

**Improving Reading comprehension Through the Use of Graphic Organizers in Students
From 6th Grade at Bethlemitas Brighton High School: An Action Research**

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Teaching Practicum

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Chapter I: General Presentation

General Overview

Improving Reading comprehension through the use of graphic organizers in students from 6th Grade at Bethlemitas Brighton high school: An Action Research is a project intended to present the design of a pedagogical intervention for the practicum of last semester students in the foreign language bachelor degree at University of Pamplona.

In the following pages, seven chapters will be developed. In the first chapter, the general presentation as well as some general aspects of the project are presented, such as a brief introduction, justification, general objectives and conclusions. In the second chapter, an institutional analysis will be presented, which describes all the relevant aspects of the institution and their adaptations carried out to continue students' learning process during the pandemic of COVID-19. Also, the institutional documents will be revised and analyzed.

The third chapter addresses the research and pedagogical intervention design developed during the practicum. Also, the fourth chapter presents information related to the outreach component and the results obtained from that intervention. The fifth chapter covers the intra-institutional activities developed. Finally, in chapter six some reflexive perceptions regarding the practicum process are discussed, as well as in chapter seven material design is briefly explained. At the end, some general conclusions of the practicum process are presented.

Introduction

The pandemic of COVID19 has caused different changes in all spheres of life: economy, education, work, among others, forcing everybody to adapt in order to continue. In the educational aspect, teachers currently face the challenge of fostering students' learning process in an effective way in a virtual environment with little preparation and knowledge. This has

created the urgent need to seek and design methodologies, strategies, and techniques for teaching all subjects, including English as a foreign language.

Over the time many changes and advancements have been registered in different scientific and technological fields, as well as the knowledge, theories and methodologies, in order to make our lives more productive and effective. For this reason, it is also necessary to make progress in the educational field. Now, future teachers face a big challenge to revolutionize education and the traditional teaching methods. In this way, it is mandatory for the students of foreign language bachelor degree of the University of Pamplona to carry out a didactic intervention during the practicum in last semester to become a professional gaining the experience to become an effective teacher in the real-world context, specially adapting to the pandemic challenges.

Therefore, it was mandatory for pre-service teachers to go through this practicum process in order to develop their own strategies to help students to become effective learners of English as a foreign language, developing the requested competences of each level they go through during their school and academic life.

In this way, this document presents the results of the intervention carried out in the previously stated context. In the following pages the three different components that make part of this intervention are discussed and analyzed. These are: the pedagogical and research component, outreach component and intra institutional component. After having analyzed the institution, identified the needs, and keeping in mind the previous components, an intervention integrating short texts and graphic organizers was applied in order to foster students' reading comprehension at a literal level.

Justification

As mentioned before, it was necessary for pre-service teachers to undergo this practicum process in order to develop their abilities to become competent professionals. To do so, the three components previously stated are taken into account in order to develop an integral teacher since they make part of the real context of educators.

On one hand, teachers carry out constant pedagogical interventions in the classroom, so they are conducting informal research since they observe and adapt strategies to help students to become effective learners of English as a foreign language. On the other hand, regarding the outreach component, this intervention allows future teachers to be in contact with students at a very important stage of learning: primary school. For this reason, it is relevant for pre-service teachers to be in contact with young learners to learn how to motivate them in the starting stages of a foreign language learning and at the same time they design and implement the correct strategies.

Finally, since future teachers will be part of the school community, they will participate in other events that make part of the process. All these aspects mentioned above are pertinent for pre-service teachers in order to develop the requested competences of each level they go through during their school and academic life.

Also, regarding the formal foreign language teaching aspect, it is well known that in Colombia diverse educational policies have been implemented in order to improve students' abilities to communicate effectively in a foreign language, in this case, English. For this purpose, in 2004 the Bilingual National Program (PNB) was implemented by the Colombian Ministry of Education (MEN). According to MEN, the goal proposed was that Colombian students reached an intermediate English level so that citizens could take part of the communicative, economic

and cultural globalization process taking into account the Common European Framework for Language Learning (CEFR).

However, according to the Saber 11 national results reported by ICFES in 2018, students are not in the expected level since 71% of graduated students were on -A and A1 level. In other words, according to those results, students in Colombia finish school with low proficiency in their target language. Based on Saber 11 exam statistics for 2018, between 71% of students in Colombia were in A- and A1 level, 77 % of students in Norte de Santander were in A- and A1 level.

These low results evidence that students are not developing the required competences on the target language. This situation has concerned the school community: principals, coordinators and teachers about the need to develop and strengthen reading skills during middle school years, not only in 11th grade in order to improve Saber 11 results. For this reason, the present document presents the results of the implementation of a short didactic intervention based on the integration of short texts and graphic organizers to foster reading comprehension at literary level in sixth-graders at Bethlemitas Brighton school.

Objectives

General Objective

To develop the first teaching experience in a public high school considering the main components of the practicum.

Specific Objectives

To foster sixth-grade students' reading comprehension through the use of graphic organizers.

To integrate foreign language student-teachers to the educational reality of the teaching process in a public school in Pamplona.

To take part in the extracurricular activities established by the Institution Bethlemitas Brighton.

General Conclusions

To sum up, this document reports the results of the implementation proposed in order to use graphic organizers to provide strategies to support students reading comprehension skills. Along the following pages, evidence, results and reflections about the implementation process are presented and discussed. Also, the scope regarding the objectives is explained and supported according to the evidence and results.

Besides, the three main components of this proposal were fully covered through the diverse activities proposed and developed in order to fulfill the objectives of the integral practicum process. In the next sections the pedagogical, research, outreach and intra institutional components that guided this proposal will be addressed in depth, as well as its influence over the practitioner and his perspective regarding his educational duty will be presented.

Moreover, the reflective process which led the practicum process, will be discussed in order to express its importance in the educational process, not only for pre-service teachers, but also as part of the daily praxis of all educators as a way to improve and bring the best strategies for learners' process. Thanks to the reflective practice it is possible for the pre-service and in-service teachers to develop his critical thinking skills at the same time he interacts with the school community in all spheres of his labor.

