Reinforcing 7th Graders Reading Comprehension, Pronunciation and Critical Thinking

Development through the Creation of Extracurricular Group Reading Spaces.

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1 General Presentation

The following work comprehends the process to establish a practicum process at the National Technical Commerce Institute, aiming at reinforcing specific skills such as reading and speaking through the creation of extracurricular reading spaces, labeled as "*The Reading Club*". Nevertheless, several other aspects are covered by the practicum teacher at the mentioned institution as it follows down below:

Initially, the pedagogical and research component entitled "*Reinforcing 7th Graders Reading Comprehension, Speaking and Critical Thinking Development through the Creation of Extracurricular Reading Spaces: An Action Research*" which is aimed directly at 7th graders under the curriculum established by the educative institution and the National Ministry of Education (MEN), aimed at reinforcing English Foreign Language (EFL) in terms of reading and speaking, thus guiding students toward a process of growth, not only in terms of EFL proficiency, but as thoughtful members of an ever-evolving society.

Similarly, as a second, the community outreach component encompasses "*The Application of Online Gaming Platforms to Enhance Vocabulary Acquisition in 2nd graders*", as well as the chance to fulfill a need regarding the presence of a dedicated English teacher for the target population in the same public school.

Finally, the administrative component comprehends the role of the pre-service teacher in terms of meetings, cultural events, special dates and other events in order to establish a clear basis of the philosophy of the institution as well as a clear plan on how projects are developed.

1.1   Introduction

Education has been, is, and will remain as an endless yet dynamic paradigm where we, as teachers, must evolve constantly in order to flow with the dynamism of society (UNESCO, 2005). By stating this, it is possible to take a glimpse at history, and perceive the steps of a process of systematization and complex correlation among meaningful learning, psychology and linguistics, assembled in a humongous whole approach for EFL teaching, thus giving birth to methodologies such as the Communicative Approach and the Action-Oriented Approach, along the standardization of Constructivism in education around the world.

In the Colombian context, education is a complex field of debate where traditional practices and updated methodologies coalesce in the *Law 115 of Education of 1994*, which is followed closely by the social context of the nation, where several limitations have turned the educational process into a subjective one, on which, most of the times, what is written is not always a loyal portrait of what actually occurs in the classroom. Moreover, in the middle of a health crisis which started since March, 2020, the Government proved not to be ready whatsoever in terms of emergency strategies nor alternatives to at least struggle with an increase of school dropout occurred during the first year of the pandemic outbreak, being the lack of electronic devices and the access to internet connection the pillars of the issue (El Tiempo, August 14th, 2020), nor with the online methodology carried out since the beginning of the isolation due to *Sars CoV-2 (Covid-19)* outbreak. Hence, the responsibility falls upon Colombian schools to adapt to the virtual methodology in order to continue the process of education, brought up as a fundamental human right, as established in the *1991's National Constitution, Article 67*, where the goal is that of "*education is a right to the individual and a public service with a social function, seeking the access to knowledge, science, techniques, and all the other goods and*

values of the culture." Therefore, as a practicum teacher of the University of Pamplona, and worried about the educational context in general, it is a major concern that the progress in terms of EFL acquisition continues to do so, thus avoiding repetition and traditional pedagogical practices, forgetting the major goal of a language: communication. With this principle as a core, and the presence of Project Reader, defined as "*an educative intervention that gathers the series of strategies to the development of the reading and writing skills of students and promotes reading as a habit*" (Jaramillo-Ponton et al. 2014), in the structure of English lessons of 7th graders of the public institution there was perceived the core issue and asked the key question: How can extracurricular reading spaces foster students' EFL acquisition in terms of reading, speaking, and critical thinking development?

1.2 Justification

This work is based upon a series of events perceived not only throughout a period of institutional observation performed at Instenalco, but also through personal experiences lived throughout an education process in a public school in Colombia.

In the former, the details observed allowed the establishment of a project to reinforce reading and the formal academic development through the creation of extracurricular reading and discussion spaces, this, in order not to disrupt the established order of Project Reader which took place weekly and had a dedicated time on each lesson.

In the latter, a series of experiences lived throughout high school have built subjective ideals of how an EFL class should be performed and the pertinence of the target topics regarding the attentiveness and interests of the target population, deciding to adapt contents to students' interests and not the opposite. Moreover, during the institutional observation, the absence of a

dedicated EFL teacher for 1st and 2nd graders was perceived, creating the need for a pre-service

teacher to not only cover this need with 2nd graders, but also to adapt the methodology to the age

of the target population. And last but not least, a necessity was also perceived concerning the

process of involvement regarding the administrative affairs of a full-time teacher working in a

public institution in Colombia, such as meetings, events, special dates, etc.

1.3 Objectives

1.3.1 General objectives

- To perform a practicum process focused on reinforcing EFL through extracurricular reading spaces, using the communicative approach and task-based learning.

1.3.2 Specific objectives

- To foster 7th graders EFL acquisition through a process of communication of basic ideas in class and extracurricular spaces.
- To reinforce an already established methodology implementing communicative activities throughout the classes.
- To create group reading spaces using topics of interest to foster vocabulary acquisition, pronunciation, and critical thinking development.
- To cover elementary school needs in terms of an EFL teacher by creating online educational games to foster vocabulary.
- To participate in planning, fostering, and/or helping in institutional activities, festivities, and cultural events.

2 Chapter I

Institutional Observation

As a start to carry out pre-service teachers' practicum stage in the Foreign Languages Degree, it is a necessity to scout the context in which the practicum shall be performed. Hence, as a pre-service teacher assigned to INSTENALCO, it became relevant the subsequent effect of a major cause like this: field observation. This field observation was performed to four groups of 7th graders and three groups of 10th graders in order to identify not only

2.1 Location

The National Technical Commerce Institute (Instituto Técnico Nacional de Comercio INSTENALCO) is located in the central area of the city, whose campus are located like this: Campus A is located in the street 12 No. 0-40 Barrio La Playa National Technical Commerce Institute; Campus B: República de Venezuela School No.16 located on 9th Street between avenues 2nd and 3rd. It is formed by a population of strata 1, 2, 3 and 4 of the central sectors of the city of Cucuta and some peripheral neighborhoods and has a warm and airy climate. It has public sewerage services, electricity, water, and some services related to telephone and Internet.

The transport service is very fluid because it is in the central area. On the economic side, the border situation exerts an influence on the community mainly in the migration producing jobs or underemployment, as well as occasional workers which affects the family income making it insufficient. In addition, there are no sources of work and public services such as water, electricity, sewage and sanitation are becoming more expensive every day; there are disintegrated and multi-family families, some have decent housing. In the religious aspect 96% of the population is Catholic, although other Christian beliefs such as Adventist, Jehovah's

Witnesses, Pentecostal and non-Christian proliferate as: Gnostics and Mormons; even in these differences of belief there is respect for each other, and a Catholic religious teaching can be given without any inconvenience.

In social terms, the sector is affected by some incomplete families, single mothers, domestic violence, which is important to consider due to the forced displacement of other regions of the country and the Norte de Santander department itself, of the municipalities where the actors in armed conflict of the Colombian territory are present. Headquarters B does not have sports fields and because of this, students see limited space for recreation, socialization and integration. In the main headquarters there is space and some texts for consultation of teachers and students of the entire educational institution INSTENALCO; in addition, very close is the Public Library Julio Pérez Ferrero. Campus B does not have the library service.

2.2   Authorities

INSTENALCO follows an organizational hierarchy in order to maintain order and follow the regular conduct established by the MEN, according to the 1994 General Education Law. The following are the authorities of the institution:

- Principal: Mg. Zócimo Ramírez Mantilla.
- Coordinator: Mg. Fabio Eduardo Rondon Santaella
- Coordinator: Esp. Mireya Quintero Uron
- Coordinator: PhD. Simeon Sepulveda Riveros
- Coordinator: Esp. Liliana Alba Pérez
- Coordinator: Esp. Alix Belén Montañez

2.3   Institutional Educational Project

The National Technical Commerce Institute is located in La Playa neighborhood of the center of the Municipality of San José de Cucuta, offering the service of formal education for preschool, elementary, high school, and technical high school at the latter level with a SENA-MEN articulation. (Technical in International Commerce/Trading, and Technical in Accounting For Commercial And Financial Operations) is based on the socio-economic and socio-cultural characteristics and conditions of the INSTENALCO community; it is projected in the philosophy of student formation to strengthen ethical and moral values with a comprehensive, humanizing approach intentionally concretizing the self-esteem, living together and a good school environment, taking into account the love of nature, so that from there, action plans can be designed thus leading to transformation in the search for the continuous improvement of the quality of life, articulating the development of basic skills, general and specific citizens and workers.

2.3.1   Mission

The National Technical Commerce Institute is an official entity that offers a commercial technical education with quality, based on responsibility, leadership, and honesty by seeking the integral formation of its students.

2.3.2   Vision

The National Technical Commerce Institute in 2018 will continue to be the best Educational Institution of Cucuta and North Santander that will deliver to the community commercial technical baccalaureates; leaders in the appropriation of values and in the realization projects that allow the use of resources, care and preservation of the environment, improving the quality of life of their family and locality.

2.3.3   Institutional objectives

2.3.3.1   General objective

- To operate the educational purposes and mandates outlined by the Constitution, the General Education Act and the regulations in force the aim of promoting integrated training for university life, work and corporate.
- To ensure comprehensive education based on values, norms and principles contributing to the personal development of children and young people, enabling them be a factor of change for him/her, the family and society.
- To design mechanisms for the monitoring, evaluation and follow-up of all activities: directives, administrative, curricular and community in order to ensure the quality of education, the good professional performance of teachers, teaching and

administrative directors and the participation of students in school development and educational processes.

- To characterize and identify the specific needs of diversity and vulnerability of the population according to the specifications of the Municipality San José de Cucuta to Measure Risk Management in Schools in order to reduce and/or eliminate them.

2.3.3.2 *Specific objectives*

- To design strategies that lead to the integral formation of the educator through the appropriation of creative, participatory, critical and justice values.

- To offer a comprehensive education aimed at developing the personality of the individual by training him for life based on respect for rights, highlighting cultural and ethical values; inculcating the protection and conservation of the environment in a spirit of tolerance, solidarity and peace.

- To form young people capable of making rational and just decisions so that they can face the social reality with success to live a participatory and pluralistic democracy.

- To guide the educational process towards the formation of the educator in terms of coexistence, honesty, solidarity and equity, committing to the community to which he belongs.

- To promote civic, democratic and participatory values through the rescue of activities that entrench national and Latin American identity.

- To promote the defense of life in all its stages, seeking the means at its disposal to develop respect for life to the family and nature.

- To incorporate and develop the general and specific occupational skills of the technical medium with a view to training competent learners in their daily performance in their personal, working or business life in the environment where they belong.

- To develop skills, skills, attitudes, values that allow you to build your own knowledge to link to the business, business, and micro-sector. We are a company, achieving to be a competent and competitive person for the improvement of its quality of life and that of others with the creation of forms and methods to generate work.

- To implement a system of social inclusion that allows linking the entire educational community to the educational process, always seeking the path of excellence.

- To recognize the risk factors to which Cucuta's INSTENALCO is exposed.

- To prepare the educational community for the timely response to a calamity to safeguard life.

2.3.4   Pedagogical model

The National Technical Commerce Institute of San José de Cucuta, with official recognition and formally registered in the Municipal Education Secretariat with the code 202 of November 28, 2005, to establish the profile of its pedagogical proposal has been based on its own pedagogical model *From Significance to Competence* which takes into account the following aspects:

● The process of integral formation, which provides the learner with the necessary tools for the development of his personality, his interests, aptitudes and potentialities, enabling him for life, productive work and the continuity of his studies, having in clear the necessary skills and the relevant general and specific occupational competences, according to the pre-standards established in the areas of the curriculum and in the processes of pedagogical technical knowledge.

● The cultural and socio-economic environment of the sector, of the border region and of the area of influence of the educational process generated by the institution, from the preschool to the eleventh grade, which foster a training context for entering the labor field.

● The generalized pattern of trade, characteristic of border areas, with a highly productive potential, with a maximum level of demand for new technologies and consequently with the use of skilled labor that leads to improvement, Organize and base productive labor processes in the region to improve their quality of life.

● The socioeconomic study and participatory diagnosis, valued as a reliable structure for the construction of Fr. E. I. INSTENALCO, specified the strengths that the Educational Institution has for the diversification of the curriculum of its pedagogical model, which in turn aims at the generation of know-how in the technical area of: Technical in International Trade/Commerce and Technical in Accounting for Commercial and Financial Operations, as has been elaborated in the curriculum of technical media modalities to make the educational, formative, occupational and productive process of learners feasible in the area of knowledge, skills, competences, potentialities and experiences in production, organization and quality control. Analyzing

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the above rationally, it can be pointed out, without fear of being mistaken, that the INSTENALCO is channeling its pedagogical-formative action in order to become a pole of educational development, as its E.I.P. highlights the central axis of which is the improvement of the profile of its graduates, of its community and of the region in general, through micro-development business and with the existing primary conditions in terms of the human and productive talent required in any business organizational process.

● In the end it should be pointed out that the economic conditions and financial capacity of the INSTENALCO are not the best, given that a precarious budget is managed by everyone known, but that there is a basic infrastructure with human resources of such magnitude that they visualize the success in the applicability and achievements of their proposal.

2.3.5 Methodological approach

The inclusive approach addresses the common and specific needs of students with quality and equity. Thus, teaching a heterogeneous class is illustrated by the institution as "*a flexible and diverse curriculum; taking into account the competencies that are composed of dimensions, domains, levels and criteria that bring the knowledge and assessment of different types of performance*". The characteristics of the inclusive curriculum should be: critical curriculum that leads to dialectical reflection to emancipation; curriculum by classroom research relating the world of school to life; comprehensive curriculum that in ways to cope with life and diverse situations where one term is the key, pluralism: social reconstruction curriculum where school is perceived as an institution of social change; to process curriculum by addressing human development in different contexts of interrelation: participatory democracy; to foster appropriate relationships in inclusive classrooms: discovering racial differences, discovering aspects of

cultural differences, discovering family differences, discovering gender differences, discovering religious differences and different festivities, discovering differences in skills and abilities, and discovering mechanisms to oppose discrimination.

In order to achieve the above recommendations, the following aspects are taken into account: 1. Strengthen positive relationships between teachers and students. 2. To have and to manifest high expectations and giving positive feedback.

In order to achieve knowledge of special educational needs, the following variables are taken into account:

- Personal variables:

  Learning rhythms and styles

  Illness understood as altered mental and-or physical condition.

  Disability condition

  Behavioral disorders

- Environment variables

  Displacement

  Lack of support for learning

  Inappropriate strategies for learning style

  Inadequate promotion

Educational environments lacking adequate planning and monitoring of their processes.

Frequent rotation of teachers and administrative staff.

2.4 Handbook

The Handbook of the National Technical Commerce Institute is a collective agreement expressed in commitments made by each member of the Educational Community with the primary objective of creating and promoting environments conducive to the development of personality and harmonious coexistence. It specifies general agreements that lead to specific rights and duties, to training corrective procedures and, in the event of a repeat infringement, to regular channels as the case may be. The agreements established on student and teacher coexistence involve the development of pedagogical actions aimed at institutional improvement. The following is a classification of the lists of offences which can lead to major processes with the institution, their severity and details.

2.4.1   Offences classification:

The student of INSTENALCO incurs in transgressing his duties, which are classified as faults. The faults are, according to the concept established by INSTENALCO, all those acts, attitudes or behaviors that hinder in any way the achievement of the educational aims of the institution, which in some way injure one or more members of the educational community and which contradict the formative attitudes necessary to achieve integral development. Failure to perform any duty is a misdemeanor. Misconduct can be: The commission of misconduct results in different types of situations that negatively affect school coexistence, namely:

2.4.1.1 Offences N°1:

They correspond to acts, attitudes or behaviors that reflect inadequately managed conflicts and situations that have a negative impact on the school environment, without severely hampering the achievement of the educational aims of the institution; they are a slight contradiction of formative attitudes, but without harming persons or the Institution in its dignity or physical, moral or material integrity.

2.4.1.2 Offences N°2:

They correspond to acts, attitudes or behavior which hinder the attainment of educational aims, which are in sharp, repeated or systematic contravention, attitudes that are formative and that threaten people or the Institution in its dignity or physical, moral or material integrity; in a special way they correspond to situations of school aggression, school harassment and cyber-harassment which does not have the characteristics of the commission of a crime and which causes damage to the body or health without creating any incapacity for any of those involved.

2.4.1.3 Offences N°3:

They correspond to acts, attitudes or behavior of school aggression that constitute alleged crimes against freedom, integrity and sexual formation, referred to in title IV of book 11 of Law 599 of 2000, or when they constitute any other offence established in the Colombian criminal law in force; they are openly contrary to the purposes of institutional education, because they seriously harm people, values or the institution itself.

2.5 Physical plant distribution

The administration of the physical plant requires decisions by the principal and the board of directors for adaptations and reforms that meet the technical criteria and that are required for a

better educational service of the physical space. According to the criteria of the Higher School of Public Administration, in every educational institution, the following spaces must be given in its physical plant:

- Offices of Administration
- Library
- Science laboratory
- Recreation areas
- Bathrooms
- Classrooms
- Maximum classroom
- Counseling Center
- Sports Areas
- General Service Area
- Deposits

In such terms, INSTENALCO fulfills all the requirements mentioned before, and more.

