspect for some students, underscoring the need for targeted intervention in this area. Despite this, other participants could complete the task, albeit with varying degrees of typing and grammar errors.

The second question was to associate the words they learned during the intervention with the context; mainly, this was the exercise everyone had correctly:

Figure 9

Student 1

To finish, in this activity you will write the missing word to complete the sentence.

- The ✓ spread rapidly throughout the community, causing widespread panic.
- At ✓ , the town fell silent, with only the faint glow of lanterns lighting the deserted streets.
- Despite the darkness, a group of friends gathered around using a flickering ✓ that lighted the place to share stories and laughs.
- His contagious ✓ echoed through the forest, disturbing the tranquility of the night.
- The sudden noise ✓ her sleep, prompting her to grab a lantern and investigate the source.

Note. Author

Figure 10

Student 2

To finish, in this activity you will write the missing word to complete the sentence.

- The ✓ spread rapidly throughout the community, causing widespread panic.
- At ✓ , the town fell silent, with only the faint glow of lanterns lighting the deserted streets.
- Despite the darkness, a group of friends gathered around using a flickering ✓ that lighted the place to share stories and laughs.
- His contagious ✓ echoed through the forest, disturbing the tranquility of the night.
- The sudden noise ✓ her sleep, prompting her to grab a lantern and investigate the source.

Note. Author

Figure 11

Student 3

To finish, in this activity you will write the missing word to complete the sentence.

- The ✓ spread rapidly throughout the community, causing widespread panic.
- At ✓ , the town fell silent, with only the faint glow of lanterns lighting the deserted streets.
- Despite the darkness, a group of friends gathered around using a flickering ✓ that lighted the place to share stories and laughs.
- His contagious ✓ echoed through the forest, disturbing the tranquility of the night.
- The sudden noise ✓ her sleep, prompting her to grab a lantern and investigate the source.

Note. Author

Figure 12

Student 4

To finish, in this activity you will write the missing word to complete the sentence.

- The ✓ spread rapidly throughout the community, causing widespread panic.
- At ✓, the town fell silent, with only the faint glow of lanterns lighting the deserted streets.
- Despite the darkness, a group of friends gathered around using a flickering ✓ that lighted the place to share stories and laughs.
- His contagious ✓ echoed through the forest, disturbing the tranquility of the night.
- The sudden noise ✓ her sleep, prompting her to grab a lantern and investigate the source.

Note. Author

Figure 13

Student 5

To finish, in this activity you will write the missing word to complete the sentence.

- The ✓ spread rapidly throughout the community, causing widespread panic.
- At ✓, the town fell silent, with only the faint glow of lanterns lighting the deserted streets.
- Despite the darkness, a group of friends gathered around using a flickering ✓ that lighted the place to share stories and laughs.
- His contagious ✓ echoed through the forest, disturbing the tranquility of the night.
- The sudden noise ✓ her sleep, prompting her to grab a lantern and investigate the source.

Note. Author

Figure 14

Student 6

To finish, in this activity you will write the missing word to complete the sentence.

- The ✓ spread rapidly throughout the community, causing widespread panic.
- At ✓, the town fell silent, with only the faint glow of lanterns lighting the deserted streets.
- Despite the darkness, a group of friends gathered around using a flickering ✓ that lighted the place to share stories and laughs.
- His contagious ✓ echoed through the forest, disturbing the tranquility of the night.
- The sudden noise ✓ her sleep, prompting her to grab a lantern and investigate the source.

Note. Author

Figure 15

Student 7

To finish, in this activity you will write the missing word to complete the sentence.

- The ✓ spread rapidly throughout the community, causing widespread panic.
- At ✓, the town fell silent, with only the faint glow of lanterns lighting the deserted streets.
- Despite the darkness, a group of friends gathered around using a flickering ✓ that lighted the place to share stories and laughs.
- His contagious ✓ echoed through the forest, disturbing the tranquility of the night.
- The sudden noise ✓ her sleep, prompting her to grab a lantern and investigate the source.

Note. Author

Figure 16

Student 8

To finish, in this activity you will write the missing word to complete the sentence.

- The ✓ spread rapidly throughout the community, causing widespread panic.
- At ✓, the town fell silent, with only the faint glow of lanterns lighting the deserted streets.
- Despite the darkness, a group of friends gathered around using a flickering ✓ that lighted the place to share stories and laughs.
- His contagious ✓ echoed through the forest, disturbing the tranquility of the night.
- The sudden noise ✓ her sleep, prompting her to grab a lantern and investigate the source.

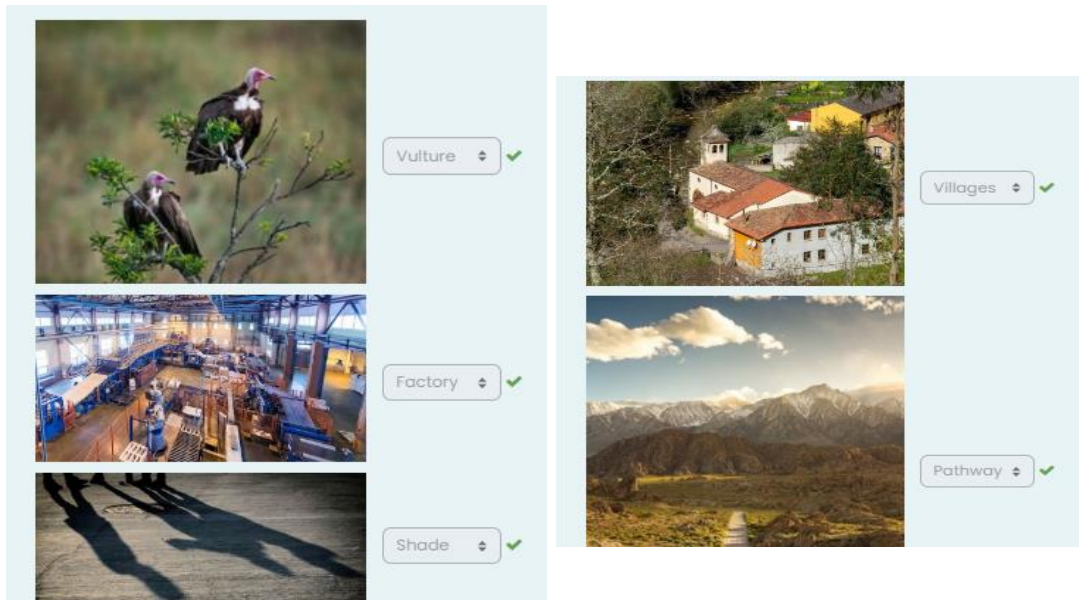
Note. Author

In this example, it can be observed that all of the eight students had this vocabulary-matching activity correctly. This aimed to show that using the words in context can be helpful. These words were taught during the intervention, and the students used their memory to remember the word in context.

The next part of the exam was to associate the words with images; this was also a variable that was present during the pre-test, the interventions, and the post-test. This variable was also successful during the post-test; it was the one that could show improvement in comparison with the pre-test, all the students had this correctly:

Figure 17

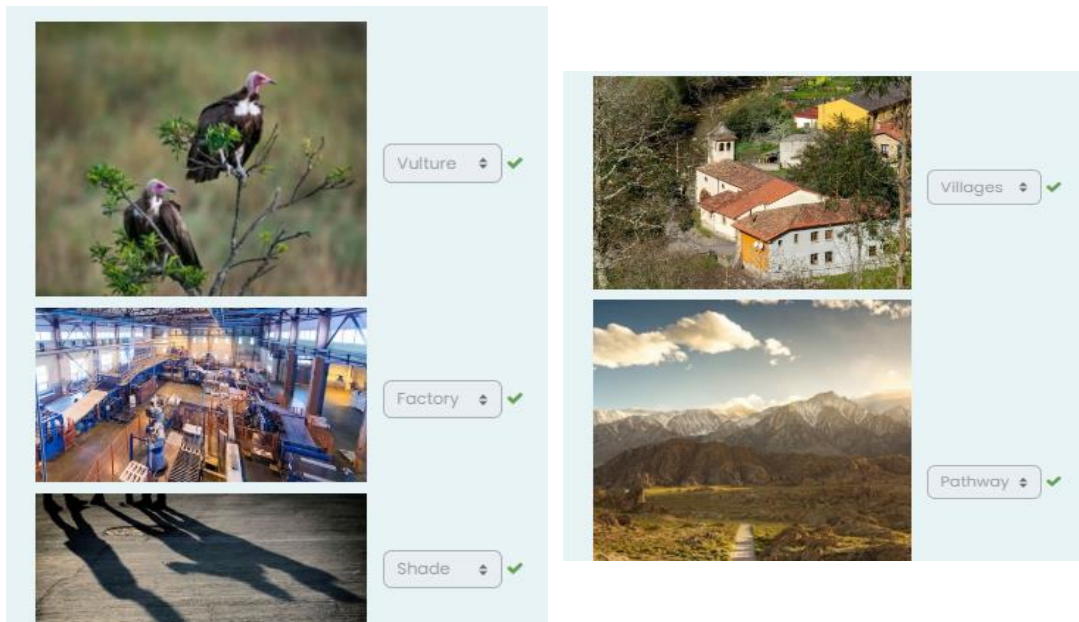
Student 1



Note. Author

Figure 18

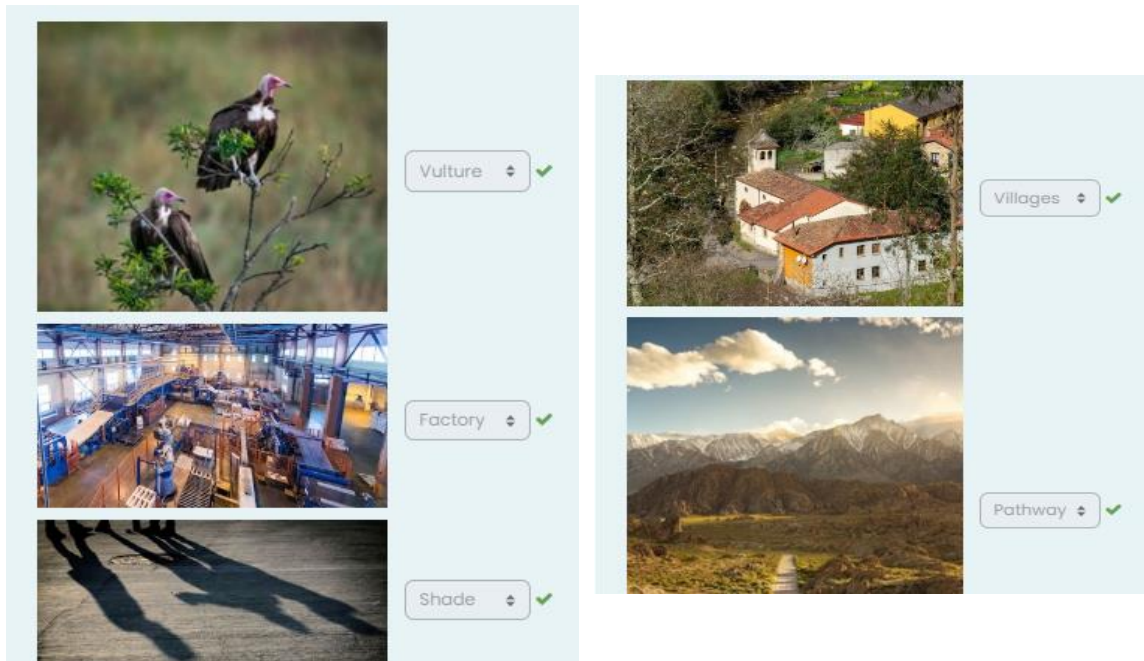
Student 2



Note. Author

Figure 19

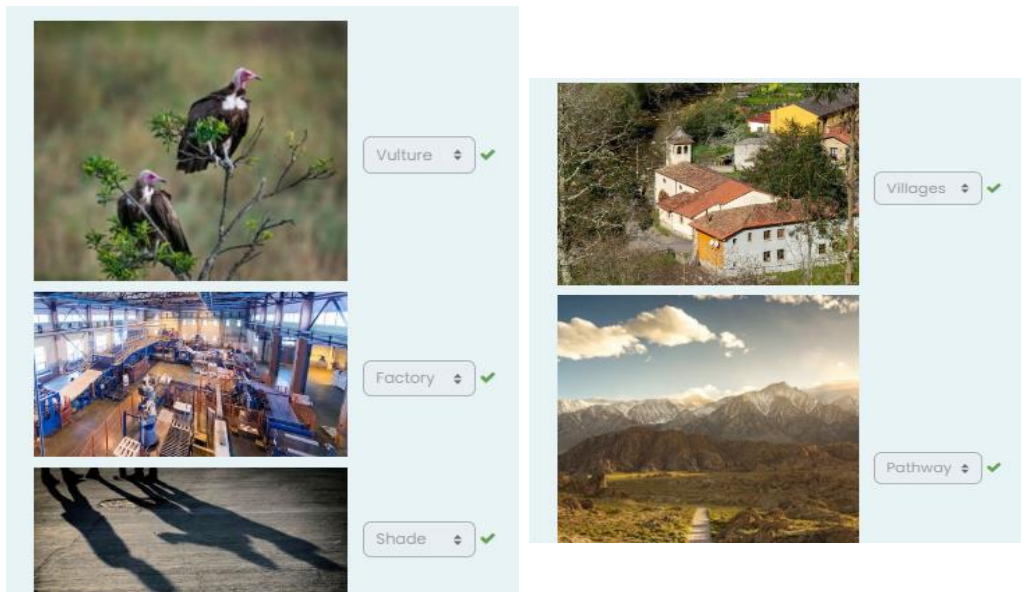
Student 3



Note. Author

Figure 20

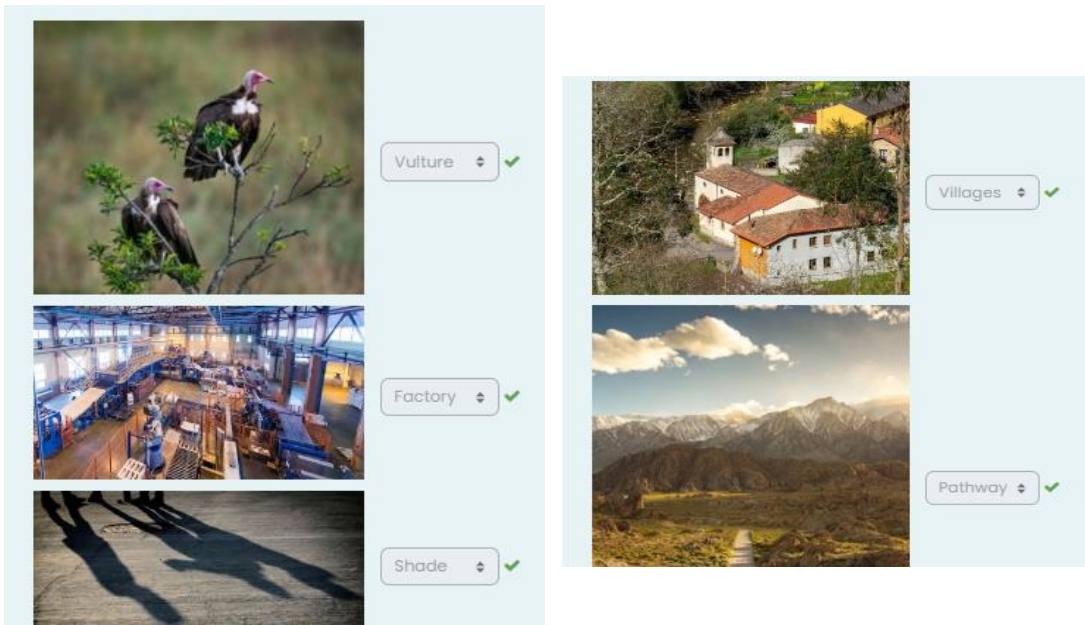
Student 4



Note. Author

Figure 21

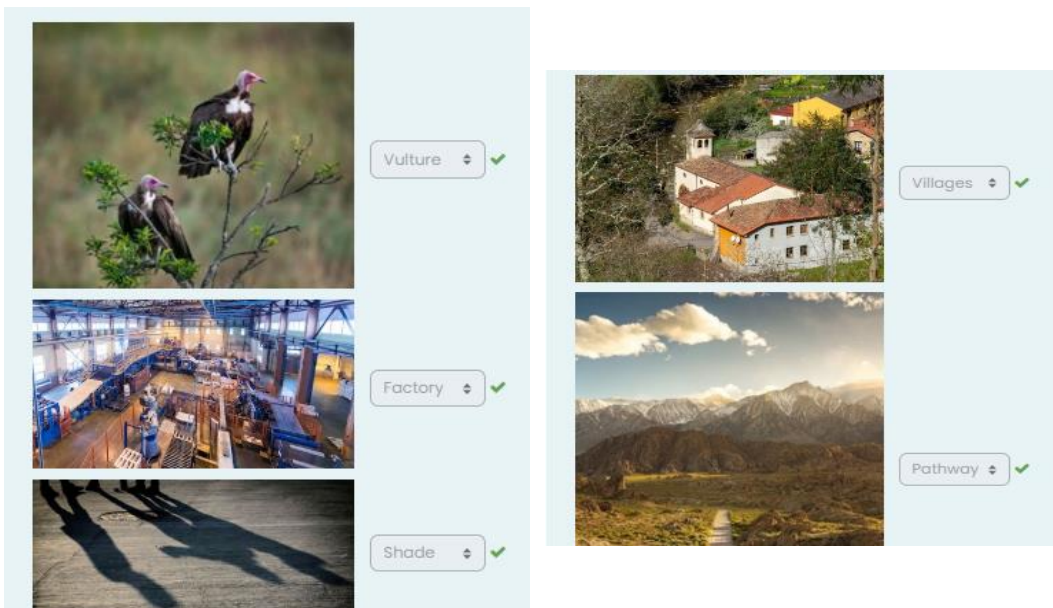
Student 5



Note. Author

Figure 22

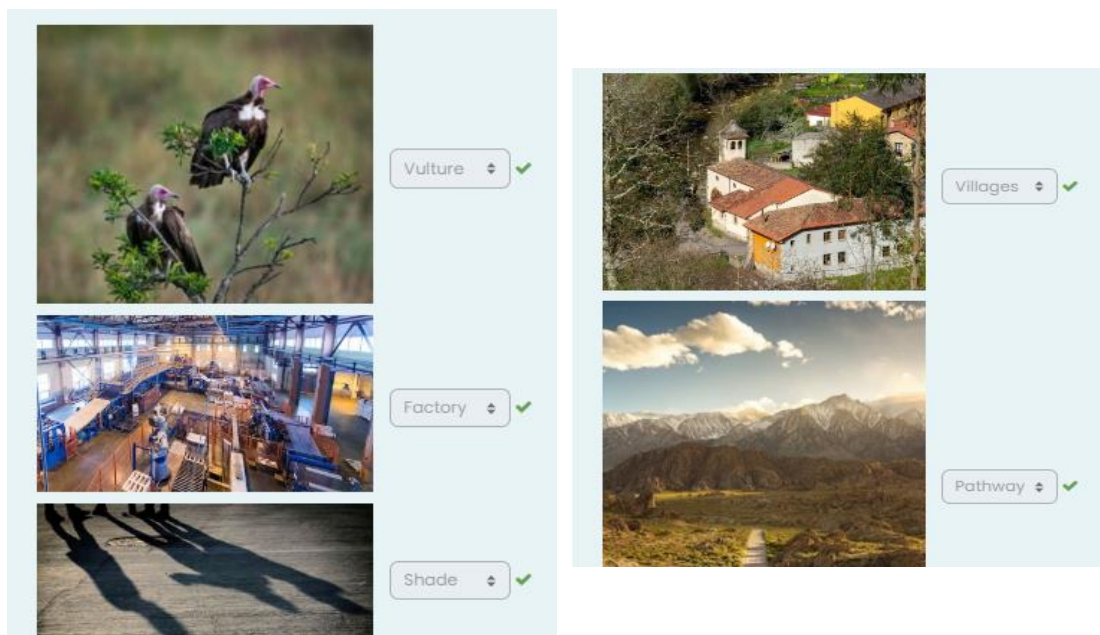
Student 6



Note. Author

Figure 23

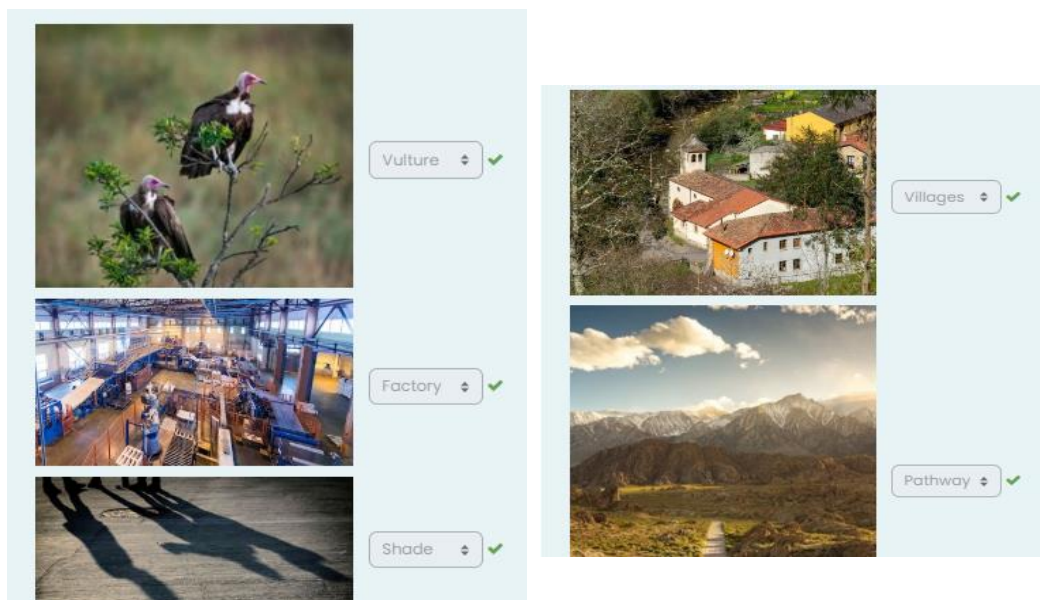
Student 7



Note. Author

Figure 24

Student 8



Note. Author

In this activity, students were tasked with associating the images they had encountered throughout the project with corresponding visuals, and remarkably, this variable yielded the highest success rate. It appears that students grasp vocabulary more readily when supplemented with graphical representations of the words. These visual aids facilitate the connection between the images and the meanings of the words, enhancing retention.

Moreover, the post-test results, when compared to the pre-test, demonstrated a notable improvement in students' command of vocabulary following the implementation of this approach. This suggests the effectiveness of this strategy in enhancing students' understanding and retention of vocabulary.

Qualitative Analysis

Journal

For the researcher, it was essential to know the student's attitudes since they started the class, during the implementations, pre-test, and post-tests. The journal allows the researcher to analyze students' performance and commitment to learning and improving their English by using tales and poems to learn new and useful vocabulary.

For this purpose, the researcher used an agenda that worked as a journal, and he wrote about the day and everything that happened in the classroom from the time they entered the class until the implementation was over. Also, some students' thoughts and attitudes towards the implementations, the readings, and the workshops to practice and enhance vocabulary (See Appendix C).