Finally, thanks to this practicum process it was possible for the pre-service teacher to value and understand the importance of his role as educator, not only in teaching contents and

skills to the students but also his big responsibility and his role in society as a guide to help shape young learners into integral citizens.

Chapter II: Institutional Observation and Diagnosis

Exploratory Questionnaire on Virtual Modality

Aiming to get a better idea of the modality embraced by the institution where the practicum process was developed, a questionnaire proposed by the practicum committee was administered to the supervisor teacher, from which information related to groups under teacher's charge, modality of class sessions, platforms implemented by the institution, among others were gathered. According to the teacher's answers, she is in charge of 4th, 5th and 6th grades, working under a virtual modality making use of platforms such as: Microsoft Teams, Web Colegios, WhatsApp, Google meet and zoom.

Aiming to contact students and develop virtual meetings, platforms such as Web Colegios, WhatsApp and Zoom are used in this context. On the other hand, when developing asynchronous activities or sessions, these are developed through the use of WhatsApp, worksheets or YouTube videos by means of personal or group-based tutoring. Additionally, she considers that the extent to which ICTs have been difficult to use in her classes can be placed between 25% and 50% for her and in the case of students around 50% and 75%.

Documentary analysis

Administrative level

Location and Facilities

Bethlemitas Brighton school is located at Pamplona, in Norte de Santander department, the institution comprises two headquarters; Bethlemitas Brighton located at Carrera 1 N° 5-90 Brighton Neighborhood and Rafael Afanador y Cadena at Carrera 4 N° 6-84.

Institutional Educational Project (IEP)

Bethlemitas Brighton school is administered by the sister of Bethlemitas order, fulfilling the mission of forming in the faith, to form holistically, with Christ as its essence, through an education of quality, in coherence with the requirements of the new millennium.

Mission

We are an Educational Institution that in light of the Bethlemitas Philosophy seeks participation, updating and service in evangelization.

We contribute to integral education by providing quality and inclusive instruction based on ethical, scientific, technical, research, environmental and participatory principles.

We have the strength of God and the legacy of the Holy Founders, the policies of the State and the commitment of the Educational Community.

Vision

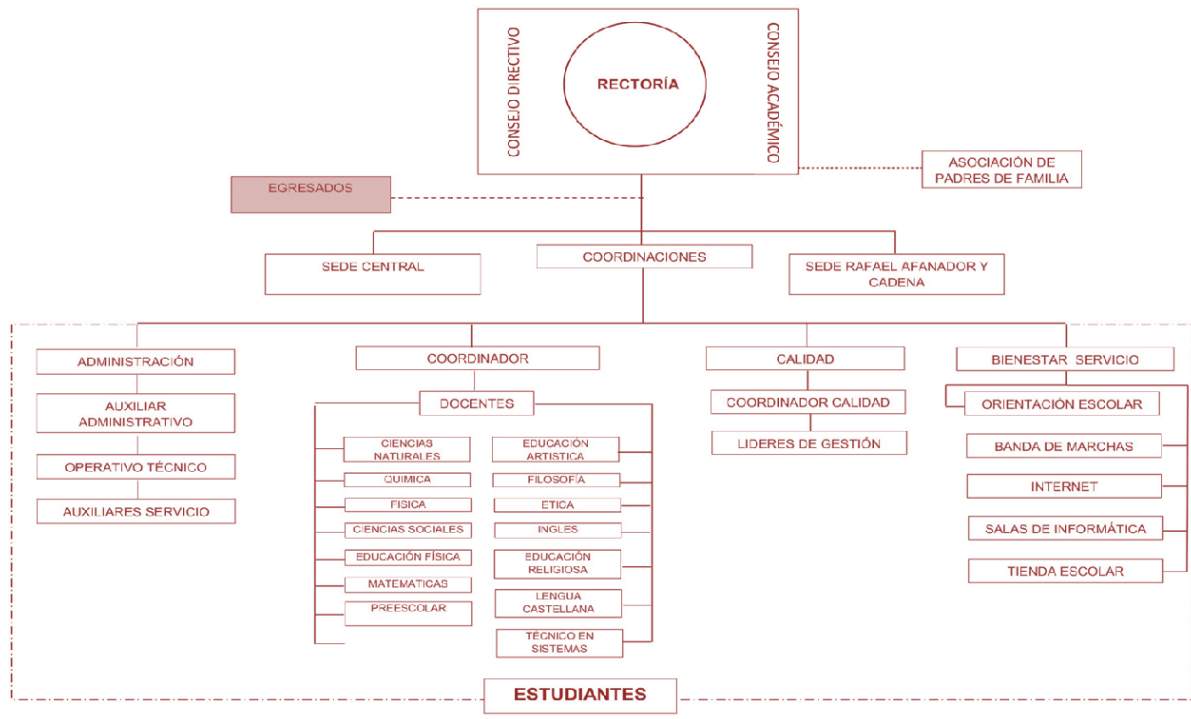
The Bethlemitas Brighton Educational Institution in 2022 will be recognized in society as an entity with a projection towards leadership in educational, research, pedagogical and technical innovation, promoting the care of the environment and respect for the public, inclusive, consolidated in its processes of comprehensive training of highly qualified people.

Philosophy

The apostolic and educational legacy of our holy founders, strengthened by the norms emanating from the MEN and Secretary of Education, strengthens our pedagogical practices by building every day a quality instruction that leads to the dynamization of meaningful learning, based on the Holistic transformative model educating in love for service.