2.6   School's calendar

Illustration 2: Chronogram of activities - January - February

INSTITUTO TECNICO NACIONAL DE COMERCIO
LICENCIA DE FUNCIONAMIENTO DE CARÁCTER OFICIAL
SEGÚN RESOLUCION No.000707 DE 27 ABRIL DE 2009
SECRETARIA DE EDUCACION MUNICIPAL
DANE 154001000010   NIT: 89051113-3

CRONOGRAMA INSTENALCO 2021

MES	ACTIVIDAD	RESPONSABLES
ENERO		
12 - 29	SEMANAS DESARROLLO INSTITUCIONAL	RECTORIA- COORDINADORES
20	ELECCION JEFE DE AREA	DOCENTES INSTENALCO
26	INICIO DE POSTULACIÓN DE DOCENTES A REPRESENTANTE ANTE CONSEJO DIRECTIVO	ÁREA SOCIALES
FEBRERO		
01	INICIO PRIMER PERIODO	COORDINACIONES SEDES A Y B
01	ENTRADA DE ESTUDIANTES	RECTORIA-COORDINACION-DOCENTES
01 AL 05	SOCIALIZACION DEL GOBIERNO ESCOLAR ANTE LA COMUNIDAD ESTUDIANTIL	ÁREA SOCIALES
01 AL 19	SOCIALIZACION Y MOTIVACION A INSCRIPCION DE CANDIDATOS A PERSONERÍA ESTUDIANTÍL 2021	ÁREA SOCIALES
01 AL 19	SOCIALIZACION Y MOTIVACION A INSCRIPCION DE CANDIDATOS A CONTRALOR ESTUDIANTÍL 2021	ÁREA SOCIALES
04	REUNION CONSEJO ACADEMICO-INSTALACION 2021	RECTOR, COORDINADORES, JEFES DE AREA, ORIENTADORA ESCOLAR
05	EUCARISTÍA PARA PRESENTAR NUESTRA PROM2021 EN SECUNDARIA Y TRANSICION. PRIMER VIERNES	INSTITUCIONAL
08 AL 12	SOCIALIZACIÓN Y MOTIVACIÓN PARA LA ELECCION DE LOS REPRESENTANTES DE CURSO	ÁREA SOCIALES
17	MIERCOLES DE CENIZA	AREA DE RELIGION
23	ELECCIÓN DEL REPRESENTANTE DE PADRES AL CONSEJO DE PADRES 2021	ÁREA DE SOCIALES
22 AL 26	ELECCIÓN DE REPRESENTANTE DE CADA GRUPO AL CONSEJO ESTUDIANTIL 2021	ÁREA SOCIALES Y TITULARES DE GRUPO
22	INSCRIPCION DE CANDIDATOS A PERSONERIA ESTUDIANTIL 2021	ÁREA DE SOCIALES
22	INSCRIPCION DE DOCENTES CANDIDATOS A REPRESENTANTE ANTE CONSEJO DIRECTIVO 2021	ÁREA DE SOCIALES
23 FEBRERO AL 12 MARZO	INICIO DE CAMPAÑAS ELECTORALES	ÁREA DE SOCIALES

Illustration 3: Chronogram of Activities - March - April

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26	CONMEMORACIÓN: BATALLA DE CUCUTA	AREA TECNOLOGÍA E INFORMATICA/ GRADOS: 3RO
MARZO		
04	CONFORMACION DEL CONSEJO ESTUDIANTIL 2021 Y ELECCIÓN DEL REPRESENATNTE ESTUDIANTIL AL CONSEJO DIRECTIVO	ÁREA DE SOCIALES
04	ESCOGENCIA DE LA TERNA ASPIRANTES A CONTRALOR ESCOLAR 2021	ÁREA DE SOCIALES
04	ELECCION DE REPRESENTANTE DEL SECTOR PRODUCTIVO AL CONSEJO DIRECTIVO	ÁREA DE SOCIALES
04	ELECCION REPRESENTANTE DE EXALUMNOS ANTE CONSEJO DIRECTIVO	ÁREA DE SOCIALES
05	EUCARISTIA	INSTITUCIONAL
08	CELEBRACION DIA DE LA MUJER	INSTITUCIONAL
11	FORO DE CANDIDATOS A PERSONERIA ESTUDIANTIL 2021	ÁREA DE SOCIALES
18	COLEGIO ABIERTO 1ER PERIODO	COORDINACION, DOCENTES, ORIENTADORA
19	DIA DE LA DEMOCRACIA: ELECCION PERSONERO Y REPRESENTANTE DE LOS DOCENTES ANTE EL CD	ÁREA DE SOCIALES
19	DIA DEL HOMBRE	AREA: RELIGION
23	ACTO DE POSESION DEL PERSONERO ESTUDIANTIL 2021	ÁREA DE SOCIALES
26 MARZO	VIACRUCIS	AREA RELIGION
29 AL 31 MARZO	DESARROLLO INSTITUCIONAL	DIRECTIVOS, DOCENTES, ORIENTADORA
15 A 26	BIMESTRALES AREA TECNICA	DOCENTES AREA TECNICA
ABRIL		
05 AL 09	BIMESTRALES 1ER PERIODO	COORDINADORES
09	FINALIZACION 1ER PERIODO ACADEMICO	COORDINADORES, DOCENTES
14	CIERRE DE PLATAFORMA 1ER PERIODO	COORDINADORES, TITULARES
12	INICIO DE 2DO PERIODO	COORDINADORES, TITULARES
15	COMISIONES DE EVALUACION 1ER PERIODO	RECTOR, COORDINADORES, DOCENTES
20	ENTREGA DE BOLETINES 1ER PERIODO	RECTOR, COORDINADORES, TITULARES
23	CONMEMORACIÓN DIA DEL IDIOMA	AREA DE LENGUA CASTELLANA GRADOS: 5TO

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26	DIA DEL NIÑO	COORDINADORES Y TITULARES BASICA PRIMARIA
MAYO		
03	DIA DEL TRABAJO	INSTITUCIONAL
Pendiente fecha	ENGLISH FEST 2021	AREA DE INGLES
06	EUCARISTIA Y EFEMERIDES INSTITUCIONAL 68 AÑOS DE LABORES	RECTOR, COMITÉ 68 AÑOS, TITULARES
Pendiente fecha	INTERCLASES 2021	AREA EDUCACION FISICA
13	DIA DEL MAESTRO	INSTITUCIONAL
14	DIA DEL MAESTRO	ALCALDIA SEMCUCUTA
27	COLEGIO ABIERTO 2DO PERIODO	RECTOR, COORDINADORES, DOCENTES
JUNIO		
31 MAYO AL 10	BIMESTRALES AREA TECNICA 2DO PERIODO	DOCENTES AREA TECNICA
04	EUCARISTIA	AREA RELIGION
11 AL 18	BIMESTRALES 2DO PERIODO	COORDINADORES, DOCENTES
15 AL 18	NIVELACION 2DO PERIODO PRIMARIA	COORDINADORES Y PROFESORES BASICA PRIMARIA
18	FIN 2DO PERIODO	COORDINACION Y DOCENTES
21 AL 04 DE JULIO	VACACIONES MITAD DE AÑO	

JULIO

2.7 English classes schedule

Illustration 5: Schedule - 6th & 7th grade.

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JINSTENALCO HORARIO 2021 ACTIVIDAD REMOTA

GRADO 6° 2021

HORA		GRUPO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
6-8AM	6 a 6:30 am	6A	MATEMATICA	LENGUA	SOCIALES	BIOLOGIA	INFORMATICA
	6:30 a 7 am	6B					
	7 a 7:30 am	6C					
	7:30 a 8 am	6D					
8 A 10:30AM	8 A 8:30 am	6A	INGLES	GEOMETRIA	RELIGION	ED. FISICA	QUIMICA
	8:30 a 9 am	6B					
	9 a 9:30 am	Pausa activa					
	9:30 a 10 am	6C					
	10 a 10:30 am	6D					
10:30 A 12:30PM	10:30 a 11 am	6A	ARTISTICA	ETICA	ESTADISTICA	FISICA	LOC/CATEDRA
	11 a 11:30 am	6B					
	11:30 a 12m	6C					
	12 a 12:30 pm	6D					

HORARIO 7° 2021

HORA		GRUPO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
6-8AM	6 a 6:30 am	7A	INFORMATICA	BIOLOGIA	INGLES	LENGUA	SOCIALES
	6:30 a 7 am	7B					
	7 a 7:30 am	7C					
	7:30 a 8 am	7D					
8 A 10:30AM	8 A 8:30 am	7A	QUIMICA	ED. FISICA	MATEMATICA	GEOMETRIA	ESTADISTICA
	8:30 a 9 am	7B					
	9 a 9:30 am	Pausa activa					
	9:30 a 10 am	7C					
	10 a 10:30 am	7D					
10:30 A 12:30PM	10:30 a 11 am	7A	LOC/CATEDRA	FISICA	ARTISTICA	ETICA	RELIGION
	11 a 11:30 am	7B					
	11:30 a 12m	7C					
	12 a 12:30 pm	7D					

2.8 English classes observations

The class observation was performed on Wednesday, March the 3rd, 2021 and it started at 7 am. The following are the notes taken during the previously mentioned observation:

Synchronous classes are made every Wednesday from 6 am to 8 am, and are conducted through Microsoft Teams using a dedicated e-mail address under the domain of the institution:

cucutainstenalco.edu.co. In this case, the practicum teacher was assigned a dedicated e-mail address to access the different classes: practrubenperdomo@cucutainstenalco.edu.co

Around 120 students of 200 were connected. Students were given a test which means they were about to end their first academic period already. The class was divided into two major moments: the access to the platform (doubts, issues, obstacles), and the development of an oral exercise from the Way to Go Student's Guide 7. One of the members of the class got kicked by the Teams meeting. To solve this, the teacher assigned a student to monitor people in the meeting's waiting lobby. Afterwards, the teacher did a brief review of the previous unit in order to do a transition into the new one, which concerned Module 2, Unit 2, of the Way to Go 7 book. All 7th graders (from groups A up to D) assigned to teacher Lodwin Yesid Perez Otalora (practicum supervisor) were assembled in one meeting (around 200, but attending only 120). Here began the second part of the meeting, which consisted on an oral exercise around the following questions: "*What is your favorite traditional game? Why? If negative, why not?*"; at that moment, the teacher decided to take attendance due to the number of students connected to the meeting and the lack of participation in the exercise. The teacher used English most of the time, thus communicating instructions in English first, then in Spanish. Nevertheless, only four students of 120 actively participated in the activity by answering the questions made before. The teacher then put an end to the previous lesson and introduced the new one: start of unit 2, labeled as "*I can take care of my body*". The teacher asked about the target vocabulary, he explained it in English. Healthy habits were introduced in the shape of brainstorming, then he proceeded to cover the first part of the lesson. However, there occurred an interruption by one of the students regarding the incoming mathematics' test, which caused a brief moment of chaos in the meeting voice chat. The teacher then cleared the ambience of disorder by talking about the scheduled

activities for the week: pages 20 – 21 – 22 and 23 of the "*Way to Go*" book. The teacher then continued with an oral activity concerning the exercise No. 9 and clarified that he was going to create an assignment for the former (pages 20 to 23) to be shared during the next class. Apparently, the teacher was used to assign three to four pages of content per week from the "*Way to Go*" method to then share in the class to follow.

2.8.1   English classes planning

The syllabus was structured according to the guidelines established by NME (National Ministry of Education), following and measuring the progress of the modules of the book with their respective term as it is illustrated down below:

- Module 1 – Health - Integral Personal Care: First Term / Period.
- Module 2 – Democracy and Peace – Bullying and Conflict: Second Term / Period.
- Module 3 – Sustainability – A World of Wonders: Third Term / Period.
- Module 4 – Globalization – International Cultures: Fourth Term / Period.

This way, the teacher's methodology followed the plan recommended by the NME and was performed through Task – Based learning APPROACH. The teacher then followed the steps explained down below:

2.8.1.1   1. Warm Up

This is where the teacher draws on any previous knowledge students may have regarding the topic, encouraging students to feel they have something to contribute. The activities proposed are appealing and include short discussions, observing pictures or talking about students' prior experiences.

2.8.1.2   2. Familiarization

The first stage makes students familiar with the communicative context on which the lesson is based. It generally follows a deductive approach where language rules are inferred by means of examples and structured context. In other words, students can arrive at a rule by focusing on language examples instead of stated grammar structures and rules.

2.8.1.3   3. Practice

The teacher provides a wide variety of activities that offer students the chance to practice what they are learning. This is the stage where students move from controlled exercises to slightly freer and more creative activities. The teacher always provides communicative models in a clear and meaningful way, in order to promote communicative and problem-solving skills, while still allowing for time to reflect on the form as well.

2.8.1.4   4. Application

At this stage of the lesson, students are often ready to reinforce what they have learned and use the language in different communicative activities. Just some of the activities that are added here include games, songs, rhymes, tongue twisters, competitions, role-playing, discussions, projects, surveys and workbook activities. The teacher borrows some extra activities that help develop the competences promoted throughout the series from the Way to Go Students' Workbook.

2.8.1.5   5. Assessment

At the end of each lesson, the teacher assesses which is to be completed by students in the form of oral production or a full evaluation form which is placed at the end of each unit. Each

module also includes an evaluation page where the teacher proceeds to evaluate the students' development throughout the module.

2.8.2   English classes books

The books used during the lessons are the following:

- Way to Go 7th Grade – Teacher's Guide.

- Way to Go 7th Grade – Student's Textbook.

- Way to Go 7th Grade – Student's Workbook.

- Project Reader – Antoine de Saint-Exupéry, The Little Prince.

3   Chapter II

Pedagogical and Research Component.

Reinforcing 7th Graders Reading Comprehension, Speaking and Critical Thinking Development through the Creation of Extracurricular Group Reading Spaces: An Action Research.

3.1   Introduction

It is of personal belief that teaching EFL in Colombia is a challenge in terms of the variety, the access, and the quality of content which can be shown to students in general. This is due to the personal appreciation of a general pursue of a common goal among almost every single public high school in Colombia: to teach EFL aiming at the ICFES test. Such test is designed to measure student's knowledge in terms of use of English, vocabulary, grammar, and the most relevant, perceivable through the amount and type of texts chosen: reading comprehension.

Nevertheless, it became necessary to mention the efforts of EFL teachers to cover the series of needs of each grade according to the established levels, not by the Common European Framework of Reference for the Languages (CEFRL), but an adaptation of the same categorization, illustrating a subdivision of levels as it can be appreciated in the Way to Go Textbooks, standardized by the National Ministry of Education (NME).

Illustration 6: English levels according to the NME.

- Sixth grade: Level A1
- Seventh grade: Level A2.1
- Eighth grade: Level A2.2
- Ninth grade: Level B1.1
- Tenth grade: Level B1.2
- Eleventh grade: Level B1.3

However, the teaching of EFL to 7th graders as a process of Task – Based Learning, as it is established in the Way to Go Textbook and the guidelines proposed by the government, can remove from relevance the fostering of the speaking and writing skills and the pursue of critical thinking development. To illustrate this, it is necessary to clarify the principle of the Task – Based learning method, as Ellis (2004, p. 111- 114) and Brumfit (1984, p. 1 - 4) state: *"This learning approach is based on asking students to carry out meaningful tasks while using the target language. To do this, students need to accomplish different tasks that require a wide range of meaningful communicative activities which encourage the use of English to communicate ideas while placing greater emphasis on fluency rather than on grammatical accuracy"*.

Towards the fostering of the reading skill as proposed by the tittle of this work, and as a pre-service teacher with specific aims toward literature and texts in general, it was then proposed a process of practicum in order to: (1) continue with the methodology already established by the leading teacher, the "Project Reader"; and (2) to cover a need in terms of the reading skill as a tool to the fostering of the speaking and writing skills; and as a subjective desire to implement written texts as tools to improve the competences mentioned before, and a final, yet as equally

important: to nurture critical thinking development by using topics of social impact, thus seeking the awakening of a spirit of sharing of ideas among students.

3.2   Justification

The following work was aimed as a support for the fostering of EFL communicative skills by implementing a Task – Based Learning methodology. The process was guided by an objective institutional observation yet based upon a subjective preference for literature and the reading skills as tools to improve students' EFL development toward specific communicative goals established by both the public institution's curriculum and the NME itself. Therefore, the objective of this work was to answer to the following problem question: How can the creation of extracurricular collective reading and discussion spaces improve INSTENALCO's 7th graders' reading skill and foster critical thinking development?

3.3   Objectives

3.3.1   General objective

- To enhance 7th grade students' reading skill and critical thinking through the implementation of extracurricular collective reading and discussion spaces.

3.3.2   Specific objectives

- To reinforce 7th graders' Project Reader with extracurricular collective reading spaces focused on the communicative approach.
- To provide high school students with interesting topics to discuss about as well as of interest for them.

- To foster 7th graders' speaking competence through reading aloud in extracurricular collective reading spaces.

- To participate in extracurricular events established by INSTENALCO for the first semester of 2021.

3.4 Theoretical framework

The following section comprehends the conceptual basis for implementing both the pedagogical and research proposal clarifying the key concepts under which this practicum process proceeded. That's how, without further a due, the key concepts that played the role of the tones and colors in a sort of empty canvas are these: the Task-Based Approach, as the core of the pedagogical methodology; the Communicative Approach, as the core pillar for the research component aimed at the development of the four competences speaking, reading, writing, and listening; the Collaborative Learning, as an in-class and extra-curricular tool to improve the acquisition of knowledge such as vocabulary, expressions, grammar, etc.; Collective Reading as a tool to foster EFL acquisition; and the implementation of an extracurricular space to allow reading and discussion spaces as a way to awaken and improve critical thinking development.

3.4.1 Task based approach

To proceed with the definition of what TBA is, first, the concept of task must be clarified. As Long (1985) states, "*tasks are what people usually do on in real life, a piece of work undertaken for oneself or for others, freely or for some reward… in other words, by task is meant the hundred and one things people do in everyday life, at work, at play, and in between. Tasks are the things people will tell you they do if you ask them, and they are not applied linguistics.*" Nevertheless, Crookes (1986) differs from Long's statement, as he states that "*a task is a piece of*

work or an activity, usually with a specified objective, undertaken as part of an educational course, or at work", thus guiding the concept of task toward a pedagogical context.

Hence, the TBA or Task Based Approach can be defined as one which tries to recreate natural learning conditions in the classroom (Sáchez, 2004); yet a more complete definition of TBA can be that it serves as a tool to allow the expression of thoughts, feelings and ideas from real life situations and academic contexts towards the accomplishment of a previously established objective seeking at the acquisition of the foreign language (Nunan, 2004).

This last definition offers, then, a methodological and ideological path to follow during a process of practicum where the recommended materials consist on textbooks with specific tasks to accomplish in order to fulfill curriculum needs. Yet its applicability goes beyond the simplicity of assigning a task and waiting for students to accomplish it, for this approach serves as a communicative tool whose main objective will be that of guiding the sharing of ideas inside the classroom during the process of practicum through writing and speaking following a series of steps in order to obtain the desired response: the communication of ideas. This leads into the second component, the Communicative Approach.

