Short Stories to Enhance English Vocabulary in Sixth-Grade Students at Normal Superior

Cristo Rey School in Barrancabermeja: Action Research

Diego Fernando Saavedra Blanco

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Integral practicum

Pamplona 2021-1

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CHAPTER 1: GENERAL PRESENTATION OF THE PROPOSAL

As a final process of the degree in foreign languages at the University of Pamplona, every future English- French teacher have to fulfil several stages and one of them is to conduct a final pedagogic practicum project in in a public school whilst the semester is running. The teacher in training, then, propose and carry out a project composed by three components: pedagogical and research, community outreach and administrative; Those components are classified into three chapters.

In the first chapter the highlights of the institutional observation process are stipulated leading a deep acknowledgment of the setting in which this action research takes place. Aspects such as the geographical location, the school symbols, pedagogical approach, and English teaching staff are addressed.

In the next chapter, Pedagogical and research component, two vital elements are found: The macro project entitled "Reading strategies to enhance English vocabulary in sixth-grade students" that aims to improve English vocabulary through the usage of short stories as a tool among sixth grade students. Moreover, the outreach component is proposed as a mean of helping sixth graders through tutorials regarding previous topic reviews, future evaluations training, and homework facilitation.

Finally, the interinstitutional activities component. In this last chapter all the institutional endeavors are described and the ways the preservice teacher gets involve actively are registered. In addition, the general, specific objectives, and the methodology of the intervention are detailed.

These three chapters broaden this project with the necessary readability, and leads to the all-encompassing of the pre- service teacher's pedagogical skills acquired through all the processes and stages in the degree program of the University of Pamplona.

Introduction

Due to the importance of English in day-to-day life, learning English has become a necessity for students, for people who want to be successful in getting on contact with another culture, and people around the world as well. This project is developed at Normal Superior Cristo Rey School in Barrancabermeja with students of 6th grade; this research is implemented during the first semester of the year 2021. Since this study aims to enhance English vocabulary, it describes the effects of using short stories as a tool to promote meaningful vocabulary in an ESL (English as a second language) environment with elementary level students, the participants of this study are sixth grade students from the Normal Superior Cristo Rey School from Barrancabermeja; more specifically, students aged between 10 and 12 years old; there are 215 sixth grade students enlisted, they all are divided in five subgroups, therefore the school has five sixth-grade groups: 6-1, 6-2, 6-3, 6-4, and 6-5. Each subgroup has 43 gender mixed students; it means the percentage of female and male students tends to be the same. To carry this project through; all sixth-grade groups have been chosen as the research studied population. The sample was initially 6-4 students but, since they are underaged students it was necessary to ask their parents for consent being part of this study having as a result three students as the sample.

One other equally essential characteristic of the population is their socio-economic context, it is not easy to specify this condition individually but is a matter of fact that the school

fosters children without distinguish their social status or economic situation creating an environment of equality among students and institutional workers. This action research focuses its attention in 6-4 grade students, 43 students: 16 boys and 27 girls. This election was made based on what could be seen during the observation process of the sixth-grade students' population.

Nevertheless, this research process will be focus on English language, now that is very important in Colombian classrooms, as it is written in the curriculum guidelines set by the Minister of Education in Colombia (2006) which affirms that students have to know the pronunciation and writing of words frequently used in the classroom and they have to be able to answer brief questions related to normal vocabulary in the school.

Likewise, it is remarkable that vocabulary has a significant role in English classrooms according to the guidelines; students have to take into account general vocabulary at this time in the school development (6th grade). The usage of diverse tools in a second language class; is a very helpful way to learn and to reinforce skills in English teaching space, however it is common to teach lists of different vocabulary as a tool to learn language but sometimes students do not have the right space to practice thus, their English vocabulary background remains week and poor. In sixth grade students of Normal Superior Cristo Rey School, the lack of this reinforcement in English vocabulary is witnessed during the observation process; they are habituated to shallowly face new vocabulary to learn English; for that reason, this project takes advantage of use of short stories in order to reinforce students' meaningful vocabulary learning in the foreign language. In addition, it is used short stories at the moment of teaching English as a main tool to help in the learning of the language during the project.

Finally, this research took stand between March and June of 2021, in which first months were used for the initial observations and pre-test application in order to be able to observe how the students' behavior were, the usage of the context, and the teacher guidance. On the other hand, the school area plan was vital as a support of this project, it was analyzed for the researcher to take advantage and evaluate why is the usage of short stories necessary as a mean to enhance English vocabulary in sixth-grade students.

afterwards, the post-test was planned to be implemented at the end of the process but it was not possible since the sociopolitical context of the country makes Colombian educative system adopts a standstill. Nevertheless, the researcher took advantage of the available time during the process to make this study worthy.

Justification

Since Colombia is a monolingual Spanish-speaking country, it has been undergoing a notorious educational paradox where learning English as a second language is the tipping point of becoming comprehensive individuals and considerable raising their chance to enrol, with no struggle at all, the current labour market. That is why Colombia´s educational goal is to increase the educational coverage, quality and efficiency of education to make people competitive in a globalized world (MEN, 2008).

According to MEN, 1999 "being able to use a foreign language to communicate with speakers whose language is different from their own and to understand oral and written texts increases the student's self-confidence in their possibilities to overcome obstacles and to make the most efficient their knowledge" (p. 10). Being able to communicate in a second language is one of the main goals that must be achieved for all the Colombian students at school; this process needs to be capable at the moment they must have acquired B1 English level of proficiency; towards the end of their high school (CEFR Estándares Básicos de Competencia en Lenguas Extranjeras: Inglés, 2006)

Most of the times those purposes are not reached because of a possible inefficient usage of vocabulary in English classes. Nowadays, the risk of negligent in pursuing a complete English proficiency level in students are higher than ever because of the sanitary emergency, which the entire world has going through since 2020. This new reality comes with a new challenge to

address the students' educational needs. Virtuality and ICT (Information and Communication Technology) has become a lifesaver for a vast majority educational-wise.

In addition, sometimes it is not remarkable that the context and the real use of the vocabulary are not taken into account. This lack of context in vocabulary learning is not helpful in English education, since if a language is learned out of the context it would be difficult to develop and behave correctly in the language itself.

General Objective

To Implement short stories to enhance English vocabulary among sixth grade students from a public Colombian school.

Specific Objectives

- To analyze the influence of tutorials on sixth graders.
- To participate in all the extra-curricular activities organized by the Educational Institution Normal Superior Cristo Rey.

General conclusions

This project was developed by a tenth semester pre-service teacher for the last stage in foreign languages English and French degree from the University of Pamplona in order to conclude the formation process facing a professional context being a teacher. It is composed for three aspects: pedagogical and research, out-reach, and administrative components developed in a public school named Normal Superior Cristo Rey, where the participants were sixth graders. Regarding the pedagogical component, after analysing the data gathered from a pre-test and

several non-participant observations, a noticeable improvement of the student´s wealth vocabulary was concluded through interpretative analysis.