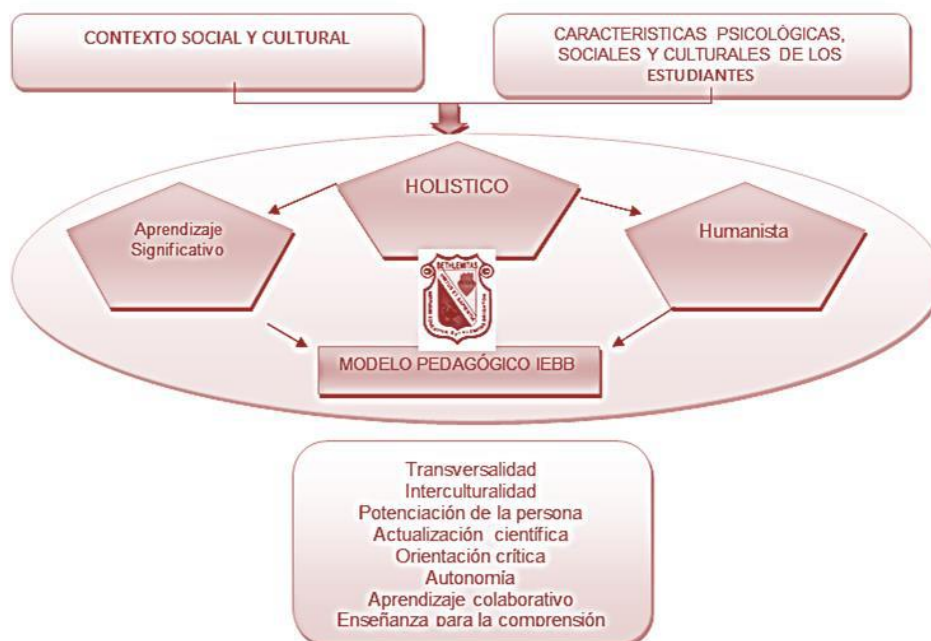
Figure 1

Institutional Organigram



Pedagogical Model

The pedagogical model adopted by Bethlemitas Brighton school as guideline for its instructional duty is the holistic transformer, based on Dr Giovanni Lafrancesco Villegas. This model promotes well-being, human development and enables the construction of knowledge by strengthening educational and pedagogical innovation. It emphasizes meaningful and collaborative learning by taking into account interests, knowledge, expectations, customs and promoting free expression.

Figure 2*Pedagogical Model***MODELO PEDAGÓGICO DE LA INSTITUCION EDUCATIVA BETHLEMITAS BRIGHTON**

MODELO PEDAGÓGICO: Representación de relaciones que predominan en el acto educativo
Flórez. (1998)

Manual of Coexistence

The manual of coexistence of the Bethlehemites Brighton school expresses the ideal of a community that promotes a harmonious coexistence of all actors involved in the educational process.

The principles governing formation and relations between the members of the Educational Community are: equality, equity, democracy and dignity. This document is organized in eleven chapters and includes relevant information related to duties, rights, school organization, evaluation system, personal presentation and school policy among others.

Ministry of National Education Guidelines and Regulations Adopted Towards the Health Emergency.

On March 14th 2020 the Colombian Ministry Education published circular number 19 where some recommendations for prevention and management during the emergency caused by Covid-19 were established to keep control of the educational environment. Considering the recommendation provided by the World Health Organization (WHO) to prevent and control the spread of the virus in educational institutions, diverse biosecurity protocols and strategies were proposed in order to maintain people's health at school.

The measures adopted by the National Ministry of Education are: recommendations to mitigate the spread of COVID-19, preventive measures and biosecurity protocols, distance recommendations, among others recommended by the Ministry of Health and Social Protection. Also, strategies to support learning were proposed in order to continue students' education all over the country. For that reason, in Colombia Aprende website, "Digital Learning, content for All" was published as a set of learning strategies to support and provide quality educational content to students, teachers and their families.

Apart from content presented on the platform, other resources have been presented. For example, regarding local resources, institutions have proposed a specific work plan based on the school PEI, the curriculum, and adopt diverse learning strategies according to their context to continue the academic process. This process is mediated by platforms such as zoom, google meet, Microsoft teams, among others. This requires students to have internet connection and technological gadgets to connect on synchronous sessions. For that reason, many institutions provide a service of external loans of gadgets such as tablets to students and their families to use to access the information.

Figure 3*School Hours***JORNADA DE TRABAJO:**

Pre- escolar 8:00 a.m. a 12:00 m

Básica Primaria 7:00 a.m. a 12: 15 m.

Básica Secundaria 7:00a.m a 1:00 p.m.

Media Técnica 7:00a.m a 1:00 p.m. y de 2:30 p.m. a 4:30 p.m.

Modalidad. Bachiller técnico en sistemas. Resolución 4069 del 20 de noviembre de 2017

Figure 3 illustrates the timetable established by the institution for the development of academic activities. However, due to the COVID19 pandemic the school hours were organized in synchronous and asynchronous, figure 4 is an example from 4th, 5th and 6th grades, the blue section represents the synchronous meeting and the yellow section represents the asynchronous activities.

Figure 4*Supervisor Teacher Schedule*

| Hora | Lunes | Martes | Miércoles | Jueves | Viernes |
|-------|-------|--------------------------|---------------------------|---------------------------|---------|
| 7:00 | | | 6° ENCUENTRO SINCRÓNICOS | | |
| 8:00 | | | | | |
| 9:00 | | | 6° ENCUENTRO ASINCRÓNICOS | 6° ENCUENTRO ASINCRÓNICOS | |
| 10:00 | | 4° ENCUENTRO SINCRÓNICOS | 5° ENCUENTRO SINCRÓNICOS | | |
| 11:00 | | | | 6° ENCUENTRO SINCRÓNICOS | |
| 12:00 | | | | | |

Pedagogical level

Methodology

As a result of the COVID19 pandemic, Bethlemitas Brighton school has adopted a virtual methodology in order to continue students' educational process. By means of implementing virtual platforms such as; Microsoft Teams, Web Colegios, WhatsApp, Google meet and zoom, teachers develop both synchronous and asynchronous sessions aiming to furnish students material and explanations related to the content to be studied.

As mentioned before, the teacher has under her charge fourth, fifth and sixth grades. Referring to fourth and fifth grades, the teacher meets them once per week to develop a synchronous meeting via Zoom, as for sixth grade these meetings take place twice per week. The established schedule for developing these synchronous sessions goes as follows:

Fourth-grade: Wednesdays from 10 A.M. to 12 P.M.

Fifth-grade: Tuesday from 10 A.M. to 12 P.M.

Sixth-grade: Wednesdays from 7 A.M. to 9 A.M. and Thursdays from 11 A.M. to 1 P.M.