3.4.2   The Communicative Approach

It began in 1972 as D. A. Wilkins tried to explain the means necessary to understand and express ideas using a language. In that process of reflection, Wilkins found and described two types of meaning: the notional categories (*concepts like time, sequence, place, and frequency*) and the communicative function categories (*to ask, to reject, to offer, and to complain*). The Council of Europe incorporated this semantic-communicative analysis into the specifications of van Ek J. and L. G. Alexander's English Threshold Level. This publication had a great influence

on the design of language programs and methods for language teaching. The work of the Council of Europe, the writings of different British linguists on the theoretical basis of the Communicative Approach, the application of their ideas by the authors of textbooks and the acceptance of them by specialists in language teaching, schools and even governments, gave national and international prominence to what would be called the Communicative Approach or simply the Communicative Teaching of the Language. This is how the Communicative Approach does not respond to any single text or authority and there are different versions of it or complementary interpretations that define it focusing on the integration of the functional and the grammatical, in the working procedures or the description of the program; Howatt (1984) distinguishes between a «strong» and a «weak» version of the Communicative Teaching of the Language; Finocchiaro & Brumfit (1983) contrast distinctive elements between the Audio-linguistic Method and the Communicative Approach; other authors have framed the Communicative Approach in a more general perspective of learning known as «learning by doing» or «the experiential approach». The Communicative Approach also takes into account, as advocated by Halliday (1973) and Hymes (1972) based on Malinowski's studies of Anthropology (1929), the communicative and contextual factors in the use of language.

Finally, Richards and Rodgers (1998) close this background section by saying that what is common to all versions of the Communicative Teaching of the Language is "*a theory of the teaching of languages that defends a communicative model of the language and of a use that seeks to apply this model in the teaching system, in the materials, in the roles and behaviors of the teacher and the pupil, and in the activities and techniques of class*".

3.4.3   Collaborative Learning

Regarding collaborative Learning, Marjan & Mozhgan (2012) define this Collaborative Learning (CL): "*as an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product*." Where the authors explain how the term refers to "*an instruction method in which learners at various performance levels work together in small groups toward a common goal*." In which five fundamental elements are involved: positive interdependence, individual and group accountability, interpersonal and small group skills, face-to- face promotive interaction, and Group processing. The authors also state that "*in the CL environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework*." This theoretical basis is the pillar on which both the pedagogical and research components of this practicum process shall rest.

3.4.4   Collective Reading as a Learning Tool

To proceed with a clear theoretical basis regarding Collective Reading, the concept of reading must be clarified. Reading is defined by Carrasco, (2009), as "*an act from which individuals know and explore new worlds, where individuals ask themselves about that which is already known; thus, figuring out his/her questions and strengthening previous knowledge*." Also, the author states that such reading must be carried out within the limits of an enriched social environment which would and lead onto constructivism theories and the development of meaningful learning as a methodological strategy; and a reciprocal teaching as an interactive instructional method. Therefore, it is a requirement for the teacher to develop a suitable

environment and context with implicit emotional dimension appealing to the students in order to reach deeper comprehension levels which would lead into strategies to strengthen the construction of mental and linguistic representations (Colomer, 1999) which will allow the adaptation on the individual to the society, the improvement of knowledge, and the access to the literary experience, which are the three social functions of reading according to Tolchinsky (1990, 2008) cited by Colomer (1999, 2010).

By taking into account the different emotional dimensions that alter the students' performance during the learning acquisition, Pavlenko (2013), states that there are several factors that affect in a high magnitude the students discourse, those are represented in two general perspectives, negative effect and positive effect, the former acts as a group of elements that limit the speech sources in the speaker, factors like anxiety and fear to talk in public can alter the quality of the discourse; the latter enhances the students' performance by giving the speaker confidence enough to talk and express his/her thoughts, yet both can be prevented as promoted and the teacher's role is the main factor.

3.5   Literature review

This section comprehends the review of how the implementation of extracurricular reading and discussion spaces can lead into the fostering of EFL acquisition as well as critical thinking development. In that order of ideas, Yildiz (2016) conducted an experimental study in Ishik University aimed at fostering students' EFL communicative skills supported by a series of observations where the lack of use of L2 in real-life context encouraged the establishment of a research in order to prove a key idea: whether extracurricular activities encourage EFL students to use the language and so improve their academic performance or not, and how. The author conducted this study by using a control group where extracurricular activities were not

performed, and an experimental group, where extracurricular activities were guided and applied. The results illustrated how the usual academic performance increased in general in the experimental, showing a considerable difference in terms of quantitative results by the end of the assessment made on each group. The author concluded that implementing language-oriented extracurricular activities are vital in learning/teaching a foreign language; he added that, in order to overcome some students' low motivation and high anxiety, to make the teaching more effective, new approaches should be followed. He also added a regional factor, the social context of Iraq, where due to climate and traditions, many students were not sufficiently motivated to learn a foreign language, where education is mostly based on formal curriculum and rote memorization, and where gifted students amazingly manage to learn a language by watching television or playing computer games, the role of language-oriented extracurricular activities in increasing the language learning efficiency is especially important. He stated that the presented in the article focused on the role of language-oriented extracurricular activities in the academic achievement of EFL learners in Iraq confirmed the research hypothesis. Thus, application of language-oriented extracurricular activities can be recommended to increase the efficiency of foreign language teaching in Iraq. This study offered an insight not only at the matter of interest of the practicum process, but also at the series of social factors that intervene in a pedagogical process in order to teach and learn a foreign language. Finally, the ideas and conclusions obtained by the author offered a solid background to proceed with the development of a practicum process based on the development of extracurricular activities in order to foster the usual academic performance of EFL students.

Furthermore, a study conducted by Ulu (2019), focused on examining the relationships between the attitudes towards reading and reading habits, metacognitive awareness of reading

strategies, and critical thinking tendencies of pre-service teachers, with the purpose of exploring the relationships between the attitudes towards reading and reading habits, metacognitive awareness of reading strategies and critical thinking tendencies of pre-service teachers. The participants of the study were a total of two hundred and six pre-service teachers who continued their education in various departments of Faculty of Education at Afyon Kocatepe University. In the study, which employed predictive correlational research design, the author followed a structural equation modeling which was subsequently used to test the hypotheses about direct or indirect relationships between the attitudes towards reading and reading habits, metacognitive awareness of reading strategies and critical thinking tendencies. In the findings section, the author portrayed how the attitude towards reading had a positive and significant impact on attitude towards the reading habit and metacognitive awareness of reading strategies, and metacognitive awareness of reading strategies had a positive and significant impact on critical thinking tendency. The author arrived to a series of conclusions regarding the attitude towards reading's influence on critical thinking tendency; it was determined that the mediation role of the metacognitive awareness of reading strategies was meaningful. Given the attitude towards reading habit's influence on critical thinking tendency, it was determined that the mediation role of the metacognitive awareness of reading strategies was meaningful. This study offered a previous approach to critical thinking focused on pre-service teachers and how attitude affects reading as a habit and subsequently, the development of critical thinking around the contents of the readings.

With the previous study as a relevant factor to focus on the development of critical thinking through reading and the creation of reading habits since the perspective of a pre-service teacher, the focus of the present study was then placed on students. Toward this, Delgado &

Viveros (2020) conducted a qualitative study under an action-research format focused on determining the incidence of the application of Didactic Sequences based on metacognitive strategies for the development of critical thinking of 24 students from the fifth semester of the Bachelor of Foreign Languages with Emphasis in English, at UCEVA. The authors suggested a positive impact on the critical thinking development through the application of the didactic sequences. The authors concluded that a series of meetings based on interaction focused on the development of critical thinking skills were indeed effective. This study offered a previous experience on how to proceed with classes focused on developing critical thinking around determined topics.

To sum up, the elements previously mentioned all along this section coalesce into the very theoretical pillars of this practicum process in order to allow insight on the correct performance of a process of teaching-learning and the development of extracurricular spaces where collective reading, collaborative learning, reading, and critical thinking development were established as the pillars of a process of interaction using English as a foreign language at an elementary level.

3.6   Methodology – Pedagogic Component

The methodology followed during the development and application of this practicum proposal for the development of the classes was the recommended by the National Ministry of Education (NME) established in the '*Way to Go*' books: The Communicative Approach and the Task Based Approach or TBA (*see pages 38 to 41*). This process was also done by adding some extra effort to Project Reader to reinforce the reading skill through the reading of Antoine de Saint-Exupéry's '*The Little Prince*' in class, in a weekly format. Thus, the use of the Task-Based

Approach to reinforce the reading process, along with the extracurricular spaces, aimed at working as tools to foster 7th graders' reading comprehension, vocabulary acquisition, practice pronunciation, and a process of reflection on the true intentions of the author, thus aiming at fostering critical thinking development.

3.7   Methodology – Research Component

This practicum process component was conducted under an action research design in order to directly address the proposed issue. As stated by Creswell (2012), an action research "*addresses a specific, practical issue and seeks to obtain solutions to a problem where researchers seek to empower, transform, and emancipate individuals from situations that constrain their self-development and self-determination*". This component was implemented with 7th graders from the National Technical Commerce Institute in a weekly format, covering two hours per week for a period of four weeks. For this, participants were selected under a convenience sample, defined by Creswell as having those "*willing and available to be studied*" (2012). Therefore, the students chosen were those with enough resources to fulfill the needs of this project, as well as those who volunteered to participate (in such case, their capacity to successfully attend the weekly sessions was taken into consideration, as well as those students who participated looking for an extra grade to increase their normal academic performance).

The total of sessions of "The Reading Club" conducted were four, of two hours each, lacking two of the six established in the timetable (*see page 50*). All the sessions consisted on the same process: asking about previous ideas of what the topic was going to be about, followed by a review of the target vocabulary of each session, the collective reading, pronunciation correction and feedback, followed by small reading comprehension quizzes, and finally, the discussion part of the session. In that order of ideas, the sessions took place as follows:

The first session was based on 'Pandemic Outbreaks', containing a series of the most dangerous and deadly pandemic outbreaks humanity has gone through and survived. This topic was chosen taken into consideration the relevance of Covid-19 disease produced by Sars-Cov 2 that began in 2019 and that remains quite relevant to humanity, as well as a major (if not the major) global concern by the second semester of 2021.

The second session covered the component of 'expressing feelings and emotions' as a review of the contents shared at the end of the first term in the pedagogic component (*Way to Go*). To do so, the material selected were chapters 1 to 4 from Antoine de Saint-Exupéry's '*The Little Prince*' as these chapters have a content that allows discussing around feelings and emotions and how humanity deals with them. This topic was chosen not only due to its relevance toward the physical and psychological growth during the education process, but also as an opportunity to grow in what is called the '*Emotional Intelligence*', defined by Goleman (2006) as "*the ability to recognize people feelings as well as our own, it is the aptitude to motivate ourselves, and the skill to handle our relationships in a healthy way*". With this crucial factor, and as a pre-service teacher in charge of a group of students, sensible by human nature, it was of great relevance the nourishment of feelings and emotions, and the opportunity to make students reflect on their emotional aspects rather than just academic affairs. The income from this interaction based on the rehearsal of the emotional aspects of students was made present when participants shared some of their experiences regarding episodes of pride, prejudice, lack of confidence on themselves, shame, envy, annoyance, among other feelings and emotions, all felt during the English class, from which they engage themselves on avoiding any kind of scenario where their self-esteem could be harmed, be it by the teacher's feedback in front of the class, b the interruption of a classmate, or by harassment from their classmates. In this case, the

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extracurricular spaces allowed to eliminate that anxiety toward participation by stating certain rules for a healthy interaction among the members of the Reading Club. In the end, everyone wanted to participate, and they had no pressure nor shame toward error correction in terms of pronunciation or reading comprehension.

The third session was based upon politics and culture. For this, the shared text consisted on a brief explanation of how the United Kingdom works in terms of politics and the role of the Queen in the sociopolitical and socioeconomic decisions of the country. This topic was selected and shared in order to illustrate the difference between the political administration that the UK has compared to Colombia, and how the strike that took place from the last week of April until the second week of June of 2021 was indeed based upon a valid series of arguments to face the injustice and inequality of the Colombian government towards the people (this comprehended the critical thinking development component).

The fourth and last session comprehended Peace & War as a historical component, as well as a topic for discussion around violence and humanity. In this session, the reading section consisted of a brief text about the creation of the peace sign around the sociopolitical changes that took place during the 60's, and, at the end, the discussion part consisted of a series of questions to answer and to reflect on. It is necessary to mention that all the material was structured and shared in this way, for the focus of the extracurricular space was to reinforce the previously established project reader.

3.7.1   Instruments

The instruments chosen to collect data were (1) audiovisual recordings, in order to obtain detailed access to each session, minute by minute, and perform a series of observations to

produce feedback for the pedagogical practices of the pre-service teacher and how to improve it for the incoming sessions; (2) field notes, defined as a tool to contextualize the study and provide perspective on participants' lives that can be useful when looking at the data in the future or examining perceptions across time (Hinds et al., 1997), used in order to enhance the process of reinforcing details of the practicum process, producing an insight under the form of reflection on action (Creswell, 2012); (3) and, a focus-group interview, which, according to Thomas et al., (1995), it is "*a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sampling of a specific population, this group being 'focused' on a given topic"*. Participants in this type of study were selected on the criteria that they had something to share, to say, to argument on the topic, also based on the fact that they had similar socio-economic contexts and were comfortable talking to the interviewer and each other (Richardson & Rabiee, 2001). This interview was applied by the end of the practicum process, seeking students' points of view concerning the effectiveness the extracurricular reading spaces towards the, in-class, Project Reader development. This interview was structured by following the objectives of the practicum proposal as the main focus; however, some questions covered an aspect for future projects of the same nature and the willingness of the students to join this type of extracurricular spaces.

3.7.2   Timetable

This project was executed by taking into consideration the following chronogram of activities both from formal classes according to the curriculum, and the extracurricular encounters concerning the reading and discussion sessions. Nevertheless, a national strike that took place from the 28th of April to the 15th of June, days where the practicum proposal could not be applied, caused a delay and a re-schedule of the activities in general. As a result, the five

sessions of two hours, planned to be carried out until the third week of May, were reduced to four sessions of two hours, and occurred during the third week of June, leaving the dates of each session as it follows: April 21st, first session; June 16th, second session; June 17th, third session; and June18th, fourth and last session.

March				April				May				June			
First Week	Second Week	Third Week	Fourth Week	First Week	Second Week	Third Week	Fourth Week	First Week	Second Week	Third Week	Fourth Week	First Week	Second Week	Third Week	Fourth Week
Introduction to 10th semester's practicum process.	Creation of the practicum's proposal	Organizing, correcting and sharing the practicum's proposal.	Beginning of the practicum process and implementation of the proposal		Extracurricular project: first session	Extracurricular project: second session	Advancement of the final inform: the 30th of April.	Extracurricular project: third session	Extracurricular project: fourth session	Extracurricular project: final session	Suggestions and corrections of the final inform	Final Inform 1st delivery	Final Inform 2nd and definitive delivery	Final check of the project by the tutor	Socialization / Sharing of the final inform
								Advancement informs' suggestions and corrections form the tutor.				End of the implementation of the proposal			
			Class: Wednesdays from 6 am to 8 am – 7th Grade – INSTENALCO – Tuesdays from 2 pm to 4 pm – 2nd Grade.		Class: Wednesdays from 6 am to 8 am – 7th Grade – INSTENALCO – Tuesdays from 2 pm to 4 pm – 2nd Grade.	Class: Wednesdays from 6 am to 8 am – 7th Grade – INSTENALCO – Tuesdays from 2 pm to 4 pm – 2nd Grade.		Class: Wednesdays from 6 am to 8 am – 7th Grade – INSTENALCO – Tuesdays from 2 pm to 4 pm – 2nd Grade.	Class: Wednesdays from 6 am to 8 am – 7th Grade – INSTENALCO – Tuesdays from 2 pm to 4 pm – 2nd Grade.	Class: Wednesdays from 6 am to 8 am – 7th Grade – INSTENALCO – Tuesdays from 2 pm to 4 pm – 2nd Grade.	Class: Wednesdays from 6 am to 8 am – 7th Grade – INSTENALCO – Tuesdays from 2 pm to 4 pm – 2nd Grade.	Class: Wednesdays from 6 am to 8 am – 7th Grade – INSTENALCO – Tuesdays from 2 pm to 4 pm – 2nd Grade.			
			Cultural Event: Viacrucis.		Beginning of the second term.	First Term's Grades sharing meeting.		Cultural Event: English Fest 2021	Cultural Event: International Teachers Day	-	Open School – 2nd Term	-			

Illustration 7: Chronogram of Activities

3.8   Results – Pedagogic Component

This component was structured by following the guidelines established by the NME on the Way to Go Teachers Guide text book. This served as a tool to choose the contents that were eventually shared in class. The classes had the flexibility to be divided according to the groups in charge. This permission was given by the head director of the institution, thus allowing the practicum teacher to choose from three ways to give the class according to the needs of every week. The first one consisted on dividing the two-hour class into two classes of one hour, where each hour would have corresponded to two groups. And the third option, which consisted on

short classes, spaces of thirty minutes per group where no time to share any content or correct any task was available whatsoever. Toward this decision, the practicum teacher decided to proceed to arrange classes of two hours, with enough time to review the previous task/homework, practice and reinforce the topic, introduce the new lesson/unit/module, and explain the assignment for the class to come. Lined up with the TBA, and following the guidelines of the Way to Go Teachers Guide text book, the practicum teacher guided the students for a period of 5 weeks where, complementing the Communicative Approach, along with the TBA, the teacher assigned specific points of the book as homework, where at least there was one exercise per skill to be developed at home, thus choosing at least one exercise of reading (usually done in class to practice pronunciation), one of listening, as students were given the audios along with the book and they could also download this resources for free from the '*Colombia Aprende*' website; at least one exercise of writing, and at least one exercise of speaking. These series of tasks were shared the class after, on the week after, and students who participated were given a grade. Moreover, besides from the task/homework they were assigned, Project Reader worked as the main source of concern for both students and the practicum teacher. Project Reader focused on Antoine de Saint-Exupéry's the Little Prince, where students had to read five chapters per week, for the week to follow students were given an exam about those five chapters.

Nevertheless, and as a result of the national strike that took place between April and June, the contents from Module 2, corresponding to the second term/period of the school calendar, were not completely shared. Then, the contents shared were the ones form Unit 1: Expressing Feelings and Emotions, lessons 1, 2 and 3, and Unit 2: Tell Your Story, lesson 1. Like this, the contents left behind were the ones from Unit 2: lessons 2 and 3, and Unit 3: Bullying and Conflict, lessons 1, 2 and 3.

The expected results out of this component toward the development of the English Fest were the (1) design of a poster to work as the cover of The Little Prince (achieved), (2) Biographic content where students would disguise as a historical character like a scientist or an artist and pose in a photo with audio telling the story of that character. And finally, a poem, which was expected to be obtained from both the normal classes and the Reading Club sessions to be shared on the English Fest. Nevertheless, the last two could not be gathered as a consequence of the national strike.

