



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSTGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN EN INGLÉS**

TITLE

**CREATIVE ACTIVITIES LINKED TO LEXICAL APPROACH TO IMPROVE
READING SKILL FOR ENGLISH LANGUAGE LEARNING OF STUDENTS IN
THE "NATALIA JARRIN" HIGH SCHOOL 2020 - 2021**

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the Maestría
en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Enseñanza de Inglés

AUTHOR: TANIA MARIBEL TORRES CALLE

DIRECTOR: MSc. GLORIA ISABEL ESCUDERO OROZCO

IBARRA - ECUADOR

2022



THESIS DIRECTOR CERTIFICATION

As Director of the research work with the topic: " **CREATIVE ACTIVITIES LINKED TO LEXICAL APPROACH TO IMPROVE READING SKILL FOR ENGLISH LANGUAGE LEARNING OF STUDENTS IN THE "NATALIA JARRIN" HIGH SCHOOL 2020 – 2021** ", work which was carried out by Tania Maribel Torres Calle, prior to obtain the master's degree at Master in Pedagogy of National and Foreign Languages, mention in English Language, I attest that the mentioned work meets the requirements and sufficient merits to be publicly supported in court to be timely selected.

Ibarra , February 11, 2022

It is all what I can certify

.....

MSc. GLORIA ESCUDERO

Thesis Director



UNIVERSIDAD TÉCNICA DEL NORTE BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO		
CÉDULA DE IDENTIDAD:	1711410702	
APELLIDOS Y NOMBRES:	Torres Calle Tania Maribel	
DIRECCIÓN:	Urb. Santa Cecilia, Mz. 3 L5, AYORA - CAYAMBE	
EMAIL:	tmtorresc@utn.edu.ec	
TELÉFONO FIJO:	NO	TELÉFONO MÓVIL: 0996373934

DATOS DE LA OBRA	
TÍTULO:	CREATIVE ACTIVITIES LINKED TO LEXICAL APPROACH TO IMPROVE READING SKILL FOR ENGLISH LANGUAGE LEARNING OF STUDENTS IN THE "NATALIA JARRIN" HIGH SCHOOL 2020-2021.
AUTOR (ES):	Torres Calle Tania Maribel
FECHA: DD/MM/AAAA	11/02/2022
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input type="checkbox"/> PREGRADO <input checked="" type="checkbox"/> POSGRADO
TÍTULO POR EL QUE OPTA:	Magister en Pedagogía de los idiomas Nacionales y Extranjeros, Mención Inglés.
ASESOR /DIRECTOR:	MSc. Gloria Escudero.

2. CONSTANCIAS

El autor (es) manifiesta (n) que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto la obra es original y que es (son) el (los) titular (es) de los derechos patrimoniales, por lo que asume (n) la responsabilidad sobre el contenido de la misma y saldrá (n) en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los ...24.... días del mes de ...Febrero.... de 2022.

EL AUTOR:

(Firma).....

Nombre: Tania Maribel Torres Calle

DEDICATION

With deep love, I dedicate this work to my mother and my two sons, the children: Leonardo Rafael and Marco Alejandro because they are the pillar of my life and my motivation for my personal development. Besides their consideration and support, they have contributed to achieve my dreams in the way of my professional goals.

Tania

ACKNOWLEDGEMENT

My sincere and respectful thanks to the teachers of this master program who shared their knowledge, technological tools, and appropriate strategies for my performance and learning. In addition, my gratitude to the court mates who supported me with their enthusiasm and responsibility in various activities carried out during this academic experience.

Tania

CONTENTS

ABSTRACT	9
RESUMEN	10
CHAPTER I.....	11
The problem.....	11
Introduction	11
1.1 Problem description.....	14
1.2 Problem description.....	16
1.3 Problem Statement.....	21
1.4 Justification.....	21
1.5 Research Objectives	23
1.6 Research questions	24
1.7 The prognosis	24
1.8 Delimitations	25
1.9 Limitations.....	25
CHAPTER II	27
REFERENTIAL FRAMEWORK	27
2.1 Theoretical Framework.....	27
2.2 Methodological implications	35
2.3 The Lexical approach and its relation with other areas	43
2.4. The lexical approach and its content	50
2.5 Reading skills and lexical approach	54
2.6 Types of reading	58
2.7 Reading levels.....	61
2.8 Activities related to the lexical approach in the reading process	62
2.9. Legal referential framework	64
CHAPTER III.....	68

3. METHODOLOGICAL FRAMEWORK.....	68
3.1 Research design	68
3.2 Population and Sample	69
3.3 Techniques and tools check APA rules for writing sub-headings (use of period)	71
3.4 Research Process	75
3.5 Proposal Process	80
3.6 Lesson plan.....	83
3.7 Relevance of the study.....	85
3.8. Bioethical Considerations.....	86
CHAPTER IV	88
4. FINDINGs OF THE STUDY	88
4.1 Findings	88
CHAPTER V	1
ACADEMIC PROPOSAL	1
CHAPTER VI.....	107
5. Conclusions and Recommendations.....	107
5.1. Conclusions	107
In this almost final stage of the writing, the researcher details the conclusions in relationship with the objectives set at the beginning. It is mentioned below:	107
5.1. Recommendations	108
REFERENCES	111
APPENDIX	114

FIGURES

Figure 1	55
Figure 2	89
Figure 3	90
Figure 4	91
Figure 5	92
Figure 6	93
Figure 7	94
Figure 8	95
Figure 9	96

TABLES

Table 1.....	37
Table 2.....	51
Table 3.....	71
Table 4.....	76
Table 5.....	82
Table 6.....	83

APPENDIX

Appendix 1	114
Appendix 2	116
Appendix 3	119
Appendix 4	120

ABSTRACT

The development of reading skills and reading habits has always become a challenge for people who work in education since reading is the basis of knowledge for many areas. When people learn a second language, they also want a significant space for reading. For this reason, the main objective of this research is to produce creative activities linked to the lexical approach to improve reading skills for English language learning of students in the “Natalia Jarrín” high school 2020 – 2021. The creative strategies are proposed to improve reading in second-year high school students, which may be well applied to other years of school and even adapted to different levels of schooling. The basis of the proposal is the knowledge of: What is the contribution of the lexical approach in reading skills for English language learning?, How is reading developed in-class activities?, Is the lexical approach considered in the English Curriculum activities?, and What activities with the lexical approach have been applied in the classroom for reading development?. These four questions have provided reliable information necessary for building reading strategies with a lexical approach. The research highlights international, regional, local studies on the lexical approach; some principles, reflections, and relevant characteristics about reading skills. In addition, the strategies are developed for beginners, intermediate and advanced levels in the teaching and learning process. This theory contributes positively to the adequate understanding of English as a second language.

RESUMEN

El desarrollo de habilidades lectoras y hábitos lectores siempre se ha convertido en un reto para las personas que se desempeñan en la educación ya que la lectura es la base del conocimiento para muchas áreas. Cuando las personas aprenden un segundo idioma, también quieren un espacio significativo para la lectura. Por tal motivo, el objetivo principal de esta investigación es producir actividades creativas vinculadas al enfoque léxico para mejorar las habilidades lectoras en el aprendizaje del idioma inglés de los estudiantes de la Unidad Educativa “Natalia Jarrín” 2020 - 2021. Se desarrolla las estrategias creativas para mejorar la lectura en estudiantes de segundo año de secundaria, que pueden ser bien aplicados a otros años e incluso adaptados a diferentes niveles de escolaridad. La base de la propuesta es el conocimiento de: ¿Cuál es el aporte del enfoque léxico en las destrezas lectoras para el aprendizaje del idioma inglés?, ¿Cómo se desarrolla la lectura en las actividades de clase?, ¿Se considera el enfoque léxico en las actividades del currículo?, y ¿Qué actividades con el enfoque léxico se han aplicado en el aula para el desarrollo de la lectura?. Estas cuatro preguntas han brindado información confiable necesaria para la construcción de estrategias de lectura con enfoque léxico. La investigación destaca estudios internacionales, regionales y locales sobre este enfoque; algunos principios y reflexiones. Además, características relevantes sobre las habilidades lectoras. Las estrategias están desarrolladas para niveles principiantes, intermedios y avanzados en el proceso de enseñanza y aprendizaje. Esta teoría contribuye positivamente a la adecuada comprensión del inglés como segunda lengua.

CHAPTER I

THE PROBLEM

INTRODUCTION

The pedagogical activities correctly applied, and the appropriated resources could bring positive changes and progress in the performance in the classroom. This project aims to design a guide of creative activities based on a lexical approach to improve reading skills for English language learning. In order to get this purpose, the development of this work describes the theoretical framework, explains the methodological process and techniques used to collect information, and establishes conclusions and recommendations for teachers and learners. Through the years, low performance and little interest in reading have been observed in some students from the Natalia Jarrín High School where this project was developed. The research questions will confirm or contrast the ideas exposed in the problem presented.

English is currently the third most spoken language globally, and 20% of the population dominates it (Noack, 2015). Besides, the English language is an international language. It has become a bridge of communication in cultural, political, commercial, and technological aspects. English is the language of connections because it is the official language of more than 53 countries. At the moment, there are more than 400 million people who use this language. The globalized language generates that people who work at any area, especially in tourism companies plan to learn English on their on a daily basis.

Additionally, it is good to point out that many international markets and companies require English knowledge since it is generating a massive chain of opportunities for people learning this second language. These are some reasons that give importance to this language and place it as a necessity in the educational field (Noack, 2015). One of them is that

education promotes the English language with a prevailing study proposal because most of official documentations are in this language. Therefore, information in digital resources related to different areas and job opportunities will have another level with better economic remuneration and better travel conditions because of communicative competence.

Moreover, of course, English Language brings the possibility to work in other countries. This opportunity joined to the reason mentioned above are several arguments that teachers use when motivate students to learn this language. However, these references are not enough. The educational area needs to implement appropriate methodologies for the teaching of languages which linked to research must set their goal on the problem, look for the appropriate methodology, and recommend proposals as relevant points to get there.

This type of process is exactly what Master's programs are requiring; therefore, this research focuses on proposing a solution to solve the problem of low reading comprehension skills by using the lexical approach as an effective way to implement activities to improve reading skills. Currently, tangible and intangible changes are required to solve the low levels of reading in the English language since it is a skill that requires attention; because, due to its nature of receptive skill accelerates vocabulary-building, improves grammar, and accentuated writing becoming a solid foundation for developing language skills and producing learning.

This research paper details the following outline: The CHAPTER ONE briefly introduces the English language worldwide and describes some studies carried out at macro and micro levels on the research topic. Also, it analyzes how the Educational Institution, where the project was carried out, has been developing the teaching processes from 2013 to the present date. In addition, this chapter shows the general and specific objectives, the personal and professional motivations that have driven the researcher, the limitations,

prognosis, and the valuable contribution of the lexical approach in order to place activities related to reading in the classroom.

In CHAPTER TWO the reader will read relevant information on concepts about the lexical approach; how it works with other areas such as psychology and the branches of linguistics, especially the semantic area. Besides, it presents the principles of the lexical approach, some reflections, and their implications in the educational field. The second part of the literature review details, the benefits of reading, types of reading levels, and some characteristics described according to the types of readers.

The CHAPTER THREE deals with the research design. It describes the method, the population, sample, the instruments for data collection, the objectives, facts, causes, and phenomena of the investigation. The techniques used to collect data in the quantitative and qualitative research and the procedures for calculating the sample. The questions to clear up the concerns raised in the project are: How is reading developed in class activities? Is the lexical approach considered in the English area plans? What activities with the lexical approach are applied in the classroom for reading development?

The CHAPTER FOUR presents the results obtained to the research questions and objectives from the literature review and collection instruments. In each one of the paragraphs there will be the four teachers' opinions and other valuable information obtained from students. Each answer is analyzed and presented in statistical graphs. The opportunities and challenges involved in carrying out reading activities with a lexical approach are highlighted

CHAPTER FIVE presents the proposal in response to the objective set at the beginning of this project. This proposal is based on the lexical approach with focus on the reading process and its effects on student's mindset, self-esteem, and learning. The strategies are explained with the most important characteristics such as the level, the content, the

semantic conceptualization, the material, and the process carried out in the class environment with teachers and students' interaction. Finally, the conclusions and recommendations are set based on all the research questions, objectives, and literature review; valuable information that was gathered from teachers and students.

1.1 Problem description

One of the first strategies to awaken and develop creativity is reading. Reading skills and subskills have essential relevance for work in the classroom (Auld, 2021). The reading impacts learning which affects significantly on student's learning. In reading, there are different types of texts and genres which require reflection, evaluation and essential skills for the development of critical thinking and human values. It is urgent to rescue these skills as a priority because people are increasingly exposed to a large amount of information, especially from the internet. Many times this information is unproven, biased, and violent; so that, it is necessary to reflect on the content, not just skim it. It is essential to be well informed and transform ourselves into the new citizens required by the challenges of the 21st century (Rossignoli, 2019)

Reading strategies holding a sign of great virtues, has a high level in the first world countries such as Japan, South Korea, or Australia. But, on a statistical scale, there is an extreme gap between poor or developing nations. It is alarming to know that there are many countries where less than one book is read per year or no one reads because children prefer to watch television. Approaching the reality of Ecuador, it can be mentioned that according to the Community of Latin American and the Caribbean States (CELAC) report, Ecuador has a 43% reading population, compared to 60% or 70% of other countries in the region (UNESCO, 2021).

Based on educational experiences, evaluation results, and some observations of the last school periods. It has been determined that students have very little interest in activities related to English language reading. Students do not enjoy recreational and creative activities of reading in a foreign language whether active or interactive. As a result, the English subject activities tend to be boring, tiring, and uninteresting. It was also observed that teachers apply only the reading exercises in the book provided by the Ministry of Education program which hinders the use of extra material that could generate more learning possibilities.

The English teachers from Natalia Jarrín high school comply with what is programmed in the plans; that is, the annual, unit, and lesson plans which are focused on the four language skills and there is no specific proposal to engage students in a particular skill. Working to develop the four skills is not bad, however, since reading is a shortcoming in this country and a receptive skill with such great benefits, it should be emphasized at every level.

As a result of this deficiency, the low performance and the loss of interest in reading are evident. In about ten years of teaching English, students' difficulties in the reading processes have been observed in several classes. There is low phonological and syllabic awareness; there is not a correct visualization and verbalization. In the poor reading occurs omissions, additions, repetitions, and slowness. With the reading activities, it is easier to detect little prior knowledge on the topics, vocabulary lack, confusion, low level of understanding, and little motivation to read.

In the same way, reading skill is practiced only if there is time to cover all the content that is programmed in each unit. Hence, it is logical to think about a lack of innovative resources related to reading development. Resources that should be created or adapted by the teacher considering the student's need and learning conditions because the results observed in other institutions and other fields have already brought positive outcomes (Auld, 2021). High

school students know that reading is a passive activity. This is in part, because teachers have not been applying appropriate strategies to motivate to reading. There is a lack of knowledge of new trends, techniques, and various reading activities, which could boost student's interest.

1.2 Problem description

The knowledge and common sense on language learning formulate a detailed account of basic terminology. The discourse about language and language learning shows some relevant issues about the nature of meaning and vocabulary which, once they are solved, pretend to create a wealth of knowledge about language learning and teaching (Lewis, 1993).

By using lexical approach students focused on noticing chunks rather than categories of lexical items which is not important because it does not guarantee their mastery. What it is important is that student have these chunks available when they need and use them in a spontaneous way. In order to do so, some lexical activities were proved to be effective: "fill in the gaps, matching pairs, sorting exercises, pictorial schemata, problem solving tasks, values clarification, discussion, role-play, oral presentations and writing summaries". (Kavaliauskienė, 2020). As cited by the same authors, said that in order to understand a text more than the 90% of the lexical units must be understood and emphasized that high frequency lexical items must be taught in the first place. Finally, they also mention that students require the ability to find equivalences in L1 and L2 to use appropriately and interchangeably (Kavaliauskienė, 2020).

In the lexical approach, there are many ways to justify the interpretation, starting from the collocations, chunks, and idiomatic expressions essential for the language's mastery, as stated by the historian (Harari, 2013). It is necessary to give significant relevance to the figurative phrases as essential proof of the mastery of a natural language. The nature of the

language constitutes the foundation of the use of interpretation in the acquisition of the competencies of the lexical component of an L2.

The concepts and references are diffused because they are a direct resource, depending on the language level of the learner. It is necessary to operate the collocations or lexical units of figurative or non-compositional sense only if they are basic levels. It can give way to translation or interpretation, but if the lexicon is operated with combinations of humor, the double meaning of irony (Harari, 2013). Language is thus conceptually broader since it encompasses the sum of verbal images, their rules of relationship and operation, and the human phenomenon of speech. In the following paragraphs the reader can appreciate the different interpretations about language:

It is a set of material and spiritual values that humanity has created through the centuries. When talking about culture, one notices the presence of an important element that fulfills an elementary function and serves for culture to manifest itself: Language. Language is defined by Karl Marx as the material envelope of thought due to its dual function, communicative or semiotic and cognitive or noetic, which reveals the intimate relationship between thought and existence. Sergio Valdés Bernal, (2007).

Language allows thoughts to be transmitted. Therefore, a form of communication par excellence that arises from living in society. Hence, its eminently social character. Language is the most comprehensive and solid art that we know, and it is the gigantic and anonymous work of countless generations. A Language constitutes a system, the components of which are united by relationships of solidarity and dependence. Sapir, (1974: 249).

Language is a social product, and a set of conventions adopted by a linguistic community that uses language faculty. A language manifests in a certain society of

individuals of that general and specific faculty of human beings that we usually call language. Roméu, (2011: 3).

The reader, in the process of understanding and construction of meanings, faces different stages or levels of understanding that will allow a better apprehension of what he reads and which he incorporates into his cultural universe by decoding the signs that the text carries. Infante Miranda, M.E, (2011).

The analysis of the lexical level, semantic plane, already discovers elements that connect us with other cultures through the process of historical and cultural exchange that came with the conquest and expansion in American lands. The loans from languages that came into contact with ours are irrefutable proof of our history and culture. Medina Carballosa, E, (2012).

Language directly influences social life. It contributes to the enrichment of students' intellectual, communicative, and creative capacities, since to the same extent that the phenomena that operate in language, its influences, and social structure are precisely known. Language is the main ethnocultural trait manifested expressions of the individual's spiritual culture. Speer, (2009).

The teacher's preparation to face and conduct the literary analysis includes paying particular attention to the linguistic. Since it is the language that supports the work itself. It insists that this preparation must be continuous, deep, and exhaustive. It should always be borne in mind that the lexical component is a fundamental aspect in any learning process, allowing not only communication, but also the organization of thought. Holguin, (2012).

Idioms and colloquial expressions have a figurative meaning, which is typical and representative of their culture. Their learning enriches the student's lexical knowledge and

helps them better understand what other people read, hear, or say. This will also help you be more fluent when engaging in conversation.

Reading is an essential element in every language, especially when learning English is one of the objectives within school planning. At the beginning of the school period, the English teachers carry out the annual, institutional, and unit plans. Nevertheless, more than these documents, they make a special plan named "Area Project". In this plan, the principal objective is to do and evaluate essential activities to improve one or more language skills. These skills have been detected as requiring attention due to the unexpected results seen in previous years.

Thus, the "Area Project" links objectives with practical activities that can be performed inside and outside the classroom. It is striking that most project proposals were related to one of the production skills during the last years, "Speaking". Of course, the main idea is to reflect a good level of communication by speaking. Then, reading seems the final component, after saying, listening, and writing. However, it is remarkable that people who have excellent grammar and vocabulary, have by themselves an ideal reading base.

In the description, the reading skill is mentioned on very few occasions in the last school period. The result showed low performance in reading skills. On the other hand, the teaching practice that has been applied in recent years in terms of language skills is significant. But they follow the standard guideline of the books provided by the Ministry of Education. Until 10 years ago, the book "Our World through English" was a very important resource because it contained topics, that emphasized topics like people's traditions, culture, and places from Ecuador.

Alternatively, it came to the EFL project "The English Language Universalization". This project was promoted by the Ministry of Education 2013 – 2014. Later, the reforms

continued. These intend to change the behaviorist and socio-constructivist model into a new innovative model for the public Institutions of Ecuador. Then, appeared the communicative-functional approach, proposed for the eighth, ninth, and tenth year of Basic Education (EGB) and first, second, and third year of high school, focuses on real-world contexts (Miedu, 2020). The themes were related to themes present in the globalized world since the proposal is to raise the levels from A1 to B1 according to CEFR. The Ministry of Education wanted teachers to use the language productively.

Since 2014, the new curriculum began with greater emphasis but the activities have become monotonous. It is a routine because teaching in each action involves reviewing vocabulary, reviewing grammar, and building dialogues according to themes, and as a final activity, the students present an oral lesson about the discussions.

In addition, the researcher cannot ignore the consequences generated due to the lack of investment of time in reading. The student's interests have been ignored to discover their potential in specific skills. Nonetheless, recent studies indicated that it is necessary to establish a solid foundation in reading for the correct language pronunciation and comprehension. Reading helps to the comprehensive practice of pronunciation, and improve deep understanding of oral English, the content of the idea, feeling, attitude and style in voice. Therefore, the standard reading can make the students keep great attention, arouse their sense and imagination, and strengthen the knowledge (Hong-ying, 2011). Working with a lexical approach in reading strategies supposes, primarily, that teachers provide the necessary tools for their students to develop reading and support others skills.

1.3 Problem Statement

Through this study, the researcher wants to draw conclusions and recommendations about the following query: How creative activities linked to the lexical approach contribute the reading skills in second-year students of the Natalia Jarrín High School.

1.4 Justification

This study was carried out under the guidelines and motivations generated by fourth-level university studies since it is fascinating to investigate a reality experimented within the workplace. This work is original because the teaching experience and everything detailed is reflections, opinions, quotes, and conclusions based on field research. It responds to an unusual and modern topic because it is part of the new methodologies. This research will bring significant benefits to the Natalia Jarrín Educational Unit. The primary beneficiaries of this project will be the students. The Educational Institution has the mission of providing education of quality that meets the demand of the society, community, and students.

It is worth mentioning that this proposal generates an innovative scope that includes cross-cutting axes. The Current National Plan "All Life" 2017-2021, in the numerals 1.4, 1.6, 2.5, guarantees the right to quality education, multilingualism and diversities knowledge and the right to the capacity's development considering territorial contexts, inter-culturalism, gender, and disabilities.

By undertaking this project, the curricular field plan is being improved in several aspects, and it contributes positively to the English National Curriculum proposed by the Ministry of Education since 2014. It responds to the needs of Ecuadorian reality. Also facilitates the educational inclusion of students regardless their mother tongue. The curricular

proposal is flexible; it works by sub-levels, aligned to the values of justice, innovation, and solidarity promoted by the CEFR.

In the same way, the evaluation standards that public educational institutions meet every year demand that each area meets the proposed objectives. The teachers have the professional and moral responsibility to undertake change projects for the improvement of education. Alternatively, the future impact on youth and the community is quite positive according to the quality of education demanded in this time and that they deserve. By implementing the reading proposal, students will have more opportunities to learn and grow.

The demand of the four skills development is high and has significant importance, but reading has been somehow relegated that is why it is vital to develop this project because reading skills increases the ability to absorb information and react to it in any situation. Understanding the written word is one way the mind grows and develops the imagination and the creative side of people (Corcoran, 1994).

It is equally essential to present a proposal to be carried out in this group of students because reading is the beginning of thought discovery, and development. It is the basis for all future learning. Reading can no longer be addressed as before. An effective pedagogical model must accompany it. For this reason, there is an intrinsic motivation to investigate, and contribute with more activities to the classroom work. Thus, the proposal of this work is to know, design, and apply audiovisual resources as a pedagogical strategy for reading development.

It is an honor to be a teacher serving as a public educator and be involved in this English teaching career with much dignity for many years. It is time to review the way to work. The master's program is the opportunity to undertake a project that will be applied in the teaching performance with the conviction that the teaching and learning strategies

generate results that help students and stimulate their learning, performance, and reading skills.

For the above-mentioned reasons, the high school authorities know and support all proposals and area projects that benefit teachers and students' learning and teaching process. This project does not require neither unattainable resource nor high costs. Instead, it has a feasible action and participation. There is a clear intention to explore new and smart strategies and raise interest in productive readings. Every student and group who receives a good education will be integral people with learnings and values to contribute to the institution and community, and in the short or long term, they will also be valuable citizens for a country because most of them will have expectations of starting future carries as professionals.

1.5 Research Objectives

1.5.1 General Objective.

To produce creative activities linked to the lexical approach to improve reading skills for English language learning of students in the “Natalia Jarrín” high school 2020 – 2021.

1.5.2 Specific Objectives.

- To describe the theoretical framework to support the academic contribution of the lexical approach in reading skills for English language learning.
- To explain the methodological process and techniques used to collect information and analyze the data obtained about students' reading skills.
- To design a guide of creative activities based on a lexical approach to improve reading skills for English language learning.

- To establish conclusions and recommendations to teachers and learners regarding using activities to improve students' reading levels.

1.6 Research questions

- What is the contribution of the lexical approach in reading skills for English language learning?
- How is reading developed in-class activities?
- Is the lexical approach considered in the English Curriculum activities?
- What activities with the lexical approach have been applied in the classroom for reading development?