Pedagogical Resources, Textbooks and Materials

In relation to pedagogical resources, for sixth-grade the teacher uses: Welcome to Outstanding textbook from Bork Mart International publishing house. Additionally, teachers design their own worksheet, including explanations of the content, practice exercises and evaluation rubric. Each term four worksheets are developed by students. Worksheets are delivered via WhatsApp in PDF format. During synchronous sessions, the teacher shares her screen showing textbook content to be covered during the session for those who do not have the material.

Syllabus and Planning

Although the syllabus and planning for English area were requested to the teacher several times, it was not possible to access those documents. For this reason, content and strategies proposed by the institution were unknown concerning English area.

Technological Level

Connectivity and Platforms

Regardless of COVID19 pandemic, Bethlemitas Brighton school has embraced the challenge of providing students with the appropriate accompaniment they need to continue and fulfill their learning journey. In this manner, teachers and students from the institution are required to enlarge their communication by means of employing virtual platforms and electrical devices. Thus, students need to be connected via WhatsApp as the main communication channel, in order to contact their teacher, communicate any doubt they may have and receive the material she prepares for the course.

Concerning synchronous sessions, most teachers have opted for implementing meetings mediated by Zoom, as this platform offers several features allowing a reasonable control over the class, as well as it is fairly easy to handle. Bearing in mind that in most cases, in-service teachers of official institutions are senior teachers who may consider incorporating virtual platforms extremely challenging.

Synchronous and asynchronous sessions

Teacher developed synchronous and asynchronous sessions as follows: for the synchronous sessions, the teacher used Zoom to carry out online meetings with her students, the length and time in which these sessions took place correspond to those established by the class schedule. Concerning asynchronous sessions, these were developed via WhatsApp, where the

teacher developed personal or group-based tutoring and remained attentive to students' doubts about content or material proposed.

Population

Concerning socio-cultural context, according to socio demographic studies carried out by Bethlemitas Brighton school in previous years, students enrolled in the institution belong to approximately 900 families of strata 1, 2 and 3 from different neighborhoods and sectors of Pamplona city. Overall, there are thirty students (eighteen males and twelve females) in sixth-grade, within a range of ten to twelve years old. Regarding their English proficiency level, these students can be placed on -A and A1 level.

Teachers

The English teachers service of Bethlemitas Brighton school is composed of three teachers; Consuelo Cristancho, Viviana Katherine Rueda Carrillo and Gennis Emilce Navarro Gómez who is the head of the English area.

Chapter III: Research and Pedagogical Component

Improving Reading Comprehension Through the Use of Graphic Organizers in Students From 6th Grade at Bethlemitas Brighton High School

Introduction

Literacy has been traditionally understood as a set of competences comprising reading and writing practices. The United Nations Educational, Scientific and Cultural Organization (UNESCO) claimed that a literate person should be able to read and write short simple statements on his or her day-to-day life. In other words, literacy allows people to navigate reality as our interpretation of the world is progressively mediated by written words both in printed or digital format. Therefore, reading abilities have become a crucial requirement to participate

actively in society. Nowadays, with the changes in the nature of the economy, work, education and the increasing amount of information, there is a necessity to select and use knowledge of several sources presenting a challenge to those with poor reading skills. On the other hand, these factors and the overall globalization phenomenon have created the urgency to master another language to access information. Thus, English as a largely used language, has gained a prominent place in schools and universities as an academic subject, for which pleasure reading becomes a foundation to effective study and learning.

As stated before, in a broadest sense literacy refers to the ability to read and write in a language. However, aside from its conventional concept as a set of reading and writing skills, literacy is now conceived as a competence concerning the identification, understanding, interpretation, creation, and communication in a progressively digital, text-mediated, information-rich and fast-changing world (UNESCO). Nowadays, in this numerical era that grants us access to massive information, those who are not able to procure such knowledge or struggle with reading competence are more vulnerable to poverty, poor health, unemployment and social exclusion.

For this reason, it is crucial to develop a proper reading ability in students from an early age. Along these lines, this section is intended to present the results of the implementation of a didactic intervention in order to encourage reading comprehension at a literal level in sixth-graders from Bethlemitas Brighton school by means of using graphic organizers.

Statement of the Problem

Based on the observations conducted during the institutional diagnosis, different aspects to be considered were identified. During the synchronous sessions it was observed poor regarding practice and reading comprehension activities. Most of the interactions between

teacher and students were based on textbook activities addressed to vocabulary and grammar, which are considered more traditional activities when learning a foreign language.

It was observed that the teacher used traditional teaching strategies. These lessons were teacher-centered, students had minor participation while the teacher was presenting the content and providing explanations. Students were asked to listen and take notes, mainly on vocabulary and grammar content. Activities were mainly developed by the teacher and students were asked about the possible answers, if students did not provide any response, the teacher provided the information and continued the activities.

Taking into account the above mentioned, it was evident that in this situation reading was not acknowledged as an important skill to be developed during sessions. Although it is well-known that all language skills are important to be developed in learners, reading is recognized as one of the most important means of getting information and enhancing the learning process. For this purpose, the implementation of graphic organizers can have a positive impact on reading comprehension since it is easier for students to recognize relevant information, vocabulary and grammatical structures.

Research Question

From the previous section, the following questions emerge in order to guide the intervention:

How does the use of graphic organizers help students to improve their reading comprehension at a literary level?

Guiding Questions

In which ways does the implementation of this proposal help to improve sixth-graders' foreign language learning process?

In which ways does the use of graphic organizers foster sixth-graders reading comprehension at literal level?

Justification

As one of the four basic skills in language learning and teaching, reading is not only crucial as a language skill, but also as a channel to provide meaningful input for the three remaining skills to be developed. Furthermore, reading is considered as the main channel for second language learners to access information, to understand other nations' culture and to learn about the English-speaking world (Ling, 2011). Reading accomplishes a crucial role in second language learning and teaching, since for many students, is the most important skill (Carrel, 1998).