In each implementation, the researcher recorded journal entries, capturing all the crucial aspects to consider while guiding the students through their activities. With meticulous attention to detail, the researcher documented the students' progress, challenges, and breakthrough

moments. These journal entries served as a comprehensive record of the implementation processes, highlighting effective strategies and areas for improvement. By meticulously chronicling each session, the researcher could tailor future activities to meet student's needs and facilitate their learning journey. According to Cohen et al. (2007), every action research journal is critical to recording our processes and reflections on what we observe as researchers. The journal became an essential tool for reflection, analysis, and refinement, revealing more about the effectiveness of the vocabulary implementations.

Interview Results

The interview took place after the post-test and was administered to 8 out of the 12 participants because three were absent and one canceled English Subject. The interview had a focal-group model consisting of 5 open-ended questions. The interview application provided a bigger picture of participants' perceptions about using poems and tales to learn new vocabulary and improve their English skills, as well as the amount of vocabulary they learned and how they could use it in context. The categories from the focal group interview were the most and least valuable strategies, the most likely strategy to be used by participants, participants' perceptions towards the exercises implemented by researchers, and perceptions about how these strategies influenced participants' learning process.

The Questions and the Answers the Students Gave are the Following

Perceptions of the poems and tales used in the interventions

Table 2

Falta Nombre

What were your perceptions of the readings used in the interventions? Were they helpful? And in what way-	
A. Students 1	“Sí fueron útiles porque nos ayudaron a tener más conocimiento y pues a mejorar nuestro vocabulario a través de la lectura”

What were your perceptions of the readings used in the interventions? Were they helpful? And in what way-

- | | |
|---------------|---|
| B. Student 2 | “Ehh, in my perception, the readings were exciting, and we can learn a lot of new words.” |
| C. Student 3 | “ Sí fueron útiles ya que nos ayudaban tipo con el vocabulario, ahh aprender a escribir y hablar bien” |
| D. Student 4 | “ Yes, it was useful because I learned vocabulary “ |
| E. Student 5 | “Ah pues, sí aprendí bastantes palabras y nos ayudó mucho en la parte de lectura y para mejorar el habla” |
| F. Student 6 | “Mmm, okay, I think that the intervention was useful because we learned a lot of vocabulary and we learned the way that maybe the writers who write and it’s important to learn the grammar, but maybe for me it is more important the vocabulary I got”. |
| G. Student 7 | “mm I think they are useful because I learn new words and more new to speak. Also, mmmm, the words are interesting, and I learned more read” |
| H. Student 8. | “Sí las lecturas fueron muy interesantes, diferentes a los libros y aprendí bastante nuevo vocabulario para poder escribir y hablar”. |
-

Note. Author

Regarding the first question to analyze the usefulness of the implementations, participants’ perceptions were similar. They agree that using this type of reading, such as poems and tales, helped them to first read something different and more related to daily English. Also, they agreed that the readings were very interesting, and they could learn the new vocabulary they did not know. Moreover, with their answers and attitudes during the interview, the researcher could observe that students found this project very useful, and they enjoyed it a lot.

Finally, from their answers, the researcher can observe that the students were attentive to the instructions and actively participated because they remembered some of the words and could use them in context, speaking, and writing.

2. Perception of English communicative skills improvement and language connection with reality using the strategy.

Table 3*Falta Nombre*

Do you think the readings and implementations helped you improve your English communicative skills and connect the language with reality? Yes/ No and why	
A. Students 1	“creo que sí me pudo haber ayudado si hubiera prestado más atención, pero sí. Poniendo más en práctica las palabras en la cotidianidad, ehh aquí en las actividades de clase y ya”
B. Student 2	“Yes, because we can learn new words and new expressions”
C. Student 3	“Sí, porque pues eso nos dió habilidades de comprensión de lectura y eso está conectado con el vocabulario”
D. Student 4	“Yes, I learned the verb forms, form verbs, bueno las formas de los verbos, answer the questions and more I learned more words”
E. Student 5	“Ehjs, sí, pues osea aprendí vocabulario y más comprensión lectora y conectar con la realidad, nuevas palabras diferentes”.
F. Student 6	“Yeah, I think that helped me to improve my vocabulary because if I don’t know the word, I want to say is difficult to communicate to the other people, I think that yes it helped me.”
G. Student 7	“, yes, mmm the books help to learn new words, the readings have new words and I learned a lot and with the reality yes because is different the class”
H. Student 8.	“bueno, mmm pus ´si, aprendí muchas palabras que no sabia. También pude usarlas en los ejercicios esos de las hojas que nos dió usted y pues me gustaron las historias que nos puso”.

Note. Author

Now, regarding the second question, students answered that the implementation, together with the readings, helped them to increase their vocabulary knowledge, and in that way, they improved their English level. Additionally, many students find that reading and participating in class activities have improved their English. They say they're learning new words and understanding what they read more easily. Some feel like they know what they read better now; thanks to the practice they get from reading. They think connecting what they learn in class to real-life situations is essential, and using English in everyday activities helps them learn better. Students enjoy activities that let them use what they know, finding that practicing English in

class helps them improve. They also want the stories and activities they do in class to feel more interested and engaged when the learning materials are fun. Overall, they believe that reading and doing activities help them improve in different areas of English, such as vocabulary, understanding, and communication skills.

Most of the students agreed that reading tales and poems from famous writers encouraged them to learn more vocabulary, which will help them improve their English communicative skills and use it daily, unlike the readings and vocabulary English workbooks have.

3. Students using the words learned in context

Table 4

Falta nombre

Could you give me an example of five words in English learned in the interventions?	
A. Students 1	“ mmmm no sé, discover, ehhe qué más, mmm no sé cuál más”
B. Student 2	“Heaven, blood, eh, forbidden, wrath, and I don't remember more”
C. Student 3	“Mmm, tears, master, floor and I don't know”
D. Student 4	“Covers me, reliability, mmmm reckless, aaahhh beyond and shade”
E. Student 5	“In a nutshell, ahh soft skills, hard skills, wrath”
F. Student 6	“Yeah, vulture, wrath, heaven, midnight and pathway”
G. Student 7	“mm yes, heaven, soul, esa es alma cierto?, midnight and covers me”
H. Student 8.	“ mm teacher, pues e acuerdo de disease, alma, esa es soul, wrath, captain no más”

Note. Author

When students were asked to share five words they learned during the interventions, their responses provided valuable insight into their ability to remember and retain new vocabulary.

Among the students, there was a noticeable variance in their recall proficiency. For instance, Student 1 seemed to struggle, as they could only recall "discover." This suggests they may have found remembering multiple words from the interventions challenging. In contrast, Student 2 demonstrated a stronger ability to recall words, listing "heaven," "blood," "forbidden," "wrath," and a few more. This indicates a better memory of the vocabulary they encountered. Similarly,

Student 3 recalled "tears," "master," and "floor," though they couldn't remember more, indicating a moderate level of retention. Student 4 showcased a higher level of recall, mentioning words like "reliability," "reckless," "beyond," and "shade." This suggests a better memory of the vocabulary taught in the interventions. However, some students provided mixed responses. For instance, Student 5 mentioned "soft skills," "hard skills," and "wrath," showing partial recall. Meanwhile, Student 6 listed words like "vulture," "midnight," and "pathway," demonstrating a varied but somewhat limited recall. Despite these differences, the responses collectively highlighted how students engaged with and remembered the new vocabulary introduced during the interventions.

4. Students give an example of a specific word learned during the interventions

Table 5

Falta Nombre

Could you use the following word in a sentence "wrath"?	
A. Students 1	"Ehh I always have wrath"
B. Student 2	"mmm my mom is very wrath at me"
C. Student 3	"I have wrath because the teacher is very bad"
D. Student 4	"ehhh I was wrath yesterday"
E. Student 5	"I was wrath because the teacher, how do you say "me colocó"? mmm gave me absence"
F. Student 6	"I am very wrath with my little sister because she broke my makeup"
G. Student 7	"Yes, the wrath that he has is big"
H. Student 8.	" mmm eso es ira? Furia? Mm the wrath of my mom"

Note. Author

In response to this statement asking students to incorporate the word "wrath" into a sentence, their varied answers offer a spectrum of understanding and application of the term. Some students effectively use "wrath" to exemplify feelings of intense anger or displeasure. For instance, one student notes consistently experiencing wrath, suggesting a chronic emotional state. Similarly, another student describes their mother as being very wrathful towards them, indicating

a significant level of anger directed at the student. Likewise, a different student expresses wrath towards their teacher, implying frustration for the teacher's actions or behavior. These responses demonstrate a clear understanding of the term's meaning and its application in expressing strong negative emotions.

However, among these responses, there are instances where uncertainty or confusion about the word's usage is evident. For example, one student questions the meaning of "wrath" and suggests alternative terms like "ira" or "furia," indicating a lack of confidence in their understanding of the word. Additionally, another student mentions their mother's wrath without providing further context, leaving the exact nature of the situation ambiguous. These responses suggest varying levels of familiarity with the term "wrath" and highlight the need for more clarification or reinforcement of the word usage.

Overall, the different responses let us understand the importance of vocabulary comprehension and contextual application in language learning. While some students incorporate "wrath" into their sentences to convey strong emotions, others exhibit uncertainty or ambiguity in their understanding. Providing additional support and reinforcement may help solidify students' grasp of the word and enhance their ability to use it in their daily English usage.

5. Students create sentences using some words from the readings

Table 6

Falta Nombre

I will show you some words, and you will create some short sentences using them. The words are idea, heaven, midnight, disease, forbidden, pathway, and transparent.	
A. Students 1	“I have idea about the class” “The heaven is beautiful” “I am transparent with the people”
B. Student 2	“Mmm my partner had a good idea” “the concert finish at midnight” “I had a disease when I was ten” “In my house it is forbidden arrive after ten”

I will show you some words, and you will create some short sentences using them. The words are idea, heaven, midnight, disease, forbidden, pathway, and transparent.

- C. Student 3 “The heaven is beautiful” “the pathway is very difficult” “the teacher is transparent” “I have idea for the exam”
- D. Student 4 “Mmm the moon is beautiful in midnight” “in the university is forbidden smoke”, “the water is transparent”
- E. Student 5 “I have idea about the class”, “mm the heaven is beautiful”, “I am transparent in everything”
- F. Student 6 “You have an idea” “heaven...when I die, I will be in heaven.” “I love the light of the moon in the midnight” “My uncle has a disease.”
- G. Student 7 “I have an idea of this class,” “the heaven is beautiful, “mmmm I go to sleep at midnight everyday” “The teacher is a transparent person”
- H. Student 8. “I have idea about the class”, “forbidden to smoke in the class” “I go to heaven when I die” “The pathway to house is beautiful”
-

Note. Author

Considering this last statement of the interview, students could use some of the words that were learned during the interview. These words came from different tales and poems during the interventions and workshops. The students had to use their memory to remember the words' meaning and create some sentences in context. The respondents could successfully achieve this part because all of them remembered the words. Some others had difficulty remembering immediately, but they started asking some tag questions such as: “Este era el que significaba prohibido” to check if they were correct, and then they thought about the word and how to use it in a sentence. The one that students remember the most was the word “Idea” and they combined it with the verb “have” and the personal subject “I”, so most of them created the sentence I have an idea which was repeated by five students successfully, none of them hesitated when asking for this word in particular.

On the contrary, the words that were most challenging for them were pathway, forbidden, and disease. With these words, students had to think a lot, and in the end, some of them had to ask the teacher; some others remembered and had it on the tip of their tongues, but they needed

help from the teacher. Despite this challenge, they could construct the sentence easily when they remembered the words.

In conclusion, students felt interested in being part of the project; they mentioned they learned new words that were useful for their English command and communicative competencies, which is relevant when people learn a language. Furthermore, from this interview, it could be drawn the conclusion that students improve their vocabulary command, this is shown in the way they used the words in context in speaking and interacting. This is a huge step for educational purposes not only at Santo Tomás University but also for UNAD and the educational population in general.

Finally, the interviews were a valuable tool to obtain some of the variables that will be present. Next, students' answers led the researcher to know different aspects that were not considered at the beginning of the project but after the project implementation.