1.7 The prognosis

The reading sub-skills are a must in everyday communication. Nowadays, they are necessary to develop language skills. Not reviewing this area or omitting to learn them would be counterproductive, primarily if teachers intended to help the reader improve their level of comprehension. When this knowledge is explored through reading, it is also a help for preparing students to enhance the development in other skills. Reading is a fundamental strength that benefits students immediately for a long time. Reading creates very positive habits. If the readings are accompanied by valuable content, of course, this becomes a source of knowledge. Suppose this content is not included in the curricular plans. And, it is not implemented in the class, the reader loses the opportunity to learn useful vocabulary, topics that are part of many guides, and books involved in the knowledge of the English language acquisition.

Exploring essential, intermediate, or advanced level readings reflect realistic themes and contemporary themes that motivate, train, and involve students in a very positive

achievement. If reading strategies do not have the importance they demand, teachers and students are putting aside new ways of learning and teaching. In addition, a new sense of discovering new ways of working and opportunities are lost. The strategies applied with the lexical approach are necessary to improve reading and the understanding of various communication skills.

1.8 Delimitations

The time available to research is marked by the requirements of the deadlines granted by the study program. It is possible that extensive articles will be found on the path of the investigation, and the chronogram does not always keep pace with the analysis. In the same way, omitting procedures, events, people, or places are a possible failure, because not all the work done in the classroom or the educational experiences with the students are remembered.

1.9 Limitations

The way data will be collected deserves much attention and review, because it has changed due to the national confinement currently being experienced in the country. The students are now in their homes, as well as, the teachers. This means that the levels of communication are new, different, and sometimes complex because they are no longer face-to-face. The collection of data depends on connectivity and virtual communication. It requires more organization, time, and effort to support and collaborate with the people interviewed and surveyed. It should be considered that the sample does not always reflect the opinions or preferences of a majority.

The effort and time invest in the research does not compensate the importance of the topics and the arguments that support this information. This approach is new for the researcher. Instead of the previous experience in the teaching field, if the researchers have a

relevant bibliography and appropriate feedback, the technical and academic point of view will be better to reinforce criteria, analysis and proposals.

CHAPTER II

REFERENTIAL FRAMEWORK

2.1 Theoretical Framework

2.1.1 Lexical Approach Background

The teaching and learning language school was born when the first proposals with behaviorism arose in the 90s. A clear example was the need to learn another language in an emergent way, as did the soldiers who were transferred to other countries due to the war—using the Direct Method, which only used the target language that students needed, and the Audio-Lingual Method. The behaviorist theory promoted learning by constant reinforcement teaching to translate words and sentences. The Grammar-Translation Method is not far from the structural approach which works with complex grammar rules and specific orders (Richard, 2014). Both methods gave birth to the first Language schools.

Later, other methods, such as the Suggestopedia or Total Physical Response which consider understanding the language through repetition or translation and goals that can be achieved with a better environment and class dynamics were born. Subsequently, current methodologies applied in the educational system for teaching a second language appeared; they are CLL, CLT, Task-Based language Learning, the Natural approach, Lexica approach, Project Basic Learning, and 21st Century Learning.

The trend has changed to a more open, flexible, and accessible type of teaching, that is why when talking about new methodologies, for example, Community Language Learning (CLL) it is taken into account aspects of psychology where students work together to develop linguistic skills stepping into the humanistic approach. In this way, students experience their

high level of participation in English conversation, and their motivation for learning increases (Richard, 2014).

We could also mention Communicative Language Teaching (CLT). Historically, the communicative method has been considered the answer to the audiolingual method, and it is an extension of the notional-functional method. The CLT gives importance to interaction as a means, and as a final objective in learning the language. It is considered a general teaching approach and not specific areas. The Communicative Method introduces actual texts and gives importance to personal experiences, replacing classroom activities with activities that can be done outside of school. (Richard, 2014).

2.1.2 Lexical Approach definition

The lexicon is called the set of words that make up a language. It is also known as the set of words used in a region in a particular activity or discipline. The lexical word can be used as an adjective function in the semantic field to qualify that belonging to or relating to the lexicon. Lexis can also refer to the set of words that a person uses daily or knows or understands. This type of lexicon that refers mainly to a speaker is called a mental lexicon. Likewise, as a lexicon, the set of words, idioms, or turns that characterize the language that an author uses to express itself can be called.

The lexicon is essential when it develops communication skills. A broad glossary supposes the possibility that people can express themselves better and more eloquently. This prototype of people can demonstrate their intellectual level and their culture. In a language, the lexicon is in a constant process of development, evolution, change, and adjustments, as well as incorporating of new terms, which may be neologisms (new words), foreign words, or words created to name new realities. Based on these definitions, the lexical approach appeared to bring new benefits to language teaching and learning.

An approach can be defined as a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of language and how it can be learned. An approach gives rise to methods. They are teaching something, which uses classroom activities or techniques to help learners (Lackman, 2017). In this way, the lexical approach is a method for teaching language based on lexical units rather than grammatical structures. The units are formed by chunks, collocations, words, or idiomatic phrases.

The lexical approach identifies lexis as the basis of language, and focuses on the principle that language consists of grammaticalized lexis in second language acquisition. The lexical approach consists of the capacity to understand, and it produces lexical phrases and helps to understand words, and word combinations. The idea is that, rather than have students memorize vocabulary lists, they would learn commonly used phrases. Students are expected to know the grammar of languages based on recognizing word patterns in words. Nevertheless, in the lexical approach, students would learn which words are connected locally to communicate (Lewis, 1993).

2.1.3 Lexical Approach principles

The lexical approach is based on the following principles:

- Teachers should not try to persuade students that vocabulary is better than grammar or vice versa; simply propose new study patterns as a more alternative.
- Accept that some educational experiences in the study of grammar have been successful, but the lexicon applied gradually is very useful.
- One of the main principles is that this approach opposes the revision of the syntax and prevents us from memorizing grammatical structures.

- Proposals should be included in the study programs, and the curriculum since they should learn cultural expressions and technical vocabulary.
- The linguistic focus belongs to people and their need to communicate.
- It is an approach that sticks to reality, and does not seek perfection.
- It proposes holistic and not mechanical learning.
- Give importance to situational elements.
- It relies on sociolinguistics for the development of communication skills.

2.1.4 Reflections on the lexical approach

From the generative point of view, the grammatical structures have some combinations that allow different transferences of codes added in some digital systems. These systems work through instructions, orders, consecutive actions, data, and algorithms. They are obeying the reception and sending of data. Therefore, it can be said that technology is at the level of understanding the language, because it is understood as a matter of rules for a particular use. But in every direction, there is an exception, and therein lies the problem for technology. The rational and intelligent human being can naturally process information, considering that there are rules and exceptions. Learners always have to value technology, but every mechanical or technological translator or interpreter requires programming, control, and verification, mainly because the language is culturally complex.

From the communicative point of view when it comes to learning a language, it must be clear that the purpose is communication. The lexical approach invokes language when reading, writing, listening, or speaking as a bridge or path to communicate. The intellect of the students, and their emotional level should have no limits (Lewis, 1993). The teacher should not categorize their performance since there is no right or wrong answer when learning. This may happen especially in public educational institutions where students are

evaluated according to the curriculum, standards, and categories. They know or do not know, but knowledge is so subjective. It does not deserve to be categorized.

From the educational point of view, the lexical approach uses structures which serve as the basis for later learning. However, several institutes and academic centers consider grammar section in a high percentage as valid structures for learning (Lewis, 1993). This assumption also comes from the teachers who think the programs or planning that contain these proposals aimed at the knowledge of successful grammar. If students master the tenses like the past, the present, future, or perfect time; the program is working, and that the students are learning.

The lexical approach does not oppose the application of grammar. It only does not cover most of the study plans; since the lexical system works directly with different processes. The lexical approach subordinates to the grammatical structures. The lexical approach proposes that ideas based on words, sentences, idiomatic expressions are learned through a process that does not end, and it is not fixed or exact like grammar (Lewis, 1993) because grammar is accurate; it is correct or incorrect. On the other hand, the processes of lexical emphasis are precise. They are simply learning that never ends; it evolves because it depends on the objectives and teaching. Here the practice of the language and the achievements are very important. It is in the process in which the student learns and manages to reach levels of learning constantly.

Applying a lexical approach requires reviewing the study programs. The vision must change because the student will have a different way of working. To mention an example: with other study plans, students are placed or evaluated within a basic, intermediate or advanced level, but the lexical approach does not identify the student at any level because

learning is constant; it requires feedback and various evaluation systems that are linked to the practice.

The lexical approach does not pretend to obey grammar or structural patterns; on the contrary, it considers all teachers to have a clear general notion of it. This notion can be essential, intermediate, or advanced (Lewis, 1993). When these sentences or phrases are applied in a natural context, there is automatically the possibility of understanding and learning. That is to say, knowledge is not based on understanding semantic categories or semantic grammatical categories because then they would be resorting to education based on behaviorism and memory.

One of the concerns when the teacher is trying to apply the lexical approach is that people who are learning a new language see it as complex because they do not know the vocabulary, so it is possible to confuse the words, for example, in the sentence, "The apple educated has a guitar! This sentence is textually and grammatically correct, but there is a lot of confusion in the sense, and the logic that is interpreted, that is why the lexical approach is considered a process in which the most common and popular words are considered first and then other idiomatic or not so common expressions can be learned, but the latter ones must be based on the former ones (Lewis, 1993).

2.1.5 Lexical Approach in the teaching-learning field

Learning is a path full of possibilities for communication. The brain is predisposed to the acquisition of speech and language. From the first years of life, the human being is a receiver and transmitter of information since they are sensitive to sounds and colors. In the first months, there is a constant imitation of small sounds. Months later, these sounds progress in the linguistic stage (from 6 to 24 months) until the possibility of naming things or asking questions: cat, dog, what is it? These possibilities go from simple to precise words, questions,

and ideas (from 2 to 4 years old). Finally, children can use an extensive vocabulary (names of people, colors, numbers, means of transport, musical instruments, etc.).

Unique learning, as well as language, is acquired naturally, and the individual in the first years develops it natural human necessity. Interaction with other people plays a very important role since this factor helps to express the ideas in a correct and accurate way. No boy or girl, or the people around them, is aware that he has mastered basic grammar since he was four or five years old because this process was assimilated, and they did it because of the friendly environment surrounding them. Here an example of everyday phrases they hear and acquire naturally: "Turn on the TV", "How delicious the cake!", "The glass fell", "The dog went out into the street", "Where is my little brother Leo?" "No, I do not want to." For this reason, the lexical approach method focus on developing skills, habits, and social interaction.

Regarding to the curriculum, in recent years, curricular approaches have been communicative. In the lexical system, the implementation of several methods is not ruled out, but the study program is based in terms of goals, objectives, and other various criteria. It is emphasized on the contribution of the lexical elements which can be accepted and adapted to the content. Logically, when these elements are adapted to the lexical approach, the methodology must be revised. Every educational must contribute to knowledge, but at the same time it must develop confidence, self-esteem, and interest. Factors that, at the same time, effectively help the classwork be more bearable and create an appropriate environment that strengthens teamwork and performance significantly.

What the curriculum should exclude:

- Decontextualized language.
- Preoccupation with the use of grammatical structures.

- Contents meet editorial goals.

What will include:

- Vocabulary at all levels should be broad of multiple meanings, and valuable.
- The contents must be relevant, and at the same time, serve as a linguistic resource.
- Activities that direct the students' attention.
- Identification of lexical elements.
- Fully institutionalized statement acknowledgments are analyzed as a whole, not as a structure.

2.1.6 Curriculum changes

a) The vocabulary proposed in the curricular goals objectives must be mastered. Still, it is possible that some words with low semantic content, and low profile now have importance and generate complex meanings.

b) The vocabulary should be reviewed frequently since its use depends on its usefulness, contextualized, and meaningful content.

c) Use of more extended elements of several words, in particular institutionalized sentences, that promote the learning of a repertoire of nouns, adjectives, verbs

d) Vocabulary contributes to frequent word patterns.

The main goals of the curriculum:

- Develop Projects
- Solve problems
- Make proposals

- Develop cognitive skills
- Develop intellectual capacities
- Enhance existing capabilities

2.2 Methodological implications

You cannot change the syllabus if the method does not change. The unique way to change the process is by destroying old ideas and creating new mental schemes. Stop being radical in the form of teaching. Methodologies that lead new learnings and facilitate the path of knowledge must be sought. This means that when the method changes, the strategies and techniques evolve (Sanchez, 2004). When the method changes, it also means that the way of teaching progresses. And therefore, it can also be said that teachers change their way of thinking and acting to achieve the expected results.

It is essential to organize and classify closed grammatical series. For example, grammar using days of the week, months of the year, colors, articles, adverbs, adjectives, etc. These can be learned with simple instructions, graphics, mimics, or help from technology. But the students also need to have access to complex vocabulary which is more difficult, because of their diverse semantic meaning. In semantics, the lexical meaning considers two factors: denotation and connotation, that is, what a word means, and what it can mean according to the context or situation (Sanchez, 2004).

It is necessary to look back to remember shared experiences.

a) The traditional method applied for centuries today is being criticized for new approaches. In essence, conventional methods are about memorizing rules and structures. The Traditional method also defends the translation that also equates to meanings. It can be

helpful but the translation avoids invoking the equivalence of sense and is not productive for learning.

b) The direct method dedicates the learning of L2 with the interaction of native speakers, trying to repeat, and imitate associative structures using didactic material. The natural process aims for people to learn the language naturally as they acquire the L1.

c) The structural method is supported by grammar. It gives less attention to the lexicon. Since lexicon is integrated into patterns learned with continuous practice, and it is supported by repeating, agreeing, and contrasting structures on a particular topic.

d) The communicative method invites interaction with other speakers, both orally and written. It is necessary to develop oral and reading comprehension; this does not mean that this section's lexicon is taught according to the specific needs of students, depending on subject areas.

e) The project method includes tasks or activities scheduled for simulated situations that we commonly see in real life (making purchases in a market, changing a check in a bank, looking for work, etc.) It is in the process that grammatical, vocabulary, and content are included. This method promotes the discursive of language, interaction, and teamwork.

f) The lexical approach promotes standardized phrases and block lexical sequences (called chunks). These phrases allow people to live an authentic, and natural communication in different skills. The form is somewhat similar to the structural method; learning occurs in the study of their combinations. This method is also close to the direct or natural process since it will be used according to real contexts. Also, the lexical takes the real context depending on the socio-cultural environment.

In any case, the knowledge of the lexicon never starts from scratch. Each individual has previous baggage that is the basis for the new understanding. The time spent in the classroom is not the only time spent learning the language. The student can expand the lexical competence. The student is currently surrounded by a world full of information, contributing significantly to concepts and new terms.

Table 1

Lexical approach suggestions to teachers

Content	Resources	Skills
Fundamental topics adapted to the natural environment and educational context.	The dictionary is a resource	Selection
	in the sense of boosting curiosity.	Sharing
	Colored images.	Assessing
	Use of tangible material	Exploring
	Games: word searches, word strings, riddles.	Planning
	Use of new creative and modern resources.	Creating
		Analyzing
		Synthesizing
	Applying	Empowering
		Contributing

Note: Lexical Approach Book (1994).

2.2.1 The Lexical Approach in Teaching

One of the constant complaints that teachers have is the problems in learning vocabulary and learning grammar. Since students' vocabulary and structures mean memorization, it becomes a mechanical exercise, The word-by-word repetition becomes also

a mathematical exercise to try to understand the discourse (Setareh, 2017). Nevertheless, in the lexical approach, everything is learned in a context according to the subject being discussed. Another taboo in teaching is the belief that listening and reading skills are passive, not knowing that they activate knowledge and these basic skills are the key to immediate learning and production.

People who learn a language naturally are exposed to this language, and they have the opportunity to read, listen, write and speak constantly. They do not focus on specific skills. This is what the linguistic approach emphasizes; reading and listening are not seen as passive skills but as the ones that promote speaking and writing in a native, bilingual environment or an environment exposed to the new language (Setareh, 2017).

A straightforward experience is the children who are naturally exposed to the language. At home, they speak one language, maybe with their classmates, and teachers use another one. On the street, possibly a third language. These characteristics usually happen more in European countries, but the fact is that everything they hear and read constantly is a great base and influence for future production (Setareh, 2017).

In teaching, it is necessary to be clear about the importance of learning a language and the training in teaching methods for educators. For this reason, at the beginning of Michael Lewis's writings, he always shares some thoughts on language. Michael Lewis makes some reflections on language, extolling the relevance of gift. Language is essential for life. All interpretations in the field of communication are related to language. Language, being unique as a characteristic of human beings, is a paramount quality.

He manifests in his writings that language ultimately influences life since language helps develop thought. And the way of thinking would be a key point for our actions and development.

"Language is knowledge."

"Language is culture."

"Language is power."

But he exalts this sense of language in the professional sphere, making it clear that all languages, and their various manifestations are full of human value and historical and cultural richness.

"The language correctly used could avoid wars for hatred and discrimination."

"Non-native language speakers should learn to speak with a native, not as a native."

"The fine literary arts are the product of a historical process in the language in society."

No language arises by chance. Every language is born and develops, because people use it for different reasons; people need to learn and practice a language. They want to function in other places where they speak other languages. Or because they want to access academic requirements, jobs, or simply enjoy learning another language (Lewis, 1993).

Just as language occurs in practice, language is acquired in practice. In the aspects of the language, this can be acquired in different areas

- a) Spontaneous
- b) Contextualized
- c) Interpersonal
- d) Interactive
- e) Holistic
- f) Purposive

The lexical approach indicates that the process of language is in its written, read, or oral form, and the acquisition of a language can never be linear or mechanical. The language can be applied and practiced spontaneously, alone or with accompaniment, for various purposes or specific purposes.

2.2.2 Native speakers

The L2 can be similar to the L1 but not identical because the L1 is innate in people's lives and the L2. Although, it starts in the former, there is already a background of a previous language. At least there is a previous background. (Lewis, 1993).

People who are learning another language often dream of speaking like a native one day. That is, understanding, reading, writing, and speaking another language very fluently. In other words, understanding everything without difficulty. However, it is worth reflecting if L1 can be understood, read, written and spoken fluently (Lewis, 1993). It is almost impossible to command the native language, because it is always subjected to linguistic and cultural changes. For example, artistic expressions will always be different because they will be understood according to people's backgrounds. Expressions requires understanding the roots of the language from experiences, places, and time. However, if it is possible to understand the language like native speakers, it is precisely in the learning process that all is achieved, and this process never ends; it must be constant. The way of learning and the motivation addressed a lot that you see to understand the L2 much closely to the native one.

2.2.3 The role of the teacher in the lexical approach

The first role of the teacher is to be aware of the reality, and the motivation for reading. Since the new generations needs to have interest and connection with the task. Young people, university students, indeed prefer the classics of literature, and it is because

there are characters and stories that have left their mark on the past. However, the adolescents prefer stories against the system where a hero identifies with their beliefs and values. In addition, this last group is used to consuming a large amount of visual content with radical changes in the technological area. Therefore, teachers must be the promoter of reading activities with this type of content and strategies to celebrate the work in the classroom.

The democratic role encourages to manage information with all teachers in the foreign language area. It is also important to share strategies and experiences with respect to the learners' work. Also manage information about how they reached agreements on their improvement, and assessed their progress by using co-evaluation and self-evaluation. All these experiences enrich the teaching practices, but even though the autocratic style is not convenient, there are certain decisions that need to be taken autonomously, depending on the organization and student's needs (Madison, 2018).

There are also several roles that teacher must fulfil in the classroom. One example is the role of the inclusive teacher who values all the members of the classroom creates an appropriate environment. The teacher takes initiatives that everyone is taken into account, simply uses creativity and sound criteria to suggest and evaluate. The teacher also needs to be a communicator who promotes learning, performance and work (Galina, 2001). In addition, the teacher is a mediator who connects the instructional part. The topics have significance and awakes the learners' interest; the mediator teacher must take advantage of previous knowledge and promote meaningful learning.

Finally, it is the leading role of the teacher, which is a remarkable virtue that many teachers acquire because they love their profession. Within this role, there are many values that every teacher must put into practice at all times since they are a role model and must lead by example.

2.2.4 The role of the student

The protagonist student. – The students are the starring actors in the educational scene. Therefore, they have a notorious and vital role in practice. They will make a balance between learning, didactic material, and technological means. The students develop the knowledge and skills step by step.

The leading role. - This role carries great responsibility in the classroom and outside of it, in a face-to-face or virtual environment. Being a fundamental actor must practice responsibility, compliance, work, effort, and collaboration. However, it should also be clarified that the students must always be guided and motivated. Therefore, they need support, accompaniment, and reinforcement.

2.2.5 Advantages of the lexical approach

The Lexical approach is part of the educational innovation processes in several areas, not only language teaching (Moudraia, 2012)

The lexical approach increases the development of communicative competence from people and their environment (Lewis, 2013)

The lexical approach promotes continuous and meaningful learning (Vila, 2001)

The lexical approach helps in all conscious, reflective, and experiential cognitive processes

The lexical approach promotes the development of intellectual abilities in students. (Lüning, 1996)

2.2.6 Disadvantages

It is difficult to talk about disadvantages because of some facts of exploring other forms of work. Other ways of teaching and learning. Whether it is productive or not, it always brings positive consequences because it helps us understand education from different points of view (Lewis, 1993). For this reason, the term disadvantage is changed due to implications that teachers must always be alert.

The teacher must be open-minded and willing to change.

The teacher must have an excellent level of the language.

The teacher must benefit from the experience to fulfill his role.

The teacher must handle various strategies in the classroom.

2.3 The Lexical approach and its relation with other areas

2.3.1 Psycholinguistics and the lexical approach

Psycholinguistics has a rich heritage that includes contributions from diverse intellectual traditions. This area contains considerable contributions from psychology and linguistics. Human and Linguistics is a science that studies the origin, structure, and use of language-based in the four areas: Semantics that deals with the meanings, syntax that involves the grammatical word arrangement, phonology which is the system of sounds in a language and pragmatics that entails the social rules involved in language (Carreiras, 2014).

Psycholinguistics considers that psychology and linguistics are united to explain better how we understand language learning, when we learn through the lexical approach, the reader focuses on the meaning. Therefore, semantics and pragmatics help to understand better how

people assimilate some words, sentences or complex or straightforward context (Carreiras, 2014). Pragmatics takes into account all the aspects that are not purely linguistic. It takes the conditions the use we make of language, that is, the circumstances, the place, the moment, the socio-cultural context and the information (Altamirano, 2016).

Pragmatics is considered essential to achieve objectives such as:

Use of Contextual Language

Understanding questions

Inferences

Identification of absurdities

story interpretations

stories

indirect or ambiguous statements

lies, ironies

In the same way, psycholinguistics describes how children, from an early age, learn some words, phrases and instructions that when they are remembered and repeated, knowledge is developed and discovery of the world around them is produced (Altamirano, 2016). These words, phrases and instructions can be very complex for them. But, in a sense, it will become increasingly easy to distinguish those ones that belong to a logical set, either verbal and non-verbal, easy or difficult (Rodríguez, 2020).

For example, the babies begin by pronouncing and continue developing their speech from the beginning; “water, I want water, I want to drink water.” The phrase “I want to drink water” is said with total naturalness because the child requires expressing that general idea in particular. At no time the child does a translation or analyzes the words separately and their structures (Rodriguez, 2015). This is a clear sample on how speech connects word by word,

idea by idea, phrase by phrase in order to produce a meaningful discourse and where the lexical approach lies its foundations.

2.3.2 Semantics and lexical approach

When a new language includes real-life content, there are words, sentences, and contexts that will be easy to understand in everyday life. Lexical semantics understands the meaning in terms of context to construct words and phrases. It can include a study of prefixes, root words, suffixes, or longer phrases or idioms. In a way, formal semantics are meanings used in science, mathematics, medicine, philosophy, and others and in other way the conceptual semantics deals with the most basic concept and form of words, thoughts, and feelings. Semantics not only deals with the connotation of a word which suggest different associations others than its literal meaning, but also deals with the denotation which shows a meaning based on the dictionary. It means interpreting a word, phrase, or sentence based on what is proposed in language academics.

2.3.3 Linguistic intelligence and the lexical approach

Neurologically, linguistic intelligence can be located in the left and frontal lobes, specifically in the Broca and Wernicke's area (Paniagua, 2006). It describes the ability in spoken and written language. It is the ability to learn languages and communicate ideas. Linguistic intelligence helps to have a successful human attitude. The development of this intelligence helps to have excellent communication with other people, including mastery in the morphological, syntactic, and semantic fields.

This intelligence implies skills such as understanding language functions and sensitivity to the oral and written language. Verbal linguistic intelligence is one of the most studied types

of intelligence since, together with logical-mathematical intelligence, they have had the most relevance in the formal educational system (Paniagua, 2006).

Characteristics of this intelligence

- It helps to acquire new languages.
- Management of an extensive vocabulary.
- Interest in knowledge.
- Incline and enjoy reading and writing.
- Comprehension of spelling and grammar.
- Ability to listen and understand.
- Ease of playing word games and rhymes.
- Ability to adapt the language in different contexts.
- The ability for memory retention of data and information of a verbal and written type.
- Communication skills

2.3.4 Multiple intelligences

Intelligence is often related to intellectual potential, something that can be measured, and the capacity to think. However, the theory of multiple intelligences suggests that traditional psychometric views of intelligence have been too limited in recent years. The propose according to Gardner, is that there are nine bits of intelligence known as "existentialist intelligence." (Emst-Slavit, 2001).