Furthermore, the reflective component leaded the researcher through different actual challenging situations during the process. Additionally, in the out-reach component a tutoring project was carried out with the same population of the pedagogical component, achieving successfully the general objective. Finally, thanks to the administrative component, the pre-service teacher actively participated in the institutional meetings being able to achieve the objectives proposed in this component.

CHAPTER 2: INSTITUTIONAL OBSERVATION AND DIAGNOSTIC REPORT

Topographical Location of The School

In the 1960s, the official schools were founded in Barrancabermeja, and the urgent demand for teachers to meet the educational needs in the region was undeniable, despite the fact that the Ministry of Education made appointments, these teachers were not prepared to inhabit Barrancabermeja either because of its climate or its social context. That is why, Paulina Albornoz Rangel, distinguished educator and rector of the Technical Institute for Women, proposed to found a Normal School that will form young women from Barranquilla who know their region, to be educators of their own people.

Undoubtedly, since it was conceived, this School has suffered several positive changes not just in its facilities qualities but educational ones. These days the Escuela Normal Superior

Cristo Rey is erected at Carrera 28 Nº 53-03 in Barrancabermeja, Santander, Colombia. One of the most highlightable aspects of this school is the fact that students are conferred not only with the Academic Bachelor title as other Colombian educational institutes instead, all of the high school students are furnished with a strengthening of pedagogy, if they accomplish the complementary formation program; preschool, primary, secondary, middle and adult education are offered by the institution without distinction of gender, ethnicity, culture, race, social status or disability.

Diagnostic Stage and Institutional Observation

The first contact with the sixth-grade students took place on march the eighth of 2021, this process lasts one entire week since the teacher only meets with sixth grade each three weeks. The observation process not only contemplate the teaching methodology but also the students' behaviour. Every single observation of the English classes was done through the software entitled Microsoft Teams since the usage of other digital platforms allows the intrusion of strangers to the institution. The meetings were made in a synchronous way. During these observations, all the students´ competences in the foreign language were decisive to acknowledge the strengths and weaknesses of the students.   3104780671

Furthermore, the observation process leads to the conclusion that the students' participative intervention during the class is very low and they are always the same students

willing to participate. Sadly, this is becoming a regular behaviour in ESL classrooms. Yet, they are several possible causes for this issue but the lack of lexicon was by far the clearest reason.

Moreover, the usage of diverse educative and pedagogical resources during the classes by the teacher granted a dynamism leading to a raise in the students' attention span. The tools used were: Teams, interactive worksheets, interactive academic private software, PDF format of the Way to go student's book, MP3 audios, and PPTX presentations. Something to highlight is the struggle faced not just by the teacher but the students as well when coping with the connectivity issues during the class.

Finally, four important respects underlying of this observation process are: the administrative, pedagogical, technological and population information.

Administrative

Proyecto Educativo Institucional (PEI)

The elaboration of the adequacy of the institutional educational project of the superior normal school Cristo Rey is the responsibility of its educational community. The work is consolidated in four main areas: management, academic management, administrative and financial management, and community management consequently, the PEI aims to organize and boost the restructuring process of the Normal as a Normal Superior to be in accordance with the

Colombian society's demand of a globalized world (PEI Escuela Normal Superior Cristo Rey, 2018, p. 15).

Organizational chart

The School government: Directing Council or Board of Trustees, Academic council and Director office.

Figure 1-organizational chart

Educational handbook

the cohabitation manual is subject to modification in accordance with the events and events of the daily life and in particular with the legal and jurisprudential changes that occur in the matter

Conception

The Governing Council of the Educational Institution, in the exercise of its legal powers and on the basis of articles 73 and 87 of Law 115 of 1994 and articles 14 and 17 of Decree 1860 of 1994, in a formal session approved the adjustments and amendments to the Handbook of Coexistence, as stated in Act No. 006 of May 20, 2015, for which reason the same is approved by rectory resolution No. 090 of May 22, 2015; previous the following bases:

Ethical and moral values that underpin the rule of law of participatory democracy in Colombia should be promoted to make possible the civilized coexistence of all Colombians. In the same way, we must have a participatory democracy among all members of the educational community based on participation, integration, dialogue and solidarity.

The General Education Act provides that educational establishments shall have a regulation or handbook on coexistence, defining the rights and obligations of students and students. Parents or guardians and students, when signing the corresponding registration, will be accepting the same.

MEN guidelines and health emergency regulations

The resolution 385 of March 12, 2020 presented several suggestions to overcome this new educational challenge of the current pandemic. the Escuela Normal Superior Cristo Rey was willing to comply with the given recommendations. Some of the most important suggestions are listed below:

- Accompany families.
- Aim for deep learning.
- Distinguish essential aspects from the curriculum.
- Monitor students.

School Day

Morning: Kindergarten – ninth grade

Single shift basis: tenth and eleventh grade

Afternoon: complementary training or formation.

Institutional Schedule and Programming

ACCIONES	FECHA
PRIMER PERÍODO	25 de enero al 30 de abril
ACUMULATIVAS	12 al 23 de abril
RECESO ESTUDIANTIL	Marzo 29 a abril 4
CIERRE NOTAS	26 de abril
NIVELACIONES	19 al 30 de abril
CIERRE NIVELACIONES	4 de mayo
COMISIONES DE EVALUACIÓN Y PROMOCIÓN	4 al 6 de mayo
INFORME A PADRES Y ACUDIENTES	11 al 14 de mayo

Figure 2-First academic term.

SEGUNDO PERÍODO	Mayo 3 al 20 de agosto
RECESO ESTUDIANTIL	Junio 14 al 4 de julio
ACTIVIDADES DE DESARROLLO INSTITUCIONAL	14 AL 20 DE JUNIO
VACACIONES PARA DOCENTES Y DIRECTIVOS DOCENTES	Junio 21 a julio 4
ACUMULATIVAS	2 al 13 de agosto
CIERRE NOTAS	17 de agosto
NIVELACIONES	Del 9 al 20 de agosto
CIERRE NIVELACIONES	23 de agosto
COMISIONES DE EVALUACIÓN Y PROMOCIÓN	24 al 26 de agosto
INFORME A PADRES Y ACUDIENTES	Del 27 al 31 de Agosto

Figure 3-Second academic term.