Variables

Variables are essential in qualitative data collection research; this way of systematizing information might be more organized and easier to use. For instance, Cohen et al. (2007) state that the researchers categorize into specific groups of similar features or patterns of the written form and make an analysis (p.478). For this project, the researcher and the group teacher at Santo Tomás used different data collection instruments. These data collection instruments helped gather qualitative and quantitative data. From the results, some categories were identified for how students could enhance their vocabulary knowledge by using literary pieces of reading together with the workshops and activities done in the interventions.

Variables Discussion

1. Usefulness: This variable is evident within this study; the interviews reveal that it is consistently present in most students' responses. The students argued that the stories, poems, worksheets, and all the activities done during the implementation were useful for them because they could learn a lot of new words. Also, they consider that learning those new words allows them to improve their reading comprehension, which they sometimes struggle with. Some said the implementation was useful because it allowed them to learn new words that enhance reading comprehension. They also mentioned they improved their writing skills and spoke well using those new words (see Appendix F).

Students' answers let us understand that beyond traditional English lessons, implementing this type of exercise and using real language materials can be useful for them because the topics are more related to their reality. They considered they learned more vocabulary, and using this strategy, the amount of vocabulary they have learned is more than the one they had before, given to their practice during the interventions and the stories and poems. According to Alimmudin (2015), the significance of vocabulary cannot be underestimated, as students require a lot of vocabulary command to communicate and attain proficiency in English effectively. Moreover, the author states that learning new vocabulary is just as important as learning a language because words help us share our thoughts, feelings, and what we want (p.2). This statement highlights the importance of vocabulary in language learning. Alimmudin emphasizes that vocabulary is crucial for students to communicate and become proficient in English effectively. Without a good command of vocabulary, students may struggle to express themselves clearly and understand others. Additionally, Alimmudin argues that learning new words is equally important as learning the language itself because words allow us to convey our thoughts, emotions, and desires. In

summary, the passage stresses the essential role of vocabulary in language acquisition and communication.

In conclusion, the findings from the interviews in this study consistently demonstrate the vital role of vocabulary in students' language development. Students expressed that incorporating various activities, such as stories, poems, and worksheets, significantly enhanced their vocabulary acquisition during the intervention. They noted improvements in reading comprehension and writing skills, attributing their progress to the exposure to new words and real-life language materials. Moreover, students highlighted the relevance of these exercises to their daily lives, emphasizing the importance of connecting language learning to their own reality. This aligns with Alimmudin's assertion that vocabulary is useful for effective communication and language proficiency.

2. Associating words with images: This subcategory can be one of the most relevant; even though not all students are visual learners, it could be more accessible to associate a word with an image that will stick to their minds for a longer time. As stated by Perez and Alvira (2017), associating words enables students who learn new words to connect what they observe or see, enhancing the memorability of the words and facilitating effortless retrieval from long-term memory to working memory (p.106).

This category has a vast connection with the first category, "Memorization"; in this case, students had to associate the words given with an image and use their photographic memory to match the word with the correct image. Students quickly recognized the photos and the words, and immediately, they knew the meaning in Spanish only by associating it. According to Alhamami (2016), Students can expand their vocabulary by studying words alongside corresponding visual representations (p.91). This could be shown in the post-test and the

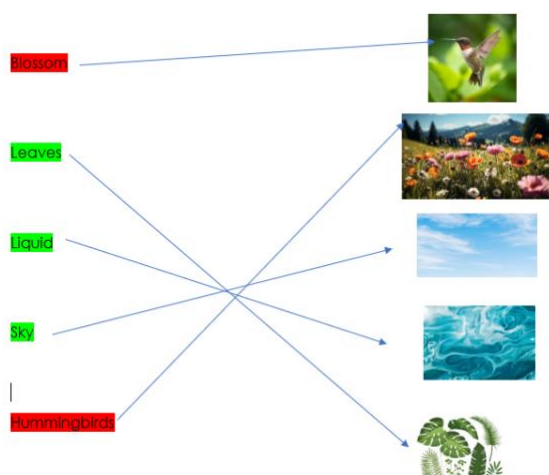
interventions where they had image-word connection activities in the workshops. Each student had the opportunity to practice using this strategy during the interventions, and they used it with them; every time they read one tale or poem, they started asking for the words, so to give the meaning of the words they had the workshop where they had to link the words with the image they thought it was, if it was not correct they did it one more time but this time the researcher helped them with a brief description. After this, they could completely understand and match the words.

Finally, in the post-test, they used this strategy in an activity where they had to match some of the words learned during the implementations with the corresponding image. There is an example given in Appendix A and B:

Appendix A. Pre-test results

Figure 25

Student 1 Pre-Test Associating Words With Images



Note. Author

In the pre-test, most of the students could have done better. They had difficulty understanding and connecting the image with the name in the association part. In the exercise, it was noticed that the students had to match every word with its corresponding image. They had

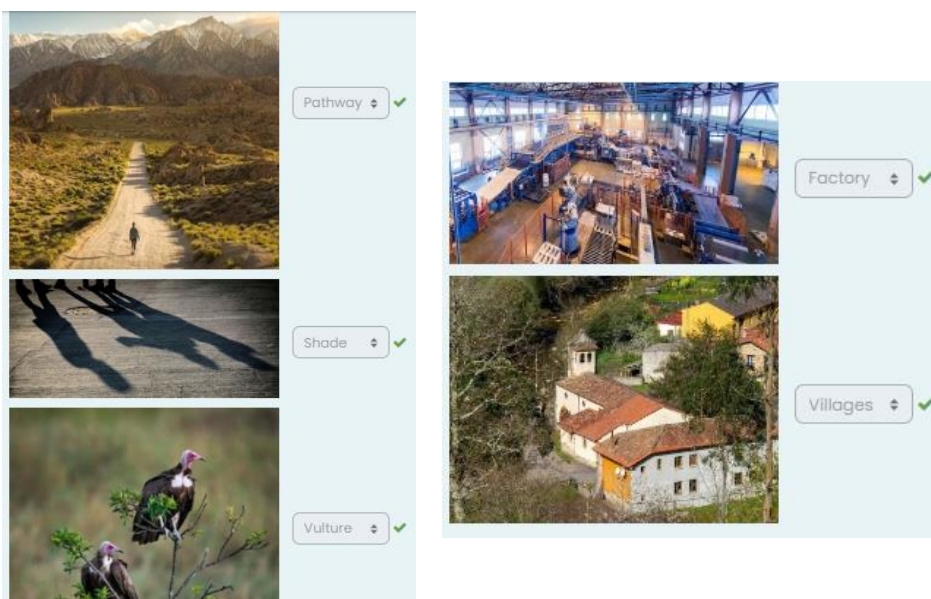
five words taken from the reading and five images. The first word was blossom; this word was the most challenging for some of them. However, some others knew the rest of the words and left Blossom to match it at the end. Some others did not know the answer; for example, this student made a mistake in the appendix because this person matched it incorrectly. Consequently, the next word was “leaves”, all the students had this word correctly; this was easier for them because they had this previous knowledge of the word so they could match them easily. The next two words were particularly challenging for students they had “liquid and air.” Although these two words are completely different, some students made the mistake of confusing them, maybe because the image looked very similar and some of the participants could not differentiate them, so this was another mistake they made. Finally, the word “hummingbird”, although this one has the word bird at the end, some students could not match this correctly.

To sum up, this pre-test was a simple test just with the aim of checking the student’s vocabulary and reading comprehension questions. In the test, many of them had difficulties with the words and the activities because this was not an exercise they were used to do in class. So, although the results were not that bad, this exercise was the most challenging for everyone.

Appendix B. Post-test results

Figure 26

Student 1 Pos-Test Associating Words With Images



Note. Author

In this exercise, the students actively engaged with the clear images, which significantly aided their understanding of the words' meanings. This active participation was instrumental in enhancing their vocabulary. The strategy of using images not only helped them recognize the importance of visual cues but also motivated them to learn new words. This, in turn, improved their English skills and enriched their vocabulary.

In the post-test results, it can be observed that this student had all the images correctly matched with the image. The first word was pathway, and according to the interview (see appendix G), this word was also remembered by them when they answered the questions related to the vocabulary. They had to use this word to create a sentence, and all of them made the correct one. Some of them took more time than others to remember the word and create the sentence; some others remembered the word immediately.

The results of the pre-tests and post-tests showed an improvement in word-image recognition and retention of the new words:

Table 7

Falta Nombre

Santo Tomas Students	Word-image relation Pre-test scores	Word-image relation Post-tests scores
8	3/5	5/5

Note. Author

3. Using the new words in sentences: According to Gipe & Richard (1979),” learning word meanings can be viewed as a concept development task. This development would include defining the word, providing examples and instances in which the word is appropriately used”. Students actively employed this strategy during the interventions during their literary readings and workshop sessions.

To enhance this category, students were tasked with incorporating newly acquired vocabulary from their readings into their sentences, ensuring that the context mirrored that of the original text. This approach encouraged deeper engagement with the material and facilitated the practical application of their vocabulary and language skills. In the same vein, in the workshops, they also had to use the words learned in sentences; the exercises were of two types: 1. Create new sentences using the words and then say the sentence out loud (See Image 1), and 2. Story creation was where they had to use as many words as possible from the ones they learned and then create an exciting story where these words made sense. (See Image 2)

Figure 27*Use new Words in Sentences*

5. Finally, you are going to write 4 sentences with the following words:

Idea: I have a idea for our project.

Sound: The beach's sound is relax.

Sufficient: we already buy sufficient food.

Heaven: In the plane, the heaven looks beautiful.

Note. Author

This exercise is not part of the post-test but is a workshop activity. In this activity, the student had to use the words given to create new sentences. As can be seen, there were four words from the tale called “The Tale-Tell Heart” by Edgar Allan Poe. Students had to take these words and create any sentence that came to their minds first; also, to practice their communicative skills, they said their sentences aloud. They were allowed to use their creativity and consider the context in which the author used the word in the tale. There, they could practice their memory and retention of that word by writing it in.

Figure 28

Story Creation

1. In this first part you will use some of the words learned in the implementations to create a story about something that happened in your holly week or any other vacations. Please do not use the translator. Use 100-200 words.

Forbidden (prohibited), laugh, midnight, heaven, In a nutshell, tears, *wrath (anger)*, *beyond*, *punishments*.

PLEASE USE ALL THE WORDS

Once upon a time, In my last year's vacation I went to San andrés island , also, In this travel, I laugh with my friends and parents when we went to Jhony kayi sland, I was forbidden to go the beach in the nighth, To midnigth the heaven is starry is beautiful, In a nutshell I were vacations wonderful, only, One day, we say beyond Like a girl on the beach lost her doll in the sea and she spill many tears, It made me wrath that no one would rescue it, they deserved the punishment.

Note. Author

In this exercise, students had to write a personal story or mishap. They had to use the words given, all from the tales. This is one example of the writing part of the post-test from student 1. This student created an exciting story about a trip and correctly used the words learned. He only had problems conjugating the verbs when they needed to. This exercise also improves their wide range of vocabulary when writing, which is a great exercise to improve their English skills; for instance, Mahmudah (2014) states that when writing, the words you pick shape your ideas. So, it's essential to choose them carefully and make sure they clearly express what you mean (p196).

On the other hand, during the implementation, it was observed that students learned more when they put these words into context, for example in the observation journal (see Appendix F), it was observed that when students use, the words learned to write sentences of any story they enhance these words more.

This variable was evident in both tests where they used this strategy, and the results of the pre-tests and post-tests showed an improvement in the post-test scores:

Table 8*Falta Nombre*

Santo Tomas Students	Pre-test scores	Post-tests scores
8	3/10	7/10

Note. Author

Before, the students did not know this strategy, and according to the results, it can be evident that they were lower than the results, where they probably used it because this was taught during the interventions.