Visual-Spatial Intelligence. - People who are strong in visual-spatial intelligence are good at visualizing maps, charts, videos, and pictures.

Logical-Mathematical Intelligence. - People who are strong in logical-mathematical intelligence are good at reasoning, recognizing patterns, and logically analyzing problems.

Bodily-Kinesthetic Intelligence. - People are good at body movement, performing actions, and physical control.

Musical Intelligence. Musical intelligence is good at thinking in patterns and rhythms and has a strong appreciation for musical composition.

Interpersonal Intelligence. - Strong in understanding and interacting with other people. Manage emotions, motivations, and desires.

Intrapersonal Intelligence. - Individuals who be aware of their emotional states, feelings, and motivations.

Naturalistic intelligence. - It is more interested in nurturing, exploring the environment, and learning about other species.

2.3.5 Emotional intelligence and reading

Emotional intelligence contributes a high percentage for the success added to rational intelligence. If these two bits of intelligence are matched, it is said that the formation of integral human beings is achieved. Emotional intelligence can be learned and can be acquired over time. For this reason, it has been given a lot of attention in the educational area, and it is about applying in activities that would help develop another intelligence (Emst-Slavit, 2001).

2.3.6 Neurolinguistics and education

The minor percentage mentioned refers to knowledge, memory, reasoning, and skills. However, the significant contribution that the investigations suppose is in charge of self-knowledge, positive thinking, self-esteem, and social skills.

One of the achievements that teachers can get with activities related to emotional intelligence is that children and adolescents can control their emotions (Gardner, 2019). The control and management of conflicts help the human being to become an intelligent human being. Emotional intelligence would help people improve their mental health and quality of life, and given this scenery very fertile area for learning.

2.3.7 The lexical approach and the naturalistic approach

All people who have learned a language or people who are involved with language teaching have many phonetic, semantic, and syntactic awareness (Lewis, 1993). This natural practice leads the learner to know and use the language effectively. The method that defends this idea is the biological approach, which focuses on teaching communication skills and less on grammar.

The lexical approach proposes, in the same way, that in the natural and honest environment the learners need to know the context where the words are applied. Therefore, the students do not learn these words or phrases by heart because they are naturally acquired by their use. In the same way, when the mother tongue is acquired. It is spontaneous and natural and mistakes can be made and experienced people correct them. This is the precise way in which learning occurs and learners increase their knowledge and confidence because making mistakes is understood as natural and part of the learning process (Lewis, 1993).

2.3.8 The lexical approach and the sociolinguistics area

The sociolinguistic aspect influences idioms, collocations, and chunks because it is linked to the social and cultural influence of a context which together with other aspects that define the field of sociolinguistics define the scope of a word (Jiang, 2002).

In the First International Congress of Sociolinguistics held in 1964, the United States determined that there are several linguistic phenomena and several linguistic differences depending on social groups. There is a strong relationship between language and society. The terms sociology and sociolinguistics should not be confused (Jiang, 2002). Sociology explains social facts, and sociolinguistics studies the relationship between language and society.

Sociolinguistics therefore analyzes, identifies, and explains linguistic changes and their relationship with social phenomena. Sociolinguistics defends the ideas about linguistic expressions. They are intimately related to the social context in the determined times and places. For this reason, sociolinguistics is part of the culture of each community, region, or country.

The communicative system works as part of social interaction and therefore disagrees that language is a system of codes, structures, and symbols. Sociolinguistics sees human beings as social beings who understand their language according to the environment around them (Jiang, 2002). Sociolinguistics helps to understand the expressions of a language in a given society at a given historical moment and linguistic variant.

An author explains the sociolinguistics variants in a clear and didactic fragment of the interview that Nicolás Sánchez O'Donovan made to Bolivian President Evo Morales for the RT channel in October 2014 (Torrico, 2014).

"I say that the town is my family"

"I hope there will never be a childlike Evo again."

If a person does not know who Evo is, nor the reasons why he manifests this phrase. It will be understood that by not having a typical family, made up of a father, mother, or siblings. The people who live in the town, neighbors, and community members become his

family. And in the same way. In the sentence: by not wanting a childlike Evo, it is assumed that this child is not good in his way of being, acting, or thinking.

And yet "I" emphasizes the first person because the person who says "I" gives importance to his character. It is relevant to say that for a first president of a country, he never forgets that he loves and supports his town because there is a strong bond and the commitment and affection that exist within a family.

2.4. The lexical approach and its content

2.4.1 Words and multi-words

For assimilating isolated vocabulary, one of the first techniques to be used is practicing the short context. Still, within it, emphasis will be placed on the keywords to understand an introductory sentence. The main goal here is to focus on the words that are most useful to the reader.

Pronouns

Names

Adjectives

Adverbs

Prepositions

2.4.2 Poli words

They are responsible for expanding the meanings of words; polywords are formed with the addition of syllables in a base word when a syllable is increased at the beginning (prefix) and a syllable at the end (suffix). A new word is born that brings a meaning that can well be understood from the base.

Table 2*Prefixes and suffixes examples*

Prefixes/subfixes	Meaning	New word
Anti	Against	antihero
Co	With	Codependent
Dis	No	Disintegrated
Er	Someone who	teacher
Al	Process	proposal
Ty	quality of	complicity

Note: Lexical Approach book (1994).

2.4.3 Collocations

Chunks include lexical phrases, set phrases, and fixed phrases. The reader uses their knowledge of chunks to help them predict meaning. Therefore, process language. Chunks are groups of words working together, such as fixed collocations (McKeown, 1997). Learning by chunking is an active learning strategy, defined as cognitive processing that recodes data, increases working memory, recalling and organizing long-term memory for information.

Examples:

have a good time

have lunch

do you best

do the homework

come on time

The chunking way works as a fixed collocation. A collocation is a natural combination of words, and they help to develop language skills more accurately. Learning collocations will also increase the range of vocabulary.

Types of collocation

adverb + adjective

My house is **conveniently located** near schools.

This product is **ridiculously expensive!**

adjective + noun

he made a **big mistake**.

I was late due to **heavy traffic**.

noun + noun

I'm looking for a **car park**.

He transferred from engineering to the **history department**.

Noun + verb

The **lion started** to roar when it heard the dog barking.

The **show was** great!

Verb + noun

Pay attention to the class.

I have to **take an exam** at 10 AM

verb + expression with a preposition

I often **dream about snakes**

We finally agreed on **what to do at the weekend**.

verb + adverb

Mary **whispered in** John's ear.

I **vaguely remember** that moment.

2.4.4 Idiomatic Expressions

An idiomatic expression has a meaning that cannot be derived from the conjoined meanings of its elements or grammatically structured. A colloquial term has a meaning

depending on some dialects and at the same time has the pre-reference and influence of some cultural, historical, and social aspects (McKeown, 1997). In general, idioms are very commonly used for native speakers, but a person who wants to be immersed in the language can know at least the more used idiomatic expressions.

Examples

'The best of both worlds. - Means you can enjoy two different opportunities at the same time.

'Speak of the devil'. - This means that the person you're just talking about actually appears at that moment.

'See eye to eye' – this means agreeing with someone.

2.4.5 Bilingualism

The term “bilingual” results from the competencies in different linguistic purposes and cultural affiliations. A person is bilingual when they can speak two languages, whether their knowledge is basic or advanced. But people can use these languages in different circumstances or according to their needs (Rodríguez, 2020). It is a bit complex to define Bilingualism because the levels of skill management may vary. It is possible that the bilingual person separates speaking clearly, and not fluency writing or reading skills. This variation can occur in the four primary skills of the language. (Rodríguez, 2020). This usually happens because in school, they learn to read, write and the environment helps to speak. It is possible in the family environment to speak other different languages. In that case, the person grows by learning to speak and listen with poor reading and writing skills. But even so, this person is considered bilingual because this person can use both languages.

Linguistic competencies are defined either by family or community environment, as well as personal academic preparation. In any case, Bilingualism has excellent benefits for the intellect. In addition, the person who learns another different language than the mother tongue is immersed in another knowledge that contributes to their cultural level. (Lewis, 1993).

2.5 Reading skills and lexical approach

2.5.1 Reading benefits

Reading: "creates recreates, and transforms because the mind is nourished. Reading favors concentration and empathy (Gabilondo, 2020).

There is more gray matter in a reader's head, and more neurons in reading brains. Reading ability modifies the brain" (Dehaene, 2019).

Imagination and creativity are awakened because readers mentally simulate each new situation they encounter in a narrative (Speer, 2009).

A better healthy brain is a brain that has strengths. It is crucial to have an intellectually active life. "Those who stay mentally fit throughout their lives run less risk of suffering from Alzheimer's, Parkinson's or cardiovascular diseases" (Speer, 2009).

Reading always had the power to transform society. Reading not only brings personal benefits. The task affects a person socially and culturally and therefore is at the expense of economy and commerce because people who read exercise and demand their right to expression, culture, and freedom (Martinez-Lage, 2003).

2.5.2 How does our brain work when we read?

It indicates that language production occurs similarly to how the brain orders the arm and hands movements. The brain interprets all the information captured from vision and hearing at the same time. It analyzes all individual exercises such as lips, palate, tongue and larynx, etc. (Henningsen, 2000).

The left hemisphere is the hemisphere considered dominant for language in right-handed. Recent research shows that patients who have suffered damage to the left hemisphere would lose language abilities. Recent studies have shown that around 95% of language is

represented in the left hemisphere (Noack, 2015). The parts involved in the language process are the following:

Broca's area. - Located in the lower back part of the frontal lobe. It is the motor area of language related to production. Near Broca's area, the facial and laryngeal muscles are depicted.

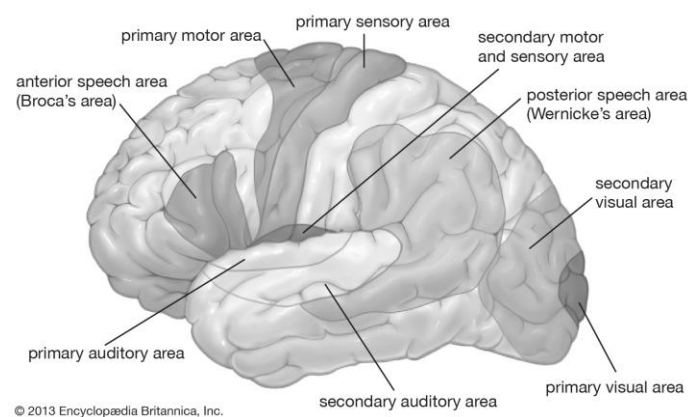
Wernicke's area. - Located in the left posterior part of the temporal lobe related to understanding.

Primary motor cortex. - Related to the control of movement, in certain parts, voluntary movements are controlled.

Primary auditory cortex. - Registers auditory stimuli. (Noack, 2015)

Figure 1

The Brain: Broca's and Wernicke's Areas and the Circle of Willis



Note: <https://owlcation.com/stem/Exploring-the-Brain-Three-Regions-Named-after-Scientists>

2.5.3. The brain and literacy

When all the topics on reading and writing are addressed, the study of the brain is necessary due to its relationship in all areas of learning and cognitive development. According to the meaning of the words, the brain works differently. The reading requires the

interaction of various parts of the brain that, when interrelated, form a brain circuit (Man, 2002).

The left hemisphere of the brain is in charge of processing words and numbers (ability to do mathematics, reading, and writing). It processes information step by step, analyzes, abstracts, counts, measures time, and obtains new information by using available data. By the other hand, the right hemisphere of the brain allows us to see things in space and how the parts combine to form the whole. It allows to process metaphors and creates new combinations of ideas, processes information globally, thinks in images, symbols, and feeling (Man, 2002).

Nerve fibers are a link between the hemispheres that work together and are complementary. The reading is located in the left hemisphere; 90% of right-handed people and 70% of left-handed people have lateralized language in the left hemisphere. The areas of this hemisphere that are in charge of language are located in the frontal lobe, the temporal lobe, and the parietal region, as explained below (Man, 2002).

Broca's area and its relationship with reading and writing. - It is responsible for the production of speech and is activated during silent or aloud reading. During silent reading, the brain generates pronunciation patterns similar to reading aloud.

Wernicke's area and its relationship with reading and writing. - It is responsible for the comprehension of what we read. It deciphers the alphabet code and translates the letters into sounds, which occurs in reading, writing, and speaking.

Angular turn. - links speech with words, joins words with the same meaning, displays, stores, and retrieves the complete word.

Paraphrase increase or decrease. The visual cortex is the first factor when a person reads, which begins the journey of this process that seems complex but straightforward in our making. The visual cortex is in the occipital lobe. The occipital cortex area is activated to identify the letters. The latter is also known as the association area, specialist in written words.

The information will go to the upper left temporal lobe, where words will be translated into sounds. This information will go to the left medial temporal lobe, where the meaning of a word will be decoded. The “brain letterbox” located in the left occipitotemporal region identifies the visual shape of the letter strings. It then distributes this visual information to the numerous areas, spread out in the left hemisphere, which encodes word meanings, sound patterns, and articulation.

The reading process is activated according to the language. Each language handles a system of phonemes and similar or different signs. Mentioning that the Romance languages have preserved linguistic features typical of Latin or several helps us better understand how this language works. The most abundant syntactic order is the subject + verb + object. Similarly, those languages in which prepositions exist, such as Italian and Spanish, place it before the noun. The verbal paradigm is generally of the inflectional type. The verb forms are organized according to the person, number, time, mode, aspect, and voice. Nouns usually agree grammatically in terms of gender and number with the corresponding adjective, and, likewise, nouns also agree in number with the article, among other things (Jossey Bass, 2008).

2.5.4. Effects of reading on the brain

Reading influences the brain. The density of gray matter (where the processing takes place) is higher in several areas in both hemispheres in people who constantly read. It also

increased the density of white matter and the strength of the connections between these gray matter regions. These areas are responsible for recognizing letters, converting letters into corresponding sounds, and accessing the meaning of words (Joy, 2019).

Several brain circuits are altered due to reading, giving rise to the hypothesis of "neuronal recycling,"; particularly from the "brain letterbox" or visual area of the word form that responds systematically whenever we read terms. This region specializes in written words and characters regardless of the language or method we have learned. When a person is illiterate, this region shows a preference for drawings of objects and faces; when he learns to read the region, he takes on another role (Joy, 2019)

2.6 Types of reading

2.6.1 Oral Reading

Oral reading. - A reading that can be done only with the purpose of vocalizing words, or it can also be an oral reading to be heard by other people. When trying to convey a text, vocalization is important for the listener. Therefore, the reading should be clear and make sense (Gabilondo, 2020).

2.6.2 Silent Reading

Silent reading. - It is personal reading; as the word indicates, it is silent. It is interpreted as reading with eyes. The understanding of the content of the reading is for the person to read-only at that time. In silent reading, the person receives what their eyes see directly into the brain. It is also called concentration reading.

2.6.3 Sequential reading

The sequential reading. - It is a reading that has logic. Most of the readings are sequential. The people who read capture with their sight letter after letter, word after word,

idea after idea. Except for strategies that involve identifying words or text in different places. In a sequential reading, the reading speed can be lowered or increased.

2.6.4 Fast reading

The fast reading. Speed reading is also determined because it takes less time, although this does not mean that text is tiny. Several studies from the University of Cambridge show that the average reading rate can be 250 words per minute. But this can turn into a quick read when the person can read up to 600 words per minute or possibly more. The speed reading can then be defined as how the subject recognizes and absorbs the phrases or sentences instead of identifying each word individually. The application of speed reading can be of natural origin in many people. But, in general, to achieve it to work with different techniques.

Speed reading can be very effective when it is related to the rate of comprehension ability. In some cases, essential details of the information may be lost when reading fast or very fast.

2.6.5 Mechanical reading

The mechanical reading. - The reader pays attention only to a fraction of the content, ignores the rest of the reading, and has practically no comprehension; it also happens when a text is read in a disinterested way. It is prevalent to use machine reading at all times, from reading a simple advertisement on a wall or even reading a newspaper or magazine article. Only some parts of the reading are taken into account. Machine reading can be used at the beginning of a process, but it is not advisable in subsequent operations.

2.6.6 Selective reading

Selective reading. - In this phase, the understanding of the text itself is pursued, acquiring an analytical stance. Particular text aspects are sought, usually main ideas. This

means reading each paragraph's first and last sentences and paying attention to any captions or illustrations. These techniques are beneficial when a person is looking for specific information rather than reading for comprehension. During the lecture.

2.6.7 Informational Reading

Informational reading. -. A reader who comes across a written message is usually identified psychologically, spiritually, and intellectually. There is a compromise between sender and receiver. In this case, the informative reading has the purpose of making available specific information. In most cases, it does not entail pleasure or identification of certain parties. An informative reading can be a statement, an announcement, a news item, procedures, rules, regulations, agreements, etc.

2.6.8 Recreational reading

Recreational reading. - Although it is not a rule, reading for pleasure is generally related to literature. It is reading for entertainment or fun. This type of reading encourages creativity and imagination. The recreational reading is the one that predominates when reading a book or novel and topics related to human emotions such as happiness, love, triumph, hatred, etc.

2.6.9 Intense reading

Intensive reading. - The purpose of intensive reading is to understand the complete text, analyze the content, how the author argues and exemplifies. Intensive reading does not always invite the reader to connect emotionally with the author. The reader, the criteria, and the content analysis are more critical.

2.6.10 Extensive reading

Extensive reading. - As the word indicates, readers will use extensive time, that is, long periods, to dedicate themselves to this activity. The freedom to select the texts people want to read. The purpose of extensive reading is primarily attitudinal and is aimed at promoting the habit of reading.

2.7 Reading levels

2.7.1 Elementary reading

Elementary reading. - It is widespread to apply this reading level to children who are starting this reading process. They are essential texts precisely to develop initial skills. It is convenient for a person in an elementary period to use text accompanied by strategies to better understand the text, content, or message.

2.7.2 Inspectional reading

Inspection reading. - It serves to make a prior decision whether to read that book or not and also to make a presumption or about how attractive the reading could be. To inspect means to review the title, table of contents, introduction, main topics of the chapters. It is a superficial reading in which not have details. This inspection is because you want to know in a very general way what reading is about.

2.7.3 Analytical reading

Analytical reading. - On many occasions, analytical reading is to understand all the content of a text, but it is not valid. Analyzing the text means understanding the meaning as a whole, discovering the author's intention and what the work conveys as a whole.

Some steps for the reader to analyze a reading are:

- Review of the foreword and Introduction
- Make a general inspection of the book.
- In the process, look for the meaning of some words that could help to understand ideas, but only those that have not been deciphered due to their complexity.
- Take notes of the work, essential details, and ideas that catch our attention.
- Recognize characters and the narrator of the play
- Recognize the protagonist, character, and the incidence of him in the narration.
- Consider a sequence of events.
- Compare the work with other works by the same author and other contemporary authors.

2.8 Activities related to the lexical approach in the reading process

2.8.1 Pedagogical Activities for Beginning Readers

The activities should be simple; some may be short, depending on the reader's interest. They could be extensive. One of the ways to motivate reading is to be on topics that are of interest to them. The invitation is necessary so that the lessons are not only inside the classroom. Therefore, an extra-classroom activity will also be part of what is planned (Lackman, 2017).

In planning, all the following aspects must be taken into account:

- What will the content be? Words and Multi-words.
- What kind of activities? Select, order, delete, answer.

- What will your semantic conceptualization be? Conceptual, Associative and connotative.

2.8.2 Pedagogical activities for Intermediate readers

For intermediate readers, it is necessary to understand that there is no defined level because this phase will be part of the process. However, the teacher and students must give importance to readings and create appropriate spaces. It is good to share proposals at this stage because readers can also choose to select their favorite physical or digital books and magazines.

In planning, Lackman (2017) mentions that all the following aspects must be taken into account:

What will the content be? Chunks and placements

What kind of activities? Relate, correct, predict, ask

What will be your semantic conceptualization? Colocation, reflective and effective

2.8.3 Pedagogical for advanced readers

This moment as well as the intermediate phase, is a process that is always in action. This stage is on the path of review and learning. But this is the opportunity to review topics that help strengthen specific knowledge. The students can take advantage of more academic readings (Lackman, 2017).

In planning, all the following aspects must be taken into account

What will the content be? Idiomatic expressions and Bilingualism

What kind of activities? Organize ideas, take notes, summarize, evaluate

What will your semantic conceptualization be? Stylist or social.

2.9. Legal referential framework

All universities and polytechnic schools are teachings and research institutions. In responsible autonomy, the universities and polytechnic schools will decide the careers or programs they offer. The Higher Education Quality Assurance Council must accredit universities and polytechnic schools that offer postgraduate or doctoral programs for this purpose. Its substantive functions are teaching, research and connection with society. In literal two, the fourth postgraduate level is oriented to advanced academic and professional training and research in the humanistic, technological, and scientific fields. In literal b: Academic postgraduate, the specialist degrees, and master's degrees correspond to this level by the law. (Official Document – Agreement 02 -AUG-2018 LOES. Chapter I, Art 118).

Master's Degree is the academic degree that seeks to expand, develop and deepen a discipline or specific area of knowledge. They will be of two types: a) Technical-technological master's degree which is a program aimed at the specialized preparation of professionals in a specific area that enhances complex know-how and the training of teachers for technical or technological higher education. b) Academic Master's degree which is the academic degree that seeks to expand, develop and deepen a discipline or specific area of knowledge. It provides the person with the tools to deepen investigative, theoretical, and instrumental capacities in a field of knowledge. (Official Document – Agreement 02 -AUG-2018 LOES. Chapter I, Art 120).

The learning activities seek to achieve the objectives of the career or academic program, develop the learning content in relation to the objectives, level of training,

professional profile and specificity of the field of knowledge. The organization of learning, through the hours, will be planned in the following components: a) Learning in contact with the teacher; b) Autonomous learning; and, c) Practical-experimental learning (which may or may not be in contact with the teacher (Official Document – Agreement 25-ENE-2017 CES, Art 26).

According to the theme of this study, it is necessary to point out that the teaching of English in the Costa region and the Sierra region from the 2017 school year is mandatory in all public, private and fiscal institutions. The teaching staff of educational institutions that teach English classes must have at least level B2 according to the Common European Framework of Reference for languages. The pedagogical resources necessary to guarantee foreign language learning must be available to students. The Educational institutions that offer the subjects (Mathematics, Social Studies, and Natural Sciences) in English, as long as compliance with the national standards of home one of the subjects is guaranteed. (Official Document – Agreement 0056-14. LOEI. Art 1,3,111).

Because the laws of the Ecuadorian State support the proposals for fourth-level academics in the country's universities, higher institutions have the trust and support of the authorities. Teachers who teach English classes in schools, colleges, and universities seek to improve their professional level with a study of the fourth level of specialty; for this reason, masters in English have their established norms.

The program aims to train highly qualified fourth-level professionals to implement the English language curriculum. At all educational levels, both at the state and private levels, from an innovative and updated perspective, empowers them to respond effectively to the current educational dynamics inherent in. The teaching-learning process of this language is generating proposals and projects that constitute relevant and viable contributions for

mastering English, supported with academic and scientific rigor. RESOLUTION: RPC-SE-01-No.014-2020.

To enter a Postgraduate program, the applicant must have a third-level degree, duly registered with SENESCYT and in correspondence with the broad field of knowledge declared in the program. In current programs that the Higher Education Council has approved the entry profile determined in the resolution without prejudice to admitting students from other areas of knowledge. Those established in the resolution of approval have the professional experience that the institution of higher education determines in the exercise of responsible autonomy. In any case, the admission decision to the programs must be justified and duly informed to the applicants.

The master's program in the pedagogy of national and foreign languages is aimed at professionals trained in specialization subjects, languages, literature, or linguistics and who have at least level B2 (TOEFL / Cambridge). The purpose of the training in the program is that students are trained in subjects such as Linguistics and its branches, methodology, technological tools, psycholinguistics, curriculum. At the end of the program, each student must present their degree work.

Degree projects must present a proposal aimed at solving a problem that arises in the field of foreign language teaching and that provides attractive and innovative ideas.

In order to be into a postgraduate program, the applicant must comply with the following requirements: Possess a third level degree, duly registered in SENESCYT and in correspondence with the broad field of knowledge declared in the program. In current programs that the Board has approved of Education Higher, the income profile determined in the resolution of approval, without prejudice to the admission of students who come from other areas of knowledge than those established in the key of support that they have the

professional experience that, in the exercise of the responsible autonomy, the institution of higher Education determines. Throughout In this case, the decision of admission to the programs must be motivated and informed properly to applicants. For these cases, the Postgraduate Institute will require documentation that certifies professional experience of 6 months in the area of knowledge of the program. (Official Document – Agreement RPC-SO-25-N°491-2017- UTN. Art 44).

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 Research design

This research has a diagnostic research design because the underlying cause of a specific topic or phenomenon is evaluated and it helps learn more about the factors that create troublesome situations. It follows three stages: Inception of the issue, Diagnosis of the issue and Solution for the issue. It's a non-experimental research design.

Due to the nature of the study, this research has a hybrid approach (Explanatory sequential). This type of research has two stages. The first one is related to qualitative research to know the subjective nature of the information. Then, the second stage uses quantitative tools to understand the objective part of the investigation's facts, causes, and phenomena. The techniques used to collect data in the quantitative research will be a survey for students, and the qualitative research will be through the interview for teachers.