However, and as a last resource proposed by the University toward the development of the practicum process aiming at the completion of the contents of the second term, the weeks where classes were not carried out were compensated with the creation of pedagogic material such as quizzes, exams, worksheets, etc. In this case, there were shared a total of ten documents corresponding to the contents of Unit 2 and Unit 3 from the Way to Go 7th Grade, Module 2, with topics such as Expressing Feelings and Emotions, past simple of the form "was / were", past simple in terms of regular and irregular verbs, and the modal verbs "should" and "have to".

Furthermore, it became necessary to inquire on the impact of the practicum process in both the students and the pre-service teacher. The reflection-on-action (Creswell, 2012) allowed to perform an insight on the practicum process after each encounter. This elicited a series of thoughts around (1) the impact of the practicum process toward the pre-service teacher and toward the institution, and (2) a reflection around the methodology followed to structure the lessons.

In the former, the impact toward the development as a professional of the pre-service teacher was perceived as the classes progressed. It began with a sense of anxiety toward the number of students that were assigned; but as the classes progressed, the sensation of pressure,

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anxiety and fear toward such a large group of students just banished. This allowed the growth of the pre-service teacher in terms of group management, assessment, assertiveness, and management of the time of the class to accomplish the objectives of each lesson. Finally, the impact of the presence of the entry of a pre-service teacher allowed the management of an agreement between the National Technical Institute of Commerce and the University of Pamplona, in pursuit of the assignment of future practicum teachers to this public institution.

In the latter, the reflection-on-action elicited certain ideas surrounding the methodology followed during the lessons. This permitted to perform an insight on the TBA and the Communicative Approach, as well as the decision to follow the guidelines established by the NME in the 'Way to Go' textbooks. This resulted in a series of questions that had a major impact by the end of the process. Nevertheless, the main question remained as the one concerning whether the teacher should stick to the recommended by the NME, or being authentic and proceed with the development of each class by sharing contents different from those standardized by the NME, regardless of the methodology that the head teacher had previously established. This thought lingered. It remained relevant until the very end of the practicum process. It created a dichotomy, around whether the standardized contents should be accepted or modified, by following a methodology, indeed, yet keeping it as natural and authentic as possible. It became quite boring, actually, the fact of almost forgetting about planning each class, and just choosing a series of activities from a book which had it all defined in terms of planning what topics to give, how to share them, what to assign, what to asses and how to do it, and what extra content could be utilized. This wholesome bundle of ideas about the following of a textbook instructions and pace guides, as it was evidenced in the '*Way to go 7th Grade, Teacher's Guide*', planted a seed toward the authenticity for the future as a professional in a

determined situation of guiding a determined number of students, be it from elementary school, high school, or even university context.

3.9   Results – Research Component

The results obtained from this component account for four major sessions of 'The Reading Club' from which all the data bestowed a series of narratives through a polyvocal analysis, where the pre-service teacher, in his role of researcher, followed the steps to conduct the process of analysis, where the researcher had to: (1) Read the data for a sense of the whole; (2) Identify all the voices contributing to the data, including the own; (3) Read the data while marking the places where particular voices are heard; (4) Study the data to each voice, decide which voices will be included in the report, and proceed with the writing of a narrative telling the story of each selected voice; (5) read the entire data set, searching for data that refine or alter the story; (6) when possible, take stories back to those who contributed to the process so that they can clarify, refine, or change their stories; and finally (7), write revised stories that represent each voice to be included (Hatch, 2002).

In that order of ideas, during the development of these sessions there were elicited a series of factors toward not only students' active participation, but also in terms of motivation to continue with the process. The voices (Hatch, 2002) selected to illustrate the objectives of the project were six: five corresponding to participants, also called '*The Main Voices*', Dania (First Voice), Anya (Second Voice), German (Third Voice), Sam (Fourth Voice), and Isa (Fifth Voice), and the pre-service teacher, labeled as "The Sixth Voice". Subsequently, the 'Reading Club' sessions took place and the contents were shared. Then, and lined up with the polyvocal analysis, the results were classified in terms of (1) students' perceptions of the process in terms of (a)

general thoughts of the 'Reading Club', (b) vocabulary acquisition, (c) relevance and impact of

the extracurricular space toward their education process and performance in terms of grades, and

(d) the importance of the creation of more extracurricular spaces in the form of "clubs" dedicated

to an specific subject; and (2), the perceptions of the pre-service teacher in charge, or '*The Sixth*

Voice', in terms of (a) vocabulary and reading comprehension, (b) pronunciation, and (c) critical

thinking development of the participants.

3.9.1   The Main Voices

This first category was created thanks to the polyvocal analysis focused on the

participants and their opinions. These opinions, though the extracurricular space was established

as a space of interaction using EFL, were mostly shared by students by using Spanish, due to the

complexity of their thoughts and ideas, for it was beyond their skills in the use of English to

communicate this type of expressions and grammatical structures, thus creating the need to ask

the teacher whether they could share their ideas in Spanish or not.

3.9.1.1   General opinion, thoughts and perception of the 'Reading Club'.

This section comprehends students' perceptions towards the 'Reading Club' project, their

opinions around the topics reviewed as well as the relevance for the current situation regarding

public health and politics, as well as some other topics such as the expression of feelings and

emotions.

As said by Dania (First Voice): "*El proyecto, en general, fue genial, ya que pudimos*

practicar la pronunciación mientras revisábamos los temas porque una cosa es solo leer, pero

otra muy diferente es entender de qué se trata la lectura, no solo leer en voz alta, por lo que

también podíamos hablar del tema de cada lectura y entendemos en qué consistía, y bueno, nos

entretuvimos un rato ya que teníamos algo de tiempo para hablar de nosotros mismos.". This opinion illustrated the point of how the lesser the number of students in a classroom, the more meaningful the results; as well as the relevance of the creation of these extracurricular spaces as a source of growth as students and as human beings with innate desires of coexisting and interacting. This extract allowed to inquire on the emotional intelligence of students (Goleman, 2006) and how these spaces of interaction allow participants to engage in a different environment, away from the rigor of the usual classes, thus creating an ambience where knowledge can be shared among students with the teacher's guidance, hence, promoting collaborative learning. Then, Anya shared her opinion (Second Voice): "*Me pareció bonito en todos los sentidos, fue realmente lindo estar en un lugar donde podíamos leer libremente sin vergüenza, o sin temor a ser humillados o burlados por nuestros compañeros, porque somos demasiados en las clases normales. O incluso recibir comentarios de nuestros compañeros de clase como "no, esa no es la forma en que lo dices" o esas cosas, sino que el profesor nos corrigió respetuosamente para que pudiéramos entender. Me gustó mucho porque pudimos aprender sobre cosas que habían pasado, el hecho de que estuviéramos informados sobre diferentes temas y así me gustó mucho.*". This extract shows how these spaces can encourage students to participate without loss of confidence and security when it comes to participating in English. Also, Anya introduces another very important factor of the process of being a teacher: empathy, mostly when giving corrective feedback to students, as Harmer (2007) suggests when "*feedback encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer…. exercise*". Moreover, German (Third Voice) added: "*Fue realmente entretenido; nos ayudó mucho con la lectura en general, para repasar algunos temas; también nos ayudó a adquirir más vocabulario, lo*

encontré muy bueno." This extract implies the need of these extracurricular spaces in order to reinforce the topics reviewed during the normal classes, thus improving students' in-class performance regarding quizzes, workshops, and a plausible higher participation in oral exercises such as role-plays, charades, monologues, etc.

3.9.1.2 Relevance and impact of the extracurricular space toward their education process and performance in terms of reading and speaking.

This section comprehends students' opinions on the relevance and impact of the Reading Club as an extracurricular learning environment.

Dania (First Voice) stated toward this factor that: "*Bueno... Yo creo que es muy útil y es entretenido porque lo hacíamos (los espacios extracurriculares) de una manera entretenida en el momento de hablar como sólo charlar o conversar, y creo que eso nos permite gustar el tema y el lenguaje. Así que cuando el maestro nos corrigió, supimos más o menos para la próxima vez que esos errores o faltas no volverían a ocurrir. Cuanto más practicas, menos errores cometes. Así que cuando encontramos bien ésta o aquella palabra, entonces nuestro maestro ya nos había dicho como se pronuncia así o así..."* This illustrated, again, the pedagogical need of the Colombian education system in terms of quantity of students per classroom and the impact that such policy has had on students since its existence. Also, this portrayed the focus on pronunciation. Furthermore, Anya (Second Voice) added: *"También creo que creando estos espacios en los que podemos interactuar, podemos aprender mucho mejor, bien esto nos sirve tanto a la escuela como a nosotros mismos. Personalmente, me gustaba el inglés, pero no tanto, más bien me gustaba aprenderlo. Pero, desde este Club de Lectura y otro al que asistí durante la huelga (la huelga nacional que tuvo lugar durante 45 días, desde finales de abril hasta la*

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primera quincena de junio) he tenido un deseo más profundo de aprender y he podido mejorar

mis habilidades de comprensión, porque a veces leo un texto de, digamos, el Camino a Seguir, y

no lo entendí. Tuve que traducirlo o leerlo una y otra vez para poder entenderlo. Pero ahora hay

algunos textos que he encontrado y cuando los miro, puedo decir que se trata de esto o aquello.

Por lo tanto, puedo decir que me ha ayudado de hecho". Under the same idea, Dania added*:*

"Creo que fue de mucha ayuda para mí, porque cuando empecé a leer '''El Principito' entendí la

parte del principio con el piloto y el príncipe, pero había algunas partes donde me confundí, así

que pensé que eran la misma persona. Así que cuando analizamos El Principito en la segunda

sesión y nos explicaste, ahora sé que no son la misma persona, así que ya no estoy confundida y

eso ayudó mucho con los próximos capítulos. Y así, cuando leímos los capítulos, era como

escribir el vocabulario desconocido, así que cuando volví a ver esos términos o expresiones,

supe lo que significaban. Y obviamente mi pronunciación mejoró y mi comprensión al escuchar

al maestro". To what Anya (Second Voice) replied and added that: "*Estoy de acuerdo, porque*

cuando leí por primera vez los capítulos de El Principito solía confundirme como Dania, porque

en algunos diálogos entre el príncipe y el piloto, había algunas palabras que no entendía o que

eran extrañas, pero mientras repasábamos esos capítulos en la segunda reunión, y después de

que nos contaras el significado de la historia, me di cuenta de que si prestaba más atención, o

también después de haber leído ciertos textos, algunas palabras tienen significados diferentes o

diferentes dependiendo del contexto. En resumen, me ayudó mucho.". This supported the main

target of the Reading Club session: the enhancement of the students' reading skill. Afterwards,

Sam (Fourth Voice) added the following: "*Así que... Yo diría que me ayudó mucho, porque usted*

nos hizo leer algunos párrafos en inglés y por lo que corrigió nuestros errores al leer y

pronunciar y con el Principito". This short opinion was really helpful toward the objective of

fostering Project Reader development and the relevance of these series of extracurricular sessions.

3.9.1.3 Critical Thinking Development

In this section, the pre-service teacher asked students to give their opinions about this factor during the development of the sessions of the Reading Club.

As the question was made, the first one to raise her hand and participate was Dania (First Voice) who stated that "*como dijimos antes, después de leer, discutimos y hablamos sobre el tema. Me gustó especialmente la del Reino Unido, la de la política y la Reina. Me gustó mucho porque aprendí mucho acerca de las cosas que ignoré porque a menudo no me pongo al día con lo que está pasando en otros países, así que fue realmente genial, muy agradable que me gusta aprender cosas nuevas, interactuar más de lo que hacemos en las clases normales, etc. Y bueno, aprendimos cosas que no sabíamos, por ejemplo, no sabía que había tantas pandemias en la historia hasta el día de hoy. Y así sucesivamente con cada tema de cada sesión.*" This allowed supporting the general objective of this project as well as one of the secondary objectives, aiming at portraying how extracurricular spaces of this nature can not only foster students' vocabulary, grammar, reading, etc., but also as a tool to grow in terms of critical thinking and general culture. To this idea Anya (Second Voice) added: "*Consideré que era un tipo diferente de experiencia en el momento de discutir sobre diferentes temas porque no estaba acostumbrado a esto, porque lo que hacen las clases normales es como leer un texto y responder a algunas preguntas basadas en él. Pero no habíamos tenido la oportunidad, en clase, de discutir, como hablar o debatir sobre un tema. Personalmente me gustó la sesión en la que hablamos de las pandémias, porque a pesar de que sabía sobre la Peste Negra, hay tantas otras cosas que podría aprender cuando*

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leemos el texto que compartieron, y así no sólo sobre la Peste Negra, pero también sobre todos los otros brotes pandémicos importantes de la historia humana." This supports once more the relevance of these extracurricular spaces not only as a chance to improve academically, but also to learn from classmates, from teachers, and from ourselves.

3.9.1.4 *The importance of the creation of more extracurricular spaces in the form of "clubs" dedicated to a specific subject.*

In this section, students were asked about the relevance and importance of extracurricular spaces like the Reading Club as tools to encourage learning environments.

Toward this factor, Sam (Fourth Voice) stated that "*Creo que los grupos extracurriculares como este deben ser estandarizados porque permitirá a la gente revisar los temas de las clases normales". A esto, Dania (Primera Voz) añadió: "Para esto, lo sería, y me gustaría ver cómo se haría esto en un contexto cara a cara, sin los protocolos de Covid 19 ni las clases en línea. Porque me gustaría que fuera como con juegos o música. Y de esta manera aprendemos e interactuamos al mismo tiempo que nos divertimos, y bueno, en las clases online tratamos de hacerlo así, pero en contacto directo sería mucho mejor". To this, Anya (Second Voice) replied: "Por eso me gustaría que hubiera más clubes extracurriculares, pero como totalmente con la escuela secundaria, porque si sucede de esta manera, nos servirá para cubrir no sólo Inglés, sino todos los demás temas. De esta manera, aprenderíamos sobre los temas de cada clase y también compartiríamos con nuestros amigos algún tiempo extra, y todo esto sin la seriedad ni las reglas de una clase normal. En cambio, tocaríamos algún instrumento, cantaríamos, actuaríamos, leeríamos, y así con nuestros profesores de una manera más amistosa*". This, along with an addition made by the pre-service teacher regarding the academic nature of these kinds of spaces concerning commitment and engagement on a process of

developing academic tasks showed how at least a group of students from a public institution in Colombia, would like to participate and to have more places to spend their time, thus doing something meaningful for themselves and the ones around them, instead of just going home, playing games, surfing the internet, and checking the phone and the social networks.

3.9.2   The Pre-Service Teacher's Voice

In this second category, and supported by the field notes and the implicit observation of the sessions, the data allowed the researcher to inquire on the importance of small groups of study to cover the particular needs of all the students. The needs found were in terms of (1) vocabulary and reading comprehension, (2) pronunciation, and (3) critical thinking development.

First, in terms of vocabulary, the needs covered by the pre-service teacher consisted of guided reading sessions where students were asked to write down the unknown vocabulary to proceed to the corresponding definition. This happened at the beginning of each session with the review of the target vocabulary, however, extra unknown vocabulary was found during each session, to then proceed to be covered and reviewed by putting the word(s) or expression(s) inside each sentence. In this part, the improvement in terms of acquisition of vocabulary was perceived when certain terms, unknown to the students in the first session, were now known and familiar as these words and expressions were put into context and explained with examples (*target vocabulary of the session: outbreak, bacteria, death toll, virus, death, disease, illness, sickness, plague, pandemic, and epidemic*); consequently, by the second session (Expressing Feelings and Emotions), the vocabulary reviewed during the first session (Pandemic Outbreaks) was already worked and clear.

This cycle continued from session to session, where unknown vocabulary reviewed during the second session (*target vocabulary: exclusion, friendship, exceptional, intentional, sensible, fashioned, likeness, wearing, fascinated, presentation, surprised, seemingly*) was now familiar in the third session (British Culture & Politics) where the target vocabulary covered terms such as "*culture*", "*taxes*", "*politics*", "*Prime Minister*", "*Queen*", "*monarchy*", "*parliament*", "*majority*", "*coalition*", "*Labour*", "*constituency*", "*polling station*", including the names of countries such as Wales, Northern Ireland, and Scotland; and so on until the fourth and last session (History – The Origin of the peace sign - Peace and War) where the target vocabulary of text and the one elicited from students as they read was the following: *to design, disarmament, semaphore, symbol, to intend, to incorporate, to represent, emblem, synonymous, and to migrate*.

Second, regarding the reading comprehension, the data gathered from the last three sessions (the first session focused on discussion more than asking students literal questions so there was no reading comprehension part whatsoever) allowed the perception of little mistakes originated mostly by the lack of vocabulary be it at the moment of understanding the question, choosing form the possible answers, or the grammatical structures to answer to the question in a natural way. These series of small mistakes were perceived also from the participants who were asked to answer but were evidently distracted as the seconds of silence between the teacher's request and their answer were quite long, thus proceeding to give the word to another participant who did know the answer. The most common mistakes were, then, those where the question seemed too complex for student s to understand, or simple ones, but in the case where students had to give an answer to an open question from the reading.

Regarding the pronunciation of students, there were certain aspects to improve in terms of words and expressions with the syllable "th", hence, the challenge lied on guiding students by asking them to focus on the pre-service teacher as he performed a series of facial movements, showing how words like "*think*", "*thing*", "*though*", "*path*", "*theatre*", "*thumb*", etc., were articulated, so students could follow the lead and mimic the movements of the face, mouth, lips and tongue. This procedure of practicing and focusing articulation (accuracy) over speed of speech was also a major focus of the extracurricular sessions, in order to achieve the objective of improving students' pronunciation in order to clearly communicate their ideas in the future. Another issue concerning pronunciation that was covered since the first session was the pronunciation of words such as "*worked*", "*stayed*", "*cried*", "*listened*", etc., and the general rule of the ending of the regular verbs in past simple (*-ed, -d, -ied*), which was the main grammar topic of the Module No.2 of the Way to Go guide. In this case, the sounds of certain regular verbs conjugated in simple past tense such as "*listened*" and "*worked*" allowed the pre-service teacher to explain the voiced and the voiceless "*-ed*" sounds of the regular verbs when conjugated in past simple as well as an opportunity to explain the difference between regular and irregular verbs (this happened while beating around the bush during the session, which happened quite often when students asked about specific terms and the context on which all those terms could be used).