TERCER PERIODO	Agosto 23 al 26 de noviembre
RECESO ESTUDIANTIL	Del 8 al 15 de octubre
ACUMULATIVAS	Del 2 al 12 de noviembre
CIERRE NOTAS	16 de noviembre
NIVELACIONES	Del 8 al18 de noviembre
CIERRE NIVELACIONES	19 de noviembre
COMISIONES DE EVALUACIÓN Y PROMOCIÓN	19 al 23 de noviembre
INFORME A ESTUDIANTES	23 y 24 de noviembre
SUPERACIÓN	25 de noviembre
CIERRE NOTA SUPERACION	26 de noviembre
COMISIONES DE EVALUACIÓN Y PROMOCIÓN	29
ENTREGA DE INFORME GENERAL Y MATRÍCULAS	30 de noviembre
GRADOS	2 de diciembre
RECESO ESTUDIANTIL	Noviembre 29
ACTIVIDADES DE DESARROLLO INSTITUCIONAL	Noviembre 29 al 5 de diciembre
VACACIONES DOCENTES Y DIRECTIVOS	6 de diciembre 2021 al 9 de enero 2022

Figure 4-Third academic term.

Pedagogical

Language area plan

The Normal Superior Cristo Rey school's language teacher's collective conceived the language area plan in order to stipulate the theoretical grounding and the methodological principles granting the guidelines for applying the methodological rules. In this case, sixth grade Basic Learners Rights (BLR) are listed:

- The student takes part in a short conversation.

- The student requests and provides clarifications on how names and unfamiliar words are written in a short conversation.

- The student Understands and uses familiar words and short phrases about routines, daily activities, and tastes.

- The student understands instructions and expresses them in written and oral form.

- The Student Describes the basic characteristics of people, things, and places.

- The student Answers questions related to "what, who, and when" after reading or listening to a short, simple text.

- The student Writes basic personal information in pre-set formats.

- The student understands the subject and general information of a short and simple text.

The proposed language level and its articulation with the suggested curriculum from 6º to 11º is shown in the next chart.

GRADO	NIVEL DE LENGUA		HORAS ASIGNADAS VS. HORAS RECOMENDADAS PARA EL APRENDIZAJE DE INGLÉS			
			NÚMERO DE HORAS A LA SEMANA Y AL AÑO	RECOMENDADAS	ACUMULADO	
6	A1		3 Horas X 36	90	108	
7	A2.1	A2	3 Horas X 36	200	108	216
8	A2.2		3 Horas X 36		108	
9	B1.1	B1	3 Horas X 36	375	108	324
10	B1.2		3 Horas X 36		108	
11	B1.3		3 Horas X 36		108	

Figure 5-Proposed language level.

Work methodology of the Language Teaching Collective

The methodological worked depends on the students´ grade, the language teaching collective assigned a methodology to each two grades as shown below.

- 6th and 7th grade teachers will apply the teaching and task-based learning project.

- 8th and 9th grade teachers will apply the project-based teaching and learning model.

- 10th and 11th grade teachers will apply the problem-based teaching and learning model.

The suggested methodological routes were stablished taking into account the BLR in order to enhance the students' inner capacity of self-directing their own learning process. This option is adapted to the learning needs of children and young people in order to create the potential to help promoting their development at increasing levels of complexity and autonomy.

(DBA ORIENTACIONES Y PRINCIPIOS PEDAGÓGICOS, Principios Metodológicos de 6° a 11° página 33)

Available pedagogical resources

- Institutional web page: www.escuelanormalcristorey.edu.co

- Software tool to develop de class: Microsoft teams.

- Flexibility in all the education programs.

- Prioritization on basic sciences.

- Implementation of "Quality not quantity" proposal.

- Students' book and workbook (Way to Go)

Methodology

In order to develop the pragmatic and linguistic competences, the Normal Superior Cristo Rey implement the communicative approach. Based on this, the Normal superior graduated student will use the foreign language to communicate to other in a creative, affective, and appropriate way.

To reach a communicative competence in students, the progressive development of comprehension and production skills will be taken into account, thanks to the integration of the four communicative basic skills: Listening, Reading, Writing and Speaking, in different communication situations: real, hypothetical and virtual.
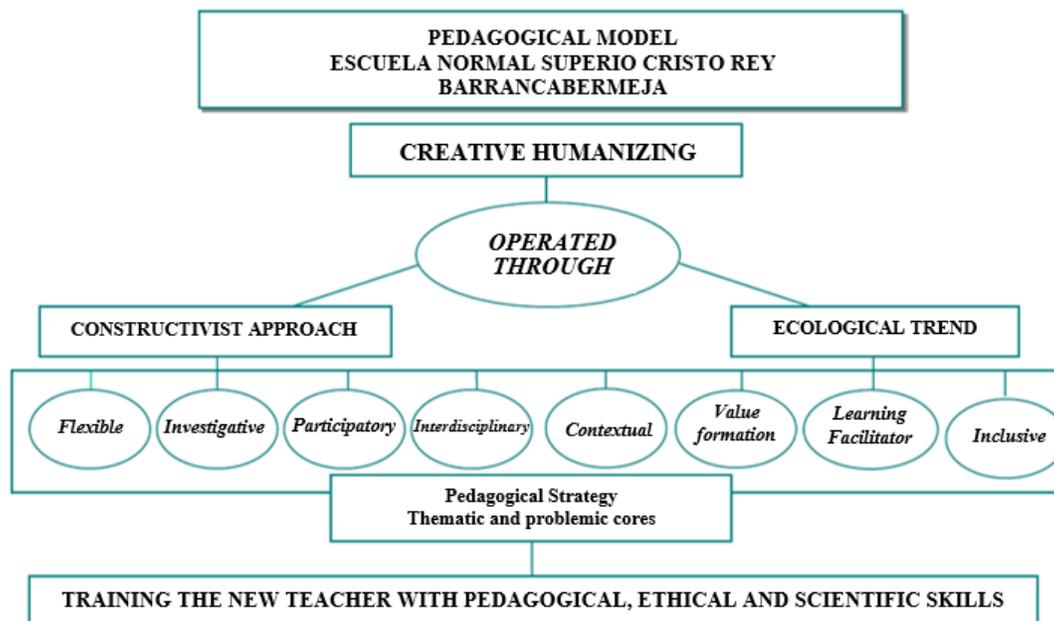
Figure 6-ENSCR pedagogical model.

Modalities of accompaniment to Learning

Tools

- The use of Microsoft Teams allows a more private and educational environment in order to carry out the classes without the intrusion of nonauthorized people. This is possible since Teams' tools offer the option to create institutional teams. Each grade and course have its own personalized virtual space.

- The creation of online folders to assign homework allows to have a more organized way for students to find, develop, and deliver the class assignments.

- The possibility to get in contact with the teacher 24/7 and to record the class sessions are huge features of this software.

Communication Strategies

- Institutional E-mails were created for all members of the educational community.
- Communication through Teams platform.

Classes

The teacher develops a topic before sending to the students any workshop or activity in order to advise them what and how they have to do for the next meeting. It is important to highlight that the teacher previously planned to take at least ten minutes of the class in order to explain step by step what the students should do. Thus, if by any chance a student cannot understand, the teacher gets in contact with the student´s parents to explain them what it has to be done.

Furthermore, the meeting is done each three weeks, having two "free" weeks in which the teacher tutors the students who requested it in order to clarify doubts or levelling missing students' activities.