According to the time it is carried out this work is a Cross-Sectional Study (also referred to as Synchronous Research) because the observe phenomena or group of research subjects was observed at a given time.

According to how data is obtained it is Primary Research because data was collected directly from the source, that is, it consists of primary, first-hand information.

Finally, according to how data was obtained, this study is Field Research because it involves the direct collection of information at the location where the observed phenomenon occurs.

The reason for the investigation is to respond the following research questions:

How is reading developed in-class activities?

Is the lexical approach considered into the English area plans?

What activities with the lexical approach have been applied in the classroom for reading development?

3.2 Population and Sample

The “Natalia Jarrin de Espinoza” High School, located in Canton Cayambe, Pichincha province, is a public institution. It has diverse groups in terms of its population: 80% mestizo, 10% indigenous and 1.5%, Afro-Ecuadorian 1,5%, white. The official language used in the Institution is Spanish, small groups from the indigenous communities write and speak Kichwa, but they use Spanish to learning and communicate on campus.

The Natalia Jarrin High School is located in the City Center, on the same name: Natalia Jarrín avenue and Vivar Street, next to the Salesiana University. The Institution has several academic areas. Among them, there is an “English” Foreign Language department. There are nine (9) English teachers.

The teachers who collaborated on the interview are the Lic. Wiston Enriquez, Lic. Nora Rosero, Lic. Janeth Rodriguez y Msc. Miryan Chicaiza, they are working in the school where the investigation is taking part. The Platform Microsoft team did the interview, and it took thirty or forty minutes per person. Given that the school has more than one thousand and five hundred (1,500) students, each teacher works in six classrooms of forty-five students respectively. In the case of the researcher. All students who belong to the second year of high school will be invited to be part of the investigation. It means two hundred and seventy students (270).

Simultaneously, the online survey was carried out to collect data from one hundred and thirty-eight students who belong to the second year of high school B, C, D, E, and F. They were organized and registered in the Microsoft Team platform. The students are between fifteen and seventeen years old and receive five teaching hours per week of English classes. Taking advantage of the constant communication through this platform, the students have received a clear explanation about the objective of the survey. It should be taken into account that in each course there are around 40 students, but not all of them have technological tools and access.

The high school students who will be a group of references in this project are approximately eight hundred from this group. The students that have been taken into account correspond to the second year of high school. The students are 15 to 17 years old. So, the sample has been calculated with the following sample.

The students who generated a response through the shared link in the online survey were: 31 students of second year "B", 32 students of second year "C", 28 students of second year "D", 24 students of second year "E" and 23 students of second year "F". A total of one hundred thirty-eight students. Using single and multiple selections.

This group was selected according the sample.

STATISTICAL FORMULA

n = sample size

z = confidence level

p = proportion of the population with the possibility of success

q = proportion of the information with the possibility of failure

e = possible error

$$n = \frac{z^2(p \cdot q)}{e^2 + \frac{z^2(p \cdot q)}{N}}$$

N = Population size

The margin of error is 1%

The confidence level is 99%

Total population: 1675

Studied group: 270

Participants: 138

Table 3

Distribution of data by age and sex.

No of Students	Gender	Age	High School year	Section
7	female	5	Second year	Morning – virtual classes
61	female	6	Second year	Morning – virtual classes
14	female	7	Second year	Morning – virtual classes
3	male	5	Second year	Morning – virtual classes
45	male	5 - 17	Second year	Morning – virtual classes
8	male	5 - 17	Second Year	Morning – virtual classes
TOTAL:		138 participants		

Note: Designed by the researcher according the data.

3.3 Techniques and tools check APA rules for writing sub-headings (use of period)

Because the Research proposal for the graduation work is: Methodology for teaching-learning English as a foreign language, a mixed research proposal is presented in the pre-project and then in the approved project, since data will be collected through a survey, but the

information will also be available through interviews. The researcher decides that the survey should be (Explanatory sequential).

This method combines the quantitative and qualitative perspectives in the same study; this method is generally used when the research is complex or requires a broader view of the information.

The mixed methodology has its roots in the pragmatic philosophy because the purpose is for the product of this research to impact and influence actual practice, emphasizing the consequences of action in real-world practices.

The mixed methodology allows expanding the questions to account for the teaching and learning processes. The answers obtained through applying the mixed methodology contribute to the understanding of educational phenomena and contribute by suggesting new questions. The mixed methodology allows the researcher the opportunity to discover strategies to investigate (Hernandez, 2006).

It is necessary to specify the research techniques since they are the appropriate resources to collect the data formally and organized. These techniques are supported by research theories in the field of education.

a) The survey as a field research technique is to collect information directly from the study subject, from students. The surveys are previously analyzed and prepared by the researcher. The data collection instrument is a Microsoft Team Forms online questionnaire conducted online.

b) The Interview. - The interview is a field research technique that helps collect information according to the questions asked to the research subjects. The interviews are

individual, aimed at a small group of school teachers. The research instrument is a bank of questions prepared in advance since it is a structured interview.

The objective of applying the survey and the interview is to collect data on variables established in the matrix approved by two experts in the educational field to obtain answers that help test the previous hypotheses or arguments presented about the research.

The survey design that is applied to the students has its origin in the items of the matrix of variables on CREATIVE ACTIVITIES LINKED TO THE LEXICAL APPROACH TO IMPROVE READING SKILLS. These items were taken into account corresponding to the dependent variable on reading, the dimensions of the benefits of reading, knowledge, types of reading, and reading levels. In the same way, an item related to the lexical approach is taken into account in a very general and concrete way since this thematic of the lexical approach is not the domain of the students.

The survey has eight closed questions. The first question has the option "yes" or "no," and the next six are single-choice with the options: "always, almost always, sometimes, rarely, never and the last question is single-choice. In the latter case, the student can choose several options, including all of them.

The survey has the heading of the University in which this research work will be presented; it has a paragraph where the objectives are indicated, a paragraph that indicates the instructions, and a small reference on the general topic of the survey. Each question is in a separate box; on the left side of the box is the question number, and on the right side is the options for the answer. The original format of the survey was done in a word sheet, and it was transferred to a digital document of MT forms.

The information obtained through the surveys corresponds to the research questions for further analysis: How is reading developed in-class activities?

The interview has three open questions since teachers can express their professional and personal opinion. The information obtained through the interviews corresponds to the research questions for further analysis: Is the lexical approach considered in the English Curriculum activities? What activities with the lexical approach have been applied in the classroom for reading development? and What is the contribution of the lexical approach in reading skills for English language learning?

The survey manages information to collect data about:

- Are you interested in activities related to reading?
- Do you read without difficulty recognizing the words or sentences found in any paragraph or text?
 - Do you need to read two or more times to understand the main ideas or writing? When you read a story or a tale, is it easy for you to relate it to real-life experiences?
 - What type of reading is most comfortable and valuable for you?
 - In the current school period, what type of media/material does the teacher use to practice reading?
 - In the current school period, do you have or did you have the opportunity to participate in classes with reading exercises under the teacher's guidance?
 - Select one or more activities that you would like to do in class to improve reading.

Following the process of investigation, there will be some interviews to the teacher area to collect information about:

- Idioms are present in all linguistic communication typical of the language. Students often hear them in videos, songs, or dialogues with a native speaker or commonly read in magazines or various texts. Do you think it is necessary to include the revision and learning of idiomatic expressions in the contents of the subject? Yes, or No and Why?
- Do you consider that teaching idiomatic expressions in classes is a complex process? Yes, or No and Why?
- What could be an appropriate strategy to motivate and teach students idiomatic expressions?

3.4 Research Process

The Master's Program began in February 2020, 14 modules of the program are approved. In the last module that corresponds to degree work, all the documentation related to the research project is reviewed. The first step to start the development of the project is to think about a problem detected in the educational field related to English teaching.

On August 04, 2020, the MSc. Cecilia Flores rector of the Educational Unit Natalia Jarrín signs a document in which she allows the researcher and teacher to provide all the facilities and permits for the investigation to be carried out in the mentioned educational institution. This document is addressed to Dr. Lucía Yopez, Director of the Graduate Institute.

The researcher decides to present a problem in the field of education. To present the problem detected, it is in a matrix clearly and precisely with the information presented in the following table:

Table 4*Research process subtopics*

No.	Component
1.	Title of the project
2.	Problem statement: 2 lines
3.	Independent variable
4.	Dependent variable
5.	General objective
6.	Specific Objective 1
7.	Specific Objective 2
8.	Specific Objective 3
9.	Research qs 1.
10.	Research qs.2
11.	Research qs.3
12.	Theoretical framework What main themes do you have? Write 5
13.	Methodology:
14.	Focus
15.	Design
16.	Population & sample
17.	Data collection Instruments
18.	Proposal

Note: designed by the researcher to explain items.

In each of the items, it was necessary to explain the details and the strengths and weaknesses to access this information. Preparing this documentation took about a month. Once this information was reviewed and approved by the teachers, the preparation of the project begins, detailing each of the points established in the format authorized by the University.

The information contained in the project-specific details in CHAPTER I: The introduction, the problem, background. Also, it has the objectives and Justification. CHAPTER II details the study area, research focus, procedures, Bio-ethical consideration, resources, timetable, and list of resources.

The first presentation of the project scheme is made on August 8, 2020, before three University authorities, who have a high level of academic studies and are experts in project evaluation. In 45 min. The project is presented in a session on the Microsoft Team platform, stating that the national COE only allows virtual classes and meetings to the Universities; after the pre-presentation, in an additional 20 minutes, the University teachers deliberate all the observations on the project presented.

In the pre-presentation, the jury reviews and analyzes the research topic, problem description, Justification, objectives, literature review, methodology, academic proposal, and general presentation aspects. The jury verbally argues its evaluation and issues a technical report in the format EVALUATION CRITERIA FOR THE RESEARCH PLAN PRESENTATION. This document contains the accepted criteria, observations, and those that must be changed.

On August 14, 2020, the project was forwarded to the jury via institutional mail with changes and observations requested according to the criteria, and observations were given.

On September 05, 2020. The Honorable Board of Directors of the Graduate Institute, in use of the attributions conferred by the Organic Statute of the Technical University of the North, Article 50 literal and in Article 6 literal h) establishes as the attribution of the Postgraduate Board of Directors RESOLVES: "to approve preliminary research projects." The document was received electronically and with the signatures of the competent authority.

With this authorization, the work of the investigation begins. In March 2021, the master's program culminated, and work continues on the research that already has a previous development of CHAPTER I from previous months when the project was approved. The master's program assigns a tutor and a director to continue the research.

Once the high school authorities have been signed, and the process of investigation has a strong base of theory, the survey was applied in May 2021, the second semester period of the 2020-2021 school year, to second-year high school students, to the group selected for the application of the survey. Because virtual work continues at the national level, due to the health emergency caused by COVID-19, a meeting was held in Microsoft Team to explain the survey's objectives and the request for collaboration with the students. The link to the survey was sent to them to answer in three days: five, six, and seven of May because a significant number of students have various connectivity problems.

The interview design that is applied to teachers has its origin in the items of the matrix of variables on CREATIVE ACTIVITIES LINKED TO THE LEXICAL APPROACH TO IMPROVE READING SKILLS. The items that were taken into account correspond to the independent variable on the approach lexicon, specifically about the teaching process and pedagogical activities.

The interview has the heading of the University in which this research work will be presented. It has a paragraph where the interview objectives are indicated, a paragraph that indicates the instructions, and a reference on the general topic of the interview. The original format of the interview was made on a Microsoft Word sheet, a document that was sent via WhatsApp for teachers to download previously.

Once the authority's permission had been signed, the interview was applied in May 2021, the second semester period of the 2020-2021 school year. Since virtual work continues at the national level, due to the health emergency caused by COVID-19, Microsoft Team scheduled a working meeting to conduct the interviews according to the time availability of the collaborating teachers from the English area. The interviews were conducted during the week of May 10-14, from 2:00 p.m. to 4:00 p.m.

In June and July 2021, the book "The Lexical Approach written by Michael Lewis (1993) Language Teaching Publications is read as a base element of the research. In addition, more information is sought about other authors in scientific articles, digital magazines, blogs, web pages, and conference videos.

In July also, the narration starts with the introduction, the problem to be investigated, and the background is described. After a meeting with the thesis tutor, the problem status and the justification are corrected. At the end of July, the first erasure of CHAPTER 1 is presented; later, three more drafts are presented with the respective corrections.

In the month of August, the topics and subtopics of CHAPTER II and the matrix of variables are presented to the tutor; once reviewed and approved, the investigation and narration begin. Chapter II is also reviewed three times by the tutor in order to review details and correct whatever is necessary for this investigation to be correct in its process and meet the objectives set.

In September and October, the researcher works in the CHAPTER III which narrates the nature of the study; this research has a hybrid approach (Explanatory sequential). Qualitative research is to know the subjective nature of the information and quantitative to understand the objective part of the investigation's facts, causes, and phenomena.

In this section, the researcher analyzes the population group where the research was carried out. The statistical calculation of the number of students who collaborated in the survey is made. The most arduous work is presented when the results of the surveys are tabulated. The entire process carried out in the investigation is described from the problem raised at the beginning of the project. It is included in everything related to the proposal, themes, methodology, objectives, resources, and a class plan. Finally, this chapter emphasizes the relevance of this study.

In October, the work is also carried out on CHAPTER IV, where the investigator explains everything that was found in all questionnaire responses, a graphic table of each of the responses, and the corresponding analysis is made, comparing with the problem presented. The proposed objectives and the intention to generate the need to apply new working met

Once the graduation work has all the information on chapters from the first to the fifth, in November and December the researcher designs strategies with a lexical approach included in the CHAPTER V. The activities designed also have a previous narration about the methodology, objectives, impact, and resources.

3.5 Proposal Process

The proposal is based on the fulfillment of the main objective raised in CHAPTER I and context from CHAPTER II. The guide indicates applying creative strategies based on the lexical approach to improve the students' reading levels. The proposal includes the independent variable related to the lexical approach and the dependent variable associated with reading. The two variables were located in the matrix with their respective dimensions; each indicator was developed later. Two professional experts have approved the indicators duly organized and analyzed by the researcher in educational pedagogy.

Each of the indicators reflects research on the benefits of reading to develop knowledge and skills in students.

The proposal's design begins when all the research is completed in CHAPTER II, which respond to the needs of the students. In the survey results, a high percentage of students indicate that if there is interest in modern, attractive, and creative reading, they are also attracted to new forms of work.

The proposal respects the focus of the investigation and the response to be developed. For this reason, the guide brings together several work strategies; each strategy considers the level of reading, the type of reading, the teachers' and students' roles, the resources, and the complete process to align the strategy in the classroom.

The topics were selected taking into account the schooling period, age, interests, and motivations of the young people. Various editions have been revised for use in second language teaching. Moreover, it has been found that the themes are original to the author of the research. Furthermore, the list complies with established parameters suggested in the Ministry of Education (Minedu, 2020). The themes define the relevance framework, approximate the student's actual environment, generate ideas that can be adapted to various strategies and ways of working.

Table 5*Proposal Macro topics and specific topics*

MACRO TOPICS	SPECIFIC TOPICS
I know you and I know myself	My talents Family Pets Styles
Sport world	Sport celebrities Car racing sport Soccer player Mini yogi
The time and the Planet	The clock Green Project Advanced Technology The largest clean up in history

Note: Designed by the researcher to explain topics distribution.

The methodology is one of the most modern in teaching a new language—the Lexical Approach (Lewis 2000). The latter is an expanded edition of the earlier ones. With the lexical approach, standardized phrases and block lexical sequences that allow communication are promoted. The vocabulary, phrases, and idiomatic expressions play a relevant role. The way of teaching and learning is full of possibilities. Learning comes naturally. Interaction with other people plays a significant role, as this factor helps to share knowledge. The vocabulary is vast and has multiple meanings. The activities must handle the content creatively and attractively. It is essential to organize and classify closed grammatical series as mentioned above. Learn with simple instructions, graphics, diverse material, and the help of technology. However, students also need access to complex vocabulary, which is more difficult due to its diverse semantic meaning (Sánchez, 2004).

The objectives explain the skill that the students will perform, how they will demonstrate the acquired learning, and clarify the scope of the content established in the planning.

Table 6

Resources description


RECURSOS	DESCRIPCION
HUMAN	Teachers and Students
MATERIAL	Variety of teaching material
TECHNOLOGY	Digital Resources

Note: Designed by the reseacher to describe resources.

3.6 Lesson plan

Table 7

Lesson plan for English class for second year high school

		NATALIA JARRÍN HIGH SCHOOL			2020-2021
LESSON PLAN					
1. INFORMATIVE DATA:					
TEACHER:	SUBJECT:	COURSE: 2ND BGU "D"	PERIODS: 1	START:	END:
LIC. TANIA TORRES	ENGLISH	BLOQUE: 4	45 minutes	February 15th , 2021	February 19th, 2021
LEARNING OBJECTIVE:			TRANSVERSAL AXES		
Students will be able to analyze and select what could be the best family group to adopt a pet.			Respect.- Listen to others classmates and respect the others' opinions or preferences.		
SKILLS AND PERFORMANCE CRITERIA			EVALUATION CRITERIA		
Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, selecting , reading for main ideas, details, using context clues, cognates. EFL 5.3.2.			CE.EFL.5.11. Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs.		
UNIT 3: I KNOW YOU AND I KNOW ME TOPIC: Pets			CONTENT: Words and multiwords		
2. PLANNING					
METHODOLOGICAL STRATEGIES		RESOURCES	PERFORMANCE INDICATORS	TECHNIQUES / INSTRUMENTS OF EVALUATIONS	
<p>Motivation: The teacher can share a motivational video about the possibility of adopting pets and the benefits; it must be a short video and make a short verbal introduction. (5 minutes)</p> <p>Reading strategies: a) The teacher must read the poster: SOMEONE IS WAITING FOR YOU. This one can be a giant billboard that is placed on the board.</p> <p>b) The teacher must indicate that there is a list of people that she is interested in adopting and that the students have to read the characteristics of these people.</p> <p>c) Students read each characteristic individually and answer the selection box. In addition, in the observations part, the students can write why they chose that person or people to adopt the pet. (25 min)</p>		Video . Guide of Strategies worksheet pictures rubber scissor large cardboard	LEFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3)	<p>TECHNIQUES</p> <ul style="list-style-type: none"> • Reading assessment <p>INSTRUMENTS OF EVALUATION</p> <p>Students must share their answers into a group or in a all class: Read about people who chose the best alternatives to adopt pets. (15 min)</p>	
REFERENCES http://educacion.gob.ec/curriculo-fortalecimiento-del-ingles/					
DONE BY		CHECKED BY		APPROVED BY	
TEACHER'S NAME: Lic. Tania Torres		NAME: MSc. Myriam Chicaiza		NAME: Lic. Eduardo Cardenas	
SIGNATURE:		SIGNATURE:		SIGNATURE:	
DATE: February 12th, 2021		DATE: February 12th, 2021		DATE: February 12th, 2021	

3.7 Relevance of the study

This research is relevant because the teachers who have worked in the educational field for several years note that all reading activities are significant. In the educational process, there are many difficulties in achieving reading achievement. Some problems deserve to be reviewed, analyzed, and solved. The research teacher has to provide a solution or an alternative solution for the issues identified.

This research is important because it indicates information from a scientific and academic point of view because it justifies the importance of reading in developing the human brain in biological and emotional capacities, intelligence, and skills.

It is relevant also, because it explores new teaching and learning processes through the collection of information, evidence, and theories. The research contributes to knowledge in an area of study. Analyze from a professional point of view the information found in the research process scientifically and pedagogically.

This research is doable because the teachers of the English area of the school work as a team. They carry out annual planning, unit planning, and projects at the beginning of the year, accepting the new proposals of each one—especially the proposals related to the content and new strategies that benefit the work in the classroom.

The research teacher has the support of colleagues and permission from the authorities to apply strategies to teach and learn English. The researcher can share new experiences in the classroom that can then be socialized to other teachers.

The students' openness is a positive aspect since it depends a lot on the teacher's experience, disposition, optimism, and commitment.

It is necessary to know how the new generations are learning English. It is necessary to change the mentality and understand the problems happening today, detect the difficulties to learn, and make proposals that solve the existing problems.

There is a pressing need to build knowledge and facilitate learning in the classroom environment. Teachers have to help students build their knowledge and enjoy it. The work and proposals must be based on reality, research, and statistics to achieve valuable changes and successful learning.

Educational innovation is another vital aspect of the proposal. The dynamics of teaching are changing, the dynamics of society is accelerated. Innovation is generally thought to be just technology. Nevertheless, innovation involves methodology. The update must be permanent and pertinent, look for attractive, modern material, material, and digital resources and strategies that respond to the demands of the times a complete vision of the different didactic models and new methodologies to innovate in the educational practice.

Knowledge is dynamic. Therefore, the way of learning and teaching also changes. The social group that we know today is different from the previous one, and it will be even more diverse in a few years.

This work invites her to reflect on the ways of working in the classroom. This work brings together proposals that are attractive and innovative from thought to application. The teacher has to be very creatively involved in working with students and motivate them to fall in love with reading, letting them be the actors in their practice and learning.

3.8. Bioethical Considerations

This research was done with precaution, responsibility, justice, and autonomy. Also, respect the ethical principle for all human groups. The knowledge must have the informed

consent of the research participant and for every step and evidence have respective permission/authorization.

CHAPTER IV

4. FINDINGS OF THE STUDY

4.1 Findings

The present research was carried out at a public institution of Cayambe city, “Natalia Jarrín High School,” where some teachers and a group of students collaborated with the research. In the case of the teachers, they contributed their opinions in the interviews that were given online. In the case of the students, they collaborated with a digital survey by answering questions from the online questionnaire. The interviews and the questionnaire were structured based on the problem and the proposal; they were also designed according to the matrix of variables previously presented for validation by two professionals specialized in the educational field.

This chapter is organized into two parts. The first reflects information obtained from the interviews with its analysis, later it is done a short narration about observations made by the author according the experience as a teacher. The second part details the eight questions that were asked to the students in the surveys. The last part of this chapter contains a general analysis of the data collection that corresponds to the qualitative and quantitative research phase.

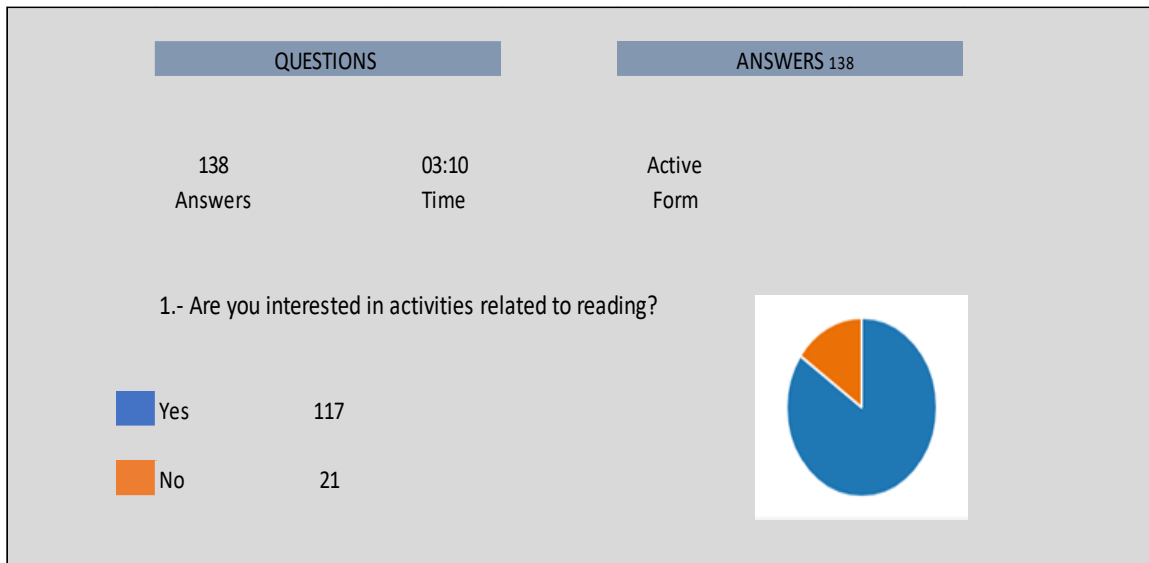
4.1.1 Questionnaires

With this questionnaire it was pretended to answer the question: How is reading developed in class? The following results were found:

One-option questions

Figure 2

Facts and statistics about activities related to reading.