In fact, according to different research, being a proficient reader is closely related to having academic attainment. Chege (2012) conducted a study in primary school in Machakos District, the obtained results showed that there was a positive relationship between pupils' reading comprehension and their academic performance. In addition, Onkoba (2014) conducted a study to reveal the relationship between reading comprehension practices and academic performance, the findings showed that there is a significant positive relationship between reading comprehension practices and academic performance. Also, the study revealed that there is a relationship between reading difficulties and academic performance. The above-mentioned studies suggest that in many cases learners cannot comprehend the content they are presented through reading since they have not mastered and applied effective reading strategies.

In this respect, the importance of developing accurate reading practices from an early stage is evident, not only in the mother tongue, but in the foreign language learning process. Thus, this project was intended to provide sixth grade students from Bethlemitas Brighton school

some strategies when addressing English texts to identify relevant information that is presented in the text. As a result, they should be able to apply these strategies in order to accomplish a better reading performance and develop better understanding regarding foreign language texts.

Objectives

General Objective

To encourage reading comprehension through the use of a graphic organizer in sixth grade students from Bethlemitas Brighton school.

Specific Objectives

To foster sixth-grade students' reading comprehension on a literal level.

To integrate foreign language student-teachers to the educational reality of the teaching process in a public school in Pamplona.

Theoretical Framework

This section addresses the main theories that establish important concepts offering support to the steps raised along the process. In this vein, this study has two fundamental components. These theories are: Graphic organizers and reading comprehension.

Graphic Organizers

Graphic organizers come in several shapes and sizes, from pocket-sized charts to big posters, but despite how they look, they seek the same goal. As a pedagogical tool they serve to organize conceptions and ideas, making it easier for learners to establish a relationship between new content and previously-learned knowledge, helping them internalize what they are trying to learn.

In his multiple intelligences' theory (1993, 2006), Gardner postulated that students are more likely to understand and integrate information when more than one learning modality is

included in an instructional strategy. As graphic organizers present information by means of the visual and spatial modalities (reinforcing what is being taught in class), using graphic organizers support students to better assimilate what they are learning. Furthermore, they are highly effective due to their large adaptability and flexibility, permitting them to be included at any stage of learning.

Graphic organizers are defined by Coburn (2003) as diagrams representing the relationships between facts, ideas, and concepts. They include flowcharts, webbing, concept mapping, and matrices that are not typically organized in a linear format, but express relationships by means of a visual format illustrating links and order through a conceptual framework. Thus, graphic organizers link important words or statements to diagrams, showing a process or presenting a sequence, helping students who struggle with understanding information. They can be used for presenting information or reviewing content and also serve as an excellent study guide.

Types of Graphic Organizers

Katherine S. McKnight in her book *The Teacher's Big Book of Graphic Organizers: 100 Reproducible Organizers That Help Kids with Reading, Writing, and the Content Areas*, classifies graphic organizers based on their different applications into six categories: Graphic organizers for brainstorming and idea generation, graphic organizers for vocabulary development, graphic organizers for note taking and study skills, graphic organizers for writing and finally, graphic organizers for supporting reading comprehension.

Within these categories we can encounter organizers such as: fishbone, spider, hand model, ABC framework, Venn diagram, KWL strategy, Cornell method, three-column notes

method, story maps, prewriting organizers, questioning the author, reading connections. text-think-connect and five W's question.

Reading Comprehension

Reading comprehension skills are essential for English language learners. According to Klinger & Geisler (2008) reading comprehension is the process of making meaning from a text and entails the coordination of complex processes, such as decoding, word reading and fluency along with the incorporation of background knowledge and previous experiences. Thus, reading comprehension can be influenced by the reader's vocabulary, word recognition skills, knowledge about text structure, language proficiency and cultural background differences. (Klinger & Geisler, 2008; Francis et al., 2006).

Several studies suggest that reading comprehension can be influenced by the use of effective tools. When implementing efficient tools and strategies, reading comprehension is easier since it is possible to organize content, ideas and new information. According to Bromley et al. (1998) one effective tool that benefits reading comprehension is the use of graphic organizers as they allow the reader to focus on important information rather than irrelevant facts. They also highlight key concepts and vocabulary, promoting critical and creative thinking, clarifying and better organizing information thanks to the visual outline they offer and they serve as mental tools when recalling information

Levels of Reading Comprehension

As a process of making sense from the text, the primary objective of reading is comprehension or being able to find meaning in what is read. In the case of English as a foreign language, readers may face difficulties including: complex vocabulary, interpreting author's intention, obstacles to get certain information or make conclusions from the passage. In order to

better understand these shortcomings of reading, we need to take a look at the different levels of reading comprehension. According to Sadoski (2004) there are three levels of reading comprehension: literal, inferential or interpretive and critical. Literal level entails literal comprehension, interpreting what is being presented explicitly by the author in the text. Inferential or interpretative level implicates comprehending what is implied but not explicitly stated. Critical reading involves assessing and judging the value of what is read.

Literature Review

This section includes an overview of literature addressing five studies related to the integration of graphic organizers as a tool to foster reading comprehension in English. These studies remark some benefits of implementing graphic organizers as a tool to enhance students' reading comprehension and how this implementation helped students perform better at reading and get more motivated to read in English.

By means of conducting a study on graphic organizers to improve reading comprehension skills, Llumiquinga (2012) witnessed a significant improvement on students' reading performance. The study consisted of a pre-test, treatment and post-test procedure. When comparing control and experimental groups, she highlighted the overall amelioration of students from the experimental group regarding control group performance. Additionally, students from the experimental group expressed their satisfaction with the treatment and their intention to use graphic organizers in the future. They consider it an effective technique and found the process challenging and motivating.

Similarly, in their study, Praveen & Premalatha (2013) acknowledged graphic organizers to improve reading comprehension skills. They significantly promoted in their students strategic reading competences to better classify the content and distinguish main and supporting ideas.

Moreover, they stated that in contrast with traditional reading approaches, graphic organizers offer students the chance to participate more actively and make meaning out of the passage.

Likewise, in her study on using graphic organizers to improve reading comprehension of narrative text and motivation, Albufalasa (2019) proved that graphic organizers have a positive impact on the EFL learners' reading comprehension of narrative texts. Additionally, graphic organizers remarkably enhanced learners' motivation towards reading in English.