Design of guides and materials

    The teacher has to design not just the classes but the works that students have to develop. For this process the teacher has two entire weeks basing the proposals taking into account the next formats.

Figure 7-Virtual class planning

ESCUELA NORMAL SUPERIOR CRISTO REY
BARRANCABERMEJA – 2021

TALLER N° _00_ INGLÉS GRADO: 6°

DOCENTE:	FECHA ENVÍO:
TEMA:	FECHA ENTREGA:
	MEDIO DE ENTREGA:
DESEMPEÑO A ALCANZAR:	

NOMBRE DEL ESTUDIANTE _____ GRADO: ___

ASPECTO	DESCRIPCION DE LA ACTIVIDAD
ACTIVIDAD PROPUESTA	Aquí se especifica el paso a paso de las acciones de aprendizaje que el estudiante debe realizar y que evidencia la aprehensión del conocimiento
RECURSOS A UTILIZAR EN LA ACTIVIDAD	Registro de los referentes teóricos a utilizar, como lecturas, enlaces de páginas de internet, videos (si hace guía, especifique ver guía y escribe el nombre de la guía, la guía debe tener el encabezado de la ENSCR
PRODUCTO A ENTREGAR	Se especifica que debe entregar el estudiante para ser evaluado
CRITERIOS A TENER EN CUENTA PARA LA EVALUACION	Especifique los criterios que como maestro tendrá en cuenta del producto que el estudiante entrega para efectuar la calificación. Tenga en cuenta que la evaluación, sólo se hará bajo esos parámetros, por tanto debe ser claro y lo que escriba debe permitir ser medido
REFERENTES BIBLIOGRAFICOS O WEBGRAFIA	Aquí se debe especificar las fuentes que emplea para que el estudiante se acerque al conocimiento

Figure 8-Workshop format

MEN guidelines (standards)

basic competence standards constitute one of the parameters that every child and young person should know and know how to do, in order to achieve an expected level of quality through the education system. External and internal evaluation are the best instruments to know how far the students is to achieve the quality set by the standards. (MEN 2006)

Basic standards of proficiency in languages level MCER a1 guide 22: pp. 18-19 foreign languages: corresponding sixth grade English students:

- Listening: 1, 3, 5, 6, 8 and 9

- Reading: 1, 2, and 4

- Writing: 3 and 4

- Monologue: 2, 3, 6, 7, 8 and 9

- Conversational: 1,2,3,4,5, and 6

Technological

Connectivity

Due to the current global sanitary emergency, students and teachers are separated from each other. But, the use of new communicative digital tools allows the education to keep going. The school has several digital tools among which the chosen one was Microsoft teams since this particular tool provides the institution guarantee of an excellent service for educative purposes.

Access and use

Every single person associated with the school, even the preservice teachers, has been provided with an institutional Microsoft e-mail in order to get access to this safe environment offered by Microsoft.

Types of meetings

I order to keep the teacher-student interaction to assure a meaningful learning process, all the meetings are synchronic.

Length and development

The class generally starts with a feedback of the previous work done by students follow by the general explanation of the topic to finally conclude with the homework instruction and the attendance revision. Each class has a duration of one hour and thirty minutes.

Media asset

- Institutional software: this tool is administered only by teachers since it is a paid software.

- Operative system W10: several features of this OS are used during the class. Yet, the most used tool is power point in order to display the way to Go PDF version to the students.

Population Information

Students

- There are 215 sixth grade students, the chosen group to be the research population (6-4) is formed by 43 students

- 43 students, 26 girls and 17 boys aged between 10and 12 years old.

- Their language level is A1 according to the CEFR.

English teachers

High school teachers:

- Dennys T. Contreras O.

- Melissa Mateus.

- Raquel S. García G.

- Margarita Diaz.

- Robinson Guerra Torrejano.

  Primary teachers

- Lida Patiño.

- Angelica Garcia.

Administrative authorities

Principal: Sonia Angela Castro

Academic Coordinator: Doris V. Ardila Pérez.

Coexistence coordinator: Edith Alicia Cerra Acosta.

Complementary training program coordinator: Audrey De Jesús Tamayo H.

Administrative Coordinator: Martha Paticia Eljure Acosta.

School Counsellor: Omaira Bautista Anaya.

Community of parents

The members of this community are all the students' parents willing to actively participate in the school agenda and/or in their children educative process. This community helps to the comprehensive development of the institution objectives.

CHAPTER 3: PEDAGOGICAL AND RESEARCH COMPONENT

Title

Short stories to enhance English vocabulary in sixth-grade students Normal Superior Cristo Rey school in Barrancabermeja: action research.

Introduction and Problem Statement

Nowadays English has become not just an intercultural linking tool but an essential individual's acquisition to increase his chance to be part of the country and worldwide labor force. Colombian government has been increasing efforts to grant its population an ideal English proficiency; Moreover, The British Council conducted a research in 2015, entitled: "English in Colombia: An Examination of Policy, Perceptions and Influencing Factors" leading to state that 470 out of 1000 Colombians consider that there is a very strong link between English and a best employability and the other 480 consider that this language is associated with better education and a better income for families.

A lot of Latin-American countries, including Colombia, understand that "students who speak more than one language will be the ones who are going to have the opportunity to study

abroad. It offers a greater exposure to diverse cultures and builds bridges between them"
(Kalkan, 2014, p. 2). In other words, Kalkan asserts that there are several advantages inherent in
speaking more than one language. That's why, the Colombian Ministry of Education has
implemented the National English Program, that is intended to improve the English skills of
Colombians. This program is expected to transform Colombia in the country with the best
English level in South America in 2025. The National English Program has been identified as:
COLOMBIA Very Well! (Ministerio de Educación Nacional, 2016).

On the other hand, Colombia is ranked 77th out of 100 nations as one of the countries
whose population has a low English reading comprehension proficiency, according to the EPI
(EF English Proficiency Index) It suggests that Colombian English teaching Achilles's hell leans
to be a shortcoming in English reading skills. Furthermore, Undergraduate Test State
Examination (ICFES) shows a flat and stable national average regarding the results of the last
three years. Hence, English reading comprehension difficulties are still an important remaining
issue that need to be tackled with accurate strategies.

With this in mind, The Normal Superior Cristo Rey school has been undertaking a major
effort to equip all the student population with the most important language skills in order to fulfil
the different English competence standards. Notwithstanding, sixth-grade students face issues
that hinder the attainment of writing and reading proficiency because of the lack of vocabulary.
Students barely ask the meaning of unknown lexicon. When reading, they usually make pauses
facing a new word and stop reading. Thus, student´s motivation is being affected and indeed,
there are few students who dare to participate actively in class when it is time to read in the
target language. Most of the students show intent and desire to read. However, the unfamiliarity
with some English words derail their intention.