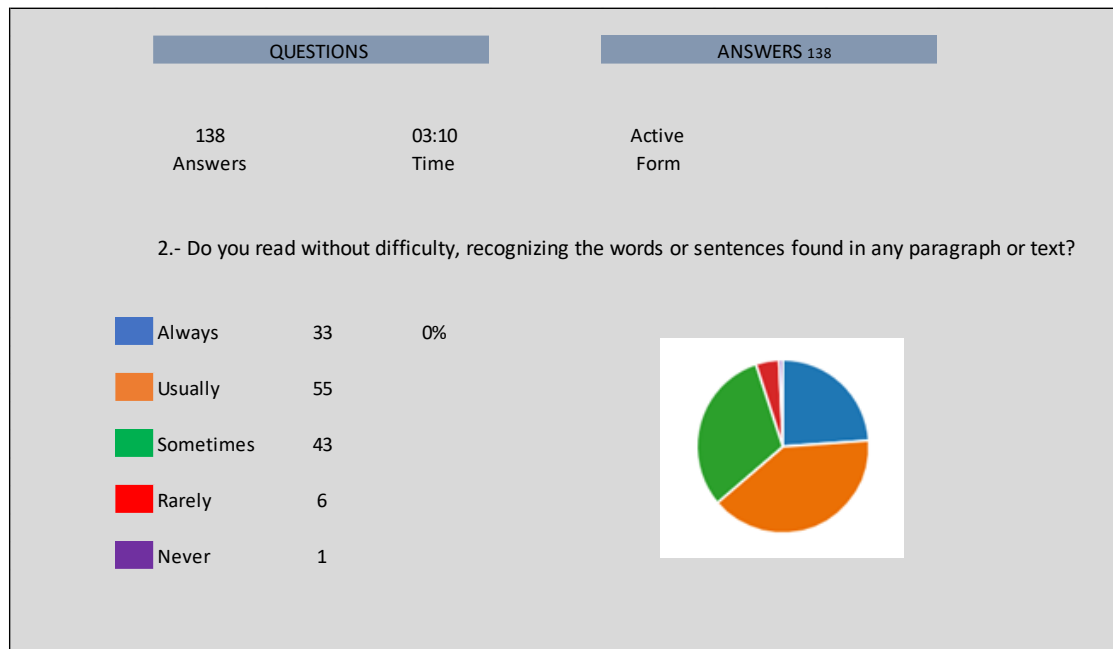


Add the notes (citation) in all the figures

About the results in question N°1 related to reading activities, it suggests that a high number of students will be willing to get involve in reading activities and maybe there is predisposition on the task of classroom work. The percentage of acceptance is high, So, it is a good indicator to think that the purpose is a good option with positive results. The 85% of those surveyed showed that the students are interested in activities related to readings. And, only 15% indicate that they are not interested. This result is kind of contradictory to what is usually though about students' interest in reading and about what is observed in class and the results obtained in their performance regarding reading comprehension.

Figure 3

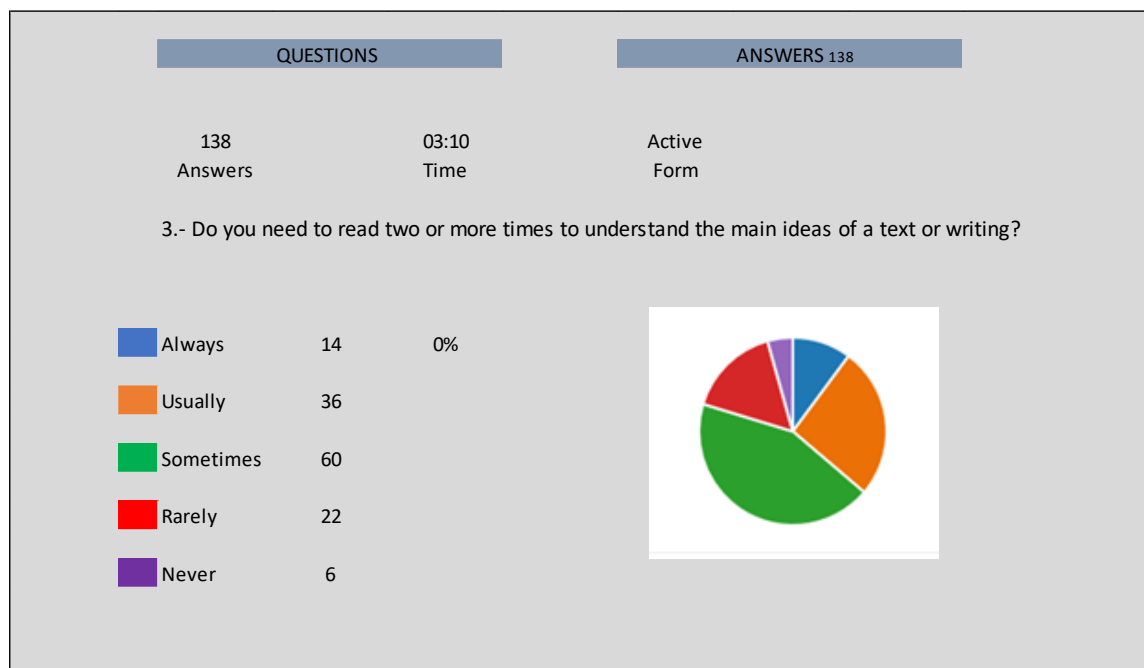
Facts and statistics about recognizing words or sentences.



About the results in question N°2 related to recognizing words or sentences as complex reading activities, it suggests that most of the responses are positive. Fifty-five students who correspond to 40% answer almost always, followed by 33 students, which means 24% answer always. But the researcher should not neglect the data of another group of students who say they have difficulties. The information clearly shows that there is a tendency that indicates an acceptable space in reading even if the students do not uses specific activities.

Figure 4

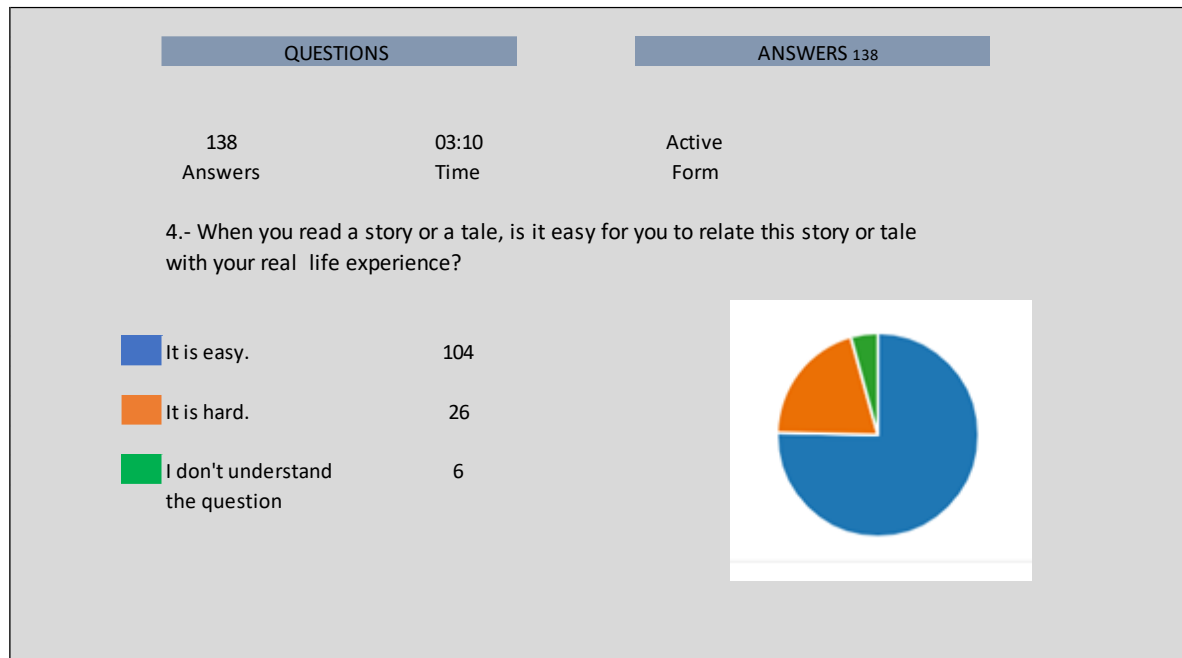
Facts and statistics about understand main ideas.



About the results in question N°3 related to time to understand main ideas, it suggests that there is no apparent bias about question number three because the answers are variable in the three options presented. The question shows whether the person needs to read a text two or more times to understand its content, and the data collected are: In the option “always”, there are 14 students, who represent 10%. In the option “almost always”, there are 36 students, which means 26%. The option “sometimes” has 60 students, which is the 43%. Then, through this data there is evidence that it is necessary to know ways to read and comprehend the information.

Figure 5

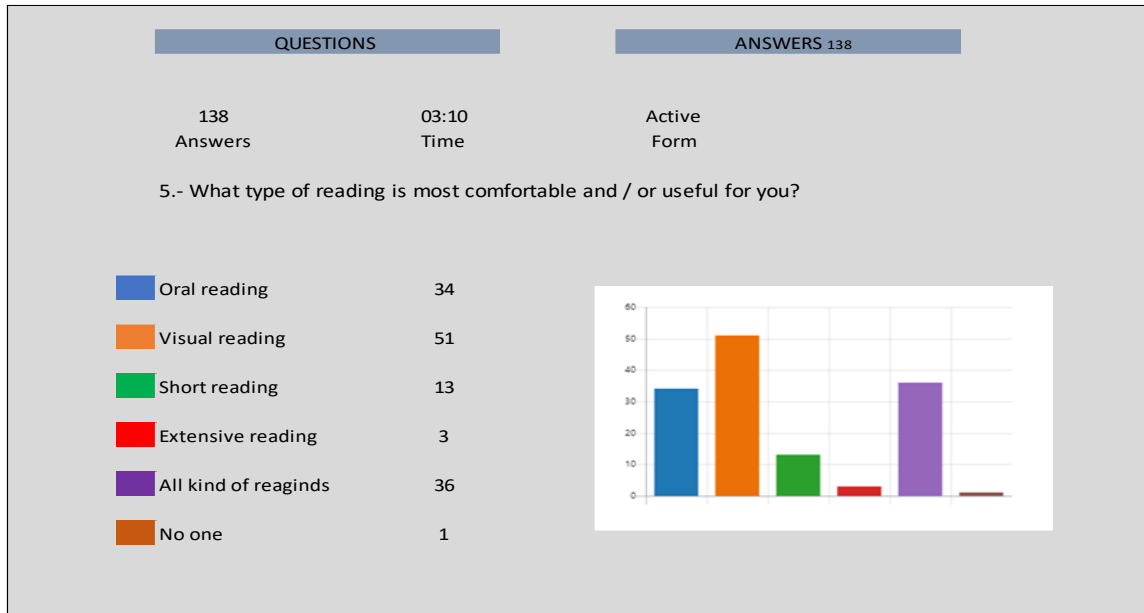
Facts and statistics about relate stories with real life.



About the results in question N°4 related to make connections between stories with real life, it suggests that many students mention they can relate the topics of reading with real-life experiences. They are who represent 104; it is 75%. Less than half of the students who consider this task hard is 26 students, 9%. And the six students, which means the 2% correspond to the last group, say that they do not understand the question being asked. This is one of the questions very important for the investigation since the basic fast and simple reading do not require a complex process of knowledge, however a complete reading exercise or a reading comprehension with expression is different. The last kind of activity mentioned required that the make a relation what they read with some real situations.

Figure 6

Facts and statistics about the most comfortable and useful reading.

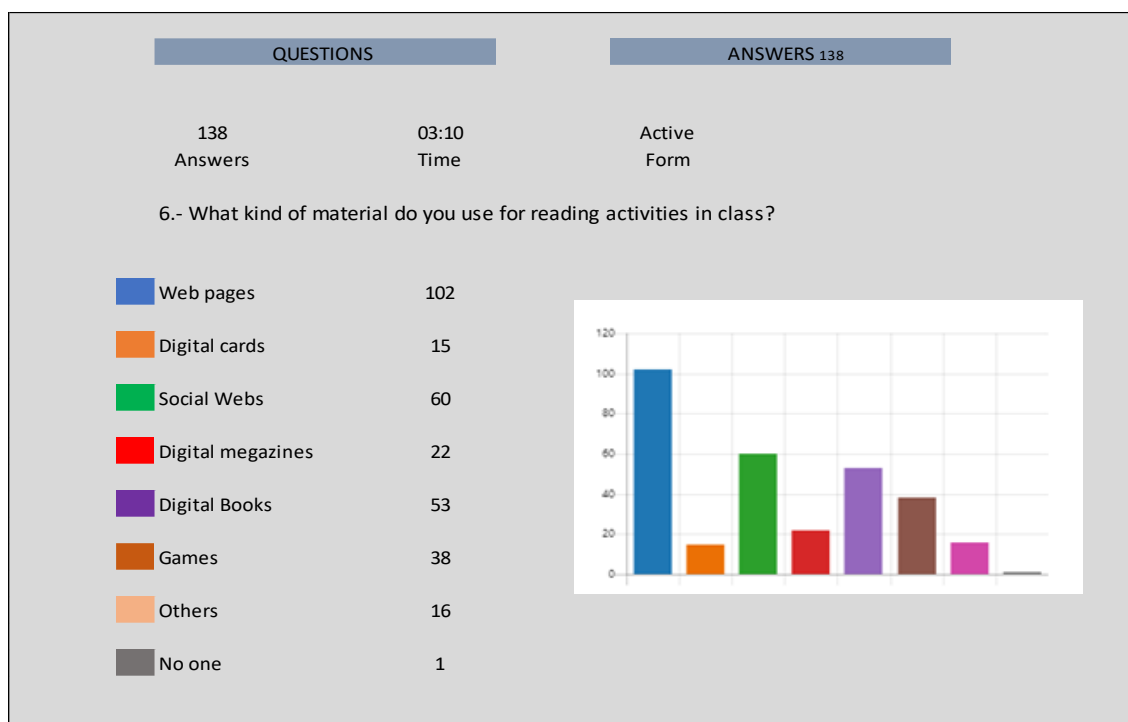


About the results in question N°5 related to most comfortable reading, it suggests that some activities were did previously, because the students experimented in the past some situation or context as a student, then now they can say a criteria about most comfortable activities related to reading. There is a marked preference on the type of reading. Most of them prefer to read with their eyes, that is in total 51 students. On the other hand, 34 students prefer the oral reading to read it in a low voice. Even the question is not related about how often do the students read. There is evidence that they have the habit of reading.

Multiple Choice Questions

Figure 7.

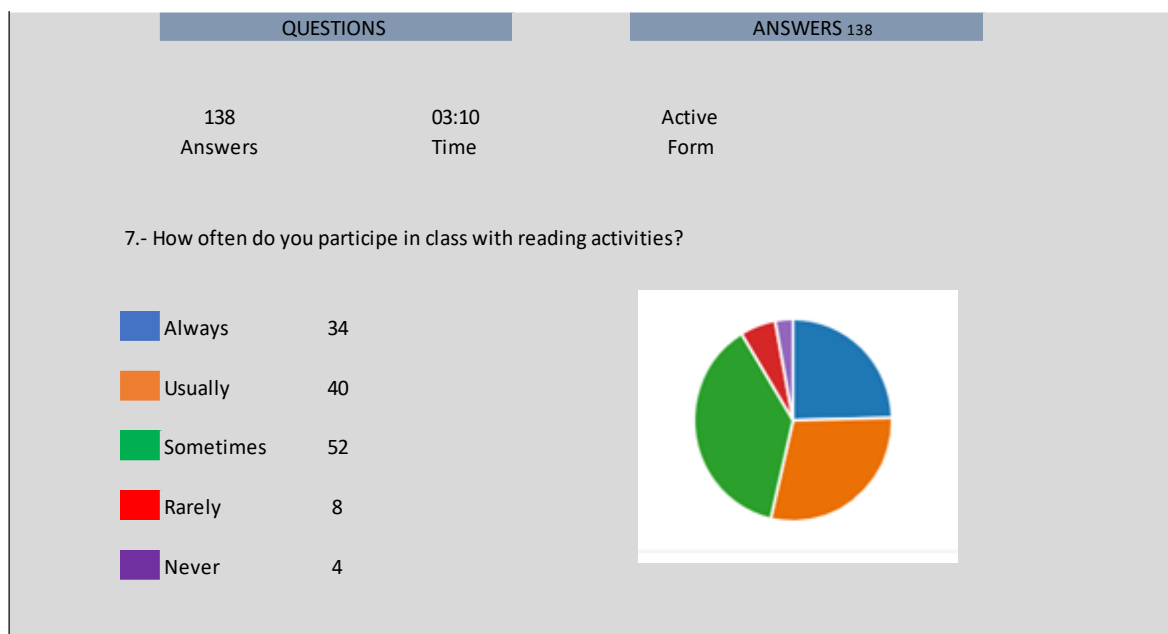
Facts and statistics about the kind of material used.



About the results in question N°6 related to material used in class, it suggests that the majority is inclined towards web pages, social networks, and digital books. And, another number of students say they use digital textbooks and interactive games in addition to other alternatives in fewer numbers. In this investigation these answers have a lot relevance to the analysis, because the students have a background in reading activities, So. This kind of information is useful for the purpose. It logical to think that technology plays an important role in students' preferences, then, they tend to prefers some activities where digital resources are included.

Figure 8

Facts and statistics about practice in reading activities.



About the results in question N°7 related to the frequency of participation in class with reading activities, it suggests that it is one of the questions that will help a lot to reflect on the skill of reading students work also. About if the students can work with this skill, 40 students selected “usually” and 52 sets “sometimes.” But it is still a number high for the 8 and 4 who say they have “rarely” and “never” participated. Fortunately, the percentage of work in reading activates is higher. It is necessary to know about the teacher work in class about reading activities, but in the interview was not possible to get a lot of information. But the investigator believes that this kind of question would be most effective to ask students.

Multiple Choice Questions

Figure 9

Facts and statistics activities to do in class



About the results in question N° 8 related to activities that students would like to do in class, it suggests that the answers have valuable data because it reflects preferences regarding classroom work- These preferences have a pretty significant number on reading aloud, outdoor reading, underlining main ideas, reading with images, and interactive lesson. There are other activities that students would like to do in the classroom. Although, in fewer numbers, such as readings with audios and readings with questions. With this information the investigator can reflect about the appropriate activities to apply in class.

4.1.2. Interviews

This interview responds to the research question number three: Is the lexical approach considered in the English Curriculum activities? Teachers that were interviewed answered the following questions:

Question 1: Idioms are presented in all linguistic communication typical of the language. Students often hear them in videos, songs, or dialogues with a native speaker or commonly read in magazines or various texts. Have you applied lexical approach such as teaching idiomatic expression in the contents of the subject? Yes, or No and Why?

Teacher 1:

Yes. I have applied idiomatic expressions, especially the ones that are on the book content. Idiomatic expressions are used at all times. It is widespread to hear native speakers in movies or music. The expressions should be adapted to the curriculum plan since the books also have idiomatic expressions.

Teacher 2:

No, I have not, but I think idiomatic expressions should be reviewed and known, despite being found in everyday communication. The teaching of Idioms should be guided to understand their correct meaning since they can be misinterpreted according to the cultural context.

Teacher 3:

Some expressions have been shared in class because some are in the books. We do not work with this kind of content in the curriculum. I believe that it is necessary to maintain a

relationship with the students as much as possible, and it would be one of the appropriate topics to share and approach them with some topics that they like.

Teacher 4:

Yes, I have. And I think, It is necessary to include this content in the teaching program because students must be prepared to use the language in all contexts, be they formal or informal; for this, it is necessary that the idiomatic phrases are immersed in the different topics.

Analysis of question 1

Some teachers applied lexical approach, especially idiomatic expression, they consider that idiomatic expressions are used and are part of reality and the environment. They are prevalent in activities that can be shared with students; they are in the way we communicate and in various formal and informal contexts. Teachers agree that topics related to the lexical approach can be adapted and that the material used by the teacher also has content that takes into account the lexical approach. The teacher must know how to work with content of lexical approach to avoid confusions like a teacher who expressed words can be misinterpreted because of the cultural context.

Question 2: Do you consider that teaching with the lexical approach in classes is a complex process? Yes, or No and Why?

Teacher 1:

I think it is not so complex. When they are basic expressions, you can use graphics or do a play, but it could be complex when they are not very common expressions. Sometimes,

they are translated, and the appropriate message is not obtained since they are cultural expressions.

Teacher 2:

Yes, I consider that it is complex because the use of words that represent something gives them a different meaning. It depends on the level and the cultural context that distort the message and for this, you must know to have a lot of information about the culture and traditions.

Teacher 3:

No, on the contrary, the student already knows quite a lot of vocabulary and languages. And by recognizing new words, it would be easy to complement the learning.

Teacher 4:

I consider that yes, it is a complex process because the student goes from a literal understanding of an expression to the cultural knowledge of the language. These can vary according to the country, which could confuse the student; for this, the teacher must present only two contexts that would be the most recognized by the students, the American and British; thus, they can identify the cultural differences of the language.

Analysis of question 2

According to these answers, it can be read that two teachers consider that applying the lexical approach is not complex, and the other two teachers feel the opposite. Teaching idiomatic expressions which is one of the lexical approach strategies depends a lot on the material that is used. In addition, the students have previous knowledge about vocabulary and specific sentences. The last aspect about vocabulary and sentences helps quite a bit for classes

with the abovementioned approach. On the other hand, teachers who state that this process is complex point out that it depends on the level and the cultural context. And for this, the students must know a lot of information about the culture and traditions. It is complex also because the students live a literal understanding of an expression to the cultural knowledge of the language according to the country; which could confuse the student.

The last questions of the interview responds to the research question number four: What activities with the lexical approach have been applied in the classroom for reading development? Teachers that were interviewed answered the following questions:

Question 3: What strategies do you usually use to motivate and teach students lexis?

Teacher 1:

I motivate them with music, movies, dramas or plays.

Teacher 2:

I do activities to recognize and learn vocabulary, also I have seen those adolescents love dramatizations and themes related to real things.

Teacher 3:

Must be a general plan where everybody can use the topic in different levels, and It's a good idea to have teacher's groups to shares strategies. Some of them could be the role-plays.

Teacher 4:

I have worked with attractive topics from internet, also I believe that strategies based on the Rialia approach should be used because the input must be from real situations. Role-play is a strategy that could be used after acquiring idiomatic phrases. Still, before thinking

about the strategy, the student must know that the idiomatic expressions are linked to the cultural part, so they can vary from country to country.

Analysis of question 3

About the question: what could be an appropriate strategy to motivate and teach students idiomatic expressions? The teachers suggest some options like: music, movies, dramas or plays. Strategies linked to "Realia" in order to work with context based on real situations. It's important that student know that the idiomatic expressions are linked to the cultural aspects. As it is a new proposal, it is a good idea to have teacher's groups to shares strategies.

Analysis of the interviews based on the research questions.

According to the second and third questions of the interview, teachers are open to the positive aspects of the lexical approach. Possibly they have applied it naturally, spontaneously, without broadly knowing its theory. Still, they think that lexical approach strategies such as idiomatic expressions, chunks, or collocations should be taken into account since they are part of reality and the environment, of content and its cultural context. Teaching idiomatic expressions can be easy or complex, but this depends on the methodologies, the strategies, the didactic material. Teachers mention some activities to teach lexis but they do not specify any technique applied in the classroom regarding the subject. Still, they have a general idea of this approach since they propose linked methods such as "Realia" to work from real situations. Teachers consider that, although this lexical approach must be in the curriculum and in the plans at each of the levels that are taught, together with this, there must be the appropriate knowledge about this approach, there must be teacher training before carrying out practical work with students.

4.1.3 Discussion of Findings

Some aspects that were found in the data show indicators about the reading activities and the lexical approach in reading strategies. This information help to understand better the questions research raised at the beginning of this work.

It might sound strange to hear that reading change the world, but it definitely reading has the ability to change the mind and the world as a consequence. Reading is learning, learning is education, education is knowledge finally the knowledge is power. In other words, reading is a relevant activity (Millennium PrepaUP, 2021). The analysis regarding what was obtained in the surveys is quite optimistic; a high percentage shows interest in topics related to reading. They also do not consider the more incredible difficulty in recognizing words, sentences, or even understanding the text's main ideas. Even more, than half of the students believe that they can reason about what they are reading or the central message of the content. There is a section of questions that are related to the current job. Surprisingly and opposite to what is thought, the teacher only uses lessons commonly found on web pages, limiting other alternatives.

Another factor that is evidenced in the survey is the level of student participation. Although many say they have participated almost always or sometimes, a high estimated number says they have not had the opportunity to participate in classes with activities of reading. Other data recollected is that many students would like to work on various reading activities, many of which have to do with digital environments. However, many activities presented in the survey can be done in the classroom in person, not only in virtual.

In the first question asked of the students, the majority answered that they are interested in reading activities, this makes us reflect that there are two types of readers: traditional and technological. But the students do not know that they are asked to search for

other methodologies and not to search for specialized tools; the latter should not be concerned because technology is changing. Today's will be outdated in a few years, but the decision to read is the most important. There is the motivation and determination to read; then, the teachers have to get the opportunity to pave the way for them to get hooked on reading.

Concerning question two and the question three, it is very typical to enjoy tasks that have the appropriate level and topics according to the age and condition of the readers. In addition, these habits are changing according to the developed work in class during school; this process requires care and patience. In questions five and six, what was mentioned at the beginning of a question, one is confirmed again. Logically, new readers want to enjoy visual and attractive content. In questions seven and eight, the answers allow the researcher to look for the most accurate forms for the investigation. The students are answering how much he has been involved with reading activities in the classroom. In some way, it is a self-critical point of view about the classwork. And also, the last question says a lot about the student, though. They continue to look for the easy, the attractive, but they never close the possibility of learning and getting involved in reading activities.

By the other hand the interview indicates relevant data to expose in the discussion. Working with the lexical approach supposes that teachers provide the necessary tools for their students to develop strategies that allow them to effectively recognize and store certain lexical sequences. It is essential forget certain taboos at the moment to work with new strategies. The material must be authentic and mainly significant (Ramos, 2004). Regarding the answer the information obtained in the interviews, all teachers consider it necessary to include idioms, collocations or chunks in-class topics, because it is prevalent to hear some phrases in daily life in a bilingual environment or when they speak with a native person. There are some expressions found in the dialogues and readings of books, in music, and movies.

