ENCOURAGING LEARNING ENGLISH BY TEACHING VOCABULARY THROUGH CARTOONS AND ANIMATION TO EIGHT GRADE STUDENTS AT PROVINCIAL SAN JOSÉ SCHOOL IN PAMPLONA, COLOMBIA

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FOREIGN LANGUAGE ENGLISH-FRENCH DEGREE

UNIVERSITY OF PAMPLONA
2021

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TEACHING PRACTICUM

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CHAPTER I: General Presentation of the Project

The development of this project is divided into four main components that are correlated to each other, containing the teaching practicum process of pre-service teachers during their last stage of the Foreign Languages Program: institutional observation, research-pedagogical component, community outreach component interinstitutional component, and the reflexive component

Subsequently, different components of the school were considered and discussed in the Institutional Observation such as mission and vision, administrative faculty, institution philosophy, parents, teachers, meeting and communication means among others.

The research-pedagogical component, on the other hand, comprises the proposal planned to be implemented into the institution in which the pre-service is developing his practicum process and it should be based on the English language learning process of the students' community taking into consideration the way the institution develops their academic activities.

The community outreach, in this case, is focused on the implementation of online resources to reinforce students' English knowledge based on the topics already developed throughout the workshops implemented in the institution's English curriculum.

The interinstitutional component is about the engagement the pre-service teacher possesses towards the different cultural and educational activities proposed and stipulated, highlighting his sense of commitment and full integration to the school's chronogram. Finally, the reflective component allows the pre-service teacher to register while analyzing his practicum process from an objective perspective out to different aspects that have been happening and the progress of the different activities and dynamics applied.

Introduction

Learning English as a foreign language is an option many people are currently choosing to do due to the enormous amount of job opportunities they could obtain once they already become quite proficient in it. Furthermore, it serves as a communication tool since it is considered an international language and used as a lingua franca or second language. According to Hosseini & Pourmandnia (2013), multiple factors have been found that influence learning English which includes attitude, motivation, interest, need, previous experience, knowledge, and above all beliefs and perceptions of the students considered to be significant in the learning process. Consequently, students' achievements get along with how much confidence and dedication they acquire to obtain efficient results.

On the other hand, teachers have to be aware of different ways and strategies students use to study English (Oxford, 2003). In this way, focusing on their needs could be an effective way in which students' interests and teachers' teaching methods could be harmonized. Therefore, affective factors while identifying and prioritizing students' needs and learning strategies play an important role in the process of teaching-learning English itself.

In the process of teaching English to young learners, it is vital to present and use the language within 'meaningful contexts' reflecting the authentic use of language (Cameron, 2001; Halliwell, 1992). For teaching-learning English, Bishop and Cates (2001) stated that cartoons are great to use since young learners get more into enjoyable audiovisual content and teachers are more into teaching using them in different subjects and contents (Kristiansen, 2001).

When it comes to learning English in high school, some policies need to be followed to obtain the level of proficiency already established. In Colombia, certain English programs have been proposed and established such as the Bilingual Program and the National English Program to students to acquire and ameliorate their communicative skills throughout the English's Area Curriculum of all educational institutes. However, not a huge amount of students get to obtain the level established in the English Policies created by the National Education Ministry (Ministerio de Educación [M.E.N] in Spanish). Furthermore, pre-service teachers start their practicum experience, presenting different activities that are possibly planned to be in future teaching practices in any institutional establishment.

Due to the COVID-19 pandemic, face-to-face interaction was suspended, creating huge gaps and limitations in the development of the different projects aforementioned and generally in the education system. Therefore, the pedagogic method had to be changed into a virtual mode, presenting a variety of challenges not only to students and teachers but also to the country and the rest of the world itself.

Justification

Learning English strategies perform differently for every single learner. Since high school students are still struggling with the language due to affective factors mainly, it is vital to provide different tools, content, and platforms in which they may feel comfortable, and remain concentrated in the process while entertaining themselves. The project aims to expand students' knowledge in terms of learning vocabulary throughout the implementation of cartoons and animated content, establishing new ways of learning despite how simple they may seem. Moreover, the implementation of online material for reinforcing previous English topics as well as learning new ones was included into the nature of this project. Likewise, the learning process of students could have a dynamic and significant learning process while being autonomous since they know they are going to learn brand new content using, for some, sources that are considered to be mere everyday and regular activities.

The development of this proposal provided a wider knowledge of different vocabulary, allowing students not only to learn it but also use it in their everyday lives. In other words, students' language skills improved while implementing cartoons in English about real-life situations and hypothetical contexts. Furthermore, students were able to express their thoughts related to the vocabulary learned, directing them into understanding situations they noticed in the audiovisual content/material. For this occasion, eighth-grade students were targeted for the development of the project, highlighting their perception and creating new scenarios and conceptions using the lexicon learned, avoiding them to remain uninterested during their English learning process.

Objectives

General Objectives

- To implement audiovisual authentic material as an English pedagogical and academic tool to learn new vocabulary.

Specific Objectives

- To encourage high school students to use cartoons programs as a way to learn vocabulary in English.

- To implement tutorials as a method for reinforcing English topics and language skills.

- To participate in all events scheduled to be developed at Provincial San José School.

General Conclusions

Regarding the pedagogic-research project, it was noticeable that the integration of cartoons as a tool for learning vocabulary was effective for 8th-graders since the content presented provided a wide variation of lexical content as well as aural and visual content, allowing them not only to work with the workshops and the documents, but also to rely on the episodes while practicing other skills such as speaking (pronunciation), and listening training.

On the other hand, the outreach component provided students new online resources and aids them to work on their difficulties with the language while self-correcting and participating actively. The pre-service teacher's game implementation played an important role in the development of this project since it was proved students can learn while playing as well as integrating cooperative learning and work. Self-correction and mental agility were also noticed in the process since they allowed students to think and consider their final answers while implementing gamification sources with a specific time for developing different exercises.

The interinstitutional component permitted to experience the real-life context of a teacher, allowing the pre-service teacher to take part in the chronogram of the institution as well as the different meetings of the educational faculty as well. In this way, it was possible to provide self-projection since this experience is just the beginning of future academic and pedagogical practices.

CHAPTER II: INSTITUTIONAL OBSERVATION

Provincial San José School

Since its beginnings, known as Casa de Estudios School in 1816, this institution was founded by the bishop of Mérida and Maracaibo Rafael Lasso de la Vega initially as a private institution. Through the Decree of March 5, 1823, which regulated and gave legal status to the CASA DE EDUCACIÓN PAMPLONA, known today as Provincial San José School, public education began in Pamplona with the advice and approval through a memorial thanks to the, at that time, Vice President of the Republic and General Francisco de Paula Santander.

Provincial San José School is distributed in 5 different facilities (including the main headquarters) that offer the following educational levels:

- Main Headquarters: Elementary, Secondary and High School Education
- La Salle (2002): Kindergarten and Elementary Education
- Santa Cruz (2003): Kindergarten and Elementary Education
- Gabriela Mistral (2003): Kindergarten and Elementary Education
- José Rafael Faría Bermúdez (2003): Elementary, Secondary and High School Education

The main headquarters today has more than four hundred students, most of whom are in socioeconomic status 1, 2, and 3 and Venezuelan students who live in Pamplona due to the social and economic problems of their country. Provincial San José's school day study system is in the morning and it is known for its permanent search for academic excellence, maintaining its tradition of educational quality, discipline, and parental support. Likewise,

the institution focuses on inclusive education in which all students have access without any limitation regardless of their physical, cognitive, gender, religious, or racial condition.

Furthermore, the Provincial San José School cares for the physical, moral and spiritual integrity of the students and considers these rights as fundamental for human coexistence. It currently has three directors, 80 teachers, and 17 administrative members (3 Directors, 1 Guidance Counselor, 1 Assistant with Paymaster functions, 3 Assistants with Secretary functions, 1 Assistant with Librarian functions, 1 Administrative with security guard functions, 1 Administrative with Driver functions, 6 administrative with General Services functions).

Mission

The educational institution Provincial San José de Pamplona School, as an official school, guarantees the educational service at the preschool, elementary, and high school levels, to form integral, competent beings, with an investigative spirit and citizens of peace, in a pluralistic and globalized society in permanent change, respectful of human rights, individual liberties, and the values proper to human dignity, based on the Santander and Lasallian principles: Honor, Science, and Virtue.

Vision

The Educational Institution Provincial San José de Pamplona School, by 2020 will continue to be recognized for offering a quality educational service, based on humanistic and pluralistic principles, in healthy coexistence and in permanent updating of its pedagogical and research practices in response to the challenges of the present time, the demands of the environment, and the commitment to the construction of peace.

Institutional Philosophy

The Provincial San José School aims to form integrated, competent, and enterprising people, with an investigative spirit and builders of peace, through equity, commitment, and quality under the use of new communication and information technologies, focusing on personal development.

Likewise, the "Seven Basic Learnings of Social Harmony" are taken into consideration, such as:

- Learning not to attack others: The basis of any model of social coexistence.
- Learning to communicate: Basis of personal and group self-affirmation.
- Learning to interact: Basis of social relationship models.
- Learning to decide in groups: Basis of politics and economy.
- Learning to take care of oneself: Basis of health and social security models.
- Learning to take care of the environment: Basis of survival.
- Learning to value social knowledge: Basis of social and cultural evolution.

Moreover, the following coexistence criteria are taking into consideration: Identity, Autonomy, Respect, Responsibility, and Commitment, at the individual level: Honesty, Honesty, Solidarity, Fraternity, Companionship, Tolerance, and Communication, at the social level: Creativity, Innovation, Excellence, and Leadership.