In this vein, the lack of English vocabulary is directly proportional with a lower interest levels on learning English as a second language. In this connection, Erkaya's (2005) stated that using short stories to teach ESL has four benefits for the students: motivational, literary, cultural and higher-order thinking are the advantages of using short stories as an ESL tool; problems arrive when the use of literary works to teach English is mistaken as the return of the Grammar Translation Method (GTM) used in the 19th century relegating several important aspects of the communicative competences when teaching a foreign language. Nowadays, GTM is used to improve the students' critical thinking, vocabulary, language advancement, and arise cultural awareness.

Justification

Focusing on student's lexicon has been underestimated since teaching vocabulary in ESL classroom is conceived as a day-to-day issue that must be tackle in a roundabout way given priority to other linguistical aspects. In this concern, Wilkins (1972) refutes this underestimation since "Without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed" furthermore, when an unknow term appears the teacher gives them the Spanish equivalent and does not go through with it in order to prevent students ask for the same word again, missing the opportunity to gain a meaningful learning. Therefore, the purpose of this research is to improve the English vocabulary in sixth-grade students at Normal Superior Cristo Rey school in Barrancabermeja through the use of short stories in order to raise awareness of them as a mean to improve vocabulary in an ESL classroom. Finally, the importance of this study falls to its relevance creating advantages for students whose English learning motivation and performance are being affected because their poor English vocabulary knowledge.

Finally, "in Colombia only 1% of the students of the schools of the official sector achieve a Pre-Intermediate B1 level at the end of their secondary studies" (Ministerio de Educación Nacional, 2016). According to Rodríguez, (2014) "discouraging results regarding English learning stems from the lack of activities in the classroom, the monotonous repetition of topics, the constant use of the mother tongue, and the excessive use of the dictionary" (p. 108). That being the case, this project aims to enhance English vocabulary in sixth-grade students Normal Superior Cristo Rey school in Barrancabermeja.

Research questions

Main question.

- How do short stories enhance English vocabulary in sixth-grade students?

Sub-questions.

- How does the lack of English vocabulary interfere with understanding short stories in sixth graders?

- Which are the students' perceptions regarding the reading of short stories to improve English vocabulary?

Objectives

General objective:

- To Implement short stories to enhance English vocabulary among sixth grade students from a public Colombian high school.

        .

Specific objectives:

- To understand how the lack of vocabulary interferes in the sixth-grade students' understanding short stories process.

- To describe the student´s perceptions regarding short stories as a tool to improve English vocabulary.

Theoretical framework

Behaviorism is a learning philosophy that emphasizes objectively observable behaviors while dismissing any autonomous mental operations. In 1913, John Watson published an article titled "Psychology as the Behaviorist Views It," which launched the behaviorist movement. Learning is defined by behavior theorists as the acquisition of new behavior based on contextual factors. In other words, the environment influences learning and behavior, and it promotes learning through repetition and on an individual basis, allowing the student to practice reaching perfection. (Chapter 3 of Phillips & Soltis's Perspectives on Learning, 1987.). According to Parvareshbar (2016) the foundation of teaching and learning a foreign language is the vocabulary, without a good level of vocabulary students will struggle developing other skills successfully. In line with this statement, Wallace (2007) reassures that vocabulary plays an important and crucial role in learning English. Furthermore, having vocabulary wealth leads the ESL students to developpe a meaningful learning concerning listening, reading comprehension, oral and writing skills.

In addition, Slater (2005) asserts that the use of short stories in teaching English as a foreign language provide students with the necessary amount of culture since working with literature in the classroom enhances students' cultural interest. In conformity with this idea,

Riwes (2010) stated that "Culture offers ESL a vast landscape of perspectives that can be employed to enhance the dynamics of a class; even more so among undergraduate students"

Literature review

This study is guided with the aid of the following projects to enrich this research objectives and to better understand the difficulty in question**;** In order to simplify the found information and to better understand the reviewed articles, this theme will be split into three main categories: "Short stories: students' perceptions", "Short stories: EFL classes", and "Short stories: enhancing vocabulary".

Short stories: students' perceptions. Pardede (2010) conducted a qualitative and quantitative approach study entitled "short stories use in language skills classes: students' interest and perception" it aimed at acknowledging perceptions, attitudes and the perceived needs of teachers and students towards the incorporation of short story in the English programs. The article concluded that, Students and teachers found the use of short stories interesting when used for both, self-enjoyment material and components language skill classes. Despite this, the interest of short stories as self-initiative to enjoy literary works was lower than the interest of using short stories as components language skill classes. Although this research provided some insights concerning the teachers and students' perceptions, it relied mainly on designing more

appropriate programs to incorporate literature works. To grasp meaningful results, it is imperative to study research concerning vocabulary acquisition.

In this regard, Nazara (2019) undertook a research entitled "Learning Vocabularies Using Short Stories at Primary School: Students' Perception" aiming at investigating sixth grade students' perception to develop vocabulary at Global Sevilla Primary School Jakarta. The author concluded that the students' perception towards the use of short story was positive. Sixth graders agreed that short stories are interesting materials to enhance vocabulary. Finally, the author highly recommends the use of short stories to develop students' vocabulary.

Short stories: EFL classes. One important aspect of this research lies upon the usage of short stories in EFL (English as a Foreign Language) contexts. Ergo, two articles were examined to understand the importance of using short stories in EFL classrooms.

In this regard, Saricoban & Kucukoglu (2011) carried out a study named "using literature in EFL classes: short story" it sought to investigate the benefits of using short stories in EFL classes. The authors state several benefits of short stories usage in EFL classroom, such as the possibility to use them in almost all levels depending on the difficulty of the story, the easy adaptation to language classrooms because of the stories length adjustment facility, an effective technique for teaching linguistic system as well as the life in relation to the target language. This study was useful to understand a huge rang of benefits when using short stories in EFL context. Yet, it is necessary to review more articles in order to support these ideas.

In line with Saricoban & Kucukoglu, Erkaya (2005) hold an inquiry entitled "benefits of using short stories in the EFL context" to familiarize EFL teachers with the effectiveness of using short stories in language instruction adding a new dimension to the teaching of EFL. The author discovered that short stories help students to learn more effectively the four skills: listening, speaking, reading and writing, since using them raise the students' motivation. Likewise, teaching literary, cultural and higher-order thinking benefits.

Short stories: enhancing vocabulary. In 2013 Al-Dersi did a study named "the use of short-stories for developing vocabulary of EFL learners" it aimed at attempting to investigate the role of short-stories in developing vocabulary of EFL learners. The findings show that the use of short-stories in EFL classrooms for developing vocabulary of EFL learners is a naturalistic, enjoyable, low-cost and highly effective method. And it should be recommended for all EFL teachers and learners. In addition, the lack of vocabulary can snare EFL students into a closed loop. Thus, it results in meaningless communication since the other language skills get affected as well. This information will be useful for this research since it will allow the researcher to better understand the main research objective. Yet, further articles need to be covered to grasp deep implications in the matter.