Likewise, in the research conducted by Hernández et al. (2020) on graphic organizers for the enhancement of EFL reading comprehension, it was found a significant improvement of students' reading comprehension. They made it easier for them to understand unknown vocabulary and link what they were studying and their previous knowledge.

Additionally, Yussof et al. (2012) established in their study a positive relationship between graphic organizers and the improvement of reading comprehension performance among students. They highlight the role a teacher has when implementing these strategies by modeling the process.

Pedagogical Methodology

In this section a brief outline and description will be provided in order to summarize the intervention process. A deep description of the activities and the development of the reading sessions will be detailed in the following sections. Regarding the pedagogical intervention, it was designed taking into account the objectives of this proposal. During this period, the pre-service teacher prepared and implemented an intervention with reading sessions which integrated strategies to boost their reading comprehension at literal level by means of using graphic organizers.

Table 1*Outline of the Pedagogical Design that was Implemented*

| WEEKS | READING COMPREHENSION CYCLE | GRAPHIC ORGANIZERS CYCLE |
|-------|---|---|
| 1 | Students' level of reading comprehension according to Sadoski (2004), was explored by using a pre-test. | Students' previous knowledge regarding graphic organizers was explored by a questionnaire. |
| | The information gathered was analyzed to identify students' level of reading comprehension Sadoski (2004). | The reading resources (texts and graphic organizers) were selected according to students' level |
| 3 | Pre, while, post- reading strategies (Solé,1992) were implemented in order to encourage reading comprehension giving frequent and focused feedback. | Graphic organizer were implemented during reading activities in synchronous sessions with previous modeling |
| 1 | Information of students' EFL reading comprehension level during the intervention was collected to make adjustment of strategies. | Students' reading performance during the intervention was assessed to adjust strategies. |
| | Improvements on students' reading comprehension level were noticed, registered, analyzed to share results in a final document. | Results are intended to be socialized with the academic community at the end of the process to inform the findings. |

Note. The first cycle allowed students to be aware of their reading comprehension level. The second one provided them some reading strategies to address reading tasks through the use of graphic organizers.

Table 2*Chronogram of Activities*

| Weeks | Date | Activities |
|---|---|--|
| 01 | From March the 1 st to March the 9 th | Observation and diagnosis phase |
| 02 | From March the 10 th to March the 19 th | Project design |
| 03 | From March the 22 nd to March the 26 th | Graphic Organizers survey and Reading Pre-test |
| Holy week break (From March the 28 th to April the 8 th) | | |
| 04 | From April the 5 th to April the 9 th | First reading session |
| 05 | From April the 12 th to April the 16 th | Second reading session |
| 06 | From April the 19 th to April the 23 rd | Third reading session |
| | From April the 26 th to April the 30 th | School events |
| | From May the 5 th to June the 11 th | National strike |
| 07 | From June the 15 th to June the 18 th | First term exams |
| 08 | From June the 21 st to June the 25 th | Material Design |

Note. Table 2 shows the activities carried out regarding the project; the pre-service teacher had three reading sessions with the students.

Planning and Materials

Materials and planning of the sessions were based on the content arranged by the teacher. According to the teacher, students work based on the book *Welcome to Outstanding 6th*. Materials for the sessions included PowerPoint presentations, Nearpod and Quizizz interactive lessons in order to review the content presented on the worksheets and studied in class. Reading materials were designed and selected taking into account students' level, the content and the vocabulary presented and studied. The graphic organizers were selected keeping in mind the main topic of the reading as well as the purpose of the text. Organizers selected are taken from the book *3D Graphic Organizers* by Daniel J. Barnekow.

Activities

The activities designed for the pedagogical intervention to address the main objective of this project, included reading sessions using the pre, while, post- reading strategies proposed by Solé (1998). During these sessions by means of a PowerPoint presentation, the objective, agenda and content were presented to students. First, students were informed about the activities to be carried out and the objective of the session. Then, as part of the pre- reading activities, questions to activate background knowledge were asked to students. These questions were related to the main topic of the reading. Also, unknown vocabulary was presented to students and questions to check on understanding were asked to students.

Regarding the while reading strategies, the teacher guided students over text by reading aloud and asking students about the text. This process allowed students to get involved in the activity. At the end of the reading, students were asked general information questions to check on understanding. Finally, as part of the post-reading strategies, the teacher presented some questions to be analyzed. These questions assessed the literal comprehension level since they

recalled explicit information from the text. After having analyzed the questions, the teacher presented the graphic organizer template to students. Students use a 3D template to organize the most relevant information from the text.

At the end, the answers were checked and feedback was provided on students' answers and products. Students presented their products to their classmates and gave their comments.

At the end, to assess students' reading comprehension, a short multiple-choice test was applied. The test included from 10 to 20 questions where students answer True or False to the statements or choose the correct option, regarding the information presented in the text. The result of these quizzes suggested that students' reading comprehension have slightly improved little by little.

Research Methodology

This project was based on the mixed approach of research. According to Creswell (2018, as cited in Johnson et al. (2007) Mixed methods research is defined as the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purposes of breadth and depth of understanding and corroboration. (p. 123). The mixed approach guided the present study since it explores and identifies students' level of reading comprehension, understands it to make decisions about how best to implement the intervention using graphic organizers and short text in order to help them to improve their reading performance.