The most used expressions can be taught with appropriate strategies in any skill, but some terms become more complex. Some issues have a lot to do with the cultural context and places. Some teachers say whether teaching and familiarization are also involved; one teacher suggests that it is necessary to choose the dialect for working with expressions. This dialect can be American or British to avoid the complexity of the subject regarding the socio-cultural aspect. An approach must also be chosen appropriately to cover this topic. The teacher partner points out as an example the strategies based on Realia, a face-to-face work or digital role-play. All teachers think that idiomatic expressions are essential, they should be used at all times, they are in everyday communication, it is necessary to avoid falling into rote memorization of vocabulary that sometimes is not useful for students in real life. It is necessary especially for informal contexts, but the informal contexts mentioned are a part of the topics for children and youngers. The idiom, collocations or chunks must be immersed in the study program and class plans.

In the same way, one strategy suggested by a teacher is to work with tasks to reinforce topics could be interactive readings and songs. Other teachers say that realia approach should be used because the input must be from real situations, as the same the role-play is a funny and easy moment to enjoy in class with easy or difficult vocabulary. Consequently, there is excellent acceptance of critical aspects and intelligence; they are aspects in which there is much to exploit and learn. It is known that everything that is learned helps to enjoy life; it is crucial to get to work with content on reading comprehension, reasoning, and reflection.

CHAPTER V

ACADEMIC PROPOSAL

LEXICAL APPROACH TO IMPROVE READING SKILLS



Guide of creative activities

CONTENT

ACADEMIC PROPOSAL	1
ACTIVITIES LINKED TO LEXICAL APPROACH TO IMPROVE READING SKILL FOR ENGLISH LANGUAGE LEARNING	3
PRESENTATION	3
RATIONALE	4
Objective.	6
Beneficiaries.....	6
Impact.....	6
STRATEGIES LINKED TO LEXICAL APPROACH FOR BEGINERS READERS.....	7
Strategy No. 1: Socio-affective strategy – identification	8
Strategy No. 2: Socio-affective strategy - Recognition.....	12
Strategy No. 3: Socio-affective strategy - Selection	16
STRATEGIES LINKED TO LEXICAL APPROACH FOR INTERMEDIA READERS	20
Strategy No. 4: Socio-affective strategy – Assumption	21
Strategy No. 5: Socio-affective strategy - Logical relationship of ideas.....	25
Strategy No. 6: Socio-affective strategy – Location	30
Strategy No. 7: Socio-affective strategy - Elimination	35
Strategy No. 8: Socio-affective strategy – sequence.....	40
Strategy No. 9: Cognitive strategy - knowledge and action.....	45
STRATEGIES LINKED TO LEXICAL APPROACH FOR ADVANCED READERS	49
Strategy No. 10: Cognitive strategy - deduction	50
Strategy No. 11: Metacognitive Strategy - Analysis.....	54
Strategy No. 12: Metacognitive Strategy - Reflection	60

ACTIVITIES LINKED TO LEXICAL APPROACH TO IMPROVE READING SKILL FOR ENGLISH LANGUAGE LEARNING

PRESENTATION

If the teacher has the appropriate approach and appropriate guidelines, this one will have a guide that strengthens the entire work team. The methodology always guides the objectives of the educational institution. According to the experience in the teaching field, it is intended to review the process of reading from a professional vision. As a contribution to the development of this aforementioned skill, the study wants to propose new ways of working through the implementation of creative activities based on a lexical approach to improve reading skills for English language learning and establish to use in class to improve students' reading levels.

Learning a language is a privilege to which all human beings have access. A language is a door to other places, other people, academic, and work opportunities; For these reasons, various educational systems constantly innovate methodological processes for teaching and learning. These creative activities guide proposes strategies for the teacher and students to work interactively and creatively. This guide comprises twelve strategies; readers can use the first three at the beginning of the reading. The following six are for intermediate readers, and the last three are for readers who have more experience in this skill. Each strategy has a pedagogical guide for the teacher, activities with their respective descriptions to develop the student. All strategies and techniques help the student enjoy reading. The current activities are connected to the LEXICAL APPROACH to incorporate foreign words, idioms, collocations to increase the knowledge in the reading process and support language teaching and learning.

RATIONALE

The lexicon applied gradually is very useful, even if some educational experiences in the study of grammar have been successful. In the lexical approach is being focus in people and their need to know, understand and communicate and step in a second place the way of memorizing grammatical structures. The lexical approach does not seek perfection; however, it proposes to include in the study programs and the curriculum since it should give way to the possibilities of learning sociolinguistics cultural expressions and meaningful vocabulary.

The lexical approach invokes the use of language with no limits in reading, writing, listening, or speaking. Something very interesting for teacher is that when they apply the strategies in classroom, they do not have to be worried about wrong answer or right answers. Because lexical approach proposes that ideas that are based on words, sentences, idiomatic expressions are learned through a process that does not end and is not fixed or exact like grammar.

The lexical approach does not oppose the application of grammar. But, it does not give it a large space to cover most of the structural studies. The study with the lexical approach never ends, because it depends on the objectives and the way in which it is taught. The goals achieved are very important. It is in the process in which the student learns and manages to constantly reach levels of learning. The application of a lexical approach asks teachers a new vision, a different way of working, a lot of practice and feedback. And being involved in a new notion to understand the language within the context.

The creative strategies liked to the lexical approach is supporting all possibilities for communication, because human is born, the brain is predisposed to the acquisition of language and to transmit of information into a social environment, then lexical approach has hundreds of alternatives with chunks, collocations and idiomatic expressions in real context.

The activities will be creativity step in the process of learning. The activities could be part of the study program based in terms of goals, skills and contents. These activities will help the classroom work effectively.

General Objective

- To propose a guide of creative activities based on a lexical approach to improve reading skills for English language learning.

Specific objective

- Describe the elements of the teacher's guide that contribute to the development of the strategy.
- Guide to the teacher in applying the strategies that will be used with students.

Beneficiaries

The main beneficiaries of this proposal will be students of second year of high school from Natalia Jarrín School and their teachers who could to study and to apply this proposal.

Impact

The positive impact will occur at the institutional level. Also, the group of teachers will have the opportunity to learn more about the proposal of the lexical approach. This research and proposal invite teachers to renew their way of teaching and reflect on new ways of working and thinking with students. The classwork will generate a grand celebration of knowledge between students and teachers. When the activities are applied in the classroom, it is easy to evaluate the process and make progress.

On the other hand, when the teacher works with new methods, he is forging his career with positive, creative, and innovative experiences. The impact on students is generated from

the moment they enter the classroom work. The student not only learns but also enjoys activities for the development of reading. Students, especially in the second year of high school, will be exposed to new pleasant and attractive work scenarios in the classroom since the lexical approach considers that emotional development and the appropriate environment for learning go hand in hand with the knowledge and creativity of the teacher. Creative strategies with a linguistic approach to improve reading skills will be an example for the educational institution, teachers, and students to contribute effectively. Through this, include in the curriculum strategies that benefit the learning of a second language.

STRATEGIES LINKED TO LEXICAL APPROACH FOR BEGINNERS READERS



A beginner needs a clear and motivational introduction. The students understand the concept of a "word". A beginner recognizes a few words within text or from a list. It is useful to practice reading with some techniques like model finger-point reading. Beginning readers may read slowly. Teacher have encouraged attention to letters and sounds.

Strategy No. 1: Socio-affective strategy – identification

TEACHER'S GUIDE

STRATEGY No. 1	Description
APPROACH:	Lexical Approach.
MACRO THEME:	I KNOW YOU AND I KNOW ME.
Topic:	My talents.
Level:	A1.1 - Pedagogical activities for beginning readers.
Objective:	Identify and share basic information about your classmates.
Teacher's rol:	Democratic, inclusive, communicator, mediator, leader.
Students's rol:	They are an important person in the educational scene. Their actions must practice responsibility, compliance, hard work, effort, and collaboration. They will develop the knowledge and skills step by step.
Skills:	Curriculum skills: read and share information. Language skill: reading
Content:	Words and Multi-words
Reading Type:	Oral Reading Sequential Reading
Reading level:	Inspectional, elementary.
Group Configuration:	Individual / groups.
Resources:	The guide Video: https://www.youtube.com/watch?v=XDVeqPWsWjo Guide: https://www.canva.com/design/DAEzkD9c4w8/pXTor9S3S-oe1uh0k8koZw/edit


<p>Procedure:</p>	<p>MOTIVATION</p> <p>Time: 3 min</p> <p>The teacher can previously present one or more examples of other people's information. These people can be widespread, recognized</p> <p>CONCEPTUALIZATION</p> <p>Time: 5 min</p> <p>The teacher read some concepts and their definition on the subject; they could have association with the video.</p> <p>EXEMPLIFICATION</p> <p>Time: 20 min</p> <p>The teacher invites to form groups of 5. Each student reads the content of (cards #1,2,3). Students should search to the group for a person with those talents or similar talents, and when they find them, they should write the name on the chart.</p> <p>EVALUATION</p> <p>Time: 15 min</p> <p>As a next step, the teacher receives the booklet. She asks them to read in front of the whole class about their talents.</p> <p>When they finish reading, the teacher asks the whole class to choose more talents to share for everybody, with the question: How can we describe this person after listening about their abilities and skills? And students can read the list of talents from the card # 4</p> <p>HOMEWORK:</p> <p>Work on the student worksheet No 1.</p>
--------------------------	--

CLASS ACTIVITY FOR STUDENTS



Your talents →

I can understand and use the spoken and written language. I can talk and read effectively through speech or the written word and show a facility for learning foreign tongues. My favorite subject is Literature.



I have an excellent memory of chemistry formulas, and I quickly solve class exercises. If I have time, I help my classmates with their homework.

 →

I consider myself a talented person because I have learned music from my story. I manage to get new musical notes just by listening. I am part of a music group, I know, I have a great future in this art.

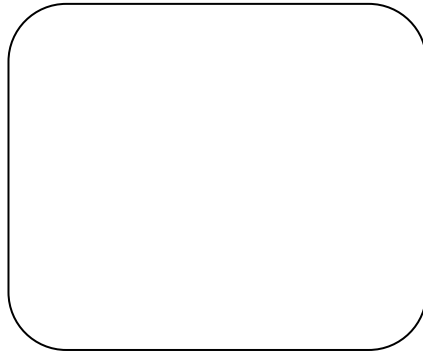


accomplished	intelligent	able	cut out for	ingenious
adept	proficient	adroit	endowed	masterly
brilliant	skilled	artistic	expert	shining at
capable	smart	clever	having a knack	

Note: Activities designed on www.canva.com resources.

Student worksheet No. 1

a) Paste a photo of yourself



I write poems

I am very intelligent

I am very sociable

b) Paint: What talents do you have?

I am very ingenious I build scientific projects

I'm very good at making breakfast

I am an excellent athlete

I am very talented playing the guitar

I'm a math genius

I am an excellent dancer

I am a very good cartoonist

I am very patient and respectful

I express my ideas in publi

I drive a car very well

I am able to do carpentry work

Strategy No. 2: Socio-affective strategy - Recognition

TEACHER'S GUIDE

STRATEGY No. 2	Description
APPROACH:	Lexical Approach
MACRO THEME:	I KNOW YOU AND I KNOW ME
Topic:	Family
Level:	A1.1 - Pedagogical activities for beginning readers
Objective:	Identify and share basic information.
Teacher's rol:	Democratic, inclusive, communicator, mediator, leader.
Students's rol:	They are an important person in the educational scene. Their actions must practice responsibility, compliance, hard work, effort, and collaboration. They will develop the knowledge and skills step by step.
Skills:	Curriculum skills: Select, read, identify, write and share Language skill: reading
Content:	Words and Multi-words
Reading Type:	Oral reading, sequential reading
Reading level:	Inspectional, elementary.
Group Configuration:	Individual, in pairs / groups.
Resources:	Online Reading: https://cafewi.fi/int/reasons-family-much-important-life/ Guide, pencil, pen
Procedure	MOTIVATION Time: 3 min

The teacher introduces the importance of the family in our lives. The teacher can use a short reading for this.

CONCEPTUALIZATION

Time: 10 min

The blackboard or the giant digital screen will have short sentences about the importance of family in our life. The teacher can ask some students about the importance of the family, and they can choose one of the options on the screen.

EXEMPLIFICATION

Time: 20 min

Read the characteristics of the four pictures and select one reading. According the selected text, the student has to write with pencil or pen the name of a relative who has these characteristics, for example: "My aunt Carmen". Later, complete the ideas about the aunt.

EVALUATION

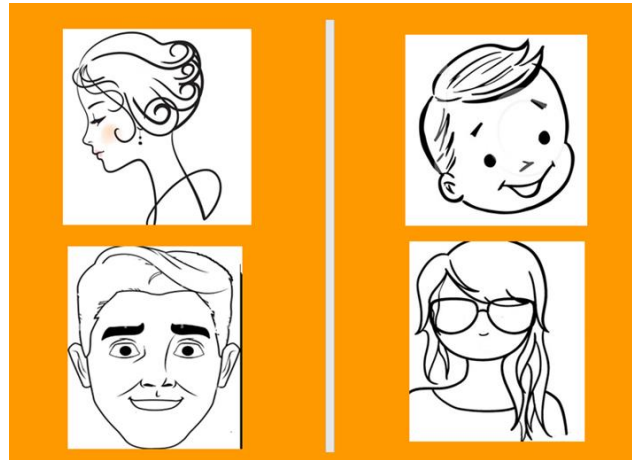
Time: 10 min

At the end, share the reading in groups of 3 or 4, and people; mentioning the names of the family members who would write on each graph. (30 min)

HOMEWORK:

Work on the student worksheet No 2

CLASS ACTIVITY FOR STUDENTS



She's over 30. She's very friendly and confident and she's got long, black hair and black eyes. She's medium height. She works all day from Monday to Friday. Her favorite music is cumbia and rock. She is a very busy because she also studies Art at university. She's a really good painter and she has painted lots of amazing images about cities and people. She is also trying to learn English on line, because she wants to travel after she graduates. She is very hard-working and she deserves to have a great job and become a great professional one day.

My _____

She's over

She's very

She got

She works

Her favorite

She is really

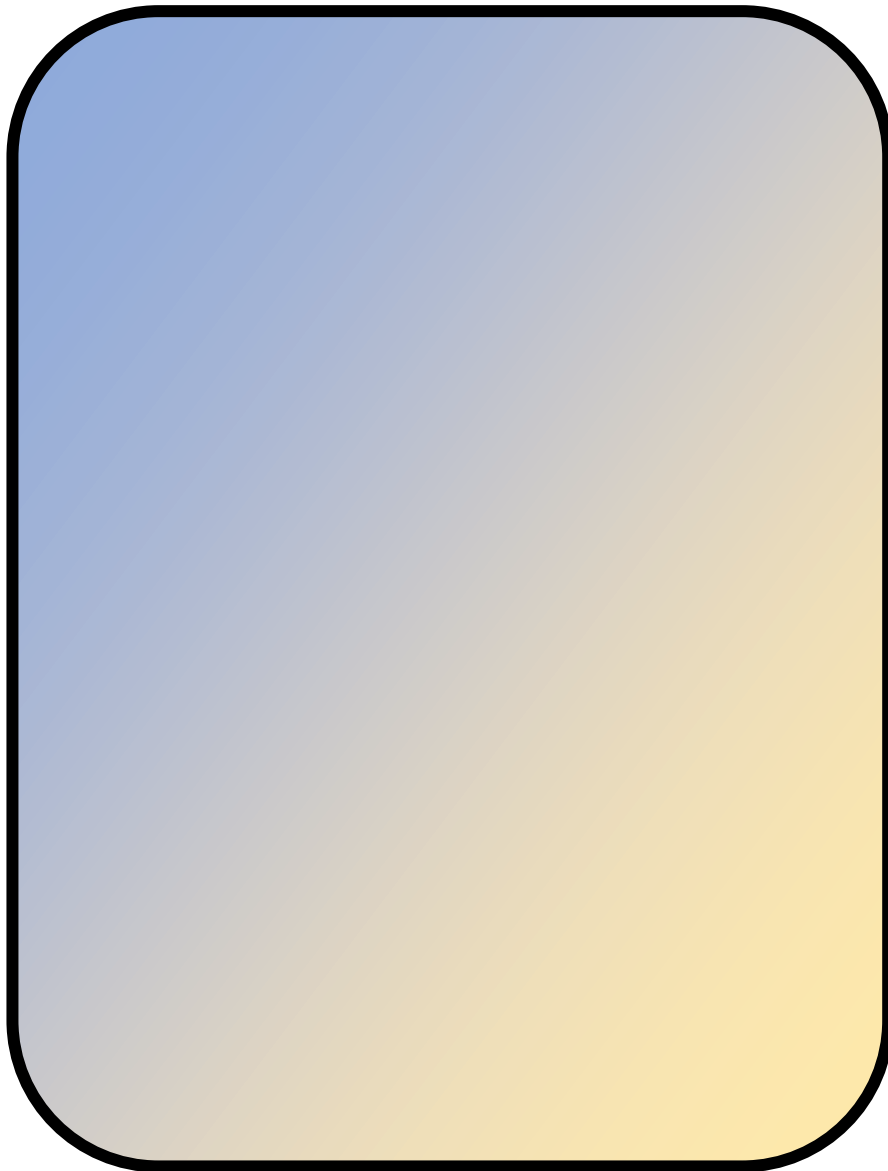
She is trying to learn

she wants

She deserves

student worksheet No. 2

a) Paste: Next to you is an important member in my family



Strategy No. 3: Socio-affective strategy - Selection

TEACHER'S GUIDE

STRATEGY No. 3	Description
APPROACH:	Lexical Approach
MACRO THEME:	I KNOW YOU AND I KNOW ME
Topic:	Pets
Level:	A1.1 - Pedagogical activities for beginning readers
Objective:	Analyze and select what could be the best family group to adopt a pet.
Teacher´s rol:	Democratic, inclusive, communicator, mediator, leader.
Students´s rol:	They are an important person in the educational scene. Their actions must practice responsibility, compliance, hard work, effort, and collaboration. They will develop the knowledge and skills step by step.
Skills:	Curriculum skills: analyze, select and write. Language skill: Reading
Content:	Words and Multi-words
Reading Type:	Silent, Selective, oral
Reading level:	Inspectional, elementary.
Group Configuration:	Individual, pairs
Resources:	Guide, pencil

<p>Procedure:</p>	<p>MOTIVATION</p> <p>Time: 3 min</p> <p>The teacher can share a motivational video about the possibility of adopting pets and the benefits; it must be a short video and make a short verbal introduction.</p> <p>CONCEPTUALIZATION</p> <p>Time: 15 min</p> <p>The teacher must read the poster: SOMEONE IS WAITING FOR YOU. This one can be a giant billboard placed on the board.</p> <p>The teacher must indicate that there is a list of people who are interested in adopting, and the students must read the characteristics of these people. Students read each characteristic individually</p> <p>EXEMPLIFICATION</p> <p>Time: 15 min</p> <p>The students select the best option and answer the selection box. In addition, in the observations part, the students can write why you chose that person or those people..</p> <p>EVALUATION</p> <p>Time: 15 min</p> <p>The students can read in a group or in the whole class why you chose that person or those people.</p> <p>HOMEWORK:</p> <p>Work on the student worksheet No 3</p>
--------------------------	--

CLASS ACTIVITY FOR STUDENTS

SOMEONE IS WAITING

A Golden retriever baby is looking for a family that gives him care, love and joy. He is vaccinated and dewormed. If you want this treasure to be part of your home, call us! 0960686769



Melinda Gómez, 67 years old, she lives alone in a small apartment. She is retired, she spends most of her time at home, she desires the company of a furry friend for walking and shopping.

We are Agustín 26 and Samanta 28 years old. We live in a large apartment with a large yard. We are just married and we want to share our life with a nice friend. We love pets.



I am Cristina and my children Miguel and Fernanda. The house is quite large, with a yard of full green areas. My kids love dogs. They want the company of a pet to care for and love it.

We are a family of 4, Mr. and Mrs Rodriguez. We are a united family. We want another member in our family. Children dream of a pet to take care of it, love it and play.



No	Candidates	Select	Observations
1	Melinda Gomez.		
2	Agustin and Samanta.		
3	Mr. and Mrs Rodriguez and the children.		
4	Cristina, Miguel and Fernanda.		

student worksheet No. 3

Research on the web some benefits to have a pet at home in order to share this information the next class.

STRATEGIES LINKED TO LEXICAL APPROACH FOR INTERMEDIA READERS



Intermedia readers decode unknown words, recognizing and increasing numbers of words. The students read more complex text and for longer periods of time, they use to identify letter patterns and encode more accurately. They are more aware of story and text structure and comprehensive strategies (Gabilondo, 2020).

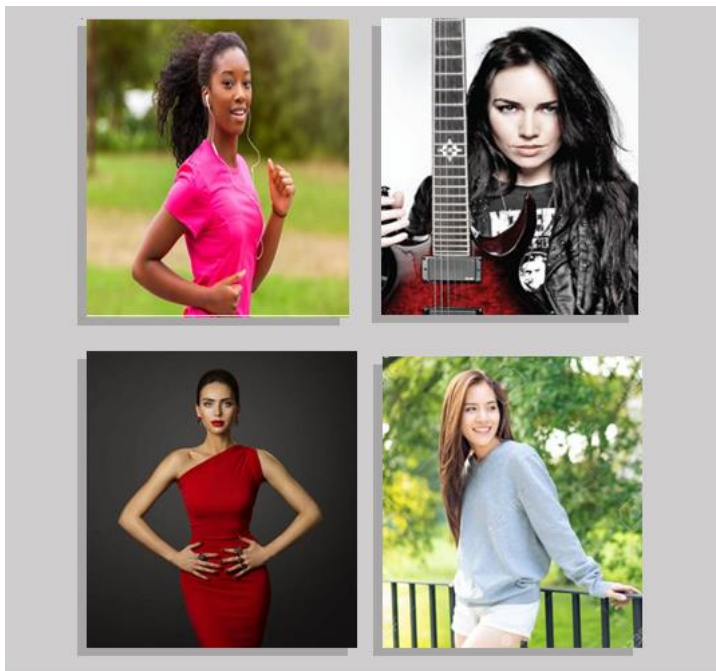
Strategy No. 4: *Socio-affective strategy – Assumption*

TEACHER'S GUIDE

STRATEGY No. 4	Description
APPROACH:	Lexical Approach
MACRO THEME:	I KNOW YOU AND I KNOW ME
Topic:	Styles
Level:	A2.1- Pedagogical activities for intermedia readers
Objective:	Review and stick the idiomatic expression on the appropriate picture.
Teacher's rol:	Democratic, inclusive, communicator, mediator, leader.
Students's rol:	They are an important person in the educational scene. Their actions must practice responsibility, compliance, hard work, effort, and collaboration. They will develop the knowledge and skills step by step.
Skills:	Curriculum skills: Review and select Language skill: Reading
Content:	Idiomatic expressions
Reading Type:	Silent, oral
Reading level:	Inspectional, elementary.
Group Configuration:	Individual, Group
Resources:	Guide, scissors, gum.

<p>Procedure:</p>	<p>MOTIVATION</p> <p>Time: 5 min</p> <p>The teacher must introduce the use and importance of idiomatic expressions. The teacher can use a short video or say and write some popular expressions on the board.</p> <p>CONCEPTUALIZATION</p> <p>Time: 15 min</p> <p>The teacher should explain the image from the photo and invite them to think about what the thought or style of this person would be.</p> <p>EXEMPLIFICATION</p> <p>Time: 15 min</p> <p>Students read and select the sentence that best relates to the style of the photo, and according to this, selects an idiomatic expression, cut it out and paste it next to the image of the person.</p> <p>EVALUATION</p> <p>Time: 10 min</p> <p>The teacher explains the meaning of the idiomatic expressions, can it is possible to use more examples with additional class material.</p> <p>HOMEWORK:</p> <p>Work on the student worksheet No 4</p>
--------------------------	---

CLASS ACTIVITY FOR STUDENTS



Enjoying nature, the air, after a very rewarding week of work. I feel wonderful.

On the top of the world.

I have finally come to fulfill my dream and today I celebrate it

In seventh heaven.

When I do sport, I feel energetic, cheerful and happy.

Full of the joys of spring.

My first album is a total success. I feel extremely happy when something wonderful happens.

On cloud nine.

student worksheet No. 4

Find an appropriate graph to represent the following idiomatic expressions.

Break the ice

Don't cry over spilt milk

The ball is in your court

Take a rain check

Saving for a rainy day

It's a piece of cake

Strategy No. 5: Socio-affective strategy - Logical relationship of ideas

TEACHER'S GUIDE

STRATEGY No. 5	Description
APPROACH:	Lexical Approach
MACRO THEME:	SPORT WORLD
Topic:	Sport famous people
Level:	A2.1- Pedagogical activities for intermedia readers
Objective:	Identify, share and select the biographic description of every famous people.
Teacher's rol:	Democratic, inclusive, communicator, mediator, leader.
Students's rol:	They are an important person in the educational scene. Their actions must practice responsibility, compliance, hard work, effort, and collaboration. They will develop the knowledge and skills step by step.
Skills:	Curriculum skills: Identify and select Language skill: Reading
Content:	Pili words
Reading Type:	Silent, oral
Reading level:	Inspectional, elementary.
Group Configuration:	Individual, Group
Resources:	Guide, pencil, marker.