4. Simplicity This variable is evident throughout the study. First, we could see simple exercises in the pre-test and post-test. This is evident because multiple select types of exercises are used, which is a way for teachers to help students somehow. These types of questions are more accessible than open questions because the students have different options, which narrows other possibilities and focuses on some ones that are correct. Additionally, when students only have three options, the difficulty is lower. Lopes, Babo, Azevedo, & Torres, 2010 showed that multiple-choice questions can work for many subjects and educational goals. They are flexible in testing everything from basic facts to complex ideas. (p.7)

For instance, in the pre-test and post-test, using a,b, and c questions facilitated the students when answering; additionally, using words in English that sound similar in Spanish helped students choose the correct answer.

In the first exercise from the pre-test, the two last questions were correct for all the students, and it was because the questions were simple, and the words were similar in Spanish:

Figure 29*Student Pre-Test First Exercise Questions 4 and 5*

4. What does "harmonious" mean in the context of the sentence "creating a harmonious balance"?

- a. Discordant
- b. Conflicting
- c. **Balanced and peaceful.**
- d. Chaotic

5. What does the word "profound" imply in the sentence "Alistair felt a profound sense of fulfillment"?

- a. Shallow
- b. Superficial
- c. **Deep and meaningful**
- d. Temporary

Note. Author

The analysis of the last two questions from the initial pre-test exercise suggests that students found them easy due to their simplicity. Furthermore, the correct answers in both cases were the most extended and comprehensive options available, which likely facilitated students' ability to conclude from the provided information. Furthermore, as mentioned above, these two words were similar in Spanish, so students could easily connect the words and choose the correct answer. Moreover, in question number two, another simple aspect for the students to select the correct answer is the similarity in the positive category; in this question, the student had the word "Harmonious," which is a positive adjective; in the answers, they had three negative options and only one favorable option containing two positive adjectives, so the students quickly did the correlation between them and could answer all of them correctly.

Finally, the length of these texts was short; instead, it allowed students to complete them in a shorter time than regular exams. The pre-test consisted of only ten questions, and the post-test consisted of twenty-five. Although the final test was longer than the first one, the structure

was similar, and in that test, more vocabulary was learned during the interventions. This is also part of this variable of simplicity; at the same time, other tests consist of more than 30,40, or even 50 questions; these pre-tests and post-tests were short but considered all the necessary aspects to collect the data and check the results and any improvement from the proposal. These tests had A, B, and C questions at the beginning. Additionally, they both had image-word linking, another critical aspect in this variable because the images were evident and straightforward for them.

Introduction to Discussions and Conclusions

In this final section, the conclusions of this project will be described according to what was done during the whole process. This project aimed to show that using literary pieces such as poems and tales helped improve students' vocabulary and command of the English language at Santo Tomás University students in Bucaramanga. Their vocabulary level was measured using a pre-test where students showed how much vocabulary they knew and their level of English as well. Then, the post-test showed the results after the project was implemented to see how valuable this research is for the educational settings focusing on EFL teaching.

With this project, it could be possible to compare similar studies to this to see what the researcher could do during the implementations and guide himself with other strategies used before improving and transferring to the focal group.

Furthermore, using a mixed method approach helped measure students' attitudes and numerical results simultaneously; this allows support for the results. Together, both will let the researcher know if the project works, needs any adjustments, or does not work. In this case, quantitative and qualitative data collection instruments were intertwined because they all were necessary for the data analysis; the former gave the researcher the pre-test and post-test. Test reports, and in that way, it could be observed if there was any improvement in their EFL skills focusing on their vocabulary skills and the latter, help the researcher to understand the students' feelings towards this project, if they learned anything valuable and the researcher's perceptions.

Significance of the results

This action research project aimed to show how functional literary pieces such as tales and poems from famous writers enhance students' vocabulary learning. Sometimes, students get bored of using the same textbooks with the same type of repetitive readings, and sometimes, they

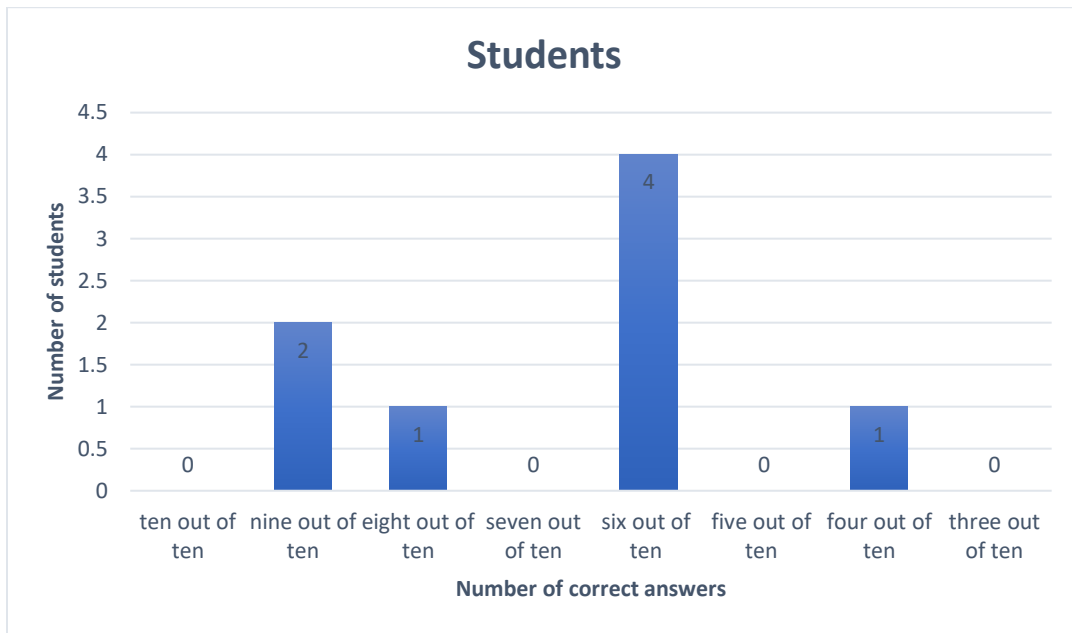
need to have relevant words that English speakers use daily. For this reason, these interventions use authentic literary pieces, which, according to Collie and Slater (2011) literature, present a rich and diverse collection of significant written works because they address essential aspects of human experience and possess lasting relevance rather than temporary (p.5). As a result, these literary pieces helped students increase their vocabulary and motivation for the English learning process. Collie and Slater (2011) state That literature, words, and sentences stick in your mind better because of the exciting stories they are a part of (p.7).

To show its usefulness, the researcher used mixed-methods research, using quantitative and qualitative techniques to understand better how literary pieces such as tales and poems could enhance students' vocabulary knowledge. The researcher applied a pre-test and post-test vocabulary (Appendix A and B), each with different exercises that could support each category.

An increasing improvement could be seen in the pre-test and post-test vocabulary due to the valuable interventions when practicing the new words. The results of this pre-test and post-tests show the following:

Figure 30.

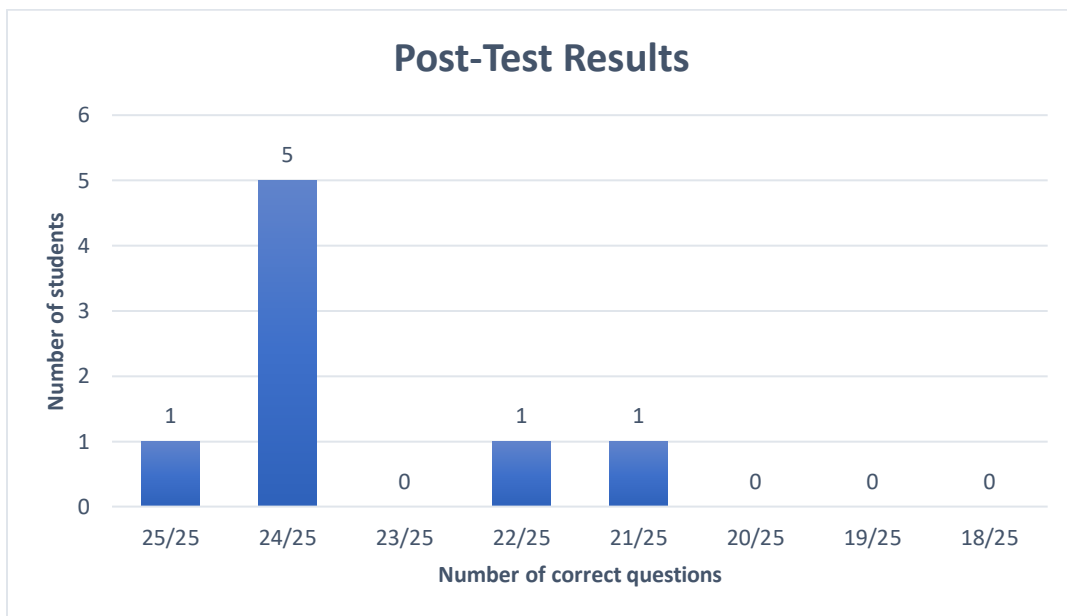
Vocabulary Pre-Test Results



Note. Author

Figure 31.

Vocabulary Post-Test Results



Note. Author

Difference in results

Table 9

Falta Nombre

Santo Tomás Students	Pre-test Average Scores (correct answers)	Post-test Average Scores (correct answers)
Eight students	6/10 (Four students out of eight)	24/25 (five students out of eight)

Note. Author

The average scores improved the vocabulary command used in the post-test. Students' averages were higher in the post-test than in the pre-test. Moreover, these results match perfectly with the theoretical results. For instance, for Floris (2004), learners must be exposed to language differently. This helps them understand how diverse and exciting language can be, and they become more aware of its different aspects. This is an excellent example of the usefulness of literary pieces in the classroom; when they are exposed to diverse language, other words that are not in the same activities of the workbook, or reading the same stories, they are prone to acquire the words quickly, and they stick to their minds more. Another author who also states the importance of literature when learning vocabulary is Gómez (2010); she mentions that when teachers tell stories through reading, they can teach new words, how sentences are formed, and how English sounds in real situations. They use pictures, gestures, tone of voice, facial expressions, and more to help with this. (p.34).

Various authors defend this thesis and show the importance of literature with evidence. Reading tales, poems, or other literary pieces can help students improve their English proficiency by allowing them to acquire new words.

Conclusions

Given the authenticity and richness of vocabulary in these literary materials, this research aims to incorporate diverse, well-known texts into the teaching practice. Doing so, the study aims to provide students with ample opportunities to encounter and internalize a wide range of vocabulary in context. This strategic approach is expected to produce noticeable outcomes, as evidenced by the data collection instruments employed in the study. These instruments are designed to capture and quantify the extent of students' vocabulary growth and overall English proficiency following the implementation of the diversified literary curriculum.

Additionally, considering the research question, To what extent does literature increase EFL vocabulary learning among students at Santo Tomás University in Floridablanca? the main objectives of this study were to investigate the impact of exposure to literature on the expansion of English as a Foreign Language (EFL) vocabulary among students at Santo Tomás University in Floridablanca by assessing their initial vocabulary levels, measuring improvement through pre-and post-tests, and examining the relationship between engagement with literary texts and vocabulary acquisition and retention.

The results showed that using literary texts, such as poems and tales, together with class activities like Jeopardy, workshops, and reading the stories with the students, positively impacted their EFL vocabulary learning. Moreover, not only did students improve their English skills, but they also enhanced their ability to use the language overall. This demonstrates that incorporating various literary pieces into teaching fosters better English learning outcomes. After the interventions, the students exhibited increased vocabulary knowledge and usage. According to the pre-test and post-test results, they showed significant improvement in the post-test, with more correct answers following the intervention. Furthermore, during interviews, students

demonstrated better vocabulary command in their spoken responses, successfully applying the new words and phrases learned during the implementations.

It was observed that some texts and activities were more effective than others. For instance, short tales and poems were more impactful than longer texts due to their concise and engaging nature. Students particularly enjoyed competitive activities, such as Jeopardy, which allowed them to actively participate and showcase their vocabulary knowledge through questions related to the readings. Workshops were also engaging, offering diverse activities that included matching images, crosswords, and contextual vocabulary practice. These methods proved effective in embedding vocabulary into students' memory and usage rather than treating words as isolated units.