In the spirit of this, Rashidi & Ganbari (2010) conducted a research entitled "incidental vocabulary learning through comprehension focused reading of short stories" aiming at investigating the amount of incidental vocabulary learning through comprehension-focused reading of short stories. The authors selected two groups, the first one was asked to read five short stories in order to comprehend and the other was explicitly taught with preselected vocabulary from the same short stories. Results demonstrated that the group assigned to

comprehend gained more vocabulary. The findings of this research are crucial for the researcher to increase the perception of the studied issue.

Finally, Rahmawati (2020) made a study named "the importance of short story in enhancing student's vocabulary" to highlight the obstacles faced during teaching vocabulary and the effectiveness of using short stories as a good pedagogical instrument to enhance vocabulary. The authors concluded that students poor reading habits lead to a lack of vocabulary. Furthermore, an important point is mentioned; young learners forget something easily because they get bored when they do not find a text interesting enough.

Methodology

Since this research aims at working in the developing of ESL students' English vocabulary, four vocabulary teaching methods are proposed as pedagogical methodology to plan ESL classes; Visual stimuli, contextualized vocabulary, vocabulary clusters, and vocabulary practicability. Moreover, using these techniques brings an opportunity for the researcher to use several language teaching methods like Task Based Learning, Total Physical Response, communicative approach among others. Enhancing, in this way, students to progressively assimilate cultural aspects through vocabulary and seize the new vocabulary in a real context. Hence, Al-Dersi (2013) states:

> EFL teachers can develop and extend independent reading experiences and help their learners to develop and enrich their vocabulary. EFL teachers can encourage reading partners/buddies to talk about books read, to ask questions and make recommendations.

This strategy could effectively be run across year groups or with targeted specific groups.

EFL teachers can also develop vocabulary acquisition. This can be done by providing a

range of quality texts which also sustain EFL learners' interest. (p.5)

Furthermore, Al-Dersi proposed the next chart in order to EFL teacher to have a clearer

panorama when planning to teach vocabulary

Figure 9-Types of vocabulary
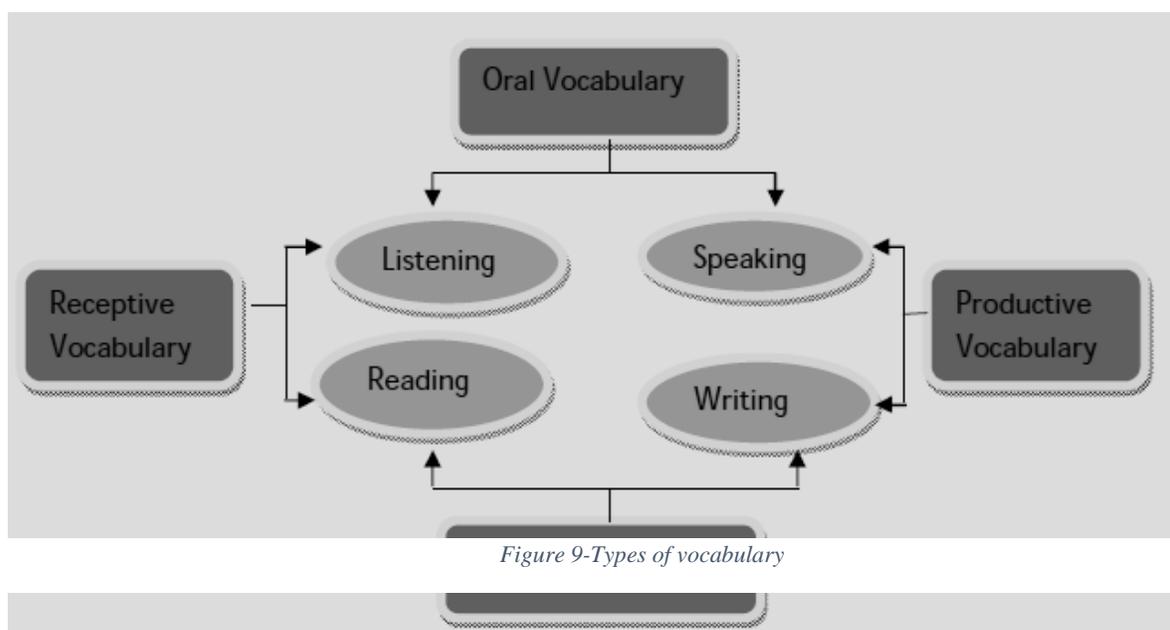
Implementation within the setting

First intervention

In the first meeting with the students, the researcher controlled the learning environment

from the beginning of the class to create the ideal environment before starting the activity using

the short story. Students took turns reading the story, once the story was read, the researcher asked about the general idea of the text and the students responded in a variety of ways by sharing their opinions and why they thought so. Then, the researcher played the audio from the story to work on audio discrimination, the researcher proposed a space for students to discuss the pronunciation of words and finally the researcher reproduced a video of the same short story to create oral visual assimilation and with the help of English subtitles, the process was much easier for students to follow the story from start to finish. Finally, the researcher showed a series of questions and exercises to verify if the vocabulary was assimilated and understood.

Methodology of the research

In order to achieve coherent and precise results, this research adopted an action research design. The action research is an unparalleled approach since it associates research and practice. In this sense, research informs practice and practice informs research synergistically. Thus, this research design is the combination among theory, practice, researcher, and students through reflection in a real problematic setting. (Avison et al.1995)

The nature of the problem itself brings to the researcher to use an action research methodology. thereby, give an accurate resolution to the questions stemmed from the research problem imply that the researcher ought to get involve actively with the learning and teaching process whilst the entire study conducted at Normal Superior Cristo Rey with the population conformed by sixth graders among 10 and 12 years old with a presupposition of having a A1 English level proficiency according to CEFR and the Basic Foreign Language Proficiency Standards: English proposed by MEN.

Chronogram

DATE	TOPIC
08th of March 2021	First class observation
10th of March 2021	Second class observation
15th – 26th of March 2021	Break weeks
29th of March – 4th of April 2021	Holy Week
6th and 7th of April 2021	First term review, non-obligatory tutorials.
12th – 23rd of April 2021	Break weeks
19th – 23rd of April 2021	Non-obligatory homework Tutorial
26th of April 2021	Civic Day of Barrancabermeja
25th – 30th of April 2021	Preservice teacher first and second classes
3rd of May 2021	Preservice teacher first classes
4th – 14th of May 2021	Break weeks
10th – 14th of May 2021	Non-obligatory homework Tutorial
17th – 21st of May	Preservice teacher third and fourth classes

Data collection

Data was collected with two instruments: Pre-test and non-participant observation, Concerning the pre-test, this study is aimed at following Creswell's view

A pre-test provides a measure on some attribute or characteristic that you assess for participants before they receive a treatment. After the treatment, you take another reading on the attribute or characteristic. A post-test is a measure on some attribute or characteristic that is assessed for participants after a treatment (p.380)

This tool was used to know the students' perception towards the use of short stories in EFL class. Is important to highlight the fact that all the questions were applied using the mother tongue of students as proposed by Gray (2004), who stated that the use of the native language is as a decisive factor to gather the valuable information since, in this way, students had 100% of their capability in understanding questions intents. In addition, it gives the participant the opportunity of answering sincerely. The researcher shared the pre-test link (annex 1) with the students of every group at the end of the meeting, they had the time to answer and ask for assistance.