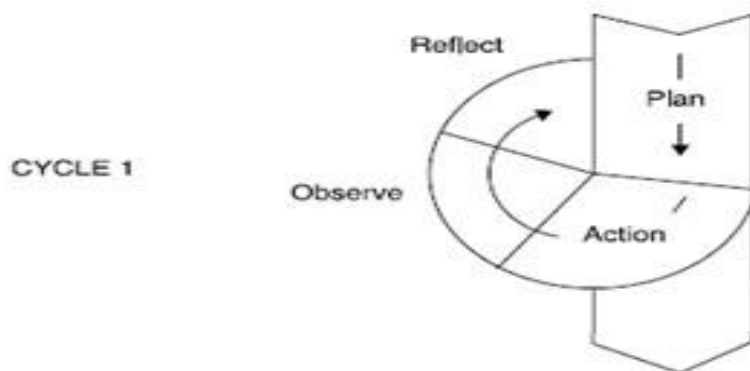
Research Design

This research project adopted an action research design. Creswell (2012) claims that action research designs are systematic procedures used by teachers (or other individuals in an

educational setting) who often utilize and gather both quantitative and qualitative data, to focus more on useful procedures to address practical problems in schools and the classroom, improvements in the teaching practices, and students' learning. It can be used to attend and solve practical problems, or to empower, transform, and emancipate individuals in educational settings.

Mills (2011) argues that action research subsequently improves the ways the particular educational setting operates since researchers seek to emancipate individuals from situations that constrain their self-development and self-determination. Action research design was pertinent for this project as through the didactic intervention it was intended to solve a problem affecting students' English as a foreign language (EFL) learning process.

The action research model used for this project was the one proposed by Kemmis & McTaggart (1988, as cited in Burns, 2010) following the four stages: planning, action, observation and reflection. In the Planning phase the problem or issue was identified and a plan of action was developed in order to bring about improvement. For the Action phase, the plan was carefully considered since it involved some interventions into the teaching situation over a period of time. In the Observation phase, systematic observation of the effects of the action were carried out to document the context, actions and opinions of those involved. Finally, for the Reflection phase, it was necessary to reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue that has been explored more clearly. Figure 5 represents this model:

Figure 5*Cyclical Action Research Model*

Cyclical AR model based on Kemmis and McTaggart (1988).

This model was pertinent for this project since it allowed teachers to be more engaged with the research process and reflect on their own practices. When the teacher underwent all the stages mentioned above, it was possible to identify the issues regarding the teaching and learning process, to design an action plan, observe the results and decide the actions to be executed in order to have an improvement on teachers' praxis and students' results.

Taking into account the Kemmis & McTaggart (1988) model, the activities developed during this intervention in the institution for each one of the phases were the following: First, in the Planning phase the problem was identified through the implementation of class observation and a short reading test. The information gathered was used as a foundation to design an action plan (didactic unit) in order to better understand the issue identified. For the Action phase, a didactic unit was designed based on the integration of strategies to foster students' reading comprehension through the use of graphic organizers, in order to obtain information regarding both teaching and learning processes. In the Observation phase, from the implementation of the didactic unit and its influence over the process, students' outcomes were monitored to adjust the strategies. Finally, for the Reflection phase, the impact of the intervention was evaluated. The

results and the data from the intervention were analyzed to establish the scope and limitations of the study and to figure out in which manner objectives were achieved.

Population

The target population of this implementation were 6th-graders of Bethlemitas Brighton school. Concerning socio-cultural context, according to socio demographic studies carried out by Bethlemitas Brighton school in previous years, students enrolled in the institution belong to approximately 900 families of strata 1, 2 and 3 from different neighborhoods and sectors of Pamplona city. Overall, there were thirty students (eighteen males and twelve females) in sixth-grade, within a range of ten to twelve years old. Regarding their English proficiency level, these students were placed on -A and A1 level. The sample taken into account for this project was a convenience sample (Creswell, 2012), since it was taken into account the availability of participants and data.

Data Collection Instruments

For this project, data collection techniques implemented are divided into quantitative and qualitative data. The instruments applied in this project are divided into: Quantitative instruments such as reading tests to measure the reading performance (pre-test and post-test), before and after the didactic intervention. Qualitative instruments which consisted of field notes and class observations to corroborate information gathered.

According to Creswell (2012) an instrument is a tool for measuring, observing, or documenting data. They are used for diverse purposes, such as measuring achievement, assessing individual ability, observing behavior, developing a psychological profile of an individual, or interviewing a person. The instruments used to gather the data for this study were: reading tests, questionnaires, field notes and class observations.

Sáez (2017) defines a test as a set of specific items based on a certain theoretical foundation which are used to quantify behavioral or social characteristics. For this proposal, an English Test was applied before the intervention, and another one at the end of every reading session in order to measure students' reading comprehension to determine the level of improvement after the implementation of every session.

The field notes are defined by Sáez (2017) as an instrument to record facts and phenomena to interpret them later. It allows the researcher to systematize investigative practices. In this study, field notes were used to register the facts, students' behavior and other events occurring in the classroom during the didactic intervention. Some entries have been written as a way to keep a record of the implementation process.

Also, Sáez (2017) states that systematic observation is the structured procedure intended to look around in order to examine data, objects, subjects and behaviors without making any modification to obtain information regarding the objectives of the investigation. For this purpose, participant observation was used since according to Sáez as the process where the researcher actively intervenes in the activities under study.

Likewise, Creswell (2012) states that a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. For this purpose, a survey was implemented in order to know students' background knowledge and experience regarding graphic organizers.

The above-mentioned instruments were designed according to the guiding questions established for this proposal. Once identified the levels of reading comprehension of sixth-graders, the next step consisted of designing the pedagogical proposal inspired on content and

language integrated learning, which was aimed to help boost student's reading comprehension level to improve student's reading outcomes.

Data Analysis

The data collected was analyzed using different methods. First, Quantitative data from questionnaires and tests was analyzed using a brief statistical analysis. Qualitative data were coded and categorized to later be analyzed following the strategies suggested by Quintana (2006). Diverse methods of data analysis will be explained in the following paragraphs.

First, qualitative data obtained from questionnaires and tests was analyzed by carrying out a brief statistical analysis. Since tests and questionnaires were designed in google forms, the information collected was analyzed by using the graphics provided by the website. After having applied the different tests in the different stages of the implementation, it was possible to contrast the graphics and the results obtained. When comparing results, it was possible to obtain average results for every test applied in order to identify the percentage of improvement for every session.

Figure 6

Third Reading Test Overall Score



Second, regarding qualitative data, the information was decoded and categorized according to the main theoretical constructs of this proposal. Also, some other categories emerged as data was collected and analyzed to be decoded. According to Quintana (2006) there are diverse strategies that can be implemented when analyzing qualitative data: grouping the data, contrasting and comparing the information, identifying relationships and theorizing.