Institutional Objectives

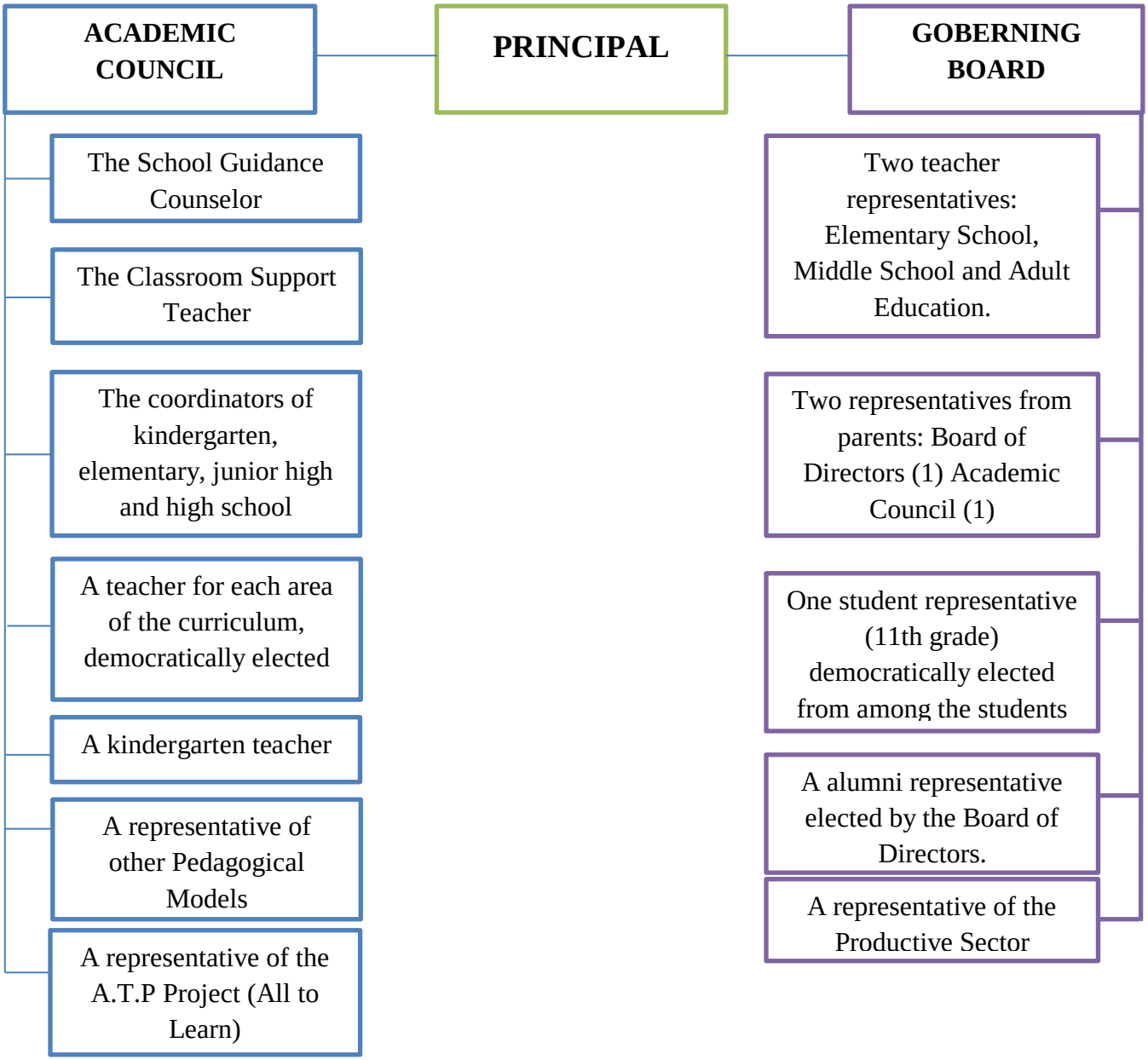
General Objective

- To educate integrally, facilitating human, scientific and technological development.

Specific Objectives

- To provide solid academic training that will allow students to enter higher education and effectively incorporate into society as agents of change.
- To promote respect and the promotion of values, stimulating the development of socio-affective processes.
- To experience conflict resolution within the classroom, respecting individuals' differences and plurality as peace-building elements.
- To develop communication skills and the appropriate use of new technologies and research practices.
- To promote the preservation of the physical and mental health of a person through the rational use of free time.
- To instill respect, proper use, and conservation of the environment as a common heritage.
- To promote research practice in the different fields of knowledge as a pedagogical strategy that contributes to the construction of knowledge supported by ICT.

Figure 1. Organigram – School Government



Community Handbook

In the legal framework of the community handbook, certain statutes are supported by the government under the Political Constitution of Colombia of 1991, which indicate the formation and execution of human rights, creating a system of school attention that focuses on situations that affect school coexistence (Law 1620 of 2003), the organization of working and school days (Decree 1850 of 2002) and the participation of parents in the improvement of the educational process in the educational institutions (Decree 1286 of 2005).

Student Rights

As a member of the Educational Community and for the best development of his/her formative process, the student has the right to:

- Counseling and support from teachers to students to work on their learning weaknesses.

- Equity and respectful, affable, and sincere treatment and dialogue by the directors, educators, classmates, and school employees and enjoy the same rights, freedoms, and opportunities, without any discrimination based on race, sex, religion, socioeconomic status, convictions, academic or disciplinary situation, opinion or any other condition of the student, parents or guardians.
- The free development of their personality without any type of impediment.
- Free, dignified, and respectful expression.
- To be heard before any type of sanction or complaint is imposed.
- To demand a quality education in a space suitable for their integral formation.
- To participate dynamically and constructively in the educational process,

promoting integral formation.

- To receive certificates that accredit their educational preparation and the completion of their studies.

- To receive an education according to their educational needs.

Student Duties

Just as education is a fundamental right, it is necessary to comply with the educational regulations or obligations of students within the institution and in each grade. Their obligation, mainly, is to themselves, followed by the family and the state

The student, for the best development of his formative process, must:

- Behave appropriately in the different learning spaces and environments offered by the institution.

- Respect the rights of others and not abuse them, because to demand we must fulfill, and to receive we must give. Every right has in return a duty to ensure healthy coexistence.

- To give parents and/or relatives all the information communicated in the institution.

- Treat all members of the educational community (directors, teachers, classmates, administrative and maintenance employees) well and address them respectfully.

- Make appropriate use of information technologies (Internet, virtual social networks, cell phones, and online video games) and do not use them to exercise psychological and continuous abuse among members of the educational community.

Stimuli

In this section, it is mentioned that Provincial San José School expects its students to feel a sense of self-satisfaction in fulfilling their obligations. However, it strives to highlight the performance of its students, highlighting their progressive moral and intellectual maturity and the duly delivery of their academic duties, offering sports and cultural spaces as well as other recognitions such as honorable mentions and diplomas, medals, carrying of patriotic symbols and their appearance on the honor roll.

Parents

Parents are an essential component in the educational formation process since, through them; students receive their first orientations as well as the construction of their perception of the world. Consequently, parents are an essential element in the institution and must be aware of their rights and duties to be generators of educational and formative processes.

Parent Rights

Since students have rights in the educational process, parents also have rights:

- Demand the right to education for their children.
- To choose the type of education their children need for their integral development.
- Receive knowledge of the characteristics of the institution in which their children are, coexistence manual, institutional educational project, curriculum, etc.,
- To demand from the educational institution a quality education and in general

the fulfillment of academic obligations.

Parent Duties

The following duties are attainable for parents, taking into account the fulfillment of their children's commitments to the institution:

- Participate, through school governance bodies, in the definition of criteria and procedures for the evaluation of student learning and school promotion.
- Permanent participation in the evaluation process of their children.
- Analyze the periodic evaluation reports.
- Attend parent meetings scheduled by the institution.
- Support the institution in the integral formation of their children, providing love, understanding, and support in their difficulties.

Teachers

It is stipulated that the teacher builds his profile by taking into account the way he acts and expresses himself to his students. Therefore, being direct and clear, knowing how to make one's intentions clear while being fair and honest are virtues that every decent teacher should possess. Likewise, the teacher must know how to reward his students for their efforts in their academic activities. Maintaining a good relationship with parents is also a key component for teachers.

Teacher Personal Rights

- To be respected by the Educational Community as well as in his or her private life and reputation.

Institutional Faculty Rights

- To be informed promptly and through the appropriate channels about the different administrative, academic, and community activities or modifications thereof.

- To have timely access to reports on their personal and professional performance held by educational authorities and institutional agencies.

- To have access to the technological and computer resources of the Institution.

Faculty Duties

- Promote respect for human rights and school coexistence.

- To be aware of and committed to the rights and duties that he/she has as a person and those of his/her colleagues and students in an attitude of permanent self-education.

- Be a follower of the values of democracy such as participation, dialogue, respect, solidarity, tolerance, and recognition of differences.

Institutional Evaluation System (I.E.S)

The institution's evaluation system is based on the performance levels of the Active School Pedagogical Model:

Figure 2. School Pedagogical Model

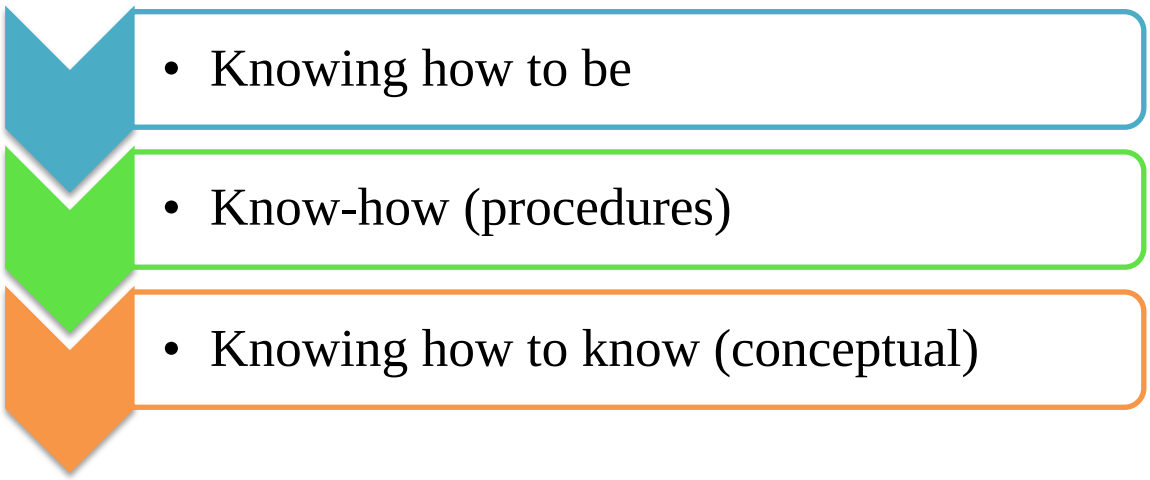


Figure 3. Evaluation Criteria

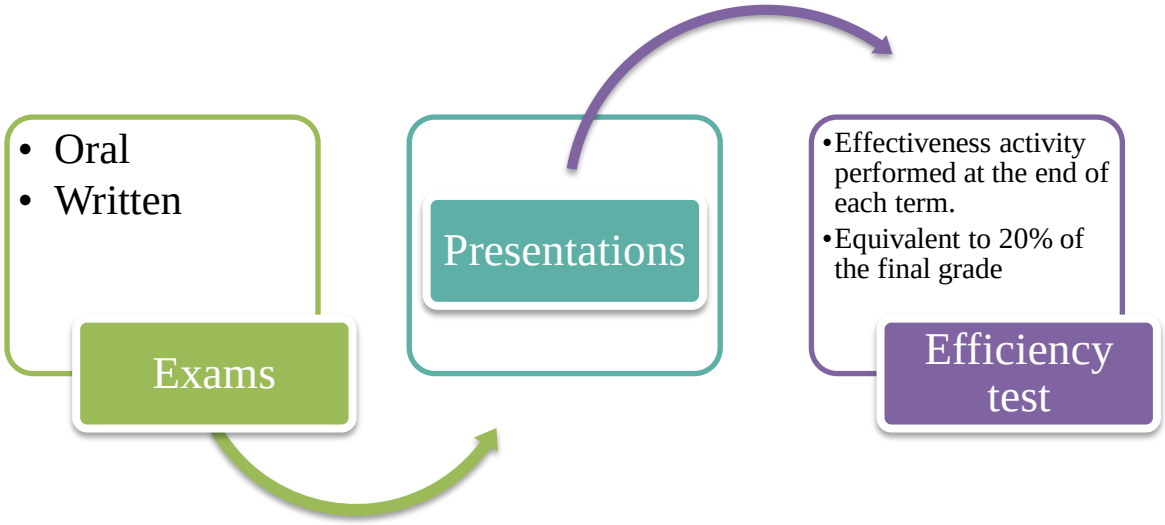
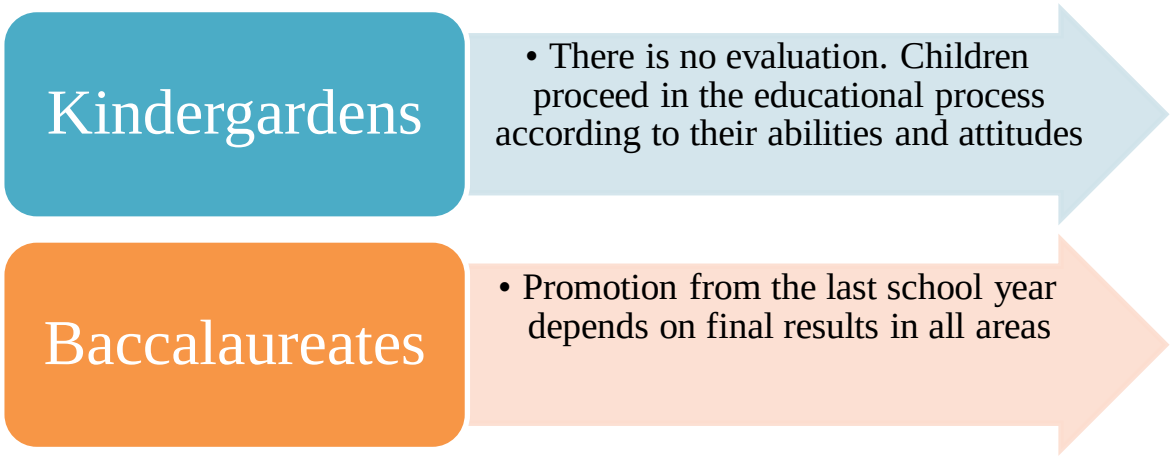
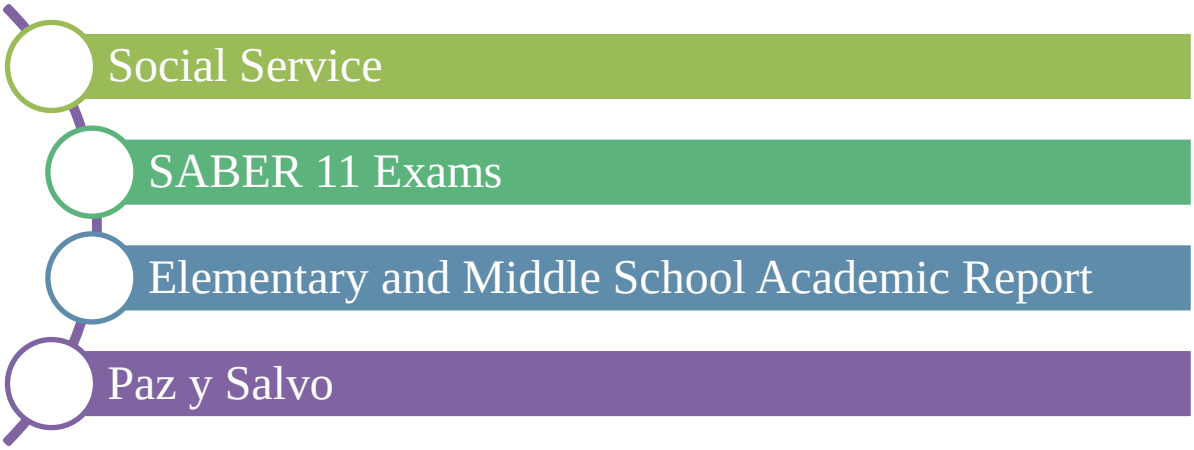


Figure 4. Grade Promotions



Requirements for baccalaureate promotion and completion include:



Reinforcement and Instruction

These are activities proposed by the teachers to overcome the weaknesses presented by the students in which it is possible to approve the subject in case of low grades.

Table 1. National and Educational Evaluation Scale

QUALITATIVE	QUANTITATIVE
4.8 - 5.0	SUPERIOR
4.2 - 4.79	HIGH
3.0 - 4.19	BASIC
0.0 - 2.99	LOW

Pedagogical Component and National Education Ministry (N.E.M) Guidelines towards Health Emergency

Work at Home Method: application of strategies and flexibility measures having the accompaniment of teachers due to preventive isolation and health emergency. Through this process, the needs and interests of the members of the educational community are discussed based on the analysis of the fulfillment of this modality as well as the assimilation of the current situation, responsibly complying with the established statutes.

Curricular Design

An adjustment is made to the pedagogy of the Institutional Educational Project (I.E.P), which is supported by the Curricular Guidelines, Basic Competency Standards, Basic Learning Rights (BLR), and Learning Grids; due to the transitional regulations issued by the Ministry of National Education, based on the health emergency we are currently facing.

Table 2. English School Faculty

BLANCA AZUCENA VILLAMIZAR VILLAMIZAR
BLANCA NUBIA SUAREZ JAIMES
ESPERANZA PABON VILLAMIZAR
GLORIA MARINA SIERRA ROMANO
MARIA DE LOS ANGELES EUGENIO LOPEZ
MARTA ELENA GUERRERO
SANDRA LUCIA CASTELLANOS BAUTISTA

Table 3. Students

SEVENTH GRADE: 7-06	
Boys	18
Girls	14

EIGHT GRADE		
Course	**Boys**	**Girls**
8-03	15	15
8-04	21	6
8-05	17	8

NINE GRADE : 9-04	
Niños	19
Girls	14

Courses: Online Classes, Platforms, and Communication Means

Teachers conduct their classes throughout the platform Zoom in a 40-minute session each class (two in case students and teachers do not finish discussing all topics in the tutoring meetings). Unfortunately, not all students can enter the meeting due to Internet connection issues. Therefore, half of the class can connect while teachers get in touch with the other students that would not be able to enter class via WhatsApp and/or phone calls. This method allows teachers to update their students that cannot go to class to be up to all the activities and aspects that were discussed in the meetings. Similarly, students get in touch with each other constantly so teachers can rely on the students that go to class to communicate all relevant information to students' classmates as well.

Figure 5. First Year Quarter Schedule: February – May, 2021

FEBRERO

CRONOGRAMA 2021

I.E. COLEGIO PROVINCIAL SAN JOSÉ

I TRIMESTRE:

1 DE FEBRERO AL 7 DE MAYO

VALOR DEL MES: LA CONFIANZA.

"ESTÁS MÁS QUE CAPACITADO.ERES INCREIBLE. SOLO TIENES QUE CONFIAR EN TI MISMO."

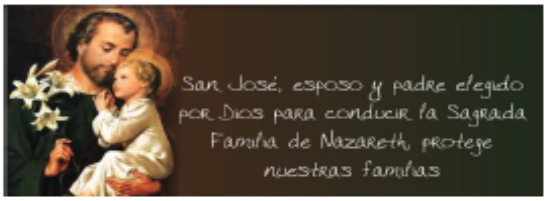
Lunes	Martes	Miércoles	Jueves	Viernes	Sábado	Domingo
1	2	3	4	5	6	7
INICIO DE TRIMESTRE						
8	9	10	11	12	13	14
		ENTREGA FISICA Y EN PLATAFORMA. -TALLERES -				EUCARISTA DOMINICAL
15	16	17	18	19	20	21
		MIERCOLES DE CENIZA				EUCARISTA DOMINICAL
22	23	24	25	26	27	28
		REUNION DE DOCENTES SOCIALIZACION GOBIERNO ESCOLAR 3:00PM A 5:PM	ULTIMO DIA PARA RECIBIR TALLERES. PLATAFORMA Y CORREOS INSTITUCIONALES			

MARZO

CRONOGRAMA 2021

I.E. COLEGIO PROVINCIAL SAN JOSÉ

VALOR DEL MES: AMOR



Lunes	Martes	Miércoles	Jueves	Viernes	Sábado	Domingo
1	2	3	4	5	6	7
ENTREGA FISICA Y EN PLATAFORMA. -TALLERES -		ELECCION REPRESENTANTE DE GRADO A LAS 8:00AM CON TITULARES				EUCARISTA DOMINICAL
8	9	10	11	12	13	14
ELECCION REPRESENTANTES DE LOS PADRES DE FAMILIA. PREESCOLAR PRIMEROS Y SEGUNDOS NOVENA A SAN JOSÉ: 4:30 P.M. ORGANIZA SEDE CENTRAL	ELECCION REPRESENTANTES DE LOS PADRES DE FAMILIA. TERCEROS CUARTOS Y QUINTOS NOVENA A SAN JOSÉ: 4:30 P.M. ORGANIZA SEDE CENTRAL	ELECCION REPRESENTANTES DE LOS PADRES DE FAMILIA. SEXTOS SEPTIMOS Y OCTAVOS NOVENA A SAN JOSÉ: 4:30 P.M. ORGANIZA SEDE CENTRAL	ELECCION REPRESENTANTES DE LOS PADRES DE FAMILIA. NOVENOS DECIMOS Y UNDECIMOS NOVENA A SAN JOSÉ: 4:30 P.M. ORGANIZA SEDE CENTRAL	NOVENA A SAN JOSÉ: 4:30 P.M. ORGANIZA SEDE CENTRAL		EUCARISTA DOMINICAL
15	16	17	18	19	20	21
ULTIMO DIA PARA RECIBIR TALLERES. PLATAFORMA Y CORREOS INSTITUCIONALES. NOVENA A SAN JOSÉ: 4:30 P.M.	ENTREGA FISICA Y EN PLATAFORMA. -TALLERES – NOVENA A SAN JOSÉ: 4:30 P.M. ELECCION DEL REPRESENTANTE DE LOS ESTUDIANTES AL CONSEJO DIRECTIVO	ENCUENTRO VIRTUAL CON PADRES DE LOS ESTUDIANTES QUE LLEVAN 3 O MAS AREAS NOVENA A SAN JOSÉ: 4:30 P.M. ELECCION DE LOS REPRESENTANTES DE LOS DOCENTTES AL CONSEJO DIRECTIVO 3:00PM A 5:PM	NOVENA A SAN JOSÉ: 4:30 P.M. ELECCION DE LOS REPRESENTANTES DE PADRES DE FAMILIA AL CONSEJO DIRECTIVO 5:00PM	***FIESTA DE SAN JOSÉ. 10:00 a.m***		EUCARISTA DOMINICAL
22	23	24	25	26	27	28
FESTIVO	ELECCION DE LOS REPRESENTANTES DE EXALUMNOS AL CONSEJO DIRECTIVO		ELECCION DE PERSONERO Y CONTRALOR ESCOLAR			EUCARISTA DOMINICAL
29	30	31				
SEMANA SANTA	SEMANA SANTA	SEMANA SANTA				

ABRIL

CRONOGRAMA 2021

I.E. COLEGIO PROVINCIAL SAN JOSÉ

VALOR DEL MES : VALORACIÓN

Lunes	Martes	Miércoles	Jueves	Viernes	Sábado	Domingo
			1	2	3	4
			SEMANA SANTA	SEMANA SANTA		
5	6	7	8	9	10	11
ULTIMO DIA PARA RECIBIR TALLERES. PLATAFORMA Y CORREOS INSTITUCIONALES	ENTREGA FISICA Y EN PLATAFORMA. -TALLERES -					EUCARISTIA DOMINICAL
12	13	14	15	16	17	18
						EUCARISTIA DOMINICAL
19	20	21	22	23	24	25
	ULTIMO DIA PARA RECIBIR TALLERES. PLATAFORMA Y CORREOS	ENTREGA FISICA Y EN PLATAFORMA. -TALLERES -		DIA DEL IDIOMA		EUCARISTIA DOMINICAL
26	27	28	29	30		