To build on the achievements of this project, future researchers could expand the scope by exploring the integration of digital literary platforms and interactive technologies to enhance engagement and vocabulary acquisition further. For example, incorporating e-books, audiobooks, and multimedia storytelling platforms might provide more dynamic ways for students to interact with texts. Additionally, conducting longitudinal studies to assess the long-term retention of vocabulary and its impact on overall language proficiency would provide deeper insights into the effectiveness of literary methods in EFL learning. Researchers could also compare the efficacy of different literary genres or explore the use of literature in developing other language skills, such as critical thinking, writing, or cultural understanding.

Pedagogical Challenges and Limitations

This study aims to increase students' vocabulary knowledge in their L2 by reading literary pieces that are authentic material. This lets students broaden their word knowledge and use it in their English communication skills. The tales and poems varied from the shortest to the

most challenging and longest; this could lead to a scaffolding process, which, according to Hammond (2001), scaffolding is like a helping hand from teachers. They give it to students to help them do things or understand new stuff. Later, students can do those things by themselves (p.15). This process was used to help students at the beginning with the literary pieces, and with the first workshop, the teacher let them know different ways to get new vocabulary through reading literary pieces. Additionally, the teacher accompanied them through the entire process, from the first implementation, explaining step by step and with the workshops. After that, students understood how to grasp the new words using the strategies in this category section.

Some difficulties were perceived, such as this being the first time students had a class where the teacher did this activity of reading something different from the English textbooks. The first challenge was that students found the reading vocabulary challenging at the beginning because it was the first time they had done an activity like this in English class. Besides, there was another challenge related to the curriculum. As the project was done with my EFL class at university, I had to follow the curriculum and schedule. Hence, the implementations lasted longer than expected because I could not complete them in the estimated time. Sometimes, I had exams; some others, I had to give the topics, or there was no class due to holidays, so this was a particular challenge I had to overcome during the project implementation. Also, as this class was at six a.m., many students did not come to class or arrived late, so the researcher had to put some implementations off, given that not all the students were in class.

These challenges make us see the big picture for this study. We must remember this strategy for future research and when teachers try it out with their classes. As researchers and teachers, we must be conscious that there is always room for improvement in any study. That makes educational research exciting and helpful because it helps us improve our teaching. Trying

out new things in class is both thrilling and challenging at the same time because it is almost like an experiment that sometimes might work out great, but other times, things might not go as planned. However, that is how the investigation goes, and as teachers, we are always learning from what works and what does not; that way, we can boost our teacher skills and innovate.

Recommendations and Further Research

Exploring vocabulary is a crucial aspect of a language teacher's role. In English, vocabulary is everything, constantly expanding with the emergence of new words, mainly influenced by technological advances and language evolution due to the social aspect. Language is dynamic and continually transforms; some words are forgotten or archaic, while others gain prominence in everyday usage. Teachers must also explore new ways to help students learn more words in this always-changing world. Traditional methods, such as relying only on textbooks or word lists, are no longer sufficient in today's dynamic learning environment. Instead, teachers must have a more holistic approach, integrating authentic materials and engaging activities into their teaching.

Using authentic materials, such as stories, poems, videos, and movies, gives students contextualized exposure to vocabulary in real-world scenarios. This immersive approach helps students learn new words and understand their usage and nuances more effectively. Incorporating interactive activities, such as workshops, games (like Jeopardy), and online tools (such as Kahoots), injects a sense of excitement and engagement into the learning process. These interactive methods make learning enjoyable and foster active student participation and retention. Furthermore, integrating technology opens up possibilities, allowing for personalized and adaptive learning experiences tailored to individual student needs.

Teachers can use this strategy in their classrooms as part of their curriculum; one crucial aspect is that using literary pieces helps learners acquire different vocabulary that is meaningful for them. For instance, Collie and Slater (2011) mention that eating is more likely to have a long-term and positive impact on learners' language and cultural understanding of the literature they engage with is meaningful and enjoyable (p.6). Furthermore, the authors state that the language in the readings should be straightforward and simple or should relate to the student's level; the language cannot be complex for them; otherwise, they will not be able to understand the story or enjoy it, and the words are not going to be learned quickly (Collie and Slater, 2011, p.6).

Finally, while this variable was not initially a focal point of the study, its significance became apparent during the interview phase, and this was motivation. The interviews with the students showed that their enthusiasm and motivation were obtained from the activities and the possibility of acquiring new vocabulary. Moreover, this aspect can be seen in the researcher's journal (Appendix F), where the notes taken while participating in the interventions reveal that every interactive session gives students considerable motivation while participating. Each activity, meticulously designed and implemented, sparked their interest and made them want to read more stories and poems. This helped them understand and remember the words better and use them in context.

To sum up, the search for good vocabulary teaching goes beyond old ways of teaching and requires new and exciting methods. Students can learn better when teachers use real things, fun activities, and technology. Teachers create classrooms where students feel involved and excited about learning. So, as teachers constantly teach changing languages, they must keep trying new ways to teach vocabulary. This is important to ensure students do well and become good at the language.

This research supports the ideas of different authors who mention the importance of using literature in class to improve not only vocabulary command but also other aspects such as motivation, critical thinking, and reading comprehension. Furthermore, this investigation contributes to EFL teaching. As mediators, we must explore new methodologies and didactics to teach the language. We need to step back from the traditional methods because we now have vast ways to teach the language in an interactive and more significant way to students. Using literature such as tales, poems, books, fables, and others gives students the authentic vocabulary they will probably not encounter in traditional English workbooks. Moreover, the stories also attract students, and they feel motivated even more than when using textbooks because these stories are catching and full of interesting new words that help students broaden their English vocabulary.

Finally, teachers and researchers who have studied this topic can get new findings from this study, and they can implement the strategy with a group or use the theory in this project to support their investigations. The results here showed an improvement in students' vocabulary level, and therefore, they improved their English level. However, this strategy must be continuous to achieve more significant and constant student improvement. Teachers can do this daily, for instance, taking minutes of their class to read a literary piece and do a vocabulary activity with the unknown words for the students. In this way, they will see progress in their student's English command, and the students also will feel motivated in their class, as they mentioned in the interviews.

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Appendixes

Appendix A

Consent Form Letter

Consent to Participate in Research

Project Name

The Use of Literature as a Mediation Tool to Increase EFL Vocabulary Knowledge in Students at Santo Tomás University.

Investigator: Joan Sebastian Arenas Hernandez Telephone: 3202140591

E-mail: joanarenas72@gmail.com

joan.arenas01@ustabuca.edu.co

Sponsor:

None. (*The University of Santo Tomás de Aquino has approved this research project. For information on your rights as a research subject, contact Researcher Joan Sebastián Arenas-3202140591*)

Introduction:

You are invited to consider participating in this research study. We will be checking how vocabulary knowledge improves through reading literary pieces such as tales, poems, stories, and others that are from the public domain. To do this, there will be some steps: a Vocabulary Pre-test and Post-test, then some extensive reading guided by the teacher; the third step will be choosing and grouping specific vocabulary students might not know, then doing some speaking and writing practical activities using these words. This form will describe the purpose and nature of the study and your rights as a participant in the study. The decision to participate or not is yours. If you decide to participate, please sign, and date the last line of this form.

Explanation of the study

We will be looking at how the use of literary pieces, which are authentic materials, can enhance students' vocabulary to use in their language production: speaking and writing. The activities will be a vocabulary pre-test and post-test, reading some famous literary pieces,

We will be looking at the kind of language you use when you do three different types of activities: a speaking activity, a writing activity, and a listening activity. About 40 students will participate in this study. You will meet with the researcher for an oral interview as part of the study. At the same time, you will do the writing activity and then the listening activity. All three tasks will take about 30 minutes to complete. A tape recorder will record what you are saying during the speaking activities.

Student's name

Student's signature

Date: _____

Institutional email _____

Appendix B

Piloting Test

Piloting text results and Validation by students:

This piloting test was done with a group of English 5 students and had positive feedback. Students mentioned the project's efficacy in enhancing their vocabulary and understanding of the target language. Furthermore, they highlighted the distinct benefits of engaging with literary pieces and readings, not only with the students' books. Floris (2004) supports this notion, asserting that vocabulary acquisition through literature surpasses that gained from traditional textbooks (p. 2). Finally, this project was necessary for the students to understand that English is not boring or repetitive and that the student book is not the only tool to learn English. Still, literature is a powerful tool to learn new words that will increase their vocabulary.

Students' validation	Comments about the Instrument
Student 1	<ol style="list-style-type: none"> 1. I understood the word within the context of the activity 2. Writing part: It's interesting to use new words. 3. The dynamic is cool. 4. You must add more images, and in the writing, whatever story, only six words is okay.
Student 2:	<ol style="list-style-type: none"> 1. It's interesting because I could understand some words with the reading and more with the activities 2. I liked it because the teacher did different activities, and we did various exciting exercises. 3. Initially, it wasn't easy to understand, but then I could understand the stories and the new vocabulary within contexts.
Student 3.	<ol style="list-style-type: none"> 1. I like it because it is a different way of learning new words.

Students' validation	Comments about the Instrument
	<ol style="list-style-type: none">2. I think that the writing could be with fewer words.3. I like the image exercise because I learn more through watching images; it is easier for me.
Student 4:	<ol style="list-style-type: none">1. It was tricky, but then I could understand the text and the words, but it needed more practice.2. I liked the matching activity; I could get the new words better with the images.3. I like the new vocabulary learning method because that is the most difficult.

Appendix C

Implementations Lesson Plan formats

Daily lesson plan #1

Teacher: Joan Sebastian Arenas Hernández	Year: 2024-1
Date:	Level:
Pre-tests	
Objectives: 1. Students will know about the project 2. Students will agree and sign the consent form 3. Students will do the pre-test	
VOCABULARY	Materials
Quaint Blossom Otherworldly Leaves Flitting Liquid Harmonious Sky Profound Hummingbirds	Computers Internet Photocopies

AGENDA (SECUENCIA DE LECCIÓN)		
TIME	ACTIVITIES	MATERIALS
10mins	Get started: The class begins, and the T welcomes the students. Then, he explains the project, how it will be developed, and what it will be about.	
10mins	Consent form: T delivers each student the printed consent form to be signed if they agree to be part of the project. Then, the T collects them.	Consent form: Consent form

AGENDA (SECUENCIA DE LECCIÓN)		
TIME	ACTIVITIES	MATERIALS
5mins	Checking who signed the consent form.	
30mins	After that, T applies the vocabulary pre-test to the students. They will have enough time to do the exam.	Vocabulary pre-test: Vocabulary pre-test
10mins	T takes students pre-test and do feedback.	
5mins	T finishes the session.	