Concerning the critical thinking development of students, the field notes and the observations of each session allowed obtaining a series of opinions and ideas regarding the target topic of each session: for the first session (Pandemic Outbreaks), most students were shocked by the amount of death that humanity has faced, as well as the art that accompanied the reading. This produced an enrichment of their knowledge in terms of general culture. The critical thinking

development arrived at the moment of talking about the current situation with the Covid-19 outbreak and the seriousness which they should all have towards this outbreak and the safety protocols they must follow to protect themselves and the ones they cherish.

The second session covered a more intimate part of humanity, the identification and expression of feelings and emotions, as well as the intentions behind what is written in a book. For this, Antoine de Saint-Exupéry's 'The Little Prince' (also the book from the Project Reader) played an essential role regarding the interpretation of the text of chapters one to four. Here, concepts like tolerance, obsession, naivety, curiosity, loneliness, isolation, anxiety, stress, and pride were the key topics to discuss and debate around.

The third session aimed at awakening students' curiosity for how politics work at a very basic level. For this, the discussion focused on comparing the UK socio-economic system with the Colombian one. Also, this allowed to compare and to support the reasons behind 45-days national strike that took place from April to June of 2021.

Finally, the fourth session created an opportunity to talk about history, the Vietnam War, and the creation of the peace symbol that most of the people recognize today. This session also allowed moments to talk about things like drug consumption and the hippie movement of the 60's, the missile crisis of Cuba, the Cold War, the role of music in conflicts (the big boom of The Beatles in 1960) and how war has changed since then, up to nowadays where wars are fought in middle east, and the constant economic war between China and the U.S.

3.10   Conclusions

This section shows the major conclusions of the project toward the accomplishment of the objectives established. Also, this section illustrates the conclusions in terms of both the research and the pedagogic component.

First, to answer to the general objective of the practicum project, aiming at enhancing 7th graders' reading skills and critical thinking development by implementing extracurricular reading and discussion sessions, and based upon the findings regarding students and the practicum teacher's perceptions, it could be perceived that students' reading comprehension was improved thanks to the acquisition of new vocabulary about real context situations and the current health crisis regarding Covid-19, the political situation of the country, and some historical facts that allowed students to reflect on the contents of each session thus providing the support to the second pillar of the objective, to foster critical thinking development.

Nevertheless, the most important aspect of this objective was that of achieving an improvement toward the development of Project Reader through the Reading Club sessions, which could be perceived and confirmed during the second session, where The Little Prince was revisited and chapters 1 to 4 were read once more and analyzed. It was at this moment of analysis where progress was perceived in terms of reading comprehension and interpretation of students.

Regarding the specific objectives, in the first, aiming at the reinforcement of Project Reader through the creation of extracurricular collective reading spaces, it can be confirmed that the creation of these type of spaces can foster students' skills, and with further effort on other skills such as speaking, writing, and listening, there could be bestowed even better results. To

reinforce 7th graders' Project Reader with extracurricular collective reading spaces focused on

the TBA. In the second specific objective, the goals established were accomplished as the topic

chosen to be shared during the sessions were from general interest for the current socio-

economical and socio-political situation of the country. In the third specific objective, aiming at

fostering students' speaking skill through collective reading, the results showed how these spaces

of extracurricular activities can indeed foster students' motivation to talk and share their ideas,

always supported by L1 (native tongue) to structure their arguments. Finally, the fourth specific

objective of this component focused on the pre-service teacher participation in extracurricular

events established by Instenalco during the second term/period. This objective was successfully

accomplished as there were certain events such as the language day, religious events,

administrative events and some isolated events where students had to attend a series of live

sessions of Facebook regarding special dates such as Mother's Day, Father's Day, the teacher's

day, etc.

3.11 Ethical considerations

Due to the legal conditions of the individuals directly involved in a process of research,

and being teenagers under 14 years old, all participants' identities were protected, yet as their

names are of public domain due to the public nature of INSTENALCO, their names were not

covered unless an representative of the minor commanded to proceed in that way; moreover, a

letter of consent was sent to their parents, legal supervisor or tutor, in order to allow the student's

participation in the process as well as the information concerning the nature of the project, and

the use of the children's names to support the results of the project. Participants were also

informed about the implications of participation as well as their right to quit and stop attending

the extracurricular sessions when they pleased; nevertheless, a bonus grade to the formal classes

covered the encouragement toward attendance, thus preventing dropout or complete lack of

interest.

4   Chapter III

Community Outreach Component.

The Application of Online Gaming Platforms to Enhance Vocabulary Acquisition in 2nd Graders.

4.1   Introduction

This chapter comprehends the community outreach component, which consisted on a series of interventions that took place, where the lack of a dedicated EFL teacher in the first two grades of the elementary school allowed a process of guidance and assessment toward infants, thus focusing on 2nd graders as the target, directly implied, and benefited population.

4.2   Justification

This section comprehended the process of offering 2nd graders English classes focused on the use of online gaming platforms in order to reinforce vocabulary acquisition, also due to the lack of a EFL teacher and the creation of content to suffice this academic need. This component was originated from an observation of the context of elementary school and how EFL classes were being held. The results of the observation were as follows: 5th, 4th, and 3rd grade had already been covered by English teachers. Thus, only 2nd and 1st were the groups that lacked the presence of a dedicated English teacher, being the former (2nd grade) the chosen one to perform the practicum process and to cover the need of a dedicated English teacher.

4.3   Objectives

4.3.1   General objective

- To cover a major need concerning the lack of English teacher in 2nd graders from INSTENALCO.

4.3.2   Specific objective

- To implement games and workshops based on online vocabulary exercises through apps like Educaplay, Kahoot, Quizziz, etc., according to the guidelines established by the National Technical Institute of Commerce.

4.4   Methodology

The methodology followed during the development of this component is that of the Task Based Learning, having as a major improvement, the increase of vocabulary acquisition by implementing lessons based on the topics established by INSTENALCO, as the institution decided not to follow the NME guidelines for elementary school with ECO textbooks; all this, along the Gaming component proposed, in the form of crosswords, word searches, and a variation of relation games, etc., were the core structures of English lessons shared with the 2nd graders. Nevertheless, it was of great impact that the number of hours to work per week with each group were not enough, where having only one hour per group every week set a limitation in the variety of content that could be created and shared during the synchronous classes, as well as the time to discuss about the role of parents in the educative process of their children in terms of engagement and responsibility towards the English classes.

4.5   Results

The use of online games for evaluating vocabulary can turn out to be a total success and this can provide favorable results in the English area. The use of this tool aimed at reinforcing the vocabulary at an elementary level, as well as a motivational factor toward students, so children could start developing autonomy in their learning process. During the activities, the students seemed excited about playing the online game, which were assigned each Tuesday on the Educaplay platform. In that order of ideas, there were a total of five grades taken throughout the period, four corresponding to the worksheets assigned every week, and one concerning the online games that students did on Educaplay. Finally, and as a consequence of the national strike that took place between April and June, the final exam of the period could not be applied. Nevertheless, it was structured and shared with the head teachers to be applied after the mid-year vacation.

4.5.1   First activity – Classroom Objects Vocabulary

This first class consisted on a one-hour synchronous session on Google Meet where vocabulary regarding the classroom objects was shared, asking students to participate in a pronunciation exercise which consisted of repeating after the teacher. The target vocabulary were words like "pencil", "pen", "sharpener", "eraser", "pencil case", "desk", "scissors", etc. The worksheet was taken from Liveworksheets.com and sent through Google Classroom (2D) and WhatsApp (2C). Finally, to cover the objective of this component regarding the use of online educational games, there was assigned a game on Educaplay, which students completed and sent a screenshot of the results.

4.5.2 Second Activity – At School Vocabulary

This second class consisted on a one-hour synchronous session on Google Meet where vocabulary concerning school and subjects was shared. The class was structured upon asking students to participate in a pronunciation exercise which consisted of repeating after the teacher. The target vocabulary were words like "classroom", "principal", "teacher", "school", "mathematics", "English", "Spanish", "Biology", "Physics", "Physical Education", "History", "Geography", etc. The worksheet was taken from Liveworksheets.com and sent through Google Classroom (2D) and WhatsApp (2C). Finally, to cover the objective of this component regarding the use of online educational games, there was assigned a game on Educaplay, which students completed and sent a screenshot of the results.

4.5.3 Third Activity – Qualifying Adjectives

The third class consisted on a one-hour synchronous session on Google Meet where vocabulary regarding Qualifying Adjectives was shared. The class was structured upon asking students to participate in a pronunciation exercise which consisted of repeating after the teacher. The target vocabulary were words like "big", "small", "short", "tall", "fat", "thin", "slow", "fast", "strong", "weak", "pretty", "ugly", "dumb", "smart", and the fact that colors belong to adjectives too, etc. The worksheet assigned was taken from Liveworksheets.com and sent through Google Classroom (2D) and WhatsApp (2C). Finally, to cover the objective of this component regarding the use of online educational games, there was assigned a game on Educaplay, which students completed and sent a screenshot of the results.

4.5.4   Fourth Activity – Wh – Questions

The fourth class consisted on a one-hour synchronous session on Google Meet where vocabulary regarding Wh-Questions was shared. The class was structured upon asking students to participate in a pronunciation exercise which consisted of repeating after the teacher. The target vocabulary were the question words such as "what", "where", "who", "when", "why", "whose", "which", and "how". The worksheet assigned was taken from Liveworksheets.com and sent through Google Classroom (2D) and WhatsApp (2C). Finally, to cover the objective of this component regarding the use of online educational games, there was assigned a game on Educaplay, which students completed and sent a screenshot of the results.

4.6   Conclusions

To begin, it is important to contemplate the different types of learning that everyone has; it is possible to find students who learn faster through songs (for example) than the other ones. For this simple reason, teachers must appeal to students' attentiveness with all the tools and strategies available, thus developing a reflex of pragmatism toward the education process according to the students' needs (Torres & Alfaro, 2016). Furthermore, although online games have not revolutionized education, these can play a very important role as passive learning sources, even more if videogames are taught as a habit but always implementing EFL in a way where students get to be taken out of monotonous classes and provided with a leisure space to have fun while learning. It is also a way to take advantage of the current situation of Covid-19 health crisis and isolation, where students spend a lot of time at home with constant contact with audiovisual content from platforms like YouTube, Twitch, You Now, Twitter, and Facebook.

5   Chapter IV: Administrative component

5.1   Introduction

This chapter illustrates the several intra-institutional activities performed as a practicum teacher at the National Technical Commerce Institute (INSTENALCO) based upon the premise of a learning center which builds in learning, knowledge and experience, but one that also offers a promise of diversity, which can be perceived through the variety of students' series of religious beliefs, ethnics, races, ages, genders (freedom to choose a gender if he/she/no binary feels identified as such). It is under these terms that INSTENALCO promotes a series of events per month, and such events differ in terms of field of responsibility. In this case, the practicum process was developed during the first semester, corresponding to the active participation on extracurricular events and administrative meetings around the development of the second semester. All these activities were planned before the mid-year vacations, the leading teacher allowed this information until the end of the first academic half of the year.

5.2   Objectives

5.2.1   General objective

- To participate in the National Technical Commerce Institute extra-curricular activities during the first semester of 2021.

5.2.2   Specific objectives

- To support 2nd grade teachers with the corresponding process of planning and execution of different extra-curricular events.

- To participate in extra-curricular activities ranging from academic to cultural ones.

- To encourage INSTENALCO students to participate in some of the extra-curricular events.

5.3 Methodology

Due to the still relevant presence of a pandemic outbreak caused by SarsCov-2 that conditions the way in which work has to be done, the different series of weekly meetings to share and solve issues, tracking individual and/or group progress, or just as a mean to have direct contact for sharing a time as members of an institution that worries about the social construction of individuals and built upon collaborative basis had been modified. Thus, all meetings that took place at INSTENALCO occurred via OVY, an institutional platform for teachers and students dedicated to arrange meetings of varying relevance and priority, cultural events and many other conferences using an institutional e-mail address to connect with a private Google Meet Server. Nevertheless, the institution offered two ways of connecting with other teachers, students, and parents, being these Microsoft Teams, and Google Meet.

In this case, and thanks to the early concern about this component, the pre-service teacher was allowed to attend different meetings to talk about student's needs, issues, and disciplinary matters. It is necessary to highlight that the second meeting focused on dealing with a major, general concern caused by a student's health conditions after struggling with a terminal disease.

Finally, besides from INSTENALCO's meeting spaces, spaces dedicated to cultural events were created by the system engineering team of the institution, allowing events such as English Fest 2021 to have place via a blog or a forum, subsequently planned to be shared on

Facebook Live. However, this event could not be developed given the conditions of the national strike that began in April. Nevertheless, after the strike the meetings corresponded to spaces of interaction with students to review topics from first semester as well as a convenient moment to clarify the school calendar's arrangements in order to recover from the period where no institutional activities were done, direct consequence of a national strike that took place between April and June.

Finally, there was a last meeting, in this meeting, that took place during the last week of the practicum process, a new coordinator was selected to guide the administrative processes of high school, at the same time as he informed of the departure of the previous coordinator of the institution. During this meeting, the Principal was informed of the end of the practicum process, so the academic community acknowledged the impact of the practicum process developed in both high school and elementary school contexts.

Meeting No. 1:

Illustration 8: Teachers meeting 1.

Meeting No. 2:

Illustration 9: Teachers meeting 2.
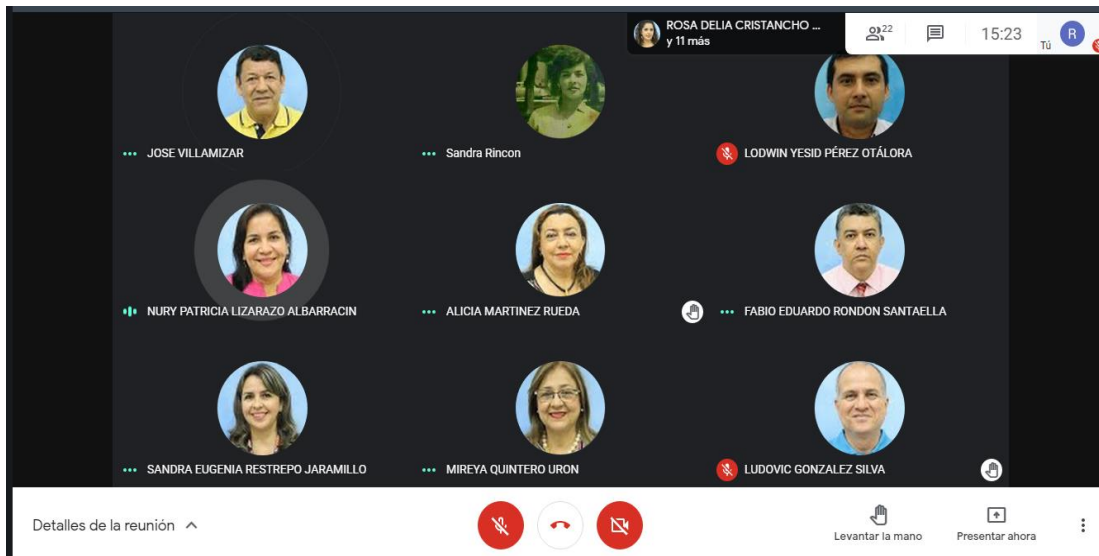
Meeting No. 3:

Illustration 10: Teachers meeting 3.
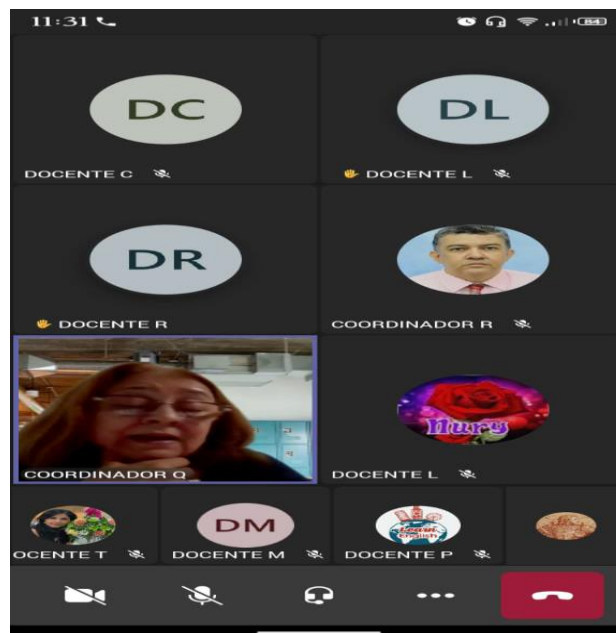
Meeting No. 4:

Illustration 11: Teachers meeting 4.
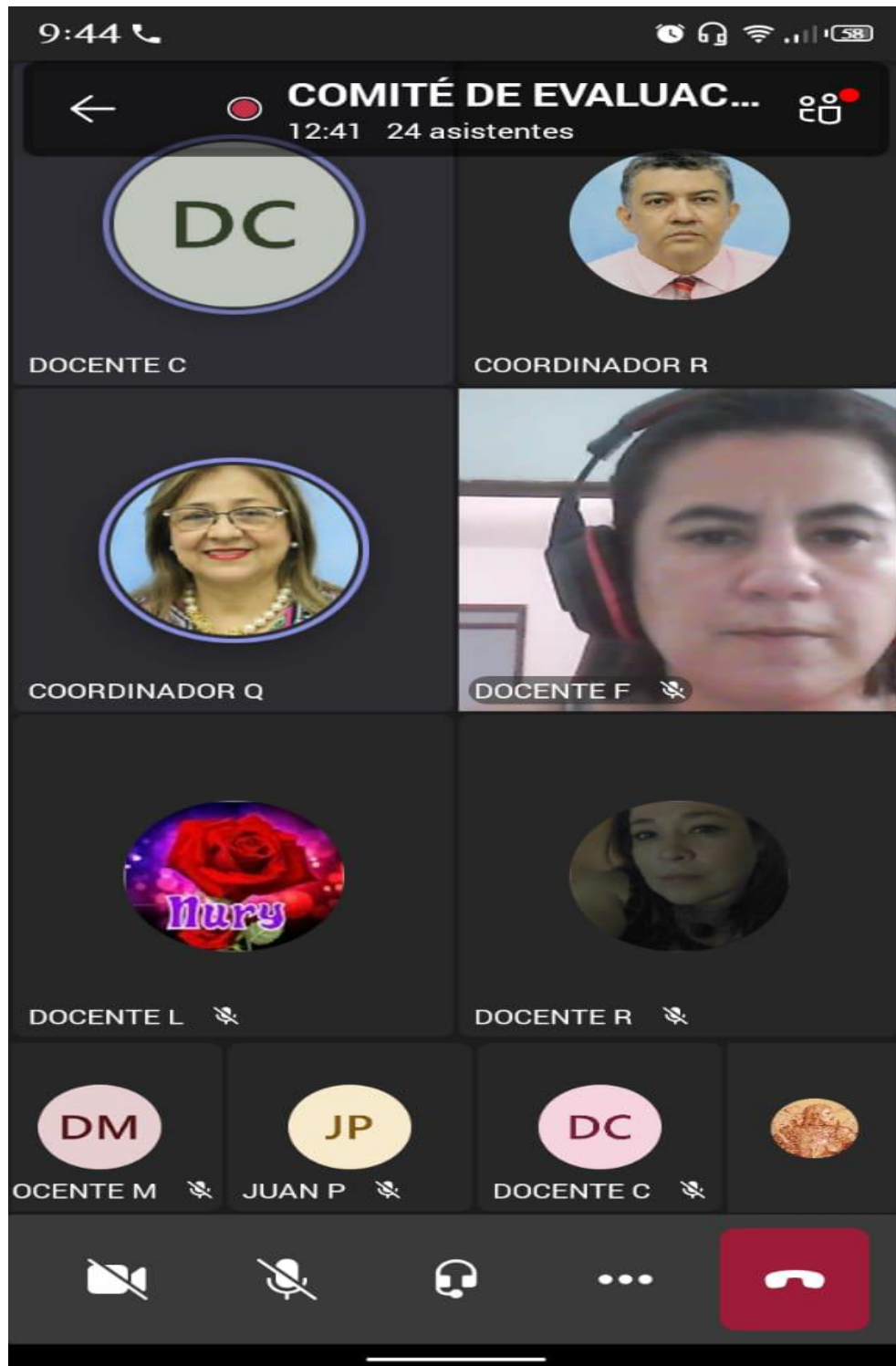
Language Day:

Illustration 12: Facebook live event - Language Day.
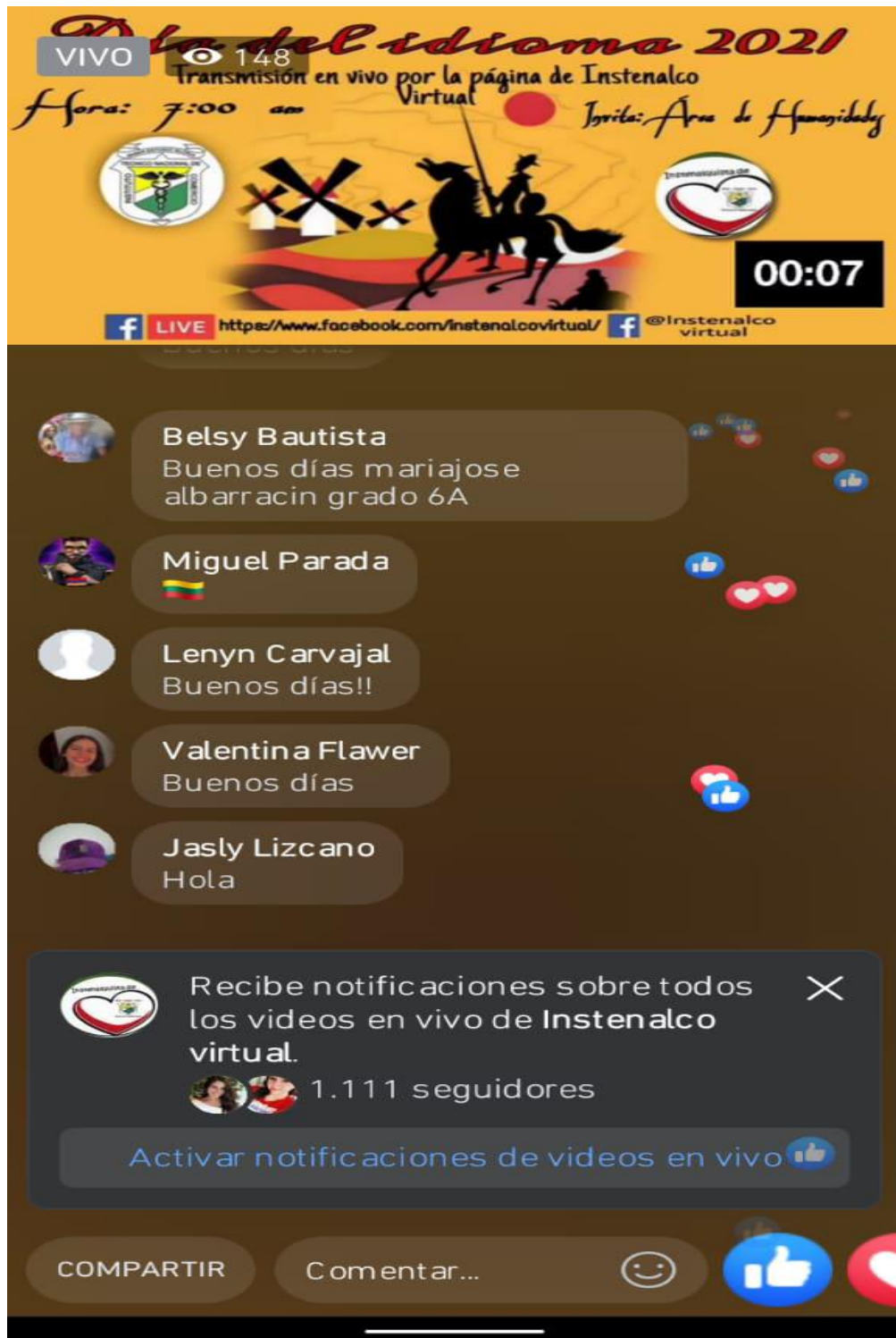
Illustration 13: Final Meeting - Principal's speech.

Illustration 14: Final meeting - Participants.

Illustration 15: Final meeting - Participants - Second Part.

Illustration 16: Final Meeting - Introduction to the Institution of the new director.

5.4   Timeline

There was neither timeline nor a schedule for the weekly meetings, for they were informed one or two days before, or even the same day via OVY institutional e-mail service or via WhatsApp in the case of teachers who did not find easy to access to the meeting through their personal OVY platform. So the practicum teacher had to be careful with the calendar and the appointments scheduled every day, in order to participate in the meetings.

5.5   Conclusions

To start, the practicum stage was a crucial form to learn and know the teacher´s duties inside and outside the classroom. The responsibilities went beyond just grading the students work and designing workshops. Beyond that, there was perceived how teachers served many other roles outside the classroom. The administrative component was essential because the pre-service teacher could first-hand experience what being a teacher was and his role during a series of events proposed by the institution. In addition, the pre-service teacher now comprehends more about the interests and values of the students. These extracurricular activities were proposed to be shared with the community and be more united, and the objectives established was effectively accomplished.

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Extracurricular-Activities-on-Academic-Achievement-in-Language-Preparation-

Schools.pdf

7   Annexes

7.1   Annex 1: Microsoft Teams Platform for regular classes, extracurricular classes, meetings, assignments, grades, doubts, and materials.
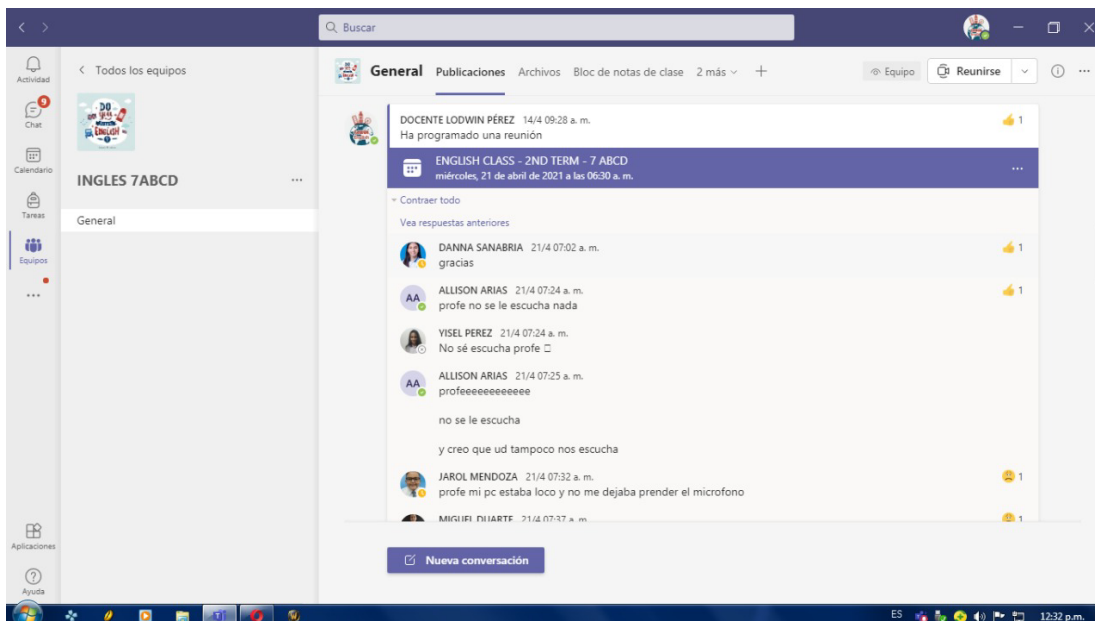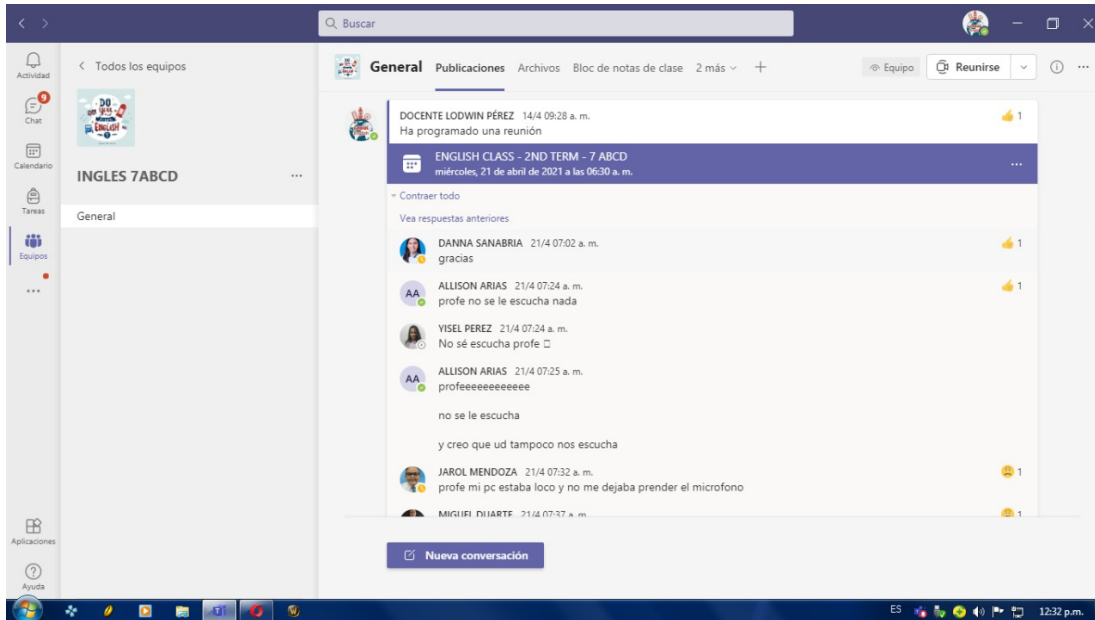
7.2   Annex 2: First Term/Period Exam developed using the topics from the 1ˢᵗ module of the *Way to Go* textbook and workbook.

7.3   Annex 3: Reading club (first session)
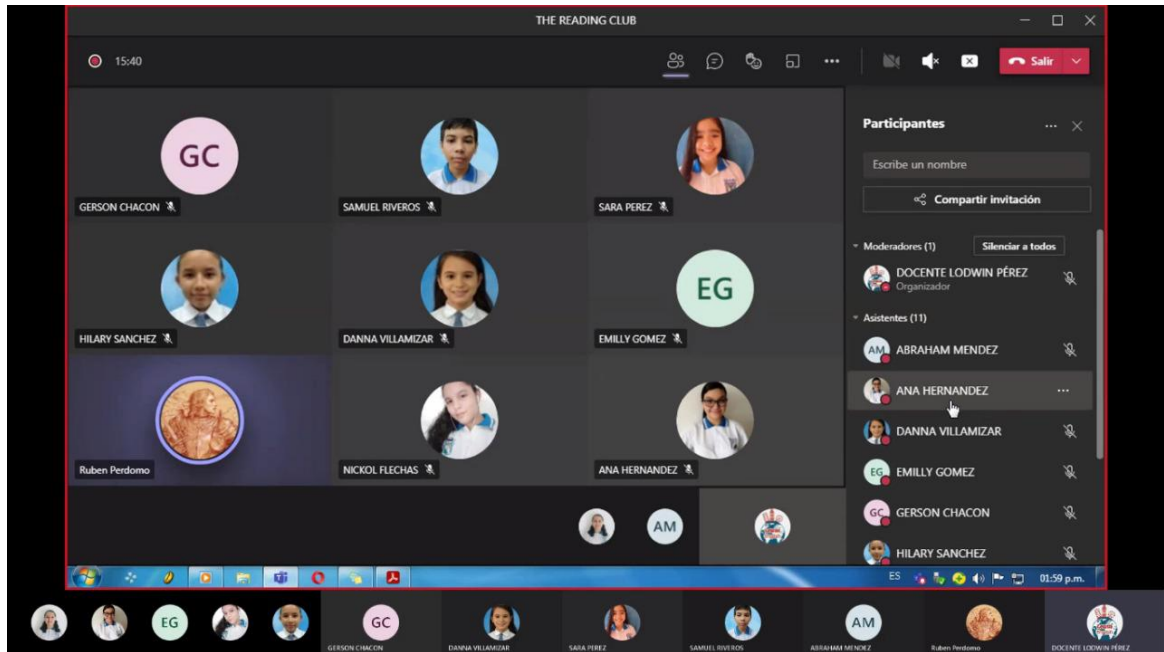
7.4   Annex 4: The Reading Club - Material 1

The Antoine Plague

KEY WORDS: Outbreak, virus, bacteria, death, disease, illness, sickness, plague, pandemic, epidemic.

When soldiers returned to the Roman Empire from campaigning, they brought back more than the spoils of victory.

The Antonine Plague, which may have been smallpox, laid waste to the army and may have killed over 5 million people in the Roman empire, wrote April Pudsey, a senior lecturer in Roman History at Manchester Metropolitan University, in a paper published in the book "Disability in Antiquity," Routledge, 2017).

Many historians believe that the epidemic was first brought into the Roman Empire by soldiers returning home after a war against Parthia.

The epidemic contributed to the end of the Pax Romana (the Roman Peace), a period from 27 B.C. to A.D. 180, when Rome was at the height of its power. After A.D. 180, instability grew throughout the Roman Empire, as it experienced more civil wars and invasions by "barbarian" groups.

Christianity became increasingly popular in the time after the plague occurred.

The Cocoliztli epidemic: 1545-1548

The infection that caused the cocoliztli epidemic was a form of viral hemorrhagic fever that killed 15 million inhabitants of Mexico and Central America.

Among a population already weakened by extreme drought, the disease proved to be utterly catastrophic. "Cocoliztli" is the Aztec word for "pest."

A recent study that examined DNA from the skeletons of victims found that they were infected with a subspecies Salmonella, which causes enteric fever, a category of fever that includes typhoid.

Enteric fever can cause high fever, dehydration and gastrointestinal problems and is still a major health threat today.

The American Plagues: 16th century

The American Plagues are a cluster of Eurasian diseases brought to the Americas by European explorers.

These illnesses, including smallpox, contributed to the collapse of the Inca and Aztec civilizations. Some estimates suggest that 90% of the indigenous population in the Western Hemisphere was killed off.

The diseases helped a Spanish force led by Hernán Cortés conquer the Aztec capital of Tenochtitlán in 1519 and another Spanish force led by Francisco Pizarro conquer the Incas in 1532. The Spanish took over the territories of both empires.

In both cases, the Aztec and Incan armies had been ravaged by disease and were unable to withstand the Spanish forces.

When citizens of Britain, France, Portugal and the Netherlands began exploring, conquering and settling the Western Hemisphere, they were also helped by the fact that disease had vastly reduced the size of any indigenous groups that opposed them.

The Great Plague of London: 1665-1666

The Black Death's last major outbreak in Great Britain caused a mass exodus from London, led by King Charles II.

The plague started in April 1665 and spread rapidly through the hot summer months. Fleas from plague-infected rodents were one of the main causes of transmission.

By the time the plague ended, about 100,000 people, including 15% of the population of London, had died. But this was not the end of that city's suffering.

On Sept. 2, 1666, the Great Fire of London started, lasting for four days, and burning down a large portion of the city.