Mayo

CRONOGRAMA 2021

I.E. COLEGIO PROVINCIAL SAN JOSÉ

VALOR DEL MES: TRABAJO

Lunes	Martes	Miércoles	Jueves	Viernes	Sábado	Domingo
					1	2
					DIA DEL TRABAJO	EUCARITIA DOMINICAL
3	4	5	6	7	8	9
				FIN DEL I TRIMESTRE ÚLTIMO DIA PARA RECIBIR TALLERES. PLATAFORMA Y CORREOS		
10	11	12	13	14	15	16
JUNTAS EVALUADORAS PRIMER TRIMESTRE	JUNTAS EVALUADORAS PRIMER TRIMESTRE	JUNTAS EVALUADORAS PRIMER TRIMESTRE				

Table 4. English Topics for Home-Schooling: 7th, 8th, and 9th Grade

AREA: Humanities and Languages **SUBJECT: English**

GRADE: Seventh (7°)

COMPETENCIAS PRIORIZADAS	EJES TEMÁTICOS PRIORIZADOS
• **COMPETENCIA LINGÜÍSTICA:** saber aplicar en diferentes contextos y situaciones los conceptos gramaticales, ortográficos o semánticos. • **COMPETENCIA PRAGMATICA:** capacidad de organizar las oraciones en secuencia para producir fragmentos textuales y en el modo como se encadenan unas con otras en situaciones comunicativas reales.	**FIRST TERM** **UNIT1**: **PRESENT CONTINOUS TENSE** **LESSON 1:** diagnosis **(Guide 1)** **LESSON 2:** the date in English and cardinal numbers **(Guide 2)** **LESSON 3:** grammar structure present continuous tense and verb to be. (**Guide 3)** **LESSON 4:** daily activities and time expressions **(Guide 4)** **LESSON 5:** meetings, demonstrative adjectives, there is / there are. **(Guide 5)** **SECOND TERM** **UNIT 2: SIMPLE PRESENT TENSE** **LESSON 6:** grammar structures (Guide 6) **LESSON 7:** most common regular and irregular verbs. **(Guide 7)** **LESSON 8:** describing situations using the present tense. (Guide 8). **LESSON 9:** wh-questions and short answers. (Guide 9) **LESSON 10**: frequency adverbs and modal verbs**. (Guide 10).** **THIRD TERM** **UNIT 3: FUTURE WITH GOING TO** **LESSON 11:** comparatives and superlatives forms**. (Guide 11).** **LESSON 12:** routines and actions. **(Guide 12).** **LESSON 13**: comparing places and objects. **(Guide 13).** **LESSON 14:** countable and uncountable nouns. **(Guide 14)** **LESSON 15:** vocabulary and grammar review**. (Guide 15)**

AREA: Humanities and Languages **SUBJECT: English**

GRADE: Eighth (8°)

COMPETENCIAS PRIORIZADAS	EJES TEMÁTICOS PRIORIZADOS
• **COMPETENCIA LINGÜÍSTICA:** saber aplicar en diferentes contextos y situaciones los conceptos gramaticales, ortográficos o semánticos. • **COMPETENCIA PRAGMATICA:** capacidad de organizar las oraciones en secuencia para producir fragmentos textuales y en el modo como se encadenan unas con otras en situaciones comunicativas reales.	**FIRST TERM** **UNIT1**: **PAST CONTINOUS TENSE** **LESSON 1:** diagnosis **(Guide 1)** **LESSON 2:** verb to be IN PAST TENSE **(Guide 2)** **LESSON 3:** grammar structure past continuous tense **(Guide 3)** **LESSON 4:** there was/ there were. **(Guide 4)** **LESSON 5:** verb to have, prepositions of place, imperatives. **(Guide 5)** **SECOND TERM** **UNIT 2: SIMPLE PAST TENSE** **LESSON 6:** grammar structures **(Guide 6)** **LESSON 7:** past tense regular and irregular verbs. **(Guide 7)** **LESSON 8:** describing situations. **(Guide 8).** **LESSON 9:** wh-questions and short answers. **(Guide 9)** **LESSON 10**: adverbs of place and sequence connectors **(Guide 10).** **THIRD TERM** **UNIT 3: FUTURE WITH GOING TO** **LESSON 11:** comparatives and superlatives. **(Guide 11).** **LESSON 12:** routines and actions. **(Guide 12).** **LESSON 13**: talking about future plans. **(Guide 13).** **LESSON 14:** countable and uncountable nouns. **(Guide 14)** **LESSON 15:** vocabulary and grammar review. **(Guide 15)**

AREA: Humanities and Languages **SUBJECT: English**

GRADE: Ninth (9°)

COMPETENCIAS PRIORIZADAS	EJES TEMÁTICOS PRIORIZADOS
• **COMPETENCIA LINGÜÍSTICA:** saber aplicar en diferentes contextos y situaciones los conceptos gramaticales, ortográficos o semánticos. • **COMPETENCIA PRAGMATICA:** capacidad de organizar las oraciones en secuencia para producir fragmentos textuales y en el modo como se encadenan unas con otras en situaciones comunicativas reales.	**UNIT 1: VERB TO BE** **LESSON 1:** Diagnosis. The alphabet in spelling. Vocabulary: professions, animals, colors, school tools, food, places and nationalities. **(Guide 1)** **LESSON 2:** The date in English. Cardinal numbers from 0 to 100, ordinal numbers from 1 to 31, days of the week and months of the year. Structure of the date in order to write it. **(Guide 2)** **LESSON 3:** Verb to be (+). Professions, places, adjectives by describing physical appearance. **(Guide 3)** **LESSON 4:** Verb to be in negative form. Nouns, places and possessive adjectives. **(Guide 4)** **LESSON 5:** Verb to be in interrogative form: yes/ no questions and WH questions. Family members and possessive form with 'S. **(Guide 5)** **UNIT 2: VERB TO BE** **LESSON 1:** Countable nouns. There is / there are. How many. **(Guide 6)** **LESSON 2:** Uncountable nouns. How much. **(Guide 7)** **LESSON 3.** Most useful verbs using in English. 100 verbs in infinitive and in gerund forms. **(Guide 8)** **LESSON 4.** Present continuous tense. **(Guide 9)** **LESSON 5.** Past simple of to be and Past continuous tense. **(Guide 10)** **UNIT 3: VERB TENSES AND USEFUL VOCABULARY** **LESSON 1:** Future tense of to be and future continuous tense. **(Guide 11)** **LESSON 2:** Some prepositions of time and place. **(Guide 12)** **LESSON 3:** Most useful verbs with rules of simple present. Simple present tense in affirmative form. Frequency adverbs. **(Guide 13)** **LESSON 4:** Simple present tense in negative and interrogative forms. **(Guide 14)** **LESSON 5:** SABER TRAINING. **(Guide 15)**

CHAPTER III: PEDAGOGICAL COMPONENT

ENCOURAGING LEARNING ENGLISH BY TEACHING VOCABULARY THROUGH CARTOONS AND ANIMATION TO EIGHT GRADE STUDENTS AT PROVINCIAL SAN JOSÉ SCHOOL IN PAMPLONA, COLOMBIA

Introduction

Learning and teaching a new language always brings difficulties that are tough to overcome sometimes. In terms of teaching English, according to Karunaratne (2008), it is a necessity and priority in the current education guidelines. Both learning and teaching practices are ameliorated as the teacher is actively working on creating sources regarding their students' needs, targeting the process of learning English as the main objective as well as self-identity development (Bedoya, Gordillo, et al, 2015).

In Colombia, despite the fact the National Educational Ministry (N.E.M) stipulated the importance of learning English and obtaining a B1 language proficiency level (CEFR, 2001) in the last grade of high school (11^{th} grade) while preparing students to be able to speak a second language, mostly all of them get stuck in the process due to linguistic and cultural barriers considering that English differs and varies from our mother tongue in terms of syntax and phonetics.

Therefore, the creation of this project is centered on the implementation of strategies for learning English dynamically and intrinsically as well as teaching English in a way students do not feel obliged to learn the language or for specifically approving the subject. The modern language teaching of the 21^{st} century is focused on making learning language and usage enjoyable, offering learning strategies that would lead students to consider

learning it while teaching way more aspects about it. (Gogus, 1978; Grenfell, 2000; Riegel, Pellat & Roul, 1994).

Cartoons and animation content could be considered as sources commonly used for entertaining purposes, but they enhance the relationship between teachers and learners. Since cartoons can create a light and playful mood and learners are prone to learn new ideas from their sources avoiding formal and common instructions, it should be considered as a potential and functional learning tool.

Statement of the Problem

Students tend to participate during the discussion sessions (classes) about the workshops they develop at home each week. However, the fact that not all of them participate puts into perspective a hypothesis: since they do not all stay active in class when teachers ask them, it is probably happening because students are not certain about their answers, do not remain confident, or they simply lack vocabulary knowledge. This being mentioned, the purpose of this project aims at motivating students to learn English by establishing different learning strategies as well as staying active while enjoying the development of English activities, inciting them to work on different topics and learning as much vocabulary as possible, taking advantage and using it into their language performances.

Justification

Students require motivational sources so their English process can become fruitful and entertaining as well as educational. In the making of this proposal, the need of identifying the efficient implementation of cartoons to learn a foreign language is what makes its panorama intriguing while creating a sense of curiosity high school students may feel since this tool is not commonly proposed to their English classes neither other strategies to learn English outside them.

This project embodied entertaining and meaningful ways of using authentic material to learn English while noticing and analyzing a variety of situations such as English expressions, realistic and exaggerated situations, intonation, listening practices, and pronunciation by watching animated characters that live their everyday lives. Likewise, students' competence skills could improve unconsciously since they could be listening, reading as well as repeating (speaking) while watching as many times as they want the implemented material (aural and written) as well as their vocabulary knowledge.

Objectives

General Objective

- To encourage high school students to use cartoon programs as a way to learn vocabulary in English.

Specific Objectives

- To assemble dubbed animated content for students to get familiar with the established material.

- To apply complementary documents in which students can look for the lexical items implemented into the material in use.

- To identify different situations faced by the characters from cartoon TV shows.

- To confirm the effectiveness of integrating cartoons in the process of learning vocabulary in English as a foreign language.

Research Questions

Concerning this situation, a series of questions that need to be answered were established, highlighting and guiding the essence of the proposal itself:

- How does the implementation of cartoons provide wider vocabulary knowledge to 8th-grade students?

- What considerations do students present towards the process of learning vocabulary in English when it comes to acquiring lexical content and usage?

- How does the implementation of audiovisual material aid students to improve their lack of vocabulary as well as their English skills during the English learning process?

Ethical Considerations

The ethical considerations this project covers are informed consent, and absolute transparency in the data collection process, meaning that all data presented in this study is completely authentic, moreover, the participants that took part in the data collection of this study were demanded to tell their parents first since they are underage and parents play an important role in the institutions' body, meaning that some of the participants' signatures were obtained on an act of consent.