<p>Procedure:</p>	<p>MOTIVATION</p> <p>Time: 10 min</p> <p>The teacher shares a motivational video about famous athletes and makes a short introduction to the topic about the main aspects that we should know about famous athletes. She invites you to visualize the graphics and try to pre-recognition each character.</p> <p>CONCEPTUALIZATION</p> <p>Time: 15 min</p> <p>Students individually read each of the biographical aspects and identify the polywords suggested by the teacher. The teacher and students make a list of polywords on the board or write on a piece of paper.</p> <p>EXEMPLIFICATION</p> <p>Time: 15 min</p> <p>The students read again, select the respective sentences and write down the correct options in the graphs (a,b,c). The teacher and the students check the answers generally.</p> <p>EVALUATION</p> <p>Time: 5 min</p> <p>The students share the answers in a group or in the a whole class.</p> <p>HOMEWORK:</p> <p>Work on the student worksheet No 5</p>
--------------------------	---

CLASS ACTIVITY FOR STUDENTS



a.- Maria Yúrievna Sharápova was born in the Soviet Union on April 19, 1987, from a young age she **showed** inclinations and **supernatural** talent for tennis.

b.- The **superstar** Michael Jeffrey Jordan was born on February 17, 1963, in Brooklyn, New York. He **developed** a competitive edge at an early age. He **wanted** to win every game he played in basket.

c.- Michael Phelps was born in Towson, Maryland on June 30, 1985. While following in the wake of his two older sisters, he was **considered** a **superhuman** a young boy. He was initially fearful of putting his body in the in the adventure of swimming.



a.- He is a **universal** famous best basketball player ever, He was who led the Chicago Bulls to six NBA championships, it **predetermines** the NBA's Most Valuable **Player** Award five times.

b.- During the period between the 2004 and 2009 Olympics, Phelps **amassed** a number of world **records**, thoroughly **displacing** the Thorpe as the **nucleus** of the **swimming** universe.

c.- She **achieved** the first places in the Grand Slam tournaments (2004). Later she **returned** to Australian **tournament** (2008) and he was tennis player professionally established as champion of the French Open tournament of Roland **Garrós**. (2012)



a.- She could have **dedicated** herself to modeling since she always stood out for her **phenomenal physical beauty**, an **angelic** face and a perfect **sculptural** figure.

b.- He said: "Do not limit anything, dream more and further you go"

c.- In 1997 she starred in the film, a mixture of **animation** and real images, Space Jam (with Bugs Bunny as a **co-star**), which became a huge box office success.

student worksheet No. 5

Look for your favorite athlete from a press article and paste here in order to share with your classmates.



Strategy No. 6: Socio-affective strategy – Location

TEACHER´S GUIDE

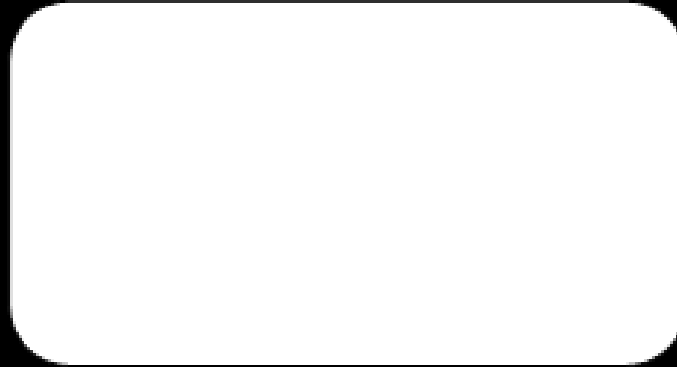
STRATEGY No. 6	Description
APPROACH:	Lexical Approach
MACRO THEME:	SPORT WORLD
Topic:	Car Racing sport
Level:	A1 - Pedagogical Activities for Beginning Readers
Objective:	Identify, select and paste the car in the correct place.
Teacher´s rol:	Democratic, inclusive, communicator, mediator, leader.
Students´s rol:	They are an important person in the educational scene. Their actions must practice responsibility, compliance, hard work, effort, and collaboration. They will develop the knowledge and skills step by step.
Skills:	Curriculum skills: Identify Language skill: Reading
Content:	Pili words
Reading Type:	Silent, oral
Reading level:	Basic
Group Configuration:	Individual, Group
Resources:	Guide, scissors, gum.

Procedure:	<p>MOTIVATION</p> <p>Time: 10 min</p> <p>The teacher presents the car racing topic. It is necessary to use a poster or a digital picture to explain a introduction about this sport is most famous.</p> <p>CONCEPTUALIZATION</p> <p>Time: 15 min</p> <p>Students read individually, identify polywords and share verbally in the course.</p> <p>EXEMPLIFICATION</p> <p>Time: 10 min</p> <p>Students get together in groups of 3 or 4 to check that they select the right car according to the context, then cut and paste in the correct place.</p> <p>EVALUATION</p> <p>Time: 10 min</p> <p>The students read the answers in the group or in the whole class.</p> <p>HOMEWORK:</p> <p>Work on the student worksheet No 5</p>
-------------------	--

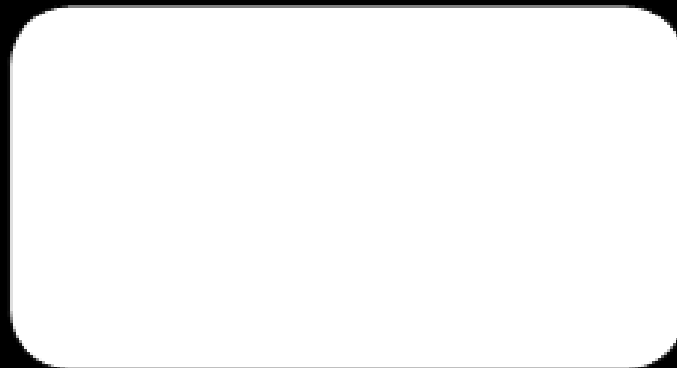
CLASS ACTIVITY FOR STUDENTS



CAR RACING SPORT



The Australian, Jack Brabham. (1926 - 2014) After leaving the Army Air Forces, his racing career was born in 1948 with small high-speed cars. He debuted in the Formula 1 world championship at the 1955 British Grand Prix, until 1966 he dominated the Formula 1 world championship, winning 5 consecutive grands prix, and a total of 14 championships out of 126 participations. His famous car was the 3 in bluish green color



Jochen was born in Mainz, Germany, in 1942, with World War II raging across Europe. Precisely in an aerial bombardment by the allied forces, his parents died, so Rindt had to move to Graz, Austria, where he grew up with his grandparents and began his passion for racing in 1964 by placing thirteenth. In the British team he lasted three years. He made achievements in Canada, Australia, Germany and Mexico with his well-known red car number 2. The real assault on the world championship was in 1970. In the 1982 season: the great story of betrayal and drama by a collision with a wall.

Student worksheet No. 6

Imagine that you are going to participate in a car race. With which car would you like to participate? Write in three lines its characteristics



Strategy No. 7: Socio-affective strategy - Elimination

TEACHER'S GUIDE

STRATEGY No. 7	Description
APPROACH:	Lexical Approach
MACRO THEME:	SPORT WORLD
Topic:	Professional soccer player
Level:	A2.1- Pedagogical activities for intermedia readers
Objective:	Review and eliminate the information that doesn't belong to the principal reading.
Teacher's rol:	Democratic, inclusive, communicator, mediator, leader.
Students's rol:	They are an important person in the educational scene. Their actions must practice responsibility, compliance, hard work, effort, and collaboration. They will develop the knowledge and skills step by step.
Skills:	Curriculum skills: review, explore, identify, eliminate Language skill: Reading
Content:	Pili words
Reading Type:	Silent, oral
Reading level:	Inspectional, elementary.
Group Configuration:	Group
Resources:	Guide, ruler, pencil

<p>Procedure:</p>	<p>MOTIVATION</p> <p>Time: 10 min</p> <p>The teacher makes an introduction about the best soccer athletes in history. She asks the students to remember their names and share them in class; then, she introduces the theme about the participation of women in this sports area as well. (8 minutes).</p> <p>CONCEPTUALIZATION</p> <p>Time: 15 min</p> <p>This activity is preferable to do in a group, and within each group, delegate responsibilities. One student will read the first paragraph; another will read the second, third, etc.</p> <p>Then, each student must help identify the incorrect information on the second sheet and eliminate it with a ruler and pencil.</p> <p>EXEMPLIFICATION</p> <p>Time: 10 min</p> <p>The group rechecks the information and everyone helps each other complete the exercise.</p> <p>EVALUATION</p> <p>Time: 10 min</p> <p>The teacher invites a group reading the first page in the whole class.</p> <p>HOMEWORK:</p> <p>Work on the student worksheet No. 7</p>
--------------------------	---

CLASS ACTIVITY FOR STUDENTS



Ada Martine **Stolamo Hegerberg** (born 10 July 1995) is a Norwegian **professional** footballer who plays as a striker for the Division 1 Féminine club Olympique Lyonnais. She has **previously** played for Kolbotn and Stabæk in Toppserien.

Hegerberg has **represented** Norway at the youth **international** level, and made her debut for the senior team in 2011. In 2013, she was a part of the silver medalist team at the 2013 UEFA Women's **Championship**. She was on team Norway at the 2015 FIFA Women's World Cup and the 2017 UEFA Women's Championship.

Hegerberg was awarded the 2016 UEFA Best Women's Player in Europe Award on 25 August 2016, and in 2017 and 2019 was named BBC Women's **Footballer** of the Year. In 2018 she was the first-ever recipient of the **Ballon d'Or Féminin**. She holds the record for most **goals** in a UEFA Women's Champions League season (15), and

SOCCER PLAYER

is currently the all-time highest goal scorer in UEFA Women's Champions League (53).



— Ada Hegerberg (born 10 march 1987) —

She is a Norwegian professional footballer who plays as a striker for the Division 1

Féminine club Olympique Lyonnais. She has previously played for Kolbotn and Stabæk in Toppserien.

— Hegerberg has represented Norway at the youth national clubs. —

She was a part of the silver medalist team at the 2013 UEFA Women's Championship.

— She was on team Norway at the 2019 FIFA Women's World Cup and the 2021 UEFA Women's Championship. —

Hegerberg was awarded the 2016 UEFA Best Women's Player in Europe Award on 25 August 2016, and in 2017 and 2019 was named BBC Women's Footballer of the Year.

— In 2018 she was the first ever recipient of the Ballon d'Or Féminin. —

student worksheet No. 7

Write a short reading summary about this soccer star.



A rectangular writing area with a light brown background and ten horizontal lines for text.

Strategy No. 8: Socio-affective strategy – sequence

TEACHER'S GUIDE

STRATEGY No. 8	Description
APPROACH:	Lexical Approach
MACRO THEME:	SPORT WORLD
Topic:	Mini Yogis
Level:	A2.1- Pedagogical activities for intermedia readers
Objective:	Identify the logical order of every paragraph.
Teacher´s rol:	Democratic, inclusive, communicator, mediator, leader.
Students´s rol:	They are an important person in the educational scene. Their actions must practice responsibility, compliance, hard work, effort, and collaboration. They will develop the knowledge and skills step by step.
Skills:	Curriculum skills: review, explore, identify, organize Language skill: Reading.
Content:	Pili words
Reading Type:	Silent, informational
Reading level:	Inspectional, elementary.
Group Configuration:	Group
Resources:	Guide, big picture (chaleco)

<p>Procedure:</p>	<p>MOTIVATION</p> <p>Time: 10 min</p> <p>If the school has a green area or an ample space, the teacher can do a previous example of MINI YOGI exercises as a way to relax and have fun. The exercises should be fundamental, easy, and short. Preferably take advantage of breathing exercises.</p> <p>CONCEPTUALIZATION</p> <p>Time: 10 min</p> <p>At the beginning of classes, a spoken and graphic introduction of the yoga exercises should be made.</p> <p>Form groups of 3 or 4 people and read each paragraph in turn.</p> <p>EXEMPLIFICATION</p> <p>Time: 20 min</p> <p>On the second sheet. Each student must number the paragraph in each box according to the logical order of the sections.</p> <p>EVALUATION</p> <p>Time: 5 min</p> <p>.The students compare the answer with each other and they can read in the whole class.</p> <p>HOMEWORK:</p> <p>Work on the student worksheet No. 8</p>
--------------------------	---

CLASS ACTIVITY FOR STUDENTS

MINIYOGIS

Yoga is beneficial to kids in many ways. Because children encounter emotional, social, and physical challenges or conflicts, a dedicated and intentional yoga practice that includes breathing techniques, behavioral guidelines, and physical postures can be incredibly valuable for them.

Yoga is something children can practice anywhere and that the breathing, the concentration, the poses, and the way kids learn to act or react to situations, will lead to constant self-discovery and inquisitiveness.

Instead of the formal names, for the poses, renaming them cat, bridge, table, tree, downward-facing dog, volcano, and so forth. Yoga's rising popularity can be attributed to its basic stretching advantages and improved body awareness, with the added component of a mind-body connection.

Shana Meyerson, the founder of mini yogis (miniogis.com), a yoga studio Southern California that offers classes for kids, believes that yoga builds self-esteem and self-respect. Yoga introduces cornerstone values "such as non-harming, truthfulness, moderation, cleanliness, gratitude, and self-discipline." There are five key areas where kids benefit from the practice of yoga, and each of them improves their overall well-being.

Yoga promotes physical strength because kids learn to use all of their muscles in new ways. Whether a pose is done standing, sitting, or lying down, each one can challenge various muscle groups while helping a child become aware of his body and how it efficiently functions.

It Refines Balance and Coordination Balance is a key element of yoga. Balancing poses were created to promote mental and physical poise, as mental clarity and stability emerge from the effort of trying the poses. As children learn to improve their physical balance, they will be filled with a sense of accomplishment. Coordination is also closely tied to balance and promotes overall dexterity.

It Develops Focus and Concentration The act of practicing poses encourages children to clear their mind and focus on the effort. As a result of this single focus to achieve a particular pose or stay balanced, yoga helps children to focus and concentrate in school and get better grades, several studies note.

Parents may notice how yoga benefits their kids, but the best judges are the kids themselves. Children who have practiced yoga tell teachers and parents that they are able to concentrate better during the day, focus better on their activities, and pay attention to their tasks -- all the finest endorsements.

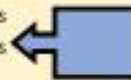
MINIYOGIS



Shana Meyerson, the founder of mini yogis (miniyogis.com), a yoga studio Southern California that offers classes for kids, believes that yoga builds self-esteem and self-respect. Yoga introduces cornerstone values



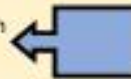
It Develops Focus and Concentration The act of practicing poses encourages children to clear their mind and focus on the effort. As a result of this



Yoga is beneficial to kids in many ways. Because children encounter emotional, social, and physical challenges or conflicts, a dedicated and intentional



Yoga promotes physical strength because kids learn to use all of their muscles in new ways. Whether a pose is done standing, sitting, or



Student worksheet No. 8

Research the sport Kick boxing to share the information in the next class.



Strategy No. 9: Cognitive strategy - knowledge and action

TEACHER'S GUIDE

STRATEGY No. 9	Description
APPROACH:	Lexical Approach
MACRO THEME:	TIME AND PLANET
Topic:	CHANGES IN THE TIME
Level:	A2.1- Pedagogical activities for intermedia readers
Objective:	Represent the appropriate clock according the description.
Teacher´s rol:	Democratic, inclusive, communicator, mediator, leader.
Students´s rol:	They are an important person in the educational scene. Their actions must practice responsibility, compliance, hard work, effort, and collaboration. They will develop the knowledge and skills step by step.
Skills:	Curriculum skills: review, explore, identify, organize Language skill: Reading.
Content:	Chunks
Reading Type:	Oral, Selective
Reading level:	Intermedia, Elementary, analytical
Group Configuration:	Groups
Resources:	Guide,

<p>Procedure:</p>	<p>MOTIVATION</p> <p>Time: 10 min</p> <p>The teacher introduces the topic: "How things have changed over time" and "how they have evolved in their form and function." Using some pictures with objects that were used in the past, but now no anymore.</p> <p>CONCEPTUALIZATION</p> <p>Time: 10 min</p> <p>Groups of 3 or 4 should be organized. Each group should read a paragraph about a kind of clock, and they have to material done by the teacher, so this material later will be exposed to the whole class.</p> <p>EXEMPLIFICATION</p> <p>Time: 15 min</p> <p>Subsequently, each group presents its clock, describing its characteristics.</p> <p>EVALUATION</p> <p>Time: 10 min</p> <p>The other students who are not exposing the clock, participate and mention which clock they refer.</p> <p>The exercise can be repeated with other objects.</p> <p>HOMEWORK:</p> <p>Work on the student worksheet No. 9</p>
--------------------------	---

CLASS ACTIVITY FOR STUDENTS



Mechanical watch. - It is not known for sure who invented the first mechanical watch, but the first ones found date back to 1290. The mechanical watch consists of a set of rotating wheels that were driven by a weight hanging on each string. Galileo Galilei inspired Christian Huygens to design the first pendulum clock in 1656, it was the most accurate until then. The best known was the Cuckoo clock.



Sundial. The oldest was found in an Egyptian temple and dates back to 3,356 years ago. Four thousand years ago, in Egypt, the first clock was invented and it was the sun. He couldn't measure time when it was night and there was no sun. The water clock or Clepsydra indicated the time during the night when the water it contained was emptied.



Hourglass. During the 16th century, in Europe, hourglasses began to be used, which measured the duration of masses in churches. They are still being used, but these depend on the amount of sand it contains, the size of the hole and the container.

[650,6086006](#)



Electronic clock. The first one seems to be operated by electric attraction and repulsion, was built in 1840 by Alexander B

[650,6086006](#)



Wristwatch. - Louis Cartier, created the first wristwatch for one of the first aeronauts in history, Santos Dumont, who needed both hands to drive but wanted to see the time.

student worksheet No. 9

Look for a representative picture about objects that were very useful in the past, but today are just relics.

<p>Iron bars that were quite heavy, with handles that were heated. People took the iron out of the fire while holding it with a cloth. they had to be heated as they cooled down quickly.</p>	
	
	

STRATEGIES LINKED TO LEXICAL APPROACH FOR ADVANCED READERS



The students who read and comprehend tend to have the potential for high reading performance. Advanced readers are often waiting for reading instruction as a challenge. The students require less drill, have longer attention spans, retain larger quantities of information and use more effective reading strategies than average readers”

Strategy No. 10: Cognitive strategy - deduction

TEACHER'S GUIDE

STRATEGY No. 10	Description
APPROACH:	Lexical Approach
MACRO THEME:	TIME AND PLANET
Topic:	Green Project
Level:	A2.1 - Pedagogical activities for intermedia readers
Objective:	Analyze the best solution for the environmental problem presented.
Teacher's rol:	Democratic, inclusive, communicator, mediator, leader.
Students's rol:	They are an important person in the educational scene. Their actions must practice responsibility, compliance, hard work, effort, and collaboration. They will develop the knowledge and skills step by step.
Skills:	Curriculum skills: review, explore, identify, organize Language skill: Reading.
Content:	Chunks
Reading Type:	Oral, Selective
Reading level:	B1 - Pedagogical Activities for advanced readers
Group Configuration:	Groups
Resources:	Guide, picture, glue, scissor, stickers, markers

<p>Procedure:</p>	<p>MOTIVATION</p> <p>Time: 10 min</p> <p>The whole class brainstorms on problems detected in the neighborhood or the city regarding the environment. The students can write this brainstorm on the board.</p> <p>CONCEPTUALIZATION</p> <p>Time: 15 min</p> <p>This activity corresponds to a mini-project that requires the material ready to work. The teacher explains the activity clearly; the students read the proposal individually, and only one is selected to cut/paste or copy on the cloud. Then, the chosen recommendations are shared throughout the class.</p> <p>EXEMPLIFICATION</p> <p>Time: 15 min</p> <p>Look in the neighborhood or the city for a photo as evidence of damage to the environment; they must take an original image and paste it on the box.</p> <p>Plan, organize and write the information to fill the context for the campaign paper.</p> <p>EVALUATION</p> <p>Time: 10 min</p> <p>Share the information in groups or in the whole class about your campaign. Do the reading in 3 steps.</p> <ul style="list-style-type: none"> a) Problem detected. b) Possible solution. c) Campaign details. <p>HOMEWORK:</p> <p>School or home free reading</p>
--------------------------	--

CLASS ACTIVITY FOR STUDENTS

Thought bubble graphic

Form a brigade of volunteers so that in the afternoons, two or three times a week, they clean and collect the garbage left by people who visit the park

Prohibit the consumption of food to all adults and children who are in the park areas.

Locate the park elsewhere, where people know how to take care of it and value it. And that space that remains empty can be used to build more homes.

Propose that a recycling company take charge of collecting the waste so that it can reuse the material that is still in use.

Invite all the people who live around this sector to be part of an awareness campaign, where they are explained about the environmental damage and the care that we must



"HAPPY PARK "

Campaign

Enjoy a morning of traditional games, painting, pampering and surprise prizes to keep our park clean and beautiful.



For: [Redacted]

From: [Redacted]



Come and enjoy with us a very fun morning on Saturday, October 30, 2021 at 10:00 am. For:

Strategy No. 11: Metacognitive Strategy - Analysis

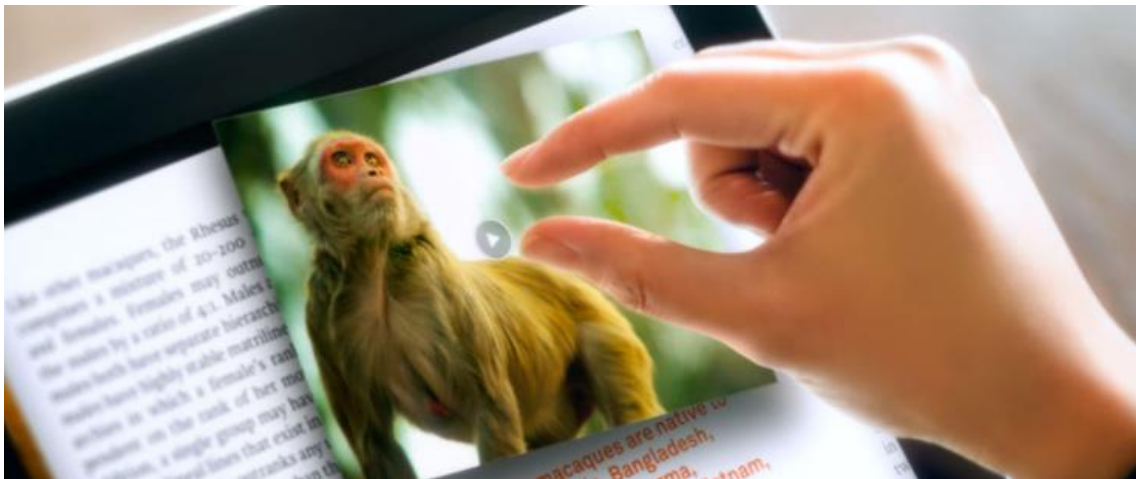
TEACHER'S GUIDE

STRATEGY No. 11	Description
APPROACH:	Lexical Approach
MACRO THEME:	TIME AND PLANET
Topic:	Advanced Technology
Level:	A2.1- Pedagogical activities for intermedia readers
Objective:	Practice reading skill as inter-disciplinary activity
Teacher's rol:	Democratic, inclusive, communicator, mediator, leader.
Students's rol:	They are an important person in the educational scene. Their actions must practice responsibility, compliance, hard work, effort, and collaboration. They will develop the knowledge and skills step by step.
Skills:	Curriculum skills: observe, listen, watch, paint, write, read Language skill: Reading.
Content:	Full phrases.
Reading Type:	Oral, Selective
Reading level:	B1 - Pedagogical Activities for advanced readers
Group Configuration:	Individual, groups
Resources:	Guide, color pencils, pen

<p>Description:</p>	<p>MOTIVATION</p> <p>Time: 5 min</p> <p>The teacher invites them to guess the image on the next page, with the student's questions, the teacher answers yes or no; when they think or are close to thinking, she presents the cover of the topic.</p> <p>CONCEPTUALIZATION</p> <p>Time: 10 min</p> <p>This workshop is a complete work where the four language skills are practiced, starting with reading and ending with reading.</p> <p>The first exercise is prediction; students must think about what the topic of the class could be.</p> <p>EXEMPLIFICATION</p> <p>Time: 20 min</p> <p>The second exercise is a complete individual reading; then, the students must invent a title for this reading and write it at the top of the page. It is then necessary to watch a video to understand the subject a little more.</p> <p>With the help of reading and video, students can write complete sentences, paint the right ideas, and make a summary, which can be read in front of the class.</p> <p>Finally, working groups are formed to answer the question: HOW COULD BE THE FUTURE TECHNOLOGY IN 20 YEARS FROM NOW?</p> <p>EVALUATION</p> <p>Time: 10 min</p> <p>This last activity is to reread the answers in a group and then in class. If there is not much time, it can be done as a homework assignment.</p> <p>HOMEWORK:</p> <p>School or home free reading</p>
----------------------------	---

CLASS ACTIVITY FOR STUDENTS

WORKSHOP



A.- SEE THE PICTURE AND PREDICT WHAT DO YOU THINK IS THE READING ABOUT?

.....*It is about*

B.- ENJOY THE READING INDIVIDUALLY.