Daily lesson plan #2

Teacher: Joan Sebastian Arenas Hernández	Year: 2024-1
Date:	Level:
Reading: Silence - A Fable by Edgar Allan Poe	
Objectives:	
<ol style="list-style-type: none"> 1. Students will read the first literary piece individually 2. Students will learn new vocabulary from the texts. 3. Students will do the workshops to put into practice the vocabulary 4. Students will comment their thoughts on the story 	

VOCABULARY			Materials
Simoon	Morass	Forbidden	Computers
Beheld	Tempest	Wilderness.	Internet
River Zaire	Pathway	Poisonous Flowers	Photocopies

VOCABULARY			Materials
Tumultuous	Wan	Shores	Board
Hebrides	Genii	Shrubbery	
River Zaire	Frightful		

AGENDA (SECUENCIA DE LECCIÓN)		
TIME	ACTIVITIES	MATERIALS
10mins	Get started: The class starts, and the T welcomes the students. Then he takes attendance and begins with the implementation number 1.	
10mins	Pre-reading: Engage students with the reading by introducing them to the first one, " A Fable" by Edgar Allan Poe. Talk briefly about the author and the type of literature he wrote.	Who was Edgar Allan Poe: Edgar Allan Poe
20mins	While reading: Students have a reading guided by the teacher. Some of them will read out loud. The second time reading will be in couples.	A Fable- Edgar Allan Poe https://poestories.com/read/silence
20mins	Post-reading: After the reading, the students will do the activities proposed by the T, using the words from the list(Simoon, Morass, Forbidden, Beheld, Tempest Wilderness, Pathway,	Worksheet: WORKSHEET 1: A Fable by Edgar Allan Poe

AGENDA (SECUENCIA DE LECCIÓN)		
TIME	ACTIVITIES	MATERIALS
	Poisonous Flowers, Tumultuous Wan, Shores, Hebrides, Genii, Shrubbery, River Zaire, Frightful). The T delivers the photocopies to each student, and they work in groups doing the activity.	
10mins	To finish, T has a conversation about the reading with questions about the story, their thoughts, the words, and what they mean according to the context.	
5mins	Finish the implementation and say goodbye to the students.	

Daily lesson plan #3

Teacher: Joan Sebastian Arenas Hernández	Year: 2024-1
Date:	Level:
Reading: Silence - The Eyes Have It by PHILIP K. DICK	
Objectives:	
<ol style="list-style-type: none"> 1. Students will read the second literary piece individually 2. Students will learn new vocabulary from the texts. 3. Students will do the workshops to put into practice the vocabulary 4. Students will comment their thoughts on the story 	

VOCABULARY		Materials
Invasion	Disguise	Computers Internet Photocopies Board
Lifeforms	Casual	
In a Nutshell		
Transparent		
Non-Terrestrial		
Indigenous		
Uni-cellular		

AGENDA (SECUENCIA DE LECCIÓN)		
TIME	ACTIVITIES	MATERIALS
10mins	Get started: The class begins, and the T welcomes the students. Then, he takes attendance and begins with implementation number 2.	
10mins	Pre-reading: engage students with the reading by introducing them to the second one, which is called “The Eyes Have It by PHILIP K. DICK. Read the reading title, analyze it, and share your thoughts.	
20mins	While reading: Students have a reading guided by the teacher. Some of them will read out loud. The second time reading will be in couples.	The Eyes Have It https://shorturl.at/IPVW6
20mins	Post-reading: After the reading, the students will do the activities proposed by the T. In this	WORKSHEET: WORKSHEET 2: The

AGENDA (SECUENCIA DE LECCIÓN)		
TIME	ACTIVITIES	MATERIALS
	implementation, the activities will correct the underlined words in the sentences. Then, they will create a short story using the words given in the reading. They can create their own story that they consider they are good at. Students will make the story using between 100 and 200 words.	Eyes Have It- PHILIP K. DICK
10mins	The teacher finishes the implementation and continues with the topics for the class.	

Daily lesson plan #4

Teacher: Joan Sebastian Arenas Hernández		Year: 2024-1
Date:		Level: 5
Reading: INVICTUS- William Ernest HENLEY”		
Objectives:		
1. Students will read the third piece individually		
2. Students will learn new vocabulary from the texts.		
3. Students will do the workshops to put into practice the vocabulary		
4. Students will comment their thoughts on the story		
VOCABULARY		Materials
Cover	Bloody Fate	Computers
Beyond	Captain	Internet
Pole	Wrath and Tears Soul	Photocopies
Clutch	Punishments Shade	Board
Master		

AGENDA (SECUENCIA DE LECCIÓN)		
TIME	ACTIVITIES	MATERIALS
10mins	Get started: The class begins, and the T welcomes the students. Then, he takes attendance and begins with implementation number 3.	
15mins	<p>Pre-reading: The teacher will start the pre-reading with a short video about the author's biography. After watching the video, he will ask the following questions:</p> <ul style="list-style-type: none"> - Where was the author born? - What was the name of the school William attended? - Who was the headmaster of William's school? - What was the sickness William had? - Does he learn to speak Spanish? - In what year did William write his famous poem Invictus? - At what age did he die? 	<p>William Ernest' Biography https://shorturl.at/ILNT9</p> <p>Questions: https://shorturl.at/iorHM</p>
20mins	While reading: The teacher guides the students' reading. Some read out loud, and the second reading is individual. The teacher creates slides with the words and images.	<p>Jeopardy: https://shorturl.at/nswCE</p>

AGENDA (SECUENCIA DE LECCIÓN)		
TIME	ACTIVITIES	MATERIALS
30mins	Post-reading: After the reading, the students will do the activities proposed by the teacher. In this implantation, the activities will be playing Pictionary with the words chosen by the teacher from the reading. Also, they will play a Jeopardy game, where they will participate in groups, and the one who wins gets a prize.	
5 mins	The teacher finishes the implementation and continues with the class.	

Daily lesson plan #5

Teacher: Joan Sebastian Arenas Hernández	Year: 2024-1
Date:	Level: 5
Reading: The tell-tale heart Edgar Allan Poe	
Objectives:	
<ol style="list-style-type: none"> 1. Students will read the last piece individually 2. Students will learn new vocabulary from the texts. 3. Students will do the workshops to put into practice the vocabulary 4. Students will comment their thoughts on the story 	
VOCABULARY	Materials
Laugh, midnight, disturbed, disease, lantern almighty god, agony, bear, heard, dragged, idea:	Computers Internet Photocopies Board

Sound, sufficient, heaven.		
AGENDA (SECUENCIA DE LECCIÓN)		
TIME	ACTIVITIES	MATERIALS
10mins	<p>Get started: The class begins, and the T welcomes the students. Then, he takes attendance and starts with the last implementation.</p> <p>The class starts with the teacher explaining the process to the winners of the past intervention.</p>	
15mins	<p>Pre-reading: The teacher starts the implementation by having the students read the tale's title and then look at some images about the story. The students have some ideas about the story, and they tell what they think the story is about.</p>	<p>https://shorturl.at/bwG17</p> <p>The Tell-Tale Heart - American English</p>
20mins	<p>While reading: Students have a reading guided by the teacher. Some of them will read out loud. The second time reading will be individually.</p>	
30 mins	<p>Post-reading: After the reading, the students will do the activities proposed by the teacher. In this intervention, the first activity is for students to comment on the tale. Then, they start doing the last vocabulary workshop.</p>	

AGENDA (SECUENCIA DE LECCIÓN)		
TIME	ACTIVITIES	MATERIALS
5 mins	The teacher finishes the implementation and continues with the class.	

Appendix D

Vocabulary pre-test



LANGUAGE INSTITUTE – ENGLISH CLASS VOCABULARY PRE-TEST

Instructions: Welcome to your vocabulary pre-test. In this exam, you will show your vocabulary knowledge by reading and answering questions about words. Please read the instructions carefully and take your time.

1. Read the following story called "The Enchanted Garden". After reading, please answer the questions related.

The Enchanted Garden



Once upon a time, in a quaint village nestled between rolling hills and ancient forests, there was a mysterious garden that held a secret. The garden, hidden behind an overgrown hedge, was said to be enchanted, its flora possessing magical properties.

Legend had it that a solitary gardener named Eldora tended to the plants, each with a unique charm. One day, a curious adventurer named Alistair decided to explore the mystical garden. As he stepped through the creaking gate, the air shimmered with an otherworldly glow.

Alistair was immediately captivated by the kaleidoscope of colors and the melodious hum of hummingbirds flitting about. The first plant he encountered was the Luminara Blossom, whose petals emitted a soft glow, brightening the darkest corners of the garden.



Further, along the path, Alistair discovered the Velociflora Vine, a plant that seemed to respond to his presence by gently swaying its leaves. Eldora explained that the Velociflora Vine possessed the power to hasten the growth of nearby plants, creating a harmonious balance.

As Alistair continued his journey, he encountered the Quicksilver Fern, a fern with leaves that sparkled like liquid silver. Touching the fern triggered a surge of energy, filling Alistair with a sense of vitality and rejuvenation.

However, the true marvel was the Eldertree at the heart of the garden. Its ancient branches stretched high into the sky, and its bark told stories of ages long past. Eldora revealed that the Eldertree could grant a single wish to those who truly understood the language of the garden.

Alistair decided to make a wish, inspired by the enchanting tales of the flora. As he whispered his heart's desire, the Eldertree responded with a rustle of leaves, and Alistair felt a profound sense of fulfillment.

And so, the tale of Alistair and the enchanted garden spread throughout the village, captivating the hearts of all who heard it. The once-hidden garden became a place of wonder and inspiration for generations to come.

1. What is the best synonym for "quaint" as used to describe the village in the passage?
 - a. Modern
 - b. Charming
 - c. Ordinary
 - d. Expansive

2. In the sentence "The air shimmered with an otherworldly glow," what does "otherworldly" mean?
 - a. Mysterious or magical
 - b. Common or everyday
 - c. Earthly or natural
 - d. Transparent or clear



3. Which word can be used as a synonym for "flitting" as in "hummingbirds flitting about"?

- a. Soaring
- b. Hovering
- c. Gliding
- d. Darting

4. What is the meaning of "harmonious" in the context of the sentence "creating a harmonious balance"?

- a. Discordant
- b. Conflicting
- c. Balanced and peaceful
- d. Chaotic

5. What does the word "profound" imply in the sentence "Alistair felt a profound sense of fulfillment"?

- a. Shallow
- b. Superficial
- c. Deep and meaningful
- d. Temporary

2. Match the words with the corresponding image according to the text.

Blossom





Leaves



Liquid



Sky

Hummingbirds



2. Read the following short story, and then do the vocabulary comprehension activity.



Harold Scott sold cheap shoes. He had a small lorry, and he bought the shoes from the factory and took them from one house to another and tried to sell them to people. He sold a lot of his shoes in small villages, because there were not many shops there, and people did not want to go to the town and buy their shoes there. One day Harold drove along the street of a village and stopped in front of one of the houses. There was a small boy beside the door. Harold opened the window of his lorry and called to the boy, "Hello. Is your mother at home?" The boy looked at him. Then he answered, "Yes, she is." "That's good," Harold said, and he smiled. He got out of his lorry, took some shoes from the back and went to the door of the house. He knocked at the door and then he waited, but the door did not open. After a minute, Harold knocked at the door again and waited for two minutes, but again the door did not open. Then Harold looked at the small boy and said in an angry voice, "Your mother is not at home." "She is," the small boy answered. "Then why hasn't she opened the door?" Harold asked. "Because this isn't my house," the small boy answered.

Taken from stories for reading comprehension.

Exercise: Complete the story with the most suitable word according to what you read above. Choose the right words each time:

Harold Scott (did not make shoes, but he/made shoes in a factory and) brought them to people's houses in a lorry. People in (the town/villages) bought a lot of his shoes, because (there were not many shops/they did not want to buy shoes) there. One day, Harold was in a village in (his lorry/one of the houses). He saw a small boy near a (door/window). He opened (his window/it) and (smiled at/spoke to) the boy. Harold was (happy/sad) because the boy's mother was (at home/out). He wanted to sell her (his lorry/some of his shoes). He knocked at the (back/door) of the house, (and/but) the boy's mother (did not open/opened) it. Harold (looked at/spoke to) the boy angrily then, but the boy was (right/wrong): his mother



3. Look at the following images and match them with the corresponding image. These words come from the previous readings and the one above.

Vulture



Factory



Villages



Shade



Pathway



4. Exercise: Complete the story with the most suitable word. Choose the right words each time:

Dick's home was in (England/New York). He went (there/to New York) in January. He (did not know/knew) his address there, and his wife (asked for it/knew it as well). Dick went to New York in a (plane/ship) and found (a room in/the address of) a hotel. Then he sent (his things/the address) to his wife. He went to (a cinema/his work) in the evening, and then he wanted to have dinner (and then go to/in) his hotel. He got into a taxi, (and told the driver/but he forgot) the name and address of his hotel. The driver did not (help him/answer), so Dick got (into another taxi/out). He sent his wife a telegram from (a telegraph office/his hotel) and asked her for (her/his) address.