Theoretical Framework

Learning English as a Foreign Language

English as a foreign language (EFL) is the conventional term used when referring to the learning process of the English Language. Due to its worldwide spread, English has now been considered the language of globalization (Gnutzmann & Intemann, 2008, p. 9). Taking this into consideration, it is essential to mention the influence of learning English has been spread around the globe, and learning English allows you not only to have better opportunities in your professional life but also, to conduct the communicative approach in which communication is the cornerstone of real-life-interactive situations, permitting communicative purposes to work as a tool for collective and cooperative learning.

Jenkins (2015) describes EFL as the language learned concerning using it as a communicative bridge, assimilated by people whose mother tongue is different from English. This means English is used as a way for individuals to communicate with each other despite the fact they do not speak the same language. English is then the Lingua Franca of those who aimed at understanding each other without cutting the act of communication, impeding the direct contact and interaction between individuals.

Vocabulary Acquisition when Learning a Language

Learning vocabulary is not only a vital tool for second language learners but also permits language users to create a communication bridge, allowing speakers to express themselves freely. Nation (2011) added that acquiring vocabulary is vital to efficiently perform a second language and plays an important role in the formation of both complete spoken and written texts. Learning vocabulary items plays a vital role in all four language

skills when it comes to English as a second language (ESL) and English as a foreign language (EFL).

Teaching Vocabulary to English Learning Students

English teachers aim that students remember new vocabulary in the process of learning the English language. When presenting lexical items to students, it is essential to teachers to learn, practice, and revise all linguistic content to prevent students from forgetting. Takač (2008) stated that certain techniques employed by teachers exist and they depend on some factors, such as the content, time availability, and its value for the learners. This makes teachers consider employing certain techniques in presenting vocabulary to aid students to retain every aspect easily learned.

Cartoons and Learning Vocabulary

According to Thakur (2015), some drawings differ from different styles in the making of their features, situations, and actions that are mostly exaggerated. Cartoons can be used as a teaching and learning tool to improve the language skills of students and transfer human emotions, values, and ethics as well as seeing their learning process from a brand new perspective, avoiding monotony and stress. Using cartoons as a pedagogical tool is one important way to ensure learner motivation and participation. Technology has a huge impact on the media concerning cartoon spreading and sharing, varying in content and lexicon, and even animation production quality. Considering this statement, it can be known that teaching using animation cartoons can help the students to learn vocabulary more pleasant because most children like watching cartoons (Özer and Avcı, 2015).

Cartoons are a source of entertainment and they are abundant in lexical content since students can enjoy learning English by feeling relaxed (Vitasmoro, Chandra and Jatmiko, 2019) and arouse students' willingness to learn since it can increase their language achievement and learn unintentionally.

On the other hand, concerning cartoon implementation, Sajana (2018) highlighted some advantages of watching cartoons as follows:

- Cartoons are very good attention-capturing devices and motivate the learners.
- They can reveal the truth or reality about the people, events, and incidents in an interesting way.
- They are useful in modifying behavior and developing a positive attitude, interests and character of learners.
- They are capable of creating humor and interest among the viewers and explaining various concepts.
- They are helpful since they provide opportunities for self-expression and creativity among learners.
- Cartoons encourage the learners to listen to their own speech and read their own writing.
- Cartoon exposes the learners to a wide variety of language and it increases creative thinking.

Cartoons as a Pedagogical Tool

Clark (2000) stated that cartoons keep the attention of the learners while presenting various situations, places, and language performances, potentially promoting thinking processes and discussion skills as well as creating stress-free ambiances for students. Students can learn English without feeling pressured or rushed. Considering high schoolers get influenced by grades, teachers, and environments, cartoons create low affective filter atmospheres for language learning (Rule and Ague, 2005) which causes a high degree of motivation as well as promoting understanding, attitudes, productivity, creativity, and motivation of students towards learning (Bahrani and Soltani, 2011) as cited by Gamage (2019) while presenting cartoons as a language tool in the process of learning English as a foreign language.

The exposure of cartoons highly motivates students and it stimulates the memory of the language learners due to the creation of links between new learning sources/material and prior knowledge while feeling comfortable and amused. Furthermore, using cartoons integrate the visual, as well as the auditory sense, giving additional effectiveness of their use by presenting variety and developing creativity to their users.

Vocabulary Notebook

Vocabulary notebook, according to Blachowicz, Bates & Cieply (2019) is a source for students that can register words with their synonym, antonym, and words related to them as well as their meaning (literal or perceptual) to learn and retain vocabulary. Likewise, it can be considered as a personal dictionary to students since they can actively filled in and possesses some benefits, impacting students' vocabulary learning such as creativity lifting (Uzun, 2013), active learning (Taveggia, 2012), being a practical learning

source Komur & Ozdemir (2015) as well for teachers since they can check their students' progress regarding vocabulary learning acquisition.

Literature Review

EFL learners often encounter several struggles while dealing with learning vocabulary in English, even if students already have a precise idea about how the language system works, it still stumbles upon the same affective and learning lexical content issues. Gamage (2019) conducted a study focused on looking for students' English performance throughout task assignments while implementing cartoons as an authentic material tool for teaching the language to facilitate speaking performance.

The results of the study revealed that a majority of students were actively involved in the process by giving a pedagogical perspective to the assigned cartoons, encouraging better learner motivation, and participation and transforming the teaching-learning experience into an enjoyable, stimulating, and memorable experience. Furthermore, it was proved that 70% of students remained positive towards the use of cartoons in the class, confirming that cartoons can be effectively used as an authentic supplementary tool in ESL classrooms that allow students to work together while making bounds and interacting with each other.

The nature of this study demonstrated that even though cartoons could be considered as mere entertainment sources for kids, it is a great way for young English learners to find useful and dynamic the process of learning a language while using unusual methods and content created in its original language.

On the other hand, Mammeri (2017)'s work entitled "Boosting Foreign Language Vocabulary Learning Through "Anime" suggested implementing Anime, or Japanese animation, as a potential authentic material for teaching, generally, a foreign language and particularly vocabulary since it is not only interesting but practical as well, being currently a universal and popular source. Two groups of participants were integrated into this project: one of them watched subtitled anime whilst the other one watched dubbed anime. It was found out that watching anime, specifically dubbed is indeed helpful for the enhancement of learners' vocabulary knowledge, providing a motivation ambiance that is beneficial and significant in the learning process.

Despite both studies were focused on university environments and they do not provide a lot of information about high school educational systems, there is no difference between the process of learning a language since it contains the same particularities and considerations to follow to obtain efficient results.

Concerning language acquisition, Alghonaim (2019) conducted a study that aimed at describing a longitudinal case study of a three-year-old kid's acquisition of the English language named Anmar in Buraidah city, Saudi Arabia by watching 3 specific TV cartoons for around three hours until he turned ten years old. The final results revealed that the child watching TV cartoons in an environment that rarely uses English acquired a great deal of language. When it comes to retaining lexical items, Anmar knew 1,000 words at the age of five and 4,000 at the age of eight by watching "Dora the Explorer", proving that early English acquisition is a fact since children quickly and easily learn new things, useful language skills as well as native accent and pronunciation. Cartoons were the source that indirectly motivated Anmar to learn the language since it was presented in a playful and interesting form.

Moreover, concerning mastering English vocabulary, Vitasmoro & Candra (2019) worked on a study aimed at the improvement of student's vocabulary mastery by using animation cartoons. This study proved that the teaching-learning process using cartoons brings good results since it does not only facilitate students in their learning process regarding vocabulary acquisition but provided teachers with an interesting teaching technique as well.

There are multiples tools and manners for improving the acquisition of English vocabulary. Krishnan & Yunus (2018)'s piece of work was centered on using animated Cartoons via YouTube for developing rural and semi-urban schoolers' listening skills and expand their vocabulary to master English since they possessed a strong influence of L1 (first language/mother-tongue) background, hindering the acquisition of a foreign language. The findings pointed out the positive impact the use of 'Animated Cartoons" had on students, increasing their acquisition of vocabulary and listening skills, highlighting the importance of implementing ICT lessons as tools to the teaching and learning curriculum.

Since the aforementioned studies provided positive results by using animated authentic material, it is certain that high school students are going to be way more into the dynamic of the project since its content is quite diverse and it could be adapted to the students' interests and needs.

Methodology

The development of this proposal was centered on acquiring new vocabulary items while learning about different topics throughout authentic material, exposing the use of language in a real-life context. It also attempted to illustrate the enrichment of the vocabulary learned while using it in different daily activities. Furthermore, aiding

participants to entertain and enjoy the process of learning a foreign language while being motivated and independent are factors to take into consideration from the nature of this project. Considering the fact students may have watched already some of the episodes planned to be implemented in the project in their mother language, acknowledging the English version of the content could aid students in language acquisition and understanding the context/situations the characters faced since they already have a previous idea of what the episodes were about and the words/sentences used.

On the other hand, regarding the creation of activities, they were mainly designed intending to allow students to entertain themselves and relate to the possible situations faced during the animated content adapted to different language variations (pace, intonation, registering some words and expressions, and so on). Each one of the episodes integrated into this project was based on different topics based on real-life contexts and situations such as privacy, keeping secrets, self-reflection - life purposes, and storytelling as well as different scenarios in which the characters were located. This being mentioned, students watched different 11 to 12-minute animated content — a document with the links of each audiovisual material was sent to students— (**see appendix 1)** in which they were able to know and get familiarized with the content under discussion. When watching the audiovisual material, students can analyze and identify context, themes, intonation and pronunciation, spelling, meaning, and grammar (Artani, 2014).

Workshops related to the topics and situations presented in each cartoon as well as vocabulary sections **(see appendix 2)** were integrated taking into account the characters' development and context as well as vocabulary usage. On the other hand, vocabulary complementary documents **(see appendix 3),** registering some remarkable words and phrases/expressions mentioned on the episodes were provided for them to work on the

creation of a vocabulary notebook (optional) as a way for them to integrate new learning vocabulary strategies into the process of learning English. As a source of communication, WhatsApp was implemented for both students and the teacher to keep in touch in case doubts regarding the vocabulary or the development of the workshops needed to be solved.

In other words, participants had the chance to share their viewpoints about the learning tool as so working and learning on new vocabulary from it. Consequently, attached to this proposal is the schedule for the presentation of the audiovisual content (cartoon episodes) during the development of the project:

Table 5. Cartoon Vocabulary Learning Schedule

SCHEDULE: VOCABULARY LEARNING															
	THEME	**MARCH**		**APRIL**				**MAY**				**JUNE**			
		WEEK		**WEEK**				**WEEK**				**WEEK**			
	CARTOON	**III**	**IV**	**I**	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**
1	**Random and odd**			**x**	**x**										
	Regular Show														
2	**Self-discovery | Personal Growth**					**x**	**x**								
	Steven Universe														
3	**Everyday Adventure**														
	Adventure Time Phineas and Ferb							**x**	**x**						
4	**Everyday Life**														
	The Amazing World Of Gumball									**x**					
5	**Fantasy and supernatural**										**x**				
	Gravity Falls														
6	**Family**											**x**			
	We Bare Bears														

Research Approach

Creswell (2013) describes the qualitative research approach as to how the researcher focuses on one or more subjects deeply through the application of multiple sources of statistics. These sources can be textual, visual, and audio documents. The use of multiple sources of data collection contributes to the researchers' credibility. Qualitative research intends to find out information through data analysis of more than one source, making sure to describe all the details presented in the case.