. Regarding the observations, according to Creswell (2002), a non-participant observer "visits a site and records notes without becoming involved in the activities of the participants" (p.214). For instance, one meaningful observation was done to enhance the knowledge about the teacher and students' behavior, possible learning shortcoming, as well as the group educative strengths. The researcher took one entire week to observe each group in order to fill an observation format (annex 2).

Chronogram of their implementation

	Non-participative observations	Pre-test
8-12th March 2021	X	
26-30th April 2021		X

Data analysis

"A code is a term, phrase, or sentence that reflects components of data or captures the essence or qualities of a data," Saldaña (2010). Its primary function is to sort through data and assign labels (words, phrases, numbers or symbols); as the researcher asks a set of questions such as "What is this data a study of?" and "What category does this incident indicate?" to reduce it without losing meaning and capture important ideas or issues concerning the phenomenon addressed for a better understanding of it.

It could be unexpected, given that a code can be any chunk of text about behaviors, events, philosophies, or acts, etc., that can be discovered if it appears frequently in the data. In this example, open coding and interpretative analysis were used to code narrative data, which refers to coding utilizing the participant's own words as a base, through surveys and

observations. In other words, the technique involved going over the data reading numerous times to see what patterns emerged, and then coding the significant pieces once they were recognized.

To analyze all the gathered data from the pre-test and the non-participative observation the researcher used interpretative analysis, this kind of analysis works generating explanations from what is going on in the collected data by making inferences, developing insights and drawing conclusions, Hatch (2002); The interpretative analysis is the most accurate method because the interpretation of the feelings, impressions and sensations recalled by the data involving in this way a subjective process.

Subsequently, the researcher read the gathered data and decided to conduct the analysis process using manual codification wrote down on Microsoft Work since it made the analysis procedure more efficient and organized. When the coding process finished several codes were identified as soon as they emerged resulting into themes.

INSTRUMENT	CODE	THEME
Non-participative observation	• Lack of motivation • Lack of participation • Fear to participate •	• Lack of vocabulary.

| Pre-test | • Pleasure and enjoyment of reading at home
• Fear to read in class
• Complexity of academic readings
• Lack of interest on reading because of the reading topics | • Accurate reading material topics selection. |

Ethical considerations

Ethical considerations play a key part during the qualitative research process. Research ethics, according to Martineau (2007), is "a set of various human values that sustain and legitimate the researcher's job." Furthermore, research ethics is linked to the subjectivity of the subjects because it is an integral part of the investigative process. a consent e-mail was designed (annex 3) for the participation of the students, the initials of the sample are also used to hide their identity, and this letter was sent to sample students' parents for the correct development of the study, taking into account the importance of ethics in the development of the project.

Participants

Since, the aim of this study is to enhance English vocabulary within Colombian school students. It is a fact that using all the population as sample group is ideal but sometimes it is not possible, as mentioned by Etikan, I., Musa, S. A., & Alkassim, R. S. (2016), "Convenience sampling is a type of nonprobability where members of the target population that meet certain practical criteria, availability at a given time, or the willingness to participate are included for the purpose of the study" in this case the population was formed by underaged students and the researcher asked every single 6-4 student and tutor to participate by explaining them what was the project about and their roles in it having as a result three sixth-grade students from a public Colombian high school; more specifically, students aged between 10 and 12 years old, they were

willing to participate in order to know their perspective when implementing short stories to enhance English vocabulary and track their development on acquiring new English vocabulary. The researcher used a convenience sample to select a sample from the chosen population,

Findings

In terms of the study's findings, it is vital to note that, in general, this research helped students in learning English vocabulary by considering all of the data acquired through the two instruments of pre-test and non-participative observation. Thus, as a result, proper information analysis based on the categories and subcategories that evolved throughout the investigation; The implementation of this project caused positive effects on the behavior of the students as well as an evident increase in motivation regarding participation in the synchronous meetings at the moment of getting involve in the short story activity. In other words, this study motivated them to increase their motivation when learning vocabulary by using short stories they like.

In addition, the use of the steps for listening comprehension facilitated the development of the short story understanding, the students could also improve their level of reading comprehension by using the vocabulary learning methods proposed in this study, although there were several unanticipated events which interfered with the correct development of this research project, the students managed to complete the activities before the national strike. Unfortunately, the participants were not able to continue being part of the investigation since the socioeconomical situation of the country.

Finally, it is important to bring up the fact that the correct choice on what kind of short story use with the students arouses curiosity and interest among them to increase curiosity about new English words and at the same time motivating them to be involve in the reading part and doing the proposed exercises, since the accurate topic is no always the students' favorite. Moreover, several other language acquisition skills are developed when using the proposed methodology.

Conclusions

The purpose of this researcher was to enhance English vocabulary among sixth grade students from a public Colombian high school using short stories. It was discovered that the lack of vocabulary interferes in the sixth-grade students' learning process since they feel apathetic of participating for one of two reasons, lack of interest or lack of vocabulary. Additionally, the researcher could notice through data analysis the increase in the students' motivation when asking them for their favorite short story readings, this was interpreted as an important aspect to develop the students' interest on reading. On the other hand, student's perceptions about the use of short stories as a mean to learn and practice vocabulary were positive. These findings are important for other English teachers because they allow them to understand the process on how sixth graders learn vocabulary through the use of short stories in an ESL classroom. Similarly, these findings are relevant for the academical community since they propose techniques to a teacher to teach new vocabulary and for students to acquire new learning strategies. Finally, these findings are relevant to educational settings in general due to their examination on the learning modalities among high school students.

Recommendations

Taking into account the results of this project, it is suggested to future studies relating this topic to enlarge the sample group in order to obtain reliable and worthy findings taking into consideration that the findings of this study are worthy enough to evidence a positive change in students' motivation regarding the learning of new English words. In the same way, to look for a strategy that allows students to choose their readings since it is important to select a customized short story gallery according to the group reading taste in order to reach the objective of enhancing English vocabulary learning.

CHAPTER 4: OUTREACH COMPONENT

Introduction

A consequence of the technological era and the globalization is the necessity of communicating in a foreign language. According to different studies, the methods that are being applied when teaching a foreign language have increased exponentially thanks to the innovations that have been born in the incipient century. However, traditional methods continue to elicit effective results when teaching aspects of the language such as grammar and/or vocabulary. For instance, a study conducted by an Indonesian University revealed that there is a significant difference between students' behavior during an English class and tutorials. This fact confirms the effectiveness of non-conventional meetings, in this case tutorials.