The Flu pandemic: 1889-1890

L'ÉPIDÉMIE D'INFLUENZA. — Vue intérieure de la tente-hôpital.
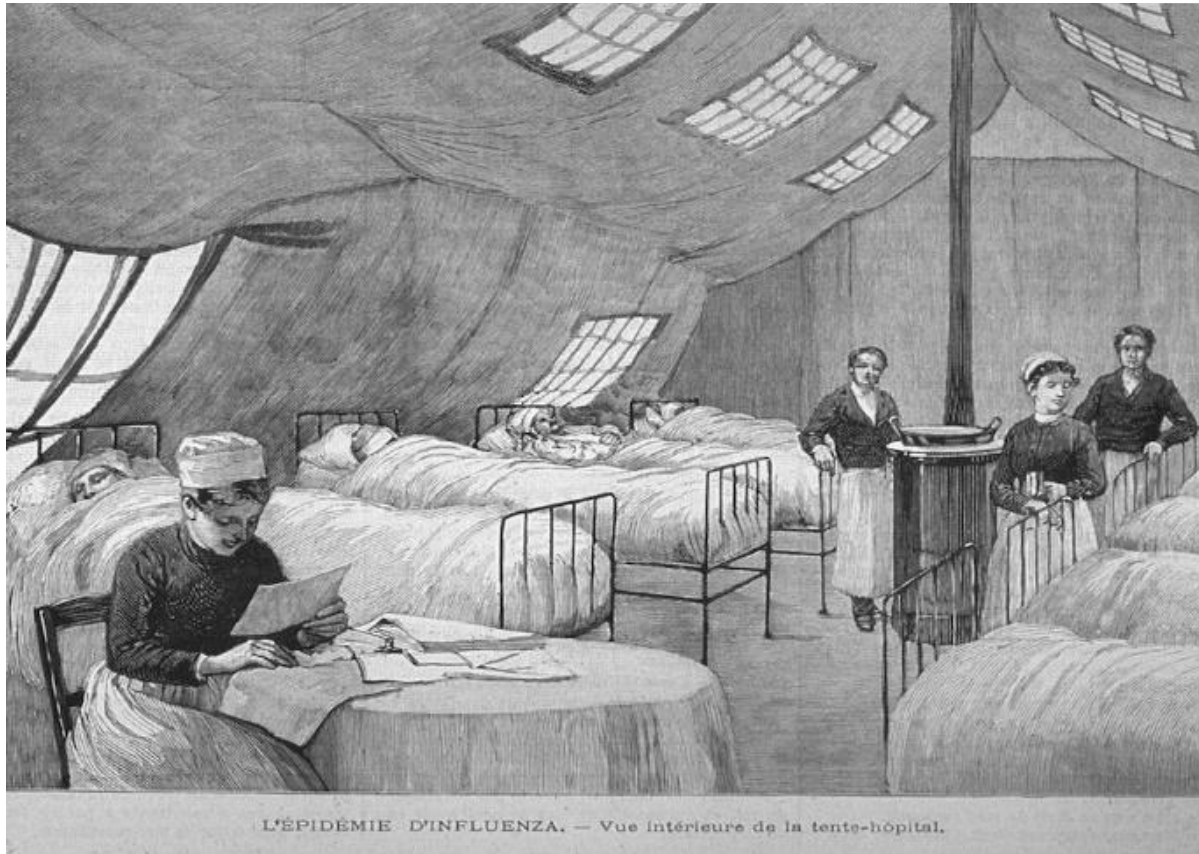
In the modern industrial age, new transport links made it easier for influenza viruses to wreak havoc.

In just a few months, the disease spanned the globe, killing 1 million people. It took just five weeks for the epidemic to reach peak mortality.

The earliest cases were reported in Russia.

The virus spread rapidly throughout St. Petersburg before it quickly made its way throughout Europe and the rest of the world, despite the fact that air travel didn't exist yet.

The Spanish Flu

An estimated 500 million people from the South Seas to the North Pole fell victim to Spanish Flu. One-fifth of those died, with some indigenous communities pushed to the brink of extinction.

The flu's spread and lethality were enhanced by the cramped conditions of soldiers and poor wartime nutrition that many people were experiencing during World War I.

Despite the name Spanish Flu, the disease likely did not start in Spain. Spain was a neutral nation during the war and did not enforce strict censorship of its press, which could therefore freely publish early accounts of the illness.

As a result, people falsely believed the illness was specific to Spain, and the name Spanish Flu stuck.

The Asian Flu

The Asian Flu pandemic was another global showing for influenza. With its roots in China, the disease claimed more than 1 million lives.

The virus that caused the pandemic was a blend of avian flu viruses.

The Centers for Disease Control and Prevention noted that the disease spread rapidly and was reported in Singapore in February 1957, Hong Kong in April 1957, and the coastal cities of the United States in the summer of 1957.

The total death toll was more than 1.1 million worldwide, with 116,000 deaths occurring in the United States.

The AIDS (HIV) Pandemic and Epidemic

AIDS has claimed an estimated 35 million lives since it was first identified. HIV, which is the virus that causes AIDS, likely developed from a chimpanzee virus that transferred to humans in West Africa in the 1920s. The virus made its way around the world, and AIDS was a pandemic by the late 20th century. Now, about 64% of the estimated 40 million living with human immunodeficiency virus (HIV) live in sub-Saharan Africa. For decades, the disease had no known cure, but medication developed in the 1990s now allows people with the disease to experience a normal life span with regular treatment. Even more encouraging, two people have been cured of HIV as of early 2020.

The Plague of Athens

Around 430 B.C., not long after a war between Athens and Sparta began; an epidemic ravaged the people of Athens and lasted for five years. Some estimates put the death toll as high as 100,000 people. The Greek historian Thucydides (460-400 B.C.) wrote that "people in good health were all of a sudden attacked by violent heats in the head, and redness and inflammation in the eyes, the inward parts, such as the throat or tongue, becoming bloody and emitting an unnatural and fetid breath" (translation by Richard Crawley from the book "The History of the Peloponnesian War," London Dent, 1914). What exactly this epidemic was has long been a source of debate among scientists; a number of diseases have been put forward as possibilities, including typhoid fever and Ebola. Many scholars believe that overcrowding caused by the war exacerbated the epidemic. Sparta's army was stronger, forcing the Athenians to take refuge behind a series of fortifications called the "long walls" that protected their city. Despite the epidemic, the war continued on, not ending until 404 B.C., when Athens was forced to capitulate to Sparta.

The Black Plague – The Black Death – The Bubonic Plague

Septima etas mūdi Jmago mortis CCLXIIII

The Black Death traveled from Asia to Europe, leaving devastation in its wake. Some estimates suggest that it wiped out over half of Europe's population.

It was caused by a strain of the bacterium Yersinia Pestis that is likely extinct today and was spread by fleas on infected rodents. The bodies of victims were buried in mass graves.

The plague changed the course of Europe's history. With so many dead, labor became harder to find, bringing about better pay for workers and the end of Europe's system of serfdom. Studies suggest that surviving workers had better access to meat and higher-quality bread.

The lack of cheap labor may also have contributed to technological innovation.

7.5   Annex 5: The Reading Club Text 2

The Little Prince
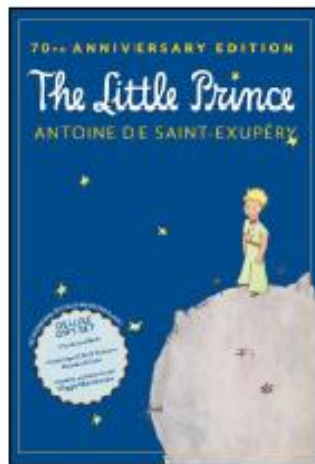
By Antoine de Saint-Exupéry

Name: _____

The Little Prince

By Antoine de Saint-Exupéry

Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on four or five chapters (sections) of **The Little Prince** and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

<u>Many</u> of the activities in this unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to
a) determining the meaning of words and phrases. . . including figurative language;
b) explaining how a series of chapters fits together to provide the overall structure;
c) compare and contrast two characters;
d) determine how characters … respond to challenges;
e) drawing inferences from the text;
f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Additional icons provided by http://www.iconka.com and http://artdesigner.lv

The Little Prince
By Antoine de Saint-Exupéry

List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identify *foreshadowing.*
6. Identify *personification*
7. Use of singular / plural nouns
8. Listing compound words
9. Identifying parts of speech
10. Identifying syllables
11. Identify/create *similes*
12. Identify anagrams

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Complete a story pyramid
5. Identify the climax of the novel.

Character Activities

1. Determine character traits
2. Identify the protagonist
3. Relating personal experiences
4. Compare two characters

Creative and Critical Thinking

1. Research projects
2. Write a newspaper story
3. Participate in a talk show
4. Compare the book and movie.
5. Conduct an interview.
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Sheet
9. Complete a KWS Chart
10. Write a poem and a short story

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

The Little Prince

By Antoine de Saint-Exupéry

Synopsis

A pilot stranded in the desert awakes one morning to see, standing before him, the most extraordinary little fellow. "Please," asks the stranger, "draw me a sheep." And the pilot realizes that when life's events are too difficult to understand, there is no choice but to succumb to their mysteries. He pulls out a pencil and a paper . . . And thus begins this wise and enchanting fable that, in teaching the secret of what is really important in life, has changed forever the world for its readers. (Publisher – A Harvest Book Harcourt, Inc.)

A complete synopsis and other helpful reviews can be found on the following website:
https://en.wikipedia.org/wiki/The_Little_Prince

Author Biography
Antoine de Saint-Exupéry

Antoine de Saint-Exupéry, officially **Antoine Marie Jean-Baptiste Roger, comte de Saint Exupéry** (29 June 1900 – 31 July 1944) was a French aristocrat, writer, poet, and pioneering aviator. He became a laureate of several of France's highest literary awards and also won the U.S. National Book Award. He is best remembered for his novella *The Little Prince* (*Le Petit Prince*) and for his lyrical aviation writings, including *Wind, Sand and Stars* and *Night Flight*.

Saint-Exupéry was a commercial pilot before World War II, working airmail routes in Europe, Africa and South America. At the outbreak of war, he joined the French Air Force, flying reconnaissance missions until France's armistice with Germany in 1940. After being demobilized from the *French Air Force*, he traveled to the United States to persuade its government to enter the war against Nazi Germany. Following a 27-month hiatus in North America, during which he wrote three of his most important works, he joined the *Free French Air Force* in North Africa, although he was far past the maximum age for such pilots and in declining health. He disappeared over the Mediterranean on his last assigned reconnaissance mission in July 1944, and is believed to have died at that time. (Courtesy of Wikipedia)

The Little Prince

By Antoine de Saint-Exupery

Chapters 1-4

Before you read the chapter:

Briefly predict what you believe the plot-line of *The Little Prince* will be about.

Vocabulary:

Choose a word from the list that means the same or nearly the same as the underlined word(s).

exclusion	friendship	exceptional	intentional
sensible	fashioned	likeness	wearing
fascinated	presentation	surprised	seemingly

1	Grown-ups never understand anything by themselves, and it is <u>exhausting</u> for children to have to make explanations over and over.	
2	My grown-up was glad to know such a <u>reasonable</u> person.	
3	I saw an <u>extraordinary</u> little fellow staring back at me very seriously.	
4	I was <u>astounded</u> to hear the little fellow answer.	
5	That's how I made the <u>acquaintance</u> of the little prince.	
6	You can imagine how <u>intrigued</u> I was by this hint about 'other plants'.	
7	The astronomer repeated his <u>demonstration</u> in 1920, wearing a very elegant suit. And this time everyone believed him.	
8	One drawing works, and the next no longer bears any <u>resemblance</u>.	

Questions

1. What strange image did the narrator see in a book entitled *True Stories From Nature*.

2. What career did the narrator give up in order to become a pilot?

3. Briefly describe the experiment the narrator used on those who seemed 'clear-sighted'.

4. Why did the little prince reject the narrator's first three drawings of the sheep?

First Sheep	
Second Sheep	
Third Sheep	

b. What did the narrator end up drawing for the little prince as a result?

5. What do you think the narrator meant when he made the following statement:
    "On making his discovery, the astronomer has presented it to the International Astronomical Congress, in a great demonstration. But he was in Turkish costume, and so nobody would believe what he said. Grown-ups are like that …."

Language Activity

A. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's an example of an alliteration: ". . . screaming, shrieking, shouting, screeching about something scary."

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The sounds of an airplane.	
The appearance of a desert.	
One from your own imagination.	

B. Find <u>nine</u> singular nouns in these chapters and write the plural of each noun in the columns below. Careful – you may wish to consult a dictionary for some of these words.

Singular Noun	Plural Noun
Child	Children

C. Homonyms

Homonyms are words which sound the same but have different meanings. An example is *seed* and *cede*. These chapters feature words which are examples of homonyms. In the chart below, create sentences which show the meaning of each set of homonyms.

Example 1

Homonyms	Sentence
1. Gait	
2. Gate	

Example 2

Homonyms	Sentence
1. Plain	
2. Plane	

D. Find <u>ten</u> words in Chapters 1 - 4 that being with the letter 'L' and have no less than six characters. Once you have completed your list, arrange them in alphabetical order.

Words	Alphabetical Order

E. The Eight Parts of Speech

Find at least two examples of each of the eight parts of speech from these chapters and list them in the appropriate section of the chart below.

Interjections	
Nouns	
Pronouns	
Conjunctions	
Prepositions	
Adjectives	
Adverbs	
Verbs	

Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the first four chapters of *The Little Prince*. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6

Politics in the UK
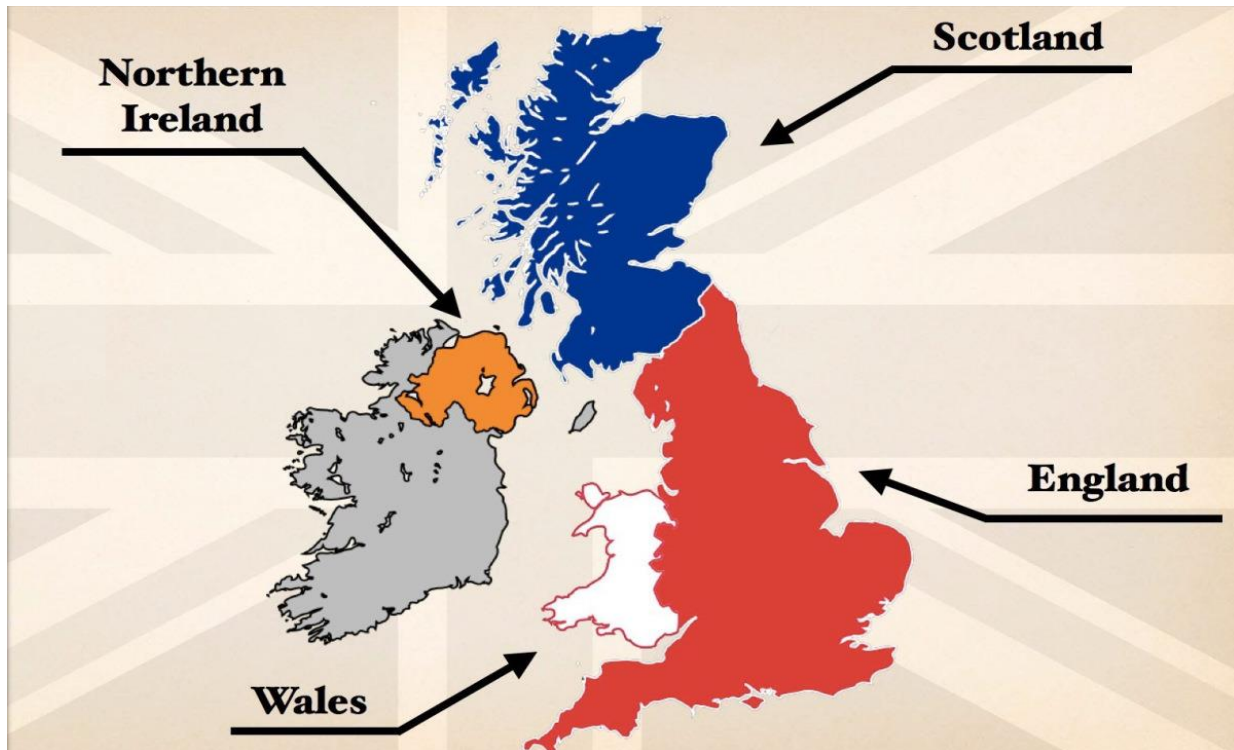
The United Kingdom is a constitutional <mark>monarchy</mark>, which means that the <mark>Queen</mark> is the head of state but she does not actively participate in politics. The British people vote for the members of <mark>parliament</mark> and they make the laws and run the country for the Queen.

The Queen the signs all the laws passed by the politicians but she does not have any responsibility for saying what the laws <mark>should</mark> be about. The political leader of the UK is the <mark>Prime Minister</mark>, who is also called the PM. This person is the leader of the political party that has the most seats in the House of Commons.

Normally in the UK there is one party with a majority in the House of Commons, which means they have more than half of the seats, which forms the government to run

the country. Sometimes if one part does not have enough seats to form a majority it will need to form a coalition with another party, and they will run the country together.

The UK is divided into many different constituencies, and each constituency is represented by one Member of Parliament, also called an MP. Nearly all the MP in the UK belongs to a political party. The two biggest parties are the Conservatives and Labour.

There are then several smaller parties, such as the Liberal Democrats, Green Party, UK Independence Party (UKIP) or SNP (Scottish Nationalist Party). Some MPs may also be an independent, which means they are not linked to any party. Normally there are elections every five years in the UK.

The polling day is normally a Thursday. When there is an election, polling stations are set up all around the country so everyone can go and vote. Everyone who is on the electoral register has one vote.

Most people go to polling stations where they get a ballot paper. On the ballot paper there is a list of all the candidates that are standing for election, and the person needs to make a mark by the name of the person they want to vote for. When they have done this they put their ballot paper in the ballot box.

In the UK, the candidate with the most votes in a constituency is the winner. They get to go to London and become an MP in the Houses of Parliament. It is their job to represent their constituents and try to run the country in a fair and proper way.

ESL Politics Reading Comprehension

1) Who is the head of state in the UK?

A) The President

B) The PM

C) The Queen

D) The King

2) What happens when no party has a majority in the House of Commons?

A) There is another election.

B) A coalition forms.

C) The Queen runs the country.

D) Nothing happens.

3) Who can vote in an election in the UK?

A) Everyone over 25 years old.

B) Everyone who is on the electoral register.

C) Everyone who goes to a polling station.

D) Everyone that pays some money.

4) Who is the winner in an election in the UK?

A) The person with the most votes.

B) The person who worked the hardest.

C) The person who is a member of the winning party.

D) The person chosen by the PM.

5) Normally, how often are elections held in the UK?

A) Every 3 years

B) Every 4 years

C) Every 5 years

D) Every 6 years

6) Who rules our Country?

7) What if we were still a Spanish colony?

8) What caused the strike that began in April?

9) Do you know what taxes are used for?

10) What is the meaning of the word Revolution for you?

BONUS:

VINE ABOUT WORDS THAT CHANGE BETWEEN BRITISH ENGLISH AND AMERICAN ENGLISH.
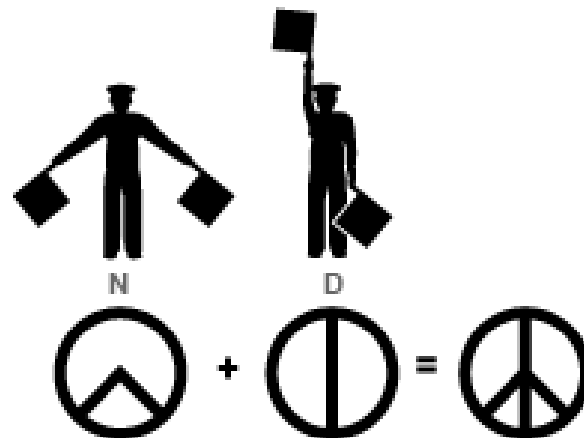
How the Peace Symbol was created

In **1958**, British artist **Gerald Holtom** drew a circle with three lines inside, intending the design to be a symbol for the *Direct Action Committee Against Nuclear War* (DAC).