Research Design

Action research is concerned with activity and change. It is undertaken for the sake of investigating the practice, usually in concert with those working on the front lines, and improving that practice based on what is discovered. This means action research does relate to collaboration between researchers and colleagues for solving macro problems. Moreover, educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. It is divided into seven steps: 1) Selecting a focus, 2) Clarifying theories, 3) Identifying research questions, 4) Collecting data, 5) Analyzing data, 6) Reporting results, and 7) Taking informed action.

Data Collection Methods

The process for the collection of data contains five steps according to Creswell (2013) that follows a sequence. It is important to remark the fact that all steps are correlated with each other. Identifying your participants and the site you want to study by obtaining their permission to take part in the research, making instruments that are likely to respond to your research questions, and analyzing and managing information with extreme care are the main aspects to consider for the data collection process.

For this proposal, a questionnaire and a semi-structured interview of four and five questions were created, respectively **(see appendix 4)** concerning the process of learning new vocabulary while learning English and their learning process of the language itself with the integration of cartoons when learning lexical items in English as a foreign language. These questions were formulated in Spanish to ensure the understanding of them as well as avoiding any inhibition participants may have when answering. A letter of consent was sent to the participants to hand it to their parents for them to have their approval for taking part in this proposal, mentioning the entire dynamic and the essence of the project. **(See appendix 5)**

Population and Sampling

The participants of this project are located in Pamplona, Colombia at Provincial San José School, a public school that possesses five different headquarters: Main Headquarters, La Salle, Santa Cruz, Gabriela Mistral, and José Rafael Faría Bermúdez. This study was centered on eight (8^{th}) grade A1-A2 level students. These students possess 10-15 hours of learning English per week according to the National Education Ministry (M.E.N in Spanish) guidelines.

Samples were collected from these participants throughout workshops linked to each episode topic and a vocabulary notebook as an optional material, obtaining proofs to the use of the content sent and providing them with new lexicon items and new learning strategies they can use in their everyday English language performances and constant learning of the language.

Nevertheless, only 5 students from the three different eighth-grade courses (8-03, 8-04, 8-05) were selected considering their willingness to participate. Therefore, this proposal aims at verifying the efficient implementation of cartoons during their English learning process as well as how the content somehow influences the amelioration and development of their language competence skills.

Data Analysis

Interpreting and classifying data in a more useful and practical way practical was possible due to the typological analysis. It allows, according to Hatch (2002), determining viewpoints of a specific group of participants about a common topic as well classifying specific excerpts of information. In the process of creating typologies, four of them were integrated for both questionnaire and semi-structured interview taking into consideration the information gathered from the participants, the nature of the project as well as the literature and the research questions stated **(see table 6)**. However, another typology was created as a complementary category apart from the ones directly linked to the project and the data instruments for supporting general ideas constructed from data excerpts taken from the participants' answers without exiling any piece of information for both data collection instruments.

Data was organized, coded, and distributed in their respective typology (category) excerpts of data were placed in line with each one of the participant's responses **(see table 7 and 8)** and also categorized taking into consideration the typologies created **(see appendix 6).** Coding consists of a process of analyzing qualitative data in which the data is broken down to analyze each element separately and then condensed according to Creswell (2015, p. 156) as cited by Elliot (2018) in her piece of work related to the coding process in qualitative data analysis. Coding involves finding how the data and the research questions

are correlated, and at the same time, it permits highlighting different pieces of the information obtained that can be relevant for the research.

On the other hand, the triangulation process was also integrated. This method aims at understanding and comprehending phenomena from various viewpoints (Petrevska, 2015). In this section, researchers aim at illustrating their reflections about the statements of the participants for covering the essential information that addresses directly the final findings. **(See figure 6)**

Table 6. Typologies – Data Analysis

Data typologies: Questionnaire	Data typologies: Semi-structured interview
1. **Cartoons as a Learning Tool:** Consists of how the implementation of cartoons has aid students while learning vocabulary 2. **Vocabulary Learning:** The different viewpoints students have concerning learning vocabulary while the project was implemented. 3. **Psycho-affective Factors:** The emotional state of participants towards their learning process in terms of lexical items during the development of the project. 4. **General Thoughts:** Excerpts of the participants' answers that do not fit into the other categories but complement them.	1. **Vocabulary Struggles:** The difficulties students face when learning vocabulary. 2. **Vocabulary Learning Strategies:** The strategies students implement in their vocabulary learning process. 3. **Vocabulary Learning and Use:** The different viewpoints students have concerning learning vocabulary in English as well as the use of it in their language performances/daily lives. 4. **General Thoughts:** Excerpts of the participants' answers that do not fit into the other categories but complement them.

Table 7. Coding Process – Questionnaire

Participants' data gathered: Questionnaire		
Typology	**Categorization and Generalization**	**Participants' excerpts (1-5)**
	Categorization	**Participant 1:** • La metodología implementada hace más fácil de aprender el vocabulario • Aprendí muchas palabras desconocidas.

Cartoons as a Learning Tool	**Vocabulary learning benefits while using cartoons**	**Participant 2:** • Siento de que esa manera aprendo inglés • He aumentado mi conocimiento hacia el idioma.
	Generalization **Cartoons provide wider knowledge in terms of lexical items, as well as pronunciation.**	**Participant 3:** • Tengo un vocabulario mucho más abierto. • He aprendido más. • he podido comprender un poco más el idioma • aprendía más vocabulario
		Participant 4: • Ha ayudado en mi pronunciación y a memorizar ciertas palabras clave. • Es una actividad para aprender y querer seguir aprendiendo el idioma. • Aportaron muchas palabras que yo no conocía
		Participant 5: • La fluidez de hablar las palabras y como aprender a pronunciarlas, fonética y su significado. • la expansión en mi vocabulario.
Vocabulary Learning Development	Categorization **Dubbed audiovisual material as a source of vocabulary learning**	**Participant 1:** • Fueron poco comprensibles por el vocabulario
		Participant 3: • Se me dificultó un poco porque todo estaba en inglés.
	Generalization **Using audiovisual authentic material 100% in English only is quite difficult to understand.**	**Participant 4:** • Habían algunas partes en las que no entendía muy bien
		Participant 5: • hacen más simple de asimilar y ser más fácil de aprender.
Psycho-affective Factors:	**Categorization** **Cartoons' influence and emotional factors**	**Participant 1:** • El proceso de aprendizaje es mucho más llamativo y divertido. Lo que me motiva más para aprenderlo. • La metodología es más entretenida y divertida • Eso hace que uno se sienta más motivado.
		Participant 2: • Me divierte. • Sí porque ha sido creativo y divertido

	Generalization **Cartoons are creative and innovative learning tools that have influenced students to feel motivated when learning while having fun.**	**Participant 3:** • Cartoons ha influenciado mi aprendizaje • Me he divertido mucho
		Participant 4: • Es un método divertido • Es un método divertido y muy creativo de aprender inglés. • Fue efectivo ya que es una actividad divertida
General Thoughts	Categorization **Personal Viewpoints and Considerations**	**Participant 1:** • Esta metodología ha cambiado mi manera de aprender inglés, es decir, no es un método convencional • Lo que nos muestra que podemos aprender inglés de muchas formas. • Es muy importante para poderme expresar • No podemos seguir con los mismos métodos de aprendizaje ya que son muy comunes • El profesor piensa en nosotros, en lo que puede llamar la atención de nosotros
	Generalization **Cartoons provided students with unknown vocabulary that they can look for to expand their lexical expertise**	**Participant 2:** • Esos programas los eh visto en español me sirve para comparar los dos idiomas • porque ya habíamos tenido una explicación sobre que se iban a tratar los vídeos
		Participant 3: • Así reforzábamos más el tema tratado en cada episodio
		Participant 4: • para entender las palabras, tuve que buscarlas.
		Participant 5: • Se ve más interactivo • Buscando la atracción de mi para seguir con el curso de aprendizaje. • No ir a lo monótono con libros y guías • No solo se ve el lenguaje si no también la acción y el sentimiento

Table 8. Coding Process – Semi-structured interview

Participants' data gathered: Semi-structured interview		
Typology	**Categorization and Generalization**	**Participants' excerpts (1 and 2)**
Vocabulary Struggles	Categorization **Vocabulary difficulties while learning vocabulary in English**	**Participant 1:** • No se me dificulta ya que entiendo muy bien el vocabulario en inglés.
	Generalization **Memorization**	**Participant 2:** • Se me dificulta mucho a veces adquirir el vocabulario en inglés porque yo soy una persona que no tiene buena retentiva.
Vocabulary Learning Strategies	Categorization **Tools for learning vocabulary**	**Participant 1:** • Aprender a relacionarme con el idioma por lo menos con las canciones o con artículos que ya he visto anteriormente, etc • la plataforma Duolingo.
	Generalization **Self-talking, series, songs and online platforms are the aids students use for learning vocabulary**	**Participant 2:** • Me pongo en la autotarea de formar una conversación conmigo mismo o decir todos mis pensamientos en inglés. • coloco las series con subtítulos en inglés mientras que la voy escuchando en español y luego la intercalo. O sea, los invierto para aprender. • Posters o las pegatinas… Las pego; el vocabulario los pego en cualquier parte representando la forma. También mediante imágenes, mediante vídeos, mediante dibujos.
Vocabulary Learning and Use	Categorization **Vocabulary knowledge when learning English and performing**	**Participant 1:** • El vocabulario sí es muy importante ya que nos podemos comunicar con el resto del mundo en inglés • Inglés es haciendo los deberes del área de inglés.
	Generalization **Lexical items allow students to communicate while developing their academic and regular activities**	**Participant 2:** • Muy importante aprender vocabulario en inglés porque regla que exista, puede hacer cambiar el vocabulario Mientras que estoy haciendo algo, intentar luego decirlo en inglés • Mientras que estoy haciendo algo, intentar luego decirlo en inglés

General Thoughts	Categorization **Other perceptions**	**Participant 2:** • Para así poder memorizar. • lo menos el –ed o el –es o algún verbo o- otras que cambian
	Generalization **Grammar and vocabulary are correlated and require memory retentive.**	

Taking into consideration the data gathered from the participants, first, it was found that cartoon material provided wider knowledge in terms of lexical items, as well as pronunciation and memorization amelioration. Using audiovisual authentic material 100% in English only was quite challenging since students were not familiarized with most of the vocabulary stated. However, body language and facial expressions from the characters of the animated content permitted students to analyze what was happening and understanding the situations/topics proposed as well as previous explanations about the content of the material that was made by the teacher/researcher.

Moreover, cartoons provided students with unknown vocabulary that they could search for to expand their lexical expertise, allowing them to be autonomous learners. Furthermore, it was highly remarked that cartoons are creative and innovative learning tools that have influenced students to feel motivated in learning concerning vocabulary knowledge while entertaining and enjoying the process.

On the other hand, students themselves also revealed their considerations concerning learning vocabulary. Lexical items in English are important since they allow them to communicate in a foreign language while developing their academic activities and use the language in various real-life situations and stated that grammar and vocabulary are correlated. Even though they present memorization issues, they also emphasize different

strategies used in their learning processes such as self-talking, series, songs, and online applications to overcome the struggles with the language.

Figure 6. Triangulation Process

- **Research Question #1:** How does the implementation of cartoons provide wider vocabulary knowledge to 8th-grade students?