Objectives

General Objective

- To help students through extracurricular tutorials.

Specific Objective

- To propose meetings for assisting sixth grade students with their doubts and academical assignments.

Methodology

The first tutorial meeting was suggested to the preservice teacher by the supervisor since students needed to be ready before doing the first cumulative exam composed by several topics. The preservice teacher designs a Word document (annex 4). to display during the meetings. The tutorial started with the announcement of the non-mandatory nature of the meeting, no miss attendance marks, no grading, and no participation points so the students that remained in the tutorial were no-conditioned students. Hence, the meeting was a profitable space in which every single student had the opportunity to ask and the preservice teacher answer every individual doubt after give them a general review of the seen topics so far.

The second meeting was scheduled in order to help the students to solve doubts about a homework "My people". These meetings were scheduled the same week of the deadline so several students ignored the notification of the new meeting since they are accustomed to be informed one or two weeks in advance. Still, numerous students attended the meetings. The preservice teacher showed them an editable page of the Work book way to go (annex 5) in order to explain in a general way and then give the students the space to ask whatever they wanted to ask about the homework without fearing a bad grade.

The third tutorial was intended as support to help students with another homework "My house" given before the national strike took place. The preservice teacher scheduled the tutorial in the same week of the deadline in order to assist all the students without given importance if they had delivered the homework since these students could undone the delivery on Microsoft Teams, correct it and send it again. Thus, every student had the same opportunity to solve the doubts or ask any question about the homework. The preservice teacher prepared an editable version of the Work book pages needed to developed the homework (annex 6) and explained every point of the homework in a general way then every student asked their own doubt.

Chronogram

	Homework "My people"	Cumulative Exam	Homework " My house"
5-9th April 2021		X	
19-23rd April 2021	X		
17-21st May			X

Conclusions

  The first and most important one is the fact that through helping students the researcher accomplished the objectives since it was possible to organized three tutoring meetings with sixth grade students. Secondly, it is important to highlight that the student's attendance suffered an important decrease since they were not conditioned with attendance nevertheless, there is a main and constant fact that needs to be highlighted and it is the effectiveness of abolishing the attendance list, the participations points, and the grading pressure; aspects that are usually conditioning students. The interest and motivation during the tutorials were evident, it should be a clear example that further studies need to be carry out regarding this phenomenon.

CHAPTER 5: INTERINSTITUTIONAL ACTIVITIES COMPONENT

Introduction

  The educational institution Normal Superior Cristo Rey carries out annually activities such as cultural activities, flag raising day, thematic festivals to commemorate and highlight cultural aspects, to enhance students' participation in order to involve them in the institutional family to create a perfect atmosphere where the educative and the healthy entertainment cohabitate. It was likely to have an end because of the sanitary emergency. Instead, the whole school community became stronger in order to face this new challenge

creating and developing new strategies to keep this important process between the school, students and parents' community.

This component brings the preservice teacher the opportunity to be part of the educative family encouraging to get involve into all the institutional activities since this will provide a real work context and a closer perspective of what society expected from an English teacher facing a real educative environment.

Objectives

General objective

- To participate in all the extra-curricular activities organized by the Educational Institution Normal Superior Cristo Rey.

Specific objective

- To know the role and functions of a language teacher, administrative staff and students in the institution.

Methodology

A genuine interest and an actively participation of every academic meeting and

proposal was the way the preservice teacher attempts to achieve the objective of this component. It is well known so far that some institutional activities that were held when presential education was an option. Now, it is no longer available in the same format. However, these activities have suffered a significant adaptation allowing students, administrative staff, parents and teachers to be together again. The preservice teacher, now in quality of school member, has access to each institutional activity thus facilitating his participation.

In this regard, the number of meetings done by the institution allowed the preservice teacher to achieve the objectives. It was possible to be part of important meeting concerning not just teachers and administrative staff but students' spokesman dealing with several and varied topics concerning regional, national and private institutional matters. (Annex 7)

Chronogram

	first week of normalista vocational training	meeting with student representatives	institutional week first meeting	institutional week second meeting
11th May 2021		X		
28th May 2021	X			
16th June 2021			X	

17th June 2021				X

Conclusions

This component was vital for both the preservice teacher and the project itself since it was possible to have the opportunity to take a look and be part in a real context academical meetings leading consequently to a professional enrichment and the component objectives achievement. Additionally, there was a direct contact with regular institutional issues and their solutions, such as ask every individual opinion from teachers, administrative staff and students in order to reach a general agreement to finally debate about it later. Thus, the current healthy and socio-political situation of the country allowed the preservice teacher to evidence on first-hand how a Colombian educational institution face those issues. In other words, this process was fruitful for the preservice teacher personal and professional development.

CHAPTER 6: REFLEXIVE APPROACH

Writing about how the week was for the preservice teacher, mentally and personally-wise, is not as easy as it seems. It is true that this process demands constant reflection and critical thinking on depart of the preservice teacher, similarly, this process entails an examination on strengths and weaknesses inside and outside the classroom. Thus, this process could be grueling

but it relieves tension and helps to retrieve a lot of lived experiences, fun stories and important facts that enhance the reflection on what just happened in order to create a self-debate, an inner discussion resulting always in a good activity for the brain to clarify the researcher thoughts about the real and possible implications the project he is carrying out could have.

The practicum was an opportunity to the practitioner to be in touch with a real-life educational context. Therefore, this experience allows the practitioner to face the phenomena inherent of this field. To illustrate this aspect the author of this proposal was able to teach lessons through virtuality, to attend academical meetings, to organize tutorial meetings and to improve my abilities as a foreign language teacher. Furthermore, working in a third word country allowed the researcher to notice the influence of social issues and corruption on the educational system based on the national strike it is imperative to say that another goal of being a teacher is to create opportunities for students to leave in a better country. Finally, it is important to thank the labor of the supervisor in charge of supporting, guide and help the researcher on this entire process.

CHAPTER 7: MATERIAL DESIGN

Kind of material	Addressed topics	Description	Objective
Planning 1 & 2	Demonstrative adjectives, house	It contains the first and second class plans.	At the end of the unit students will be able to ask and answer

	vocabulary and There is/are.		questions using demonstrative adjectives, talk about their home using house vocabulary and understand information about the use of there is and there are.
Planning 3 & 4	Jobs, professions, workplaces and the present continuous.	It contains the third and fourth class plans.	At the end of these class sessions the student will be able to use vocabulary related to trades, occupations and/or jobs and can talk about actions in progress.
Planning 5 & 6	Leisure activities, sports, activities, Like, don't like, can/ cannot	It contains the fifth and sixth class plans.	At the end of these class sessions the student will be able to create simple and short sentences about

			tastes and interests and can describe what other people and/or himself can or cannot do.

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