Designed by push pop press and melcher media, the digital version of al gore's 'our choice' redefines the experience of a book with its truly interactive multimedia content. newly founded push pop press has just released the first digital book created through its innovative publishing platform, currently in beta with select clients. The "our choice" application is an interactive digital version of al gore's book 'our choice: a plan to solve the climate crisis'.

Available for the iPad and iPhone, the nineteen-chapter book expands the possibilities of the digital form, combining truly interactive and multimedia content with an intuitive touch interface. lacking any kind of control panel, navigation through the book is controlled exclusively through common touch gestures, scrolling, pinching, and moving onscreen content.

In this TED talk, Mike Matas of push pop press walks through the features of the digital book. Users can pan through a visual table of contents or scroll directly through the book, wherein any image, chart, video, or other multimedia within the pages can be picked up and 'unfolded' to be maximized. Aglobe icon docked on each image can be clicked to depict the

photograph's location on an interactive map, and some pictures expand to depict related content or offer audio explanation.

'our choice' includes over an hour of documentary footage, which facilitates exploration by allowing that videos continue to be seamlessly played directly within the pages, even when switching between a maximized or page view of the material.

C.-THINK IN THE TITTLE FOR THIS READING AND WRITE IN THE TOP.

D.- WATCH AND LISTEN TO THE VIDEO.

<https://www.youtube.com/watch?v=LV-RvzXGH2Y&list=PL154823921170EC82>

E.- PAINT THE BOX YOU THINK HAS RELATION WITH THE TOPIC.

The 'our choice' is a interactive digital version of Al Gore's book 'our choice': a plan to solve the climate crisis'.

It combines truly interactive and multimedia content with an intuitive touch interface.

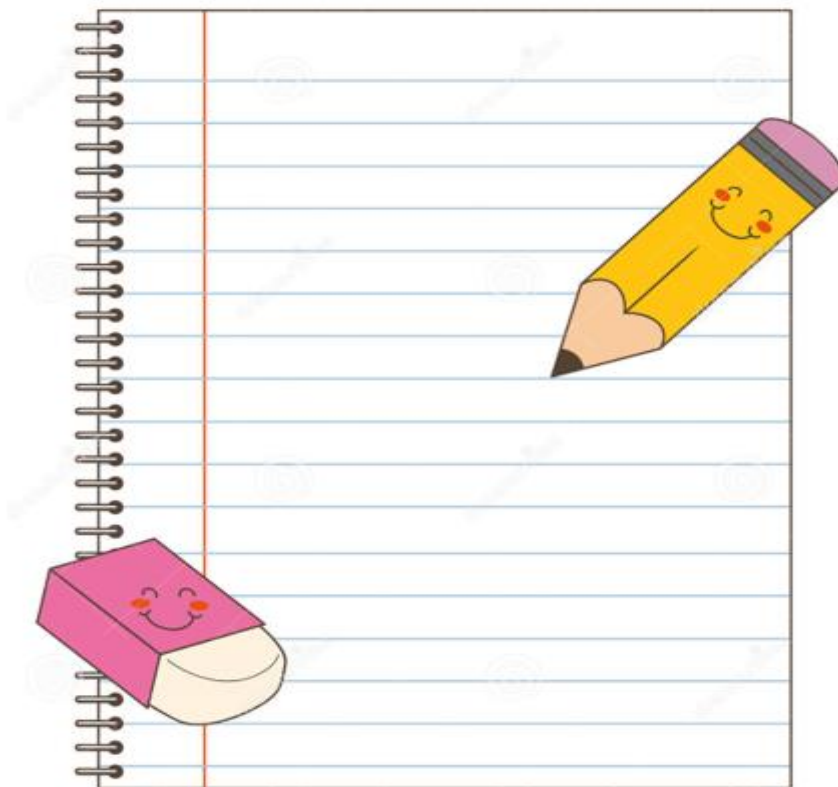
Navigation through the book is controlled exclusively through common touch gestures, scrolling, pinching, and moving onscreen content.

In this TED talk Corp promotes the digital book. Users can create images, videos, or other multimedia

F.- WRITE:

▪ **KEY PHRASES:**

G.- A SUMMARY



H.- SHARE IN CLASS YOUR IDEAS: ACCORDING YOUR PERSONAL OPINION, HOW COULD BE THE FUTURE TECHNOLOGY IN 20 YEARS FROM NOW?

G.- READ YOUR SUMMARY IN FRONT OF THE CLASS

Info: <https://www.designboom.com/design/interactive-digital-books-by-push-pop-press/>

Strategy No. 12: Metacognitive Strategy - Reflection

TEACHER'S GUIDE

STRATEGY No. 12	Description
APPROACH:	Lexical Approach
MACRO THEME:	TIME AND PLANET
Topic:	The largest clean up in history
Level:	B1 - Pedagogical Activities for advanced readers
Objective:	Share you investigation in the all class group.
Teacher's rol:	Democratic, inclusive, communicator, mediator, leader.
Students's rol:	They are an important person in the educational scene. Their actions must practice responsibility, compliance, hard work, effort, and collaboration. They will develop the knowledge and skills step by step.
Skills:	Curriculum skills: research, summarize, write, read Language skill: Reading.
Content:	Chunks
Reading Type:	Oral
Reading level:	Intermedia, Elementary, analytical
Group Configuration:	Individual, group
Resources:	Recycling material, gum, scissors, internet

<p>Procedure:</p>	<p>MOTIVATION</p> <p>Time: 5 min</p> <p>The teacher does an exercise for provocation ideas. For students to come up with their definition of the word research</p> <p>CONCEPTUALIZATION</p> <p>Time: 30 min</p> <p>The teacher explains previously they will need the following materials: A cardboard shoebox, stylus, silicone, cardboard, markers, colored ribbons, charts, and scissors.</p> <p>The teacher makes pairs to choose the research topics. They divide the case into four parts, and they are going to write them on four white cardboards with markers.</p> <p>EXEMPLIFICATION</p> <p>Time: 20 min</p> <p>The students elaborate the television with the cardboard box and join the cardboard with the ribbons. The material must be ready for a specific period of class or the next class.</p> <p>EVALUATION</p> <p>Time: 10 min</p> <p>Therefore, in the next class, the reporter must read the news in front of the class using.</p> <p>HOMEWORK:</p> <p>School or home free reading</p>
--------------------------	--

CLASS ACTIVITY FOR STUDENTS

INVESTIGATION

<https://theoceancleanup.com/>

CARD 1: PRESENTATION

NEWS REPORTER:

CARD 2: TITTLE

THE LARGEST CLEAN UP IN HISTORY

CARD 3: INTRODUCTION

Every year, millions of tons of plastic enter the oceans, of which the majority spills out from rivers. A portion of this plastic travels to ocean garbage patches, getting caught in a vortex of circulating currents.

CARD 4: PROBLEM

If no action is taken, the plastic will increasingly impact our ecosystems, health, and economies.

CARD 5: SOLUTION

The Ocean Cleanup is a non-profit organization developing and scaling technologies to rid the oceans of plastic. To achieve this objective, we have to work on a combination of closing the source and cleaning up what has already accumulated in the ocean and doesn't go away by itself.

CARD 6: CONCLUSION

JOIN OUR MISSION. - Our aim is to remove 90 % of floating ocean plastic, which requires global initiative. With the help and support of individuals, corporations and governments all over the world, we aim to realize the mission and work towards a future where plastic no longer pollutes our oceans.



CHAPTER VI

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

In this almost final stage of the writing, the researcher details the conclusions in relationship with the objectives set at the beginning. It is mentioned below:

The theoretical framework to support the academic contribution of the lexical approach in reading skills for English language learning.

The academic contribution to the lexical approach in reading is quite significant. Michael Lewis's research is well supported, and behind it, several authors contribute with more ideas to approve, expand or debate the points of view on this approach. They propose creative strategies such as cognitive or socio-affective, which have been proved to contribute effectively to enhance reading in the classroom. It helps us not worry about following a standard model. It could be the way to innovate, change, avoid pressure, and apply themes creating unstressed environment in class.

The methodological process and techniques used to collect information and analyze the data obtained about students' reading skills.

Research is a process that requires planning and organization. There was appropriate and timely access to collect information from students and teachers in the educational institution. This data collection showed some main findings in the students' population which remarked silent reading as the main activity without emphasizing comprehension and other activities that can be meaningful for students and produce learning. On the other hand, teachers apply some reading strategies but they are not aware of the theoretical implications and the process.

A guide of creative activities based on a lexical approach to improve reading skills for English language learning.

The proposal was the product of the connection made between the investigation of the lexical approach's benefits, types, and levels of reading. The guide was designed to consider the content proposed in the lexical system and the suggestions regarding the way of working. The proposal has strategies that require the creativity and enthusiasm of the teacher, as well as the action, participation, and collaboration of the students.

In summary, after being involved in this investigation. The researcher can infer that there is a huge understanding about the new times in Education. The teachers are open mind and have a lot of predispositions about including the lexical approach method in the curriculum and the lesson plan in order to improve reading skills. The lexical approach has principles that deserve to be reviewed. The pedagogical proposal is an opportunity to discover how topics can be gradually included in new ways of learning and teaching.

5.1. Recommendations

After all process of this work and the experience in teaching, the recommendations reach the objectives of the investigation. The teacher must initiate this process naturally since the lexical method does not impose that it be unique; this method can be combined with others. The teacher can adapt many activities that have been successful in the past and bring them into the classroom with new ideas. It is recommended that the teacher be the first motivator to work and provide constant feedback. The English Area Team can hold discussions to share knowledge and ideas that help include the lexical method in the curriculum. It must be taken into account that the linguistic approach is closely related to the socio-cognitive aspect of the students, and therefore, any proposal must be analyzed from the reality of each institution.

Another important recommendation is professional ethics regarding the way of doing research. First, it is necessary to check that the objectives of the study and the matrix table have a logical relationship with the content of the research techniques. It is required to do it with time and in an organized way because the interviews and surveys carried out cannot always be done in the foreseen time. Once the information is available, patience is required to break down the answers. In this case, a graphical representation can help build more solutions and generate more efficient reflections and conclusions.

By the other hand, in the pedagogical field, the strategies will be a positive aspect in the curriculum. This proposes invites teacher change and innovate. The teachers could accept that the knowledge and the learning performance has not right or wrong answer. The teacher cannot always evaluate according to the standards, and categories. knowledge is so subjective. It does not deserve to be categorized. Reading is a skill that need be a fundamental pillar to advance in the learning process. The work requires feedback and various evaluation tasks linked to the practice.

Summarizing everything said above, all updated teachers can advantage of this research on the lexical approach. They have to think of an appropriate and timely approach. This guide is a strength for the entire work team. The methodology guides the objectives of the educational institution. According to the experience in the teaching field, it is intended to review the reading process from a professional vision as a contribution to the development of the skills. In this case. This work is designed to increment the level of reading. The study wants to propose new creative strategies based on a lexical approach to improve reading skills for English language learning and establish recommendations to teachers and students on the use of a great performance to enhance students' reading activities

Today, the world can be known if the processes confirm hypotheses. The investigating proposes an innovative and appropriate method as a clear path to knowledge a lot of

information about the language. The suggestion made to the educational community is to give value to the new thinking, innovative activities, and proposals. In the case of teachers and students, they must take advantage of the lexical approach in reading activities and enjoy them since there are several ways to improve reading.

REFERENCES

- Altamirano. (2016). *Pragmatic Development*. Salamanca: 36.
- AUSTRALIAN CHRISTIAN COLLEGE. (2021). *Reading daily improves comprehension and student performance*.
- Carreiras. (2014). Understanding how printed words are represented in our mind. *The lexicon*.
- Collado, C. (2018). *Investigation Methodology*. Mexico: Interamericana.
- Corcoran, J. (1994). *The teacher who couldn't read*. USA: Focus.
- Dehaene, S. (2019). The Neurons of the lecture. *Neurologist*, 26.
- Emst-Slavit. (2001). Multiple Intelligences Theory. *Psicology*, 19(2).
- Gabilondo, A. (2020). The reading is part of the act of Living. (U. A. Madrid, Entrevistador)
- Galina, K. (3 de March de 2001). *Using the Lexical Approach for the Acquisition of ESP Vocabulary*. Obtenido de <http://iteslj.org/Articles/Kavaliauskiene-LA.html>
- Gardner. (2019). Multiple Intelligence. In Gardner, *Multiple Intelligence* (p. 23). Harvard: Verywell.
- Grabner, L. (2008). *Reading Neurons*. París.
- Green, C. (2000, 09). <https://psychclassics.yorku.ca/Maslow/motivation.htm>.
- Harari, N. (2013). *LEXICAL APPROACH: TRANSLATION AND INTERPRETATION IN THE TEACHING OF E/LE WITH PERSIAN SPEAKERS*. Obtenido de <https://revistes.uab.cat/doblele/doblele/article/view/v3-ghavami-gorji-alcoba>
- Henningsen, D. B. (2000). *Language dominance in health human*. New York, USA: Lohman.
- Hernandez, R. (2006). *Los métodos mixtos en la investigación*. Perú: Sánchez.

- Hong-ying. (2011). Study of Lexical Approach to English Reading Teaching. *Journal of Wenshan University*, 4.
- Jiang. (2002). *Semantic transfer and its implications for vocabulary*. London: Wiley.
- Jossey Bass, J. W. (2008). The brain and the learning. *The Rute*, 1.
- Joy, R. (2019). Effect of Reading in the Brain. *Medically*, 1.
- Lackman, K. (2017). *A revolutionary way of teaching*. Boston: Lackman and Associated.
- Lewis, M. (1993). *Lexical Approach*. London: Thomson.
- M, R. (2015). *Pragmatism language and communication*. Spain: Transformar.
- Man, A. (2002). *Medical Health*. Retrieved from [https://www.news-medical.net/health/Language-and-the-Human-Brain-\(Spanish\).aspx](https://www.news-medical.net/health/Language-and-the-Human-Brain-(Spanish).aspx)
- Mandal, A. (2019, 02 26). *Medical Life Science*. Retrieved from [https://www.news-medical.net/health/Language-and-the-Human-Brain-\(Spanish\).aspx](https://www.news-medical.net/health/Language-and-the-Human-Brain-(Spanish).aspx)
- Martinez-Lage, P. (2003). Reading and the Brain. *Culture*, 36.
- McKeown. (1997). Collocations. *Reader, Computer Department*, 8-21.
- Miedu. (2020, 01). <https://educacion.gob.ec/curriculo-lengua-extranjera/>.
- Noack, R. (24 de 09 de 2015). The future of language. *Washington post*.
- Paniagua, L. K. (2006). Intelecciones múltiples en la práctica docente. *Educación*, 16.
- Pérez. (2010). *Bibtex*. Retrieved from <http://hdl.handle.net/11162/65222>
- Richard. (1993). Method and Approachs. In Richard, *Method and Approachs* (pp. 23-79). Nueva York: Forge.
- Rodríguez. (2020). *Stadistics*. Retrieved from <http://hdl.handle.net/10261/238679>

- Rosen, P. (2014, Junio 06). *Understood*. Retrieved from <https://www.understood.org/articles/en/accelerated-reader-what-you-need-to-know>
- Rossignoli, S. &. (2019). Reading - demand and delivery. *Institute of development studies*, 32.
- Sanchez, L. (2004). *Red-Innovation and Science*. Retrieved from https://redib.org/Record/oai_articulo206170-s%C3%A1nchez-lobato-j-y-santos-gargallo-i-dirs-2004-vadem%C3%A9cum-para-la-formaci%C3%B3n-de-profesores-ense%C3%B1ar-esp%C3%B1ol-como-segunda-lengua-l2--lengua-exntranjera-le-madrid-sgel-1312-pp-pr%C3%B3logo-de
- Santiago, M. (2015). *The leaders Values*. NY.: Metor.
- Setareh, G. (2017). *Lexical Approach and Teaching Aspects*. Barcelona.
- Sophia, A. (2021). *Reading comprehension blog*. Obtenido de <https://www.acc.edu.au/blog/reading-comprehension-student-performance/>
- Speer, N. (2009). Reading experiences and future ideas. *Journal Phycological Science*, 29.
- Torrico, M. (2014). Political Parties Coordination. Vol 22. *Perfiles Latinoamericanos*, 43.
- UNESCO. (2021, 03). *UNESCO*. Retrieved from <https://es.unesco.org/news/estudio-regional-analisis-curricular-resultados>
- Zanfardini. (2018, 07 26). *bibliuned*. Retrieved from <http://espacio.uned/blibliuned19926/approach/method/linguistic>

APPENDIX

Appendix 1

Teachers' survey



**UNIVERSIDAD TÉCNICA DEL NORTE
INSTITUTO DE POSTGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN EN INGLÉS**

ENTREVISTA

OBJETIVO:

Esta entrevista tiene como finalidad recopilar información sobre las expresiones idiomáticas, tema que es parte del estudio del LEXICAL APPROACH en el tema de grado: CREATIVE ACTIVITIES LINKED TO LEXICAL APPROACH TO IMPROVE READING SKILL FOR ENGLISH LANGUAGE LEARNING OF STUDENTS IN THE "NATALIA JARRIN" HIGH SCHOOL 2020 - 2021

INSTRUCCIONES:

Lea los párrafos que constan al inicio de este documento a fin de recordar el tema, motivo de la entrevista. Escuche con atención las preguntas a continuación y conteste de acuerdo a su propia experiencia y visión como docente.

La Información que se provea será de carácter confidencial y será utilizada únicamente para fines académicos.

PARRAFOS:

Teachers who emphasize lexico-semantic knowledge in their teaching and whose goal is successful in reading and communication over grammatical drilling and the ambiguous notion of correctness should be interested in lexical approach. This knowledge and common sense on language learning formulates detailed account of basic terminology, discourse about language and language learning, some relevant issues about the nature of meaning and vocabulary, a wealth of knowledge about language learning and teaching. (Lewis, 1993).

Las expresiones idiomáticas admiten normalmente **una interpretación literal y otra figurada**, aunque la preferente suele ser la figurada. Cuando alguien dice que el abuelito estiró la pata, por lo general no interpretamos que está haciendo ejercicios para la artrosis, sino que esta persona de avanzada edad ha fallecido.

Las expresiones idiomáticas **son vocabulario**. Esta parte del vocabulario es de lo último que se aprende en una lengua extranjera, pero resulta fundamental para expresarse no ya con corrección sino con naturalidad. Expresiones como tomar el pelo ('burlarse de alguien'), traer por la calle de la amargura ('hacer sufrir') o dar gato por liebre ('engañar') son unidades que hay que aprender igual que lo hacemos con subrogar, arremeter o persuadir. (Alberto Bustos, 2007. Profesor titular de Didáctica de la Lengua en la Universidad de Extremadura)

PREGUNTAS:

1.- Las expresiones idiomáticas están presentes en toda comunicación lingüística propias del idioma, y los estudiantes las escuchan con frecuencia en videos, canciones o diálogos con un nativo hablantes o leen comúnmente en revistas o variedad de textos. **Have you applied lexical approach such us teaching idiomatic expression in the contents of the subject? Yes, or No and Why?**

2.- Do you consider that teaching with the lexical approach in classes is a complex process? Yes, or No and Why?

3.- What strategies do you usually use to motivate and teach students lexis?

Appendix 2

Students' survey



**UNIVERSIDAD TÉCNICA DEL NORTE
INSTITUTO DE POSTGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS
MENCIÓN EN INGLÉS**

ENCUESTA

OBJETIVO:

Esta encuesta tiene como finalidad recopilar información sobre la destreza de la lectura, que es parte del tema de grado: CREATIVE ACTIVITIES LINKED TO LEXICAL APPROACH TO IMPROVE READING SKILL FOR ENGLISH LANGUAGE LEARNING OF STUDENTS IN THE "NATALIA JARRIN" HIGH SCHOOL 2020 - 2021

INSTRUCCIONES:

Lea el párrafo a continuación a fin de reconocer el tema motivo de la encuesta. Luego lea detenidamente las preguntas y conteste con la verdad de acuerdo a su propia experiencia estudiantil.

La Información que se provea será de carácter confidencial y será utilizada únicamente para fines académicos.

¿Qué es la lectura?.- La lectura es un proceso en el que un individuo conoce cierta información mediante el lenguaje visual o escrito. El lector se enfrenta a ciertas palabras, números o símbolos, los traduce en información dentro de su mente, los decodifica y aprende. Leer implica pronunciar las palabras escritas, identificarlas y comprenderlas. A nivel textual, leer es comprender un texto y extraer su significado.

PREGUNTA 1	MARQUE UNA X EN LA RESPUESTA DESEADA	
¿Se siente interesado en actividades relacionadas a la lectura?	SI ()	NO ()
PREGUNTA 2	MARQUE UNA X EN UNA DE LAS OPCIONES	
¿Lee usted sin dificultad para reconocer las palabras u oraciones que se encuentran en cualquier párrafo o texto?	Siempre ()	
	Casi siempre ()	
	A veces ()	
	Casi nunca ()	
	Nunca ()	
PREGUNTA 3	MARQUE UNA X EN UNA DE LAS OPCIONES	
¿Requiere leer dos o más veces para comprender las ideas principales de un texto o escrito?	Siempre ()	
	Casi siempre ()	
	A veces ()	
	Casi nunca ()	
	Nunca ()	
PREGUNTA 4	MARQUE UNA X EN UNA DE LAS OPCIONES	
¿Cuándo usted lee una historia o un cuento, le es fácil relacionar esta historia o cuento con experiencias de la vida real?	Si, me es fácil ()	
	No, es complicado ()	
	No entiendo la pregunta ()	

PREGUNTA 5	MARQUE UNA X EN UNA DE LAS OPCIONES
¿Qué tipo de lectura es más cómoda y/o útil para usted?	Lectura en voz alta ()
	Lectura solo con la vista ()
	Lecturas cortas ()
	Lecturas extensas ()
	Todas ()
	Ninguna ()
PREGUNTA 6	MARQUE UNA X EN UNA O VARIAS OPCIONES.
En el actual periodo escolar, ¿Qué tipo de medios/material utiliza o utilizó el docente para practicar lectura?	Páginas webs ()
	Tarjetas digitales ()
	Redes sociales ()
	Revistas digitales ()
	Libros digitales ()
	Juegos Interactivos ()
	Otros ()
Ninguno ()	
PREGUNTA 7	MARQUE UNA X EN UNA DE LAS OPCIONES
En el actual periodo escolar, ¿Tiene o tuvo usted la oportunidad de participar en clases con ejercicios de lectura bajo la guía del docente?	Siempre ()
	Casi siempre ()
	A veces ()
	Casi nunca ()
	Nunca ()
PREGUNTA 8	MARQUE X EN UNA O VARIAS DE LAS OPCIONES.
Escoja una o más actividades que le gustaría realizar en clases para mejorar la lectura.	Lectura en voz alta ()
	Lectura al aire libre ()
	Subrayar ideas principales de la lectura ()
	Escribir un resumen de la lectura ()
	Reordenar el texto de la lectura ()
	Lectura corta con imágenes ()
	Lectura corta con preguntas ()
	Lecturas con audios ()
	Lecturas digitales e interactivas ()
	Todas las opciones ()
	Ninguna de las opciones ()

Appendix 3

Autorization



UNIDAD EDUCATIVA NATALIA JARRIN DE ESPINOZA



REPUBLICA DEL ECUADOR

Cayambe, 04 de Agosto del 2020

No. Oficio.

Dra. Lucía Yépez V MSc.
Directora
Instituto de Postgrado

Me permito informar a usted que el (la) señor(a): TANIA MARIBEL TORRES CALLE, con número de cédula 1711410702., estudiante del Programa de Maestría en: MAESTRIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - CORTE III, ha sido aceptado (a) en esta institución para realizar su trabajo de grado. La Institución brindará las facilidades e información necesarias, así como garantiza la implementación de los resultados.

Agradezco su atención.

Atentamente,

MSc. Cecilia Flores



RECTORA

U. E. NATALIA JARRIN



Appendix 4

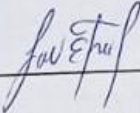
Variable Approval.

UNIVERSIDAD TÉCNICA DEL NORTE
INSTITUTO DE POSTGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN EN INGLÉS

FICHA DEL VALIDADOR

Nombres: JULIA ELIZABETH FREIRE ROSERO	
Título de Postgrado: MAGISTER EN DOCENCIA UNIVERSITARIA Y ADMINISTRACIÓN EDUCATIVA	
Área: EDUCACION	
Institución: UNIVERSIDAD INDOAMERICA	
Dirección: Urb. Víctor Cartagena Calle Las Rosas y Primavera - Cayambe	
Celular: 097 941 0286	Convencional: N/A
Correo Electrónico: julvfreires@yahoo.es	

(Firma) 

(Cedula de Identidad) 1002619813



UNIVERSIDAD TÉCNICA DEL NORTE
INSTITUTO DE POSTGRADO
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN EN INGLÉS

FICHA DEL VALIDADOR

Nombres: MARCO VINICIO SANDOVAL ALMEIDA	
Título de Postgrado: MAESTRIA EN CIENCIAS DE LA EDUCACION	
Área: EDUCACION	
Institución: UNIVERSIDAD CATOLICA DEL ECUADOR- SEDE IBARRA	
Dirección: CAYAMBE, Urb. Santa Cecilia, Mz. 3, No. 5	
Celular: 0961220061	Convencional: 2138-052
Correo Electrónico: mar.s.ando@hotmail.com	

(Firma) 

(Cedula de Identidad) 1711657666