Categories: Vocabulary Learning Benefits While Using Cartoons – Personal Viewpoints and Considerations

Reality

Concerning the acquisition of vocabulary knowledge of students, it is highlighted that cartoons provide a varied and extent content since each animated program presented different topics, expressions and colloquialisms that are presented into the nature of the language (English) On the other hand, students consider important to remark cartoons as a creative and entertaining learning method in order to learn English, avoiding the use of the ones that are still in use.

Theoretical Reference

Accordin to Vitasmoro, Chandra and Jatmiko (2019) cartoons are a source of entertainment and they are abundant in lexical content since students can enjoy learning English by feeling relaxed and arouse students' willing to learn since it can increase their language achievement and learn unintentionally. Cartoons provide a wide variation of content since situations and context also vary depending on the topic under discussion.

Researchers' Reflection

In the analysis of what it was stated, it was possible to verify how the cartoon programs presented topics, situations and characters, providing an extent meaning in every situation shown as well as language content, allowing 8th grade students to look for unknown vocabulary and learning it.

- **Research Question #2:** What considerations do students present towards the process of learning vocabulary in English when it comes to acquiring lexical content?

Categories: Vocabulary difficulties while learning vocabulary in English thinking - Tools for learning vocabulary - Other perceptions

Reality

Concerning perceptions of students towards learning vocabulary in English, they remarked the importance of learning vocabulary in English since it allows them to communicate and express their ideas without any inhibition and mentioned aspects such as memorization and grammar as important components linked to the lexical acquisition. On the other hand, students themselves mentioned different tools they use for learning vocabulary: songs, online programs, series and self-talking. Furthermore, the use of vocabulary is used in different activities.

Theoretical Reference

In what learning vocabulary consists of, Nation (2011) stated that acquiring vocabulary is vital in order to perform efficiently a second language in all four language skills when it comes to learning English as a second language (ESL) and learning English as a foreign language (EFL). Vocabulary knowledge is demanded to communicate and create communication channels and bridges between individuals.

Researchers' Reflection

Both instruments present factual data that provided different viewpoints of students' considerations about vocabulary learning and usage as well as the implementation of tools for overcoming English difficulties. It is for fact that they do know how challenging the process of learning vocabulary is. However, they use what few vocabulary they know and tend to find different ways of learning and use the language inside and outside the classroom and their everyday lives' activities.

- **Research Question #3:** How does the implementation of audiovisual material aid students to improve their lack of vocabulary as well as their English skills during the English learning process?

Categories: Cartoons' influence and emotional factors - Vocabulary learning benefits while using cartoons – Personal Viewpoints and Considerations - Dubbed audiovisual material as a source of vocabulary learning.

Reality

When it comes to cartoons as a way for students to learn vocabulary, it was noticeable that students stated positive viewpoints since they felt motivated and had fun during the development of the project. Students also worked on their memorization, pronunciation and lexicon since they could utilize the material as much as they wanted to. On the other hand, students themselves considered quite difficult the use of dubbed animation since it was mostly hard to understand. However, they managed to focus on other aspects such as sounds, body language and facial expressions, managing the understanding of main ideas.

Theoretical Reference

Thakur (2015) considered that artoons can be used as a teaching and learning tool to improve the language skills of students and transfer human emotions, values, and ethics as well as seeing their learning process from a brand new perspective, avoiding monotony and stress. Using cartoons as a pedagogical tool is one important way to ensure learner motivation and participation.

Researchers' Reflection

Students are required to possess a strong and varied lexicon since the topics choose to be discussed throughout writing might be infinite. This being mentioned, it is possible to highlight linguistic aspects interfere in their productivity and efficiency.

Results

Based on the information gathered from the participants of this project, it was found that:

FINDING 1: Students found practical and useful the implementation of cartoons as a tool for learning vocabulary.

FINDING 2: Affective factors such as motivation and amusement were found in the participants since they found this initiative different for learning a language. Participants watching cartoons to learn English is a very creative way for them to learn English in general, influencing their willing of wanting to learn more.

FINDING 3: Using dubbed audiovisual material was a huge challenge for the participants since they did not possess wide vocabulary knowledge. However, they analyzed and identified every situation showed by focusing on other aspects, allowing them to be critical.

FINDING 4: Students look for different tools to learn and practice their vocabulary in their regular lives. Tools such as songs, online applications, posters, and sticky notes are used for learning, classifying, and memorizing different lexicon content.

FINDING 5: Students acknowledge the importance of vocabulary in their English learning process by stating it is, in fact, vital for communicating and expressing thoughts and impressions.

FINDING 6: Students did not work on the creation of the vocabulary notebook due to their lack of time and availability as well as the fact this item was not mandatory.

Recommendations

The findings gathered throughout the making of the project permitted to verify the effectiveness of cartoons as a pedagogical tool when learning vocabulary in English, implementing different material sources so students could utilize the vocabulary learned as well as entertaining themselves during the process. The following recommendations are proposed taking into consideration internal and external concerns as well as the project's potential new contributors and participants.

1. The implementation of cartoons should be made taking into consideration other topics that can be interesting to potential participants.

2. Cartoons with Spanish and English subtitles should be integrated next for this initiative since learning and pedagogical dynamics can vary and also projects other variables in terms of language skills such as reading.

3. Dubbed Spanish cartoons could be implemented from time to time to make contrasts between both English and Spanish languages, creating spaces for analyzing grammar structures and phonetics in both languages.

4. Establish the creation of the vocabulary notebook as a factual material (result) for future researchers and participants while allowing them to create it based on different topics of their interest.

5. Participants should be more committed to the development of the activities and aware of the dynamic and the benefits the project offers since it will help them to acquire vocabulary for future English learning courses and life.

6. More active interaction between researcher and participant is needed in order to make agreements concerning watching cartoons sessions and assessing work.

Conclusions

The aim of this project was linked to the implementation of dubbed cartoon programs for learning vocabulary as well as encouraging students to learn English using way more entertaining and uncommon ways. Concerning the integration of cartoons in the process of learning English, it was noticeable that students were influenced by the audiovisual content, providing improvements in students' motivation while stating their amusement towards the different complementary material created for reinforcing the vocabulary learned. Despite the content was fully in English and this matter affected their comprehension of the lexical content, students demonstrated their autonomous work by looking for words or sentences they did not understand, allowing themselves to get a broad comprehension of the situations presented as well as the vocabulary integrated into each episode while working on other English skills such as listening and speaking (repetition).

On the other hand, students also presented their considerations regarding the process of learning vocabulary in English from a general and personal perspective. Vocabulary knowledge, according to what was found, is vital to the process of learning any language (specifically English) since its use is demanded in their regular academic lives as well as personal interests.

Finally, the influence that the material utilized had on students allowed them to maintain their interest and willingness to learn English while feeling relaxed, taking into consideration students' viewpoints in terms of content quality, topic interests, and material design. In the end, despite all the content was not able to be fully implemented due to the stoppage of academic activities stated by the *ASINORT* and *Paro Nacional* Committee for the National Strike in Colombia, this project contributed a new learning strategy that is possible to use only for mere entertainment but academic purposes as well.

CHAPTER IV: COMMUNITY OUTREACH COMPONENT

ENGLISH LANGUAGE ASSESSMENT AND TUTORING FOR OVERCOMING HIGH SCHOOL STUDENTS' DIFFICULTIES

Introduction

English has become a very important subject in the educational field. In Colombia, the National Education Ministry (2014) has established the learning of English as one of the national educational goals, and all initiatives to spread English language instruction are being encouraged. Colombian educational establishments, as in most countries in Latin America and Europe, use the standards of the CEFR to plan, develop, implement and assess all foreign language courses. These standards are integrated into the multiple English Programs stipulated in the English curriculum. However, students do not possess a reasonable amount of direct contact with the language for them to get familiar with it, acquiring knowledge towards the language, and use it in their language performances.

On the other hand, teachers themselves identified their students' English weaknesses, adapting the curriculum to their needs while applying topics and material they can easily understand and manage. Assessment spaces in which students can reinforce their knowledge while learning new items should be implemented into the English language curriculum and guidelines.

Justification

Enhancing English competencies permits users of the language to overcome their communicative and linguistic skills issues, being able to express themselves freely while understanding each other. While observing students in their classes, it was noticeable that students lack a lot in pronunciation and they do not use the language due to the fact all classes are mainly given in Spanish. By stating this, it is important to students to have access to tutoring spaces in which they can work more on the topics established in their classes while get used to a foreign language environment because students learn more the language outside the classroom and timing is always a limitation and a big concern regarding their meeting sessions as well as the avoidance of a full-time usage of English itself.

As a pre-service teacher from the Foreign Language English-French Program at Universidad de Pamplona, providing students with sources and aids that permit them to overcome language difficulties while creating an ambiance of confidence and collective work in which questions and doubts can be demanded and solved with any pressure. This process is highly important because it magnifies my commitment as well as my role as a pre-service teacher in class. Integrating this component into the teaching practicum is beneficial for both teachers and students of the institution since they could identify what aspects are lacking and working together to surpass language skills weaknesses through in-depth guidance.

Objectives

General Objectives

- To implement tutorials as a method for reinforcing English topics and language skills.

Specific Objectives

- To describe the most common language struggles when learning the English language.

- To provide mentoring spaces in which students feel confident to express their concerns about the language.

- To prepare supplementary activities and preparation of different topics.

Methodology

Spaces of learning and reinforcing topic items and English knowledge are essential to conducting this initiative to high schoolers while working as well on their language skills. Various topics regarding their English curriculum were added to the tutoring sessions since assessing their full understanding of the integrated topics was fundamental for accomplishing the aim of this component. For this reason, online games such as hangman, multiple-choice exercises, matching words, and other tools such as topic-explanatory PowerPoint slides (present continuous/time expressions, prepositions of place, the verb to have, imperatives, possessives with ‘s, vocabulary: family members, the verb to be and Question Words [WH- Questions]) were implemented for solving issues and overcoming doubts in the English subject and its curriculum content while creating interactive spaces of reinforcement.

Furthermore, meeting sessions took place on Zoom. The schedule suggested to be carried out taking into consideration the topics they already studied via workshops in the English subject so far for seventh, eighth, and ninth-grade students and some others that play an important role in the process of learning English were planned and presented in as it follows:

Table 9. English Reinforcement Schedule

SCHEDULE: ENGLISH LEARNING REINFORCEMENT															
	TOPIC(S)	MARCH		APRIL				MAY				JUNE			
		WEEK		WEEK				WEEK				WEEK			
		III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Past Tenses: Past Continuous			x											
2	There is / There are There was / There were				x										
3	Places, professions, daily routine and adjectives					x									
4	Cardinal and ordinal numbers, dates					x									
5	Prepositions of place, verb to have, imperatives						x	x							
6	Grammar structures								x						
7	Regular/Irregular verbs									x					
8	Reading and pronunciation exercise: short stories										x	x			

The topics aforementioned in the chronogram are the ones the students worked on during their online meetings. For avoiding taking extra time from students to working on this component, I as a pre-service teacher decided to implement the interactive materials once a week to reinforce their previous knowledge. Online interactive games were implemented and it was noticeable how students actively participated and understood way more the topics under discussion. This dynamic is not only reinforcing students' knowledge

towards the English topics but also they are working on reading, pronunciation, and spelling while playing for them to use the language as much as possible.