5. In this activity you are going to write the missing word to complete the sentence.

Words: *laugh, midnight, disturbed, disease, lantern*

- The _____ spread rapidly throughout the community, causing widespread panic.
- At _____, the town fell silent, with only the faint glow of lanterns lighting the deserted streets.
- Despite the darkness, a group of friends gathered around using a flickering _____ that lighted the place to share stories and laughs.
- His contagious _____ echoed through the forest, disturbing the tranquility of the night.
- The sudden noise _____ her sleep, prompting her to grab a lantern and investigate the source.

6. Finally, you are going to write 4 sentences with the following words:

Idea:

Sound:

Sufficient:

Heaven:

Appendix F

Journal

LANGUAGE INSTITUTE – ENGLISH CLASS

Observation Journal

<p>Pre-test</p>	<ul style="list-style-type: none"> - Students arrive early to class. - They turn the computers on, and the teacher sends them the pre-test. - The teacher explains how they must do the test and deliver it. - Students finish the test and continue with the class.
<p>Implementation 1: A Silence by Edgar Allan Poe March 6th</p>	<ul style="list-style-type: none"> - Some students arrive at 6:30, while others come at 6:40. The implementation starts at 7:06 a.m. with an English 5 group. - Students watch a video about Poe's biography. - Some students do not notice the video, while others do. At the end of the video, the teacher asks some questions related to it. - At 7:15, students start the reading with the teacher and then have a second reading independently. - At 7:56, students started the worksheet proposed for this intervention. They were committed to the task and learning new words. - They had some difficulties with the words, and some asked the teacher for their meaning. - The students finished the workshop at 8:21. After this, the teacher asked them how they felt, and they said they felt confident but had some difficulties with the words. - The students had the workshop with the teacher and left the class.

<p>Implementation 2: The Eyes Have It by Phillip K. Dick March 13th</p>	<ul style="list-style-type: none"> - Students arrive early to class and start with greetings. They had some homework, so we discussed it for ten minutes. - The implementation starts with the second tale; they start reading out loud. Students find this reading interesting because the story is catching. - The reading is shorter than the previous one, so we do the reading part very fast, emphasizing the words, and then they do a second reading. - We discuss the reading, the students give their opinions, and then they mention whether they like it. - Students start the workshop in couples this time. They start asking some questions related to the vocabulary, but they immediately look at the story to have the context of the word together with the story. - Students take 20 minutes to do the vocabulary workshop, which is less time than the previous one. - They improve their reading skills and the completion of the workshop. - I observed that when the students used the words in sentences, they could understand their meaning better. - Students finish at 7:50, so we still have time to continue with the class that day.
<p>Implementation 3: Invictus by William Ernest Henley March 19th</p>	<ul style="list-style-type: none"> - In this implementation, students arrive late to class; we start with the second intervention. - The students start watching a video; some participate in answering the proposed questions, while others do not. - At 7:19, we started playing Jeopardy. This game is entertaining for them because they can participate actively, answer questions, and then win points. They have a lot of fun while doing the activity, and we spend a long time doing it. - Students learn a lot and practice their speaking.

	<ul style="list-style-type: none"> - After that, students start doing the workshop in couples. - They had to use the words in context during the workshop. Some activities were writing the meaning of the word, and others were to use the words to write some original sentences. - Some of the feelings I could observe were that students engaged with the reading enjoyed the game Jeopardy and found it challenging. - At 7:48, the implementation finished, and they handed the workshop to the teacher. Now, we continue with the class activities.
<p>Implementation 4: The Tell-Tale Heart by Edgar Allan Poe April 2nd</p>	<ul style="list-style-type: none"> - Final intervention: students arrive on time to class, and we start checking the homework for that day. - We start the implementation at 7:00 a.m. First, they read the title, watch some images, and give their thoughts on this story; some already know it, but only two of them. All the students participate actively. - Students read the story out loud. This story is the longest of all. - The teacher helps with pronunciation and with some words. - After they finish reading, they start doing the last workshop, which is longer than the rest. - At this time, students do not ask any questions. - They took the rest of the class to finish and hand it in.
<p>Post-test</p>	<ul style="list-style-type: none"> - To finish the implementations and the practical part, students do the post-test. - They arrive at class early and start doing the post-test on their virtual campus. - They take 40 minutes on average to do the test. - After that, we will continue with today's class.

Appendix G

Focal Group Interview Format

Interview Format

I am a student at the Mediación Pedagógica en el aprendizaje del Inglés Masters' program at "Universidad Nacional de Colombia", I am currently in 3rd semester. I will interview you to get your perceptions and opinions regarding the readings and the activities used to learn vocabulary during the interventions, how those strategies influence your language learning, and what difficulties you found with the readings and the new words.

This interview will take 5-10 minutes, and the objective is to analyze the impact of teaching these new words on your learning process.

All information provided will be confidential; no one different from me and my director will have access to it.

I highly appreciate your participation, and we expect that the outcomes of this investigation contribute to the academic community's learning.

This interview will be recorded to facilitate the data analysis. Do you authorize me to record it? YES/NO

Soy estudiante de la Maestría en Mediación Pedagógica en el Aprendizaje del Inglés de la Universidad Nacional de Colombia, actualmente estoy en 3er semestre. Voy a realizar una entrevista para conocer tus percepciones y opiniones sobre las lecturas y las actividades utilizadas para aprender vocabulario durante las intervenciones, cómo sientes que esas estrategias

influyen en tu aprendizaje del idioma y qué dificultades encontraste con las lecturas y la nuevas palabras.

Esta entrevista durará entre 5-10 minutos y el objetivo es analizar el impacto que tiene la enseñanza de estas nuevas palabras en tu proceso de aprendizaje.

Toda la información proporcionada será confidencial y nadie diferente a mí y mi director tendrá acceso a ella.

Aprecio mucho su participación y esperamos que los resultados de esta investigación

Contribuir al aprendizaje de la comunidad académica.

Esta entrevista será grabada para facilitar el análisis de datos. ¿Me autorizas a grabarlo?

SÍ NO

Questions

1. What were your perceptions of the readings used in the interventions? Were they useful? and in what way _____
2. Do you think the readings and implementations helped you improve your English communicative skills and connect the language with reality? Yes/ No and why? _____
3. Could you give me an example of five words in English learned in class?
4. Could you use the following word in a sentence
“wrath”? _____
5. I will show you some words, and you will create some short sentences using them. The words are idea, heaven, midnight, disease, forbidden, pathway, and transparent.

Thank you for allowing me to do our research project with you. It is so much help to me. Also, thank you for answering the questions and being involved in the project I am carrying out. I can share the outcomes of this study with you if you want.

If you want to contact me for any reason, you can do so in class or through my email

Joan Sebastian Arenas joanarenas72@gmail.com / joan.arenas01@ustabuca.edu.co

Appendix H

Transcription of the Interviews

1.

What were your perceptions of the readings used in the interventions? Were they helpful? And in what way-	
A. Students 1	“Sí fueron útiles porque nos aydaron a tenere más conocimiento y pues a mejorar nuestro vocabulario a través de la lectura”
B. Student 2	“Ehh, in my perception, the readings were exciting, and we can learn a lot of new words.”
C. Student 3	“ Sí fueron útiles ya que nos ayudaban tipo con el vocabulario, ahh aprender a escribir y hablar bien”
D. Student 4	“ Yes, it was useful because I learned vocabulary “
E. Student 5	“Ah pues, sí aprendí bastantes palabras y nos ayudó mucho en la parte de lectura y para mejorar el habla”
F. Student 6	“mmm, okay, I think that the intervention was useful because we learned a lot of vocabulary and we learned the way that maybe the writers who write and it’s important to learn the grammar, but maybe for me it is more important the vocabulary I got”.
G. Student 7	“mm, I think they are useful because I learn new words and more new to speak. Also, mmmm, the words are interesting and I learned more read”
H. Student 8.	“Sí las lecturas fueron muy interesatnes, diferentes a los libros y aprendí bastante nuevo vocabulario para poder escribir y hablar”.

2.

Do you think the readings and implementations helped you improve your English communicative skills and connect the language with reality? Yes/ No and why	
A. Students 1	“creo que sí me pudo haber ayudado si hubiera prestado más atención, pero sí. Poniendo más en práctica las palabras en la cotidianidad, ehh aquí en las actividades de clase y ya”
B. Student 2	“Yes, because we can learn new words and new expressions”
C. Student 3	“Sí, porque pues eso nos dió habilidades de comprensión de lectura y eso está conectado con el vocabulario”
D. Student 4	“Yes, I learned the verb forms, form verbs, bueno las formas de los verbos, answer the questions and more I learned more words”
E. Student 5	“ Ehjs, sí, pues osea aprendí vocabulario y más comprensión lectora y conectar con la realidad, nuevas palabras diferentes”.
F. Student 6	“ Yeah, I think that helped me to improve my vocabulary because if I don't know the word I want to say is difficult to communicate to the other people, I think that yes it helped me.”
G. Student 7	“,yes, mmm the books help to learn new words, the readings have new words and I learned a lot and with the reality yes because is different the class”
H. Student 8.	“ bueno, mmm pus ´si, aprendí muchas palabras que no sabia. También pude usarlas en los ejercicios esos de las hojas que nos dió usted y pues me gustaron las historias que nos puso”.

3.

Could you give me an example of five words in English learned in the interventions?	
A. Students 1	“ mmmm no sé, discover, ehhh qué más, mmm no sé cuál más”
B. Student 2	“heaven, blood, eh, forbidden, wrath, and I don't remember more”
C. Student 3	“mmm, tears, master, floor and I don't know”
D. Student 4	“ covers me, reliability, mmmm reckless, aaahhh beyond and shade”
E. Student 5	“ In a nutshell, ah soft skills, hard skills, wrath”
F. Student 6	“Yeah, vulture, wrath, heaven, midnight and pathway”
G. Student 7	“ mm yes, heaven, soul, esa es alma cierto?, midnight and covers me”
H. Student 8.	“ mm teacher, pues e acuerdo de disease, alma, esa es soul, wrath, captain no más”

4.

Could you use the following word in a sentence “wrath”?	
A. Students 1	“Ehh I always have wrath”
B. Student 2	“mmm my mom is very wrath at me”
C. Student 3	“I have wrath because the teacher is very bad”
D. Student 4	“ehhh I was wrath yesterday”
E. Student 5	“I was wrath because the teacher, how do you say me colocó?, mmm gave me absence”
F. Student 6	“I am very wrath with my little sister because she broke my makeup”
G. Student 7	“ Yes, the wrath that he has is big”
H. Student 8.	“ mmm eso es ira? Furia? Mmm the wrath of my mom”

5.

I will show you some words, and you will create some short sentences using them. The words are idea, heaven, midnight, disease, forbidden, pathway, and transparent.	
A. Students 1	“ I have idea about the class” “The heaven is beautiful” “I am transparent with the people”
B. Student 2	“ mmm my partner had a good idea” “the concert finish at midnight” “I had a disease when I was ten” “In my house it is forbidden arrive after ten”
C. Student 3	“ The heaven is beautiful” “the pathway is very difficult” “the teacher is transparent” “I have idea for the exam”
D. Student 4	“mmm the moon is beautiful in midnight” “in the university is forbidden smoke”, “the water is transparent”
E. Student 5	“ I have idea about the class”, “mm the heaven is beautiful”, “I am transparent in everything”
F. Student 6	“ You have an idea” “heaven...when I die, I will be in heaven.” “I love the light of the moon in the midnight” “ My uncle has a disease.”
G. Student 7	“ I have an idea of this class,” “the heaven is beautiful, “mmmm I go to sleep at midnight everyday” “The teacher is a transparent person”
H. Student 8.	“ I have idea about the class”, “forbidden to smoke in the class” “I go to heaven when I die” “The pathway to house is beautiful”