The design incorporates a circle with the lines within it representing the simplified positions of two **semaphore** letters (the system of using flags to send information great distances, such as from ship to ship).

The letters "N" and "D" were used to represent "**nuclear disarmament**." (The "N" is formed by a person holding a flag in each hand and then pointing them toward the ground at a 45 degree angle. The "D" is formed by holding one flag straight down and one straight up.)

Holtom finished his design on **February 21, 1958** and the design was then first introduced to the public at a DAC march on April 4. The symbol quickly

spread.

In Britain, the symbol became the emblem for the Campaign for Nuclear Disarmament (CND), thus causing the design to become synonymous with nuclear disarmament.

In **1960**, the symbol migrated to **the United States** and began to be used as a symbol for the peace movement.

This symbol has become internationally recognized and is still used by **peace activists** today.

Vocabulary:

1. Intend

A. to be a sign or symbol of something

2. Incorporate

B. to add or include something as a part of something else

3. Represent

C. a design or object that is a symbol of something such as a country or organization

4. Emblem

D. to have a plan in your mind to do something

5. Synonymous

E. to move from one country or place to live or work in another

6. Migrate

F. to have the same meaning or almost the same meaning

Discussion:

1. Do you usually have good intentions?

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2. Tell about a time when you intended to do something, but it didn't work out.
3. How do you incorporate fun into your work/study?
4. Have you ever been a representative of a club or organization?

5. Does your company have an emblem? What does it mean?

6. Have you ever witnessed an animal migration?

7. Would you ever migrate to a new country? Where / Why?

7.8   Annex 8: The Reading Club – Last Session
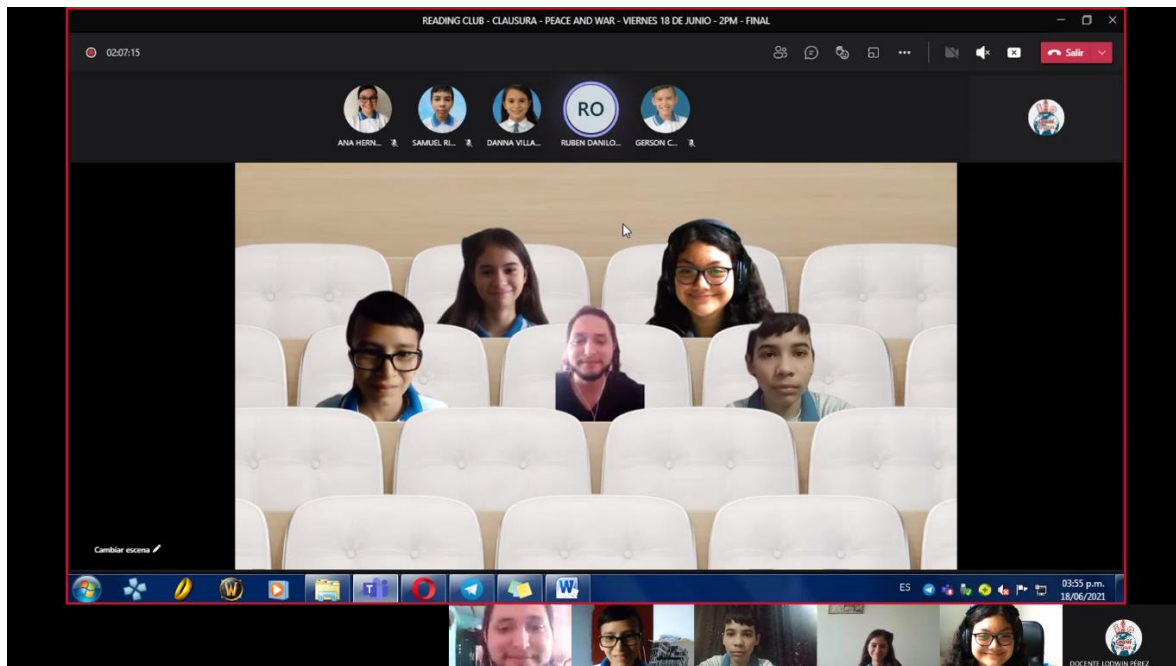
7.9   Annex 9: Results of the Reading Club to share on Instenalco's English Fest 2021.

Ana's evidence.

Danna's evidence.
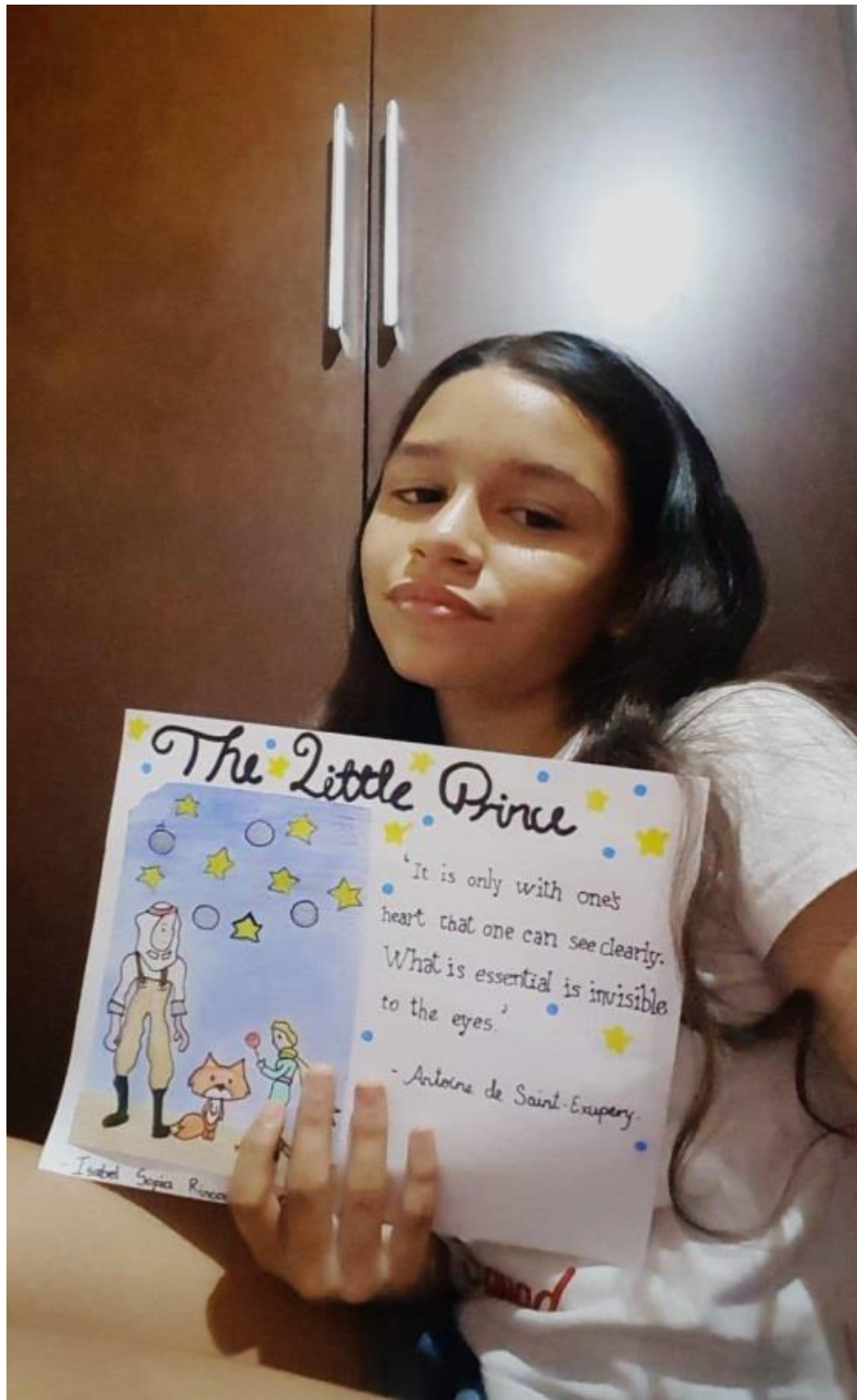
Isabel's Evidence.

Karen's evidence.

7.10 Annex 10: Outreach component - first class.

CLASSROOM OBJECTS 2

1. Click to listen. Then drag and drop the labels:

| PENCIL |
| SCISSORS |
| CRAYON |
| PEN |
| RULER |
| SHARPENER |
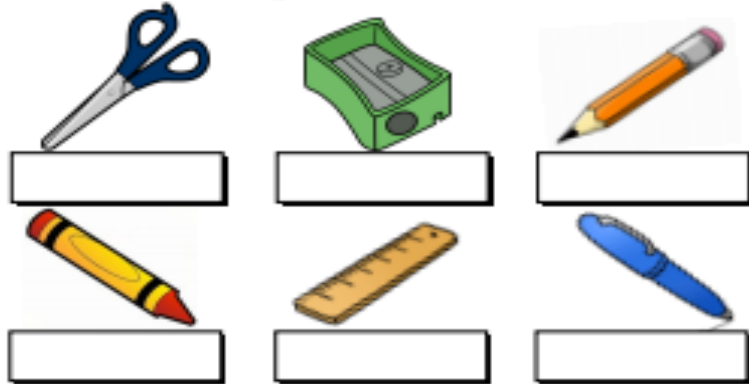
2. Find the words in the Word-search puzzle:

```
A R E A S A F P E W
O S C I S S O R S D
T H H I F U A L M T
D A K I B R L O R A
C R A Y O N D L U F
P P E Q U D R K L L
T E E F P E N K E L
J N K M I Q K E R H
P E N C I L N B N E
H R I L E S O A S R
```
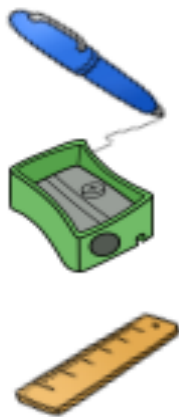
3. Listen and choose:

....

LIVEWORKSHEETS

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4. Click to listen. Then join with arrows:
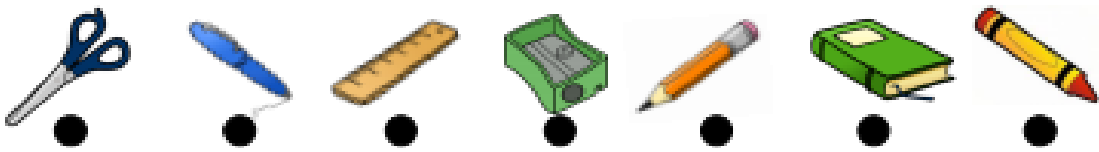
SHARPENER SCISSORS PENCIL PEN RULER CRAYON BOOK

5. Listen and choose:

SCISSORS
RULER
CRAYON
SHARPENER

SCISSORS
RULER
CRAYON
SHARPENER

SCISSORS
RULER
CRAYON
SHARPENER

SCISSORS
RULER
CRAYON
SHARPENER

PEN
PENCIL
SCISSORS
BOOK

PEN
PENCIL
SCISSORS
BOOK

PEN
PENCIL
SCISSORS
BOOK

6. Click to listen. Then drag and drop the labels.

[ ]	[ ]	[ ]	[ ]

[ ]	[ ]	[ ]	[ ]

PENCIL	PEN	SCISSORS	SHARPENER
CRAYON	BOOK	ERASER	RULER

7. Put the missing letters in their right place:

H R E E	B O	R Y N	U E

S I S R	E C L	E A E	E

S C K A C N R R I O S P R R P A O N S R L P N O S

8. Click to listen. Then join with arrows:
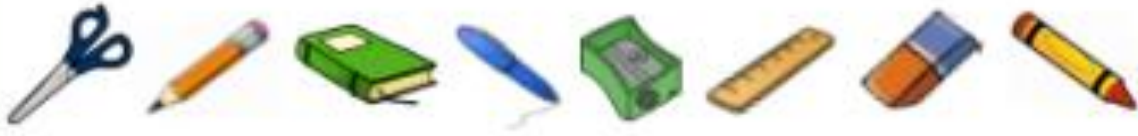
Listen and choose:

11. Click to listen. Then drag and drop the labels:

| ERASER |
| GLUE |
| CRAYON |
| RULER |
| BOOK |
| NOTEBOOK |
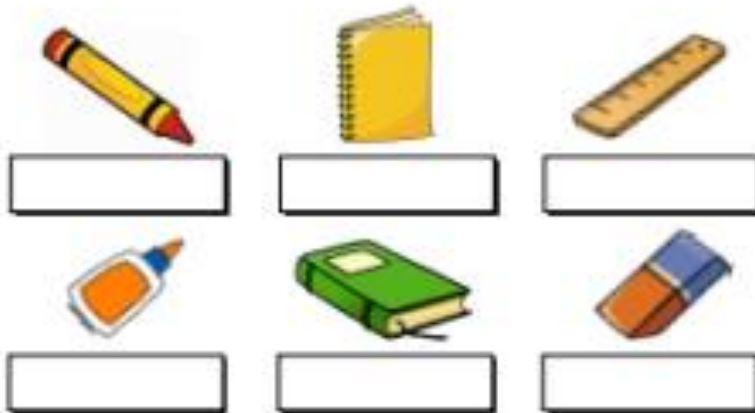
7.11 Annex 11: Educaplay game – Classroom Objects.
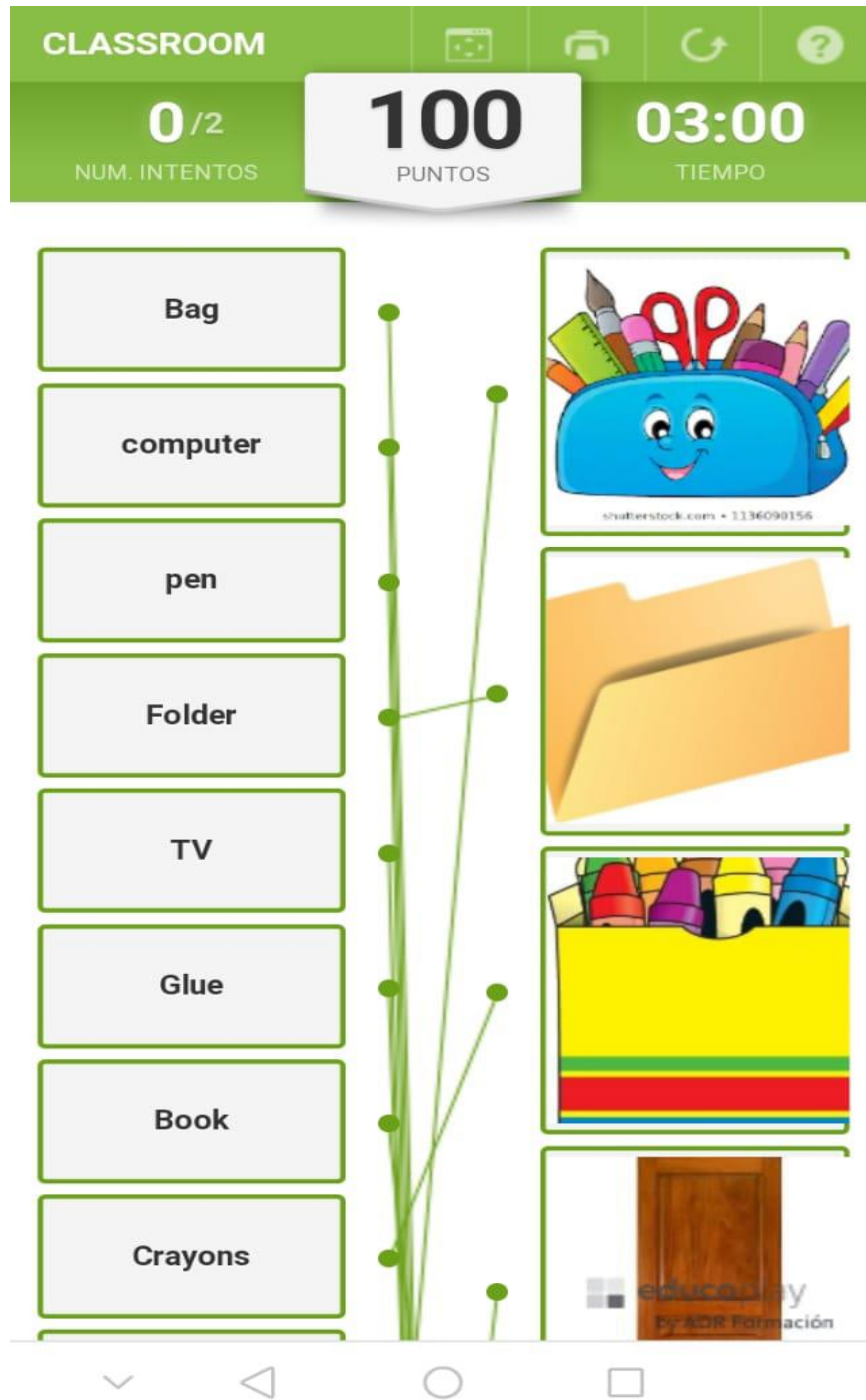
7.12 Annex 12: At School vocabulary – second week.

7.13 Annex 8: Workshop second week.

7.14   Annex 9: Educaplay Game – At School – Second week.

7.15   Annex 10: Qualifying adjectives workshop week 3

No aceptan flexión de género ni número.
Siempre tienen la misma forma.

SHE IS YOUNG

THEY ARE YOUNG

ADJECTIVES - ADJETIVOS

- THIN - DELGADO – DELGADA
- FAT – GORDO – GORDA

- FULL – LLENO – LLENA
- EMTY – VACÍO – VACÍA

- STRONG – FUERTE
- WEAK – DÉBIL

ADJECTIVES - ADJETIVOS

ADJECTIVES - ADJETIVOS

- BIG - GRANDE
- SMALL – PEQUEÑO – PEQUEÑA

- EASY – FÁCIL
- DIFFICULT – DIFÍCIL

- COLD – FRÍO
- HOT – CALIENTE

ADJECTIVES - ADJETIVOS

- SAD - TRISTE
- HAPPY – FELIZ

- RICH – RICO – RICA
- POOR – POBRE

- GOOD – BUENO – BUENA
- BAD – MALO – MALA

ADJECTIVES - ADJETIVOS
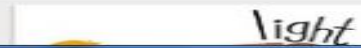
7.16 Annex 11: Activity workshop week 3 – Qualifying Adjectives

7.17 Annex 12: Activity – Workshop – Week 4 – Wh Questions

Final page of the project. Left blank on purpose.