Meetings tended to be interactive, constantly demanding students if they understood the topics or if they had questions about them since sometimes they tended to say they did when it was not the case. For this reason, I, as a pre-service teacher, always tended to bring games **(see appendix 7)** that could be fun and relatable to the topics. On the other hand, Zoom meetings were cut each 40 minutes, interrupting in a way the session sequences. Despite this, students reenter 3 times at least (included in the institution's scheduled - 2 hours) since they entertained themselves and felt motivated in their learning process as well as understanding quite more the grammar topics.

Since students present mostly pronunciation and conjugation issues, the material used for their assessment allowed them to identify the use of the language from the different topics in an easier way, providing students with points, bonuses, and even good (✓) and wrong (✘) marks in the exercises. These aspects motivated students to get better results as they projected their competitiveness and efforts when responding.

Apart from bringing games to class, giving personalized tutoring to a student was an opportunity presented in the practice process. According to the students' mom, he presented a low grade in one of the workshops and since he is new in the institution and has no one to talk to in class, he required an explanation for the topics implemented in the material. **(See appendix 8)**. In the same way, I prepared PowerPoint presentations **(see appendix 9)** about topics that planned to discuss in future workshops so students could have previous knowledge before developing them.

Conclusions

Presenting grammar topics in English in entertaining and interactive formats makes students keep motivated to learn and they seem to understand the topics way more since doubts are instantly solved in the moment of developing the activities. Moreover, students work together to solve the exercises, making the process based on active participation and correlated work. Moreover, students seemed to be more engaged with learning the topics and they felt comfortable making mistakes during the sessions since there was an ambiance of amusement and constant interaction, avoiding the fact there were in the tutorial sessions. The pre-service teacher illustrated different online activities for students to change the implementation of the language that is mainly and mostly used in their academic duties.

In this way, students felt the need of having gaming sessions during class for practicing the topics that were discussed weekly. The creation and development of this project also helped students to relate to and trust each other since there were times students did not want to talk at all. The use of this method in academic practices highly aids the researcher to keep in mind how effective the material used was for his future teaching methods.

CHAPTER V: INTERINSTITUTIONAL ACTIVITIES COMPONENT

Introduction

Participating in activities that belong to the schedule of the institution as a pre-service teacher plays an essential role in the teaching practicum since it does not only represents a sense of belonging and commitment to the context and the faculty but it also reflects my willingness of staying active and collaborating as much as possible for contributing and proving my appreciation to the administrative, educational, religious, cultural and linguistic institutional activities planned to be executed. In this component, the continuous presence of the pre-service teacher is needed as well as the orientation and full guidance of the supervisor in charge.

Objectives

General Objectives

- To participate in all events scheduled to be developed at Provincial San José School.

Specific Objectives

- To take part in all faculty meetings actively if needed.
- To be present and committed to attend every cultural event the quarterly scholar calendar possesses.
- To follow institutional guidelines, rules and regulations demanded of teachers and students.

Methodology

Provincial San José School, like other schools, tended to implement, integrate and provide educational, cultural, linguistic, and music festivities to engage the faculty as well as creating bonds between the whole institution's community itself. However, due to the pandemic of COVID-19, many of these activities were removed and even postponed due to the fact almost all of them required from face-to-face rehearsals to seldom extracurricular meetings. Unfortunately, the educational system is now depending on internet connectivity, avoiding face-to-face interaction and cooperative commitment.

The following chronogram presents different scheduled activities of the institution that were considered essential to take into consideration during the first quarter of this year:

Table 10. First Quarter Schedule

MONTH + DATE		ACTIVITY/EVENT
MARCH	**19th**	St. Joseph's Day
	21st	Sunday Eucharist
	23rd	Elections: Former representative of students
	28th	Sunday Eucharist
	29th, 30th, 31st	**Holy week**
APRIL	**1st – 2nd**	
	5th, 20th	Last chance for students to send worksheets via e-mail and online platforms
	6th, 21th	Face-to-face and online worksheets submission
	11th, 18th, 25th	Sunday Eucharist
	23th	Mother Language Day
MAY	**1st**	Labor Day
	2nd	Sunday Eucharist
	7th	**First Quarter-Finals** Last chance for students to send worksheets via e-mail and online platforms
	10th-12th	First-quarter evaluation meetings

As a member of the institution's faculty, certain meetings and events were developed and conferences were given to discuss the virtual methodology and the new management of the institution during this COVID times, integrating M.E.N documents (Ministerio de Educación Nacional) establishes for teachers to adapt their online classes efficiently and also pieces of advice for students for their avoiding struggling with deadlines and accumulating workload. All events contributed professionally since they provided different situations in which guidance and spaces of reflection were established for teachers to analyze, discuss, share and propose alternatives regarding grading workshops and giving tutorials.

Table 11. Attending Meetings/Events Schedule

D A T E S	March 29th	**E V E N T S**	Online Meeting: The principal and the rest of the faculty
	April 6th, 13th, 20th, and 27th		Tuesday Meetings: coordinator and teachers from the José Rafael Faría Headquarters
	April 23rd		Mother Language Day (Día del Idioma)
	April 21st and 23rd		M.E.N (Ministerio de Educación Nacional) Conferences
	April 22nd		Psych Educative Meeting: studying habits and methods

Online Meeting: The Principal and the rest of the faculty

During Holy Week, teachers from all headquarters were asked to attend a meeting to discuss certain topics related to the educational decrees and institutional quality system **(see appendix 10)** in regards to resources, infrastructure, and learning processes. Principal (at that time) Piñeres mentioned the importance of the strict regulations that need to be followed to achieve goals under the institutional and academic framework, providing spaces focused on students' needs and parent outreach.

Tuesday Meetings: coordinator and teachers from José Rafael Faría Headquarters

All teachers and the institution's coordinator go on meetings every Tuesday for discussing different subjects concerning students' performance, workshops, and grading methods. There were certainly sensitive and serious topics that are discussed concerning struggles and complaints from parents and students regarding work schedules and assignments. Since the Academic Committee is composed of some teachers that meet to discuss those aspects in depth and detail, they share the upcoming and decisive decisions with the rest of the faculty for them to be informed. Since I am an assistant to these meetings and temporarily part of the faculty, those matters are taken into consideration in my teaching practicum. **(See appendix 11)**

Mother Language Day (Día del Idioma)

On this day, it is celebrated to highlight the importance of our mother tongue and the pioneers that remark the beauty of it with their literary pieces of work. Provincial San José School was not apathetic to such a day. That is why the institution decided to call all the community for engaging it by watching a live stream (via Facebook and YouTube) in which it was noticed the students' participation as well as the coordinator. **(See appendix 12)**

MEN (Ministerio de Educación Nacional) Conferences

For engaging teachers and principals from all educational institutions in Colombia, while discussing different aspects for creating alternative options for teachers and students to have face-to-face classes again, the National Education Ministry (MEN in Spanish) convenes a meeting for clarifying and remark aspects that are required to be analyzed and work on to make this proposal a fact. Furthermore, for registering the number of attendees, a Google format was sent. **(See appendix 13)**

Psych Educative Meeting: habits and studying methods

A meeting conducted by 2 psychologists in progress was scheduled for students **(see appendix 14)** specifically about habits and methods they can use when studying and developing their assignments. In this meeting, despite the fact it was addressed to students, I had the chance to attend it and it was very helpful since tips were given concerning time management, studying ambiance and types of learning, and tools for summarizing and identifying key points when reading throughout exercises.

Conclusions

Being an attendant of the institution's events allowed me as a pre-service teacher to be and feel engaged to the chronogram and committed to the community. Being part of these activities reaffirmed and confirmed my role as a real teacher, possessing responsibilities from the students, the classes, and the school itself. Furthermore, all events were beneficial for teachers since they discuss subjects and matters of interest from an educational and pedagogic panorama. The practicum process of the pre-service teacher provided a real-life context of what future pedagogic and educational fields may feel and work. Since this process was not only about noticing educational aspects of the institution by placing students in learning environments but also to perceive how students develop their cognitive skills while projecting their artistic ways and aptitudes, the integration of my attendance in the institution showed a broader picture of my professional role as well as the role of students and the scholar government bodies and committees.

CHAPTER VI: REFLECTIVE COMPONENT

Considerations

The process of reflection allowed me as a pre-service teacher to analyze my experiences during my practicum in terms of teaching methods, material and online sources for students to facilitate their learning process of English as a foreign language. As being part of the institution's community and faculty, I, as a pre-service teacher, intended to be in constant amelioration in terms of class and time management. Narratives permit me to describe in detail various situations that bring struggles and motivation issues, analyzing the attitude of students and parents. Despite the fact online meetings work differently, certainly, a great attitude and ambiance of students depend mostly on me. The practicum process is fruitful when teachers reflect on what they do for them to ameliorate, change and add other aspects that are potentially needed for having effective results from meetings.

However, it is quite noticeable that students feel tired sometimes and they do not seem to participate all the time. Since some variables exist such as connectivity and lack of resting issues that interfere in a full class commitment, my duty consists of making students feel comfortable and motivated by integrating different work material for them to not blocking their willingness to learn. Due to a lot of assignments, students seem to not having time to work on the pedagogic project. Still, they express their interest in the project and consider it as something very fun and entertaining. The process of reflection is not only done for teaching purposes, but it is a constant and natural thing to do as humans. Furthermore, in this case, it is a method used for registering the struggles sometimes we encounter in our everyday lives in the professional field.

Conclusions

In the development of the different components, it is clear that students do not possess a lot of free time since they are full of assignments, making quite difficult their full commitment to the proposals. However, online meetings can be beneficial to work with them a bit more, taking advantage of their minimal availability for working on the other components that can be put into action easier and effectively. Regardless of their lack of time and availability, students seemed to remain motivated and willing to collaborate. The writing process of narratives allowed me as a researcher/pre-service teacher to get an in-depth process of reflection as a professional, allowing myself to be self-critical and conscious about what I am doing right or wrong as well as the dynamic of my teaching methodology.

CHAPTER VII: MATERIAL DESIGN

(See appendix 15)

Tipo de Material (ficha, evaluación, repaso etc.)	Temas abordados	Breve descripción de lo que contiene el mismo	Objetivo que se desea cumplir con dicho material
Workshops 5-8 (7th – 9th grade)	Possessive (‘s) Present tense Family members Past simple Regular and Irregular verbs Gerund vs Infinitive Countable and Uncountable nouns There is(was)/There are(were) How many/how much Prepositions of place, imperatives Question Words (wh-)	Instructions for the submission of workshops. Prior knowledge Explanation of topics: examples, tables, images, links, etc. Learning activities	To introduce students to the different grammatical topics related to each other. To recall previous knowledge and integrate it into the acquired knowledge.
Online activities document + National Education Ministry English Authentic Material	Screenshots Links ↓ Google Drive Web Pages	Instructions for accessing the online activities (WordWall) Links to the didactic material suggested by the National Education Ministry for English language teaching-learning.	To integrate different teaching-learning methods to provide reinforcement and understanding of the topics covered.
Students’ grades (the ones that sent the assignment) workshop 5 7-9 Grade	Name Courses Grades Remarks/Observations Workshop 5 answers for all 3 grades.	Register of grades of the students who recently handed in workshop 5 with their respective observations and answers.	To evidence the delivery of workshops by some students, highlighting their results and aspects to be taken into account regarding corrections. To illustrate the workshops’ answers to the supervisor.

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