Likewise, the qualitative data was collected mainly in narratives and field notes. This information was coded and categorized. Table 3 shows the coding of this information:

Table 3

Coding process

| CODING | |
|-------------|---|
| NARRATIVES | N1-W1 ((FIELD NOTES ENTRY – WEEK NUMBER) |
| FIELD NOTES | FN1- W1 (FIELD NOTES ENTRY – WEEK NUMBER) |

As stated before, these categories relate the main theoretical constructs of this proposal. The main categories before the implementation were graphic organizers and reading comprehension. The categories that emerged after implementing were motivation and engagement. Table 4 shows the established categories:

Table 4*Established Categories*

| CATEGORIES |
|-----------------------|
| Graphic organizers |
| Reading comprehension |
| Motivation |
| engagement |

After having coded and categorized the data, the information was grouped according to the category. Later, these pieces of information were compared in order to establish relationships and finally, theory was used to support the findings.

Timeline

Initially, the duration of this project was intended to be sixteen weeks. However, diverse situations in the Colombian context led to a national strike organized by different labor unions, including Colombian teachers' union. This caused a temporary interruption of the process and made it necessary to adapt the timeline. Table 5 presents the timeline with the stages for this intervention divided in three main phases: diagnose, planning and implementation and evaluation.

Table 5*Pedagogical Intervention Timeline*

| | STAGES | month 1 | | | | month 2 | | | | month 3 | | | |
|-------|--------|---------|---|---|---|---------|---|---|---|---------|---|---|---|
| stage | Weeks | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | | | | | | | | | | | |
|-----------|--------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|--|---|
| diagnose | STAGE 1: need analysis | x | | | | | | | | | | | | | | | | |
| diagnose | STAGE 2: Literature review | | x | x | | | | | | | | | | | | | | |
| plan | STAGE 3: Planning intervention | | x | x | | | | | | | | | | | | | | |
| implement | STAGE 4: Implementation | | | | x | x | x | x | x | x | x | | | | | | | |
| implement | STAGE 5: Data collection | | | | x | x | x | x | x | x | | | | | | | | |
| evaluate | STAGE 6: Data Analysis | | | | | | | | | | x | x | | | | | | |
| evaluate | STAGE 7: Reflection | | | | | | | | | | x | x | x | | | | | |
| evaluate | STAGE 8: Sharing results | | | | | | | | | | | | | | | | | x |

Findings and Results

In the following section the most relevant findings are presented, analyzed and discussed taking into account the objectives set for the study and how they were achieved.

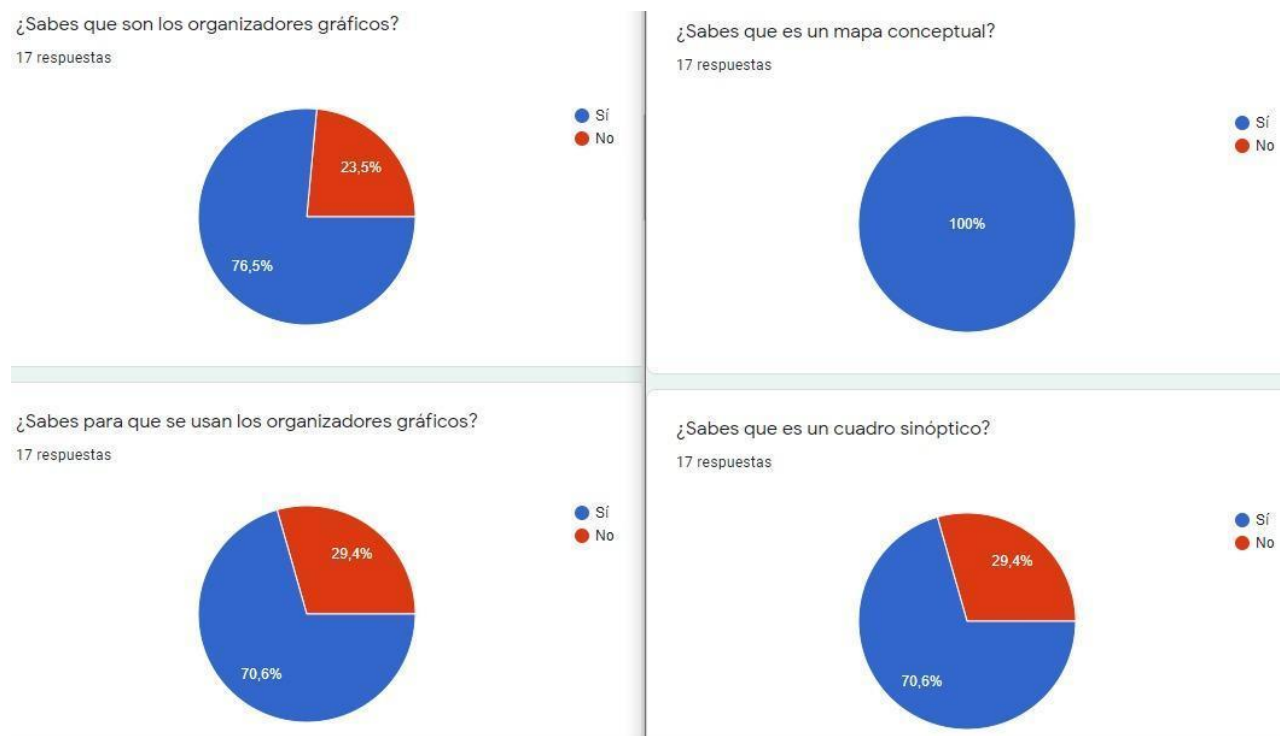
Graphic Organizers

According to the results of the survey conducted on graphic organizers, 70.6% of the students know what graphic organizers are. 100% of students know what conceptual maps are and 70.6% of students know the use of graphic organizers. 70.6% of the students know what a synoptic chart is. Based on these results it is possible to suggest that graphic organizers are not

new for them and they have had some experience and knowledge about the different types of graphic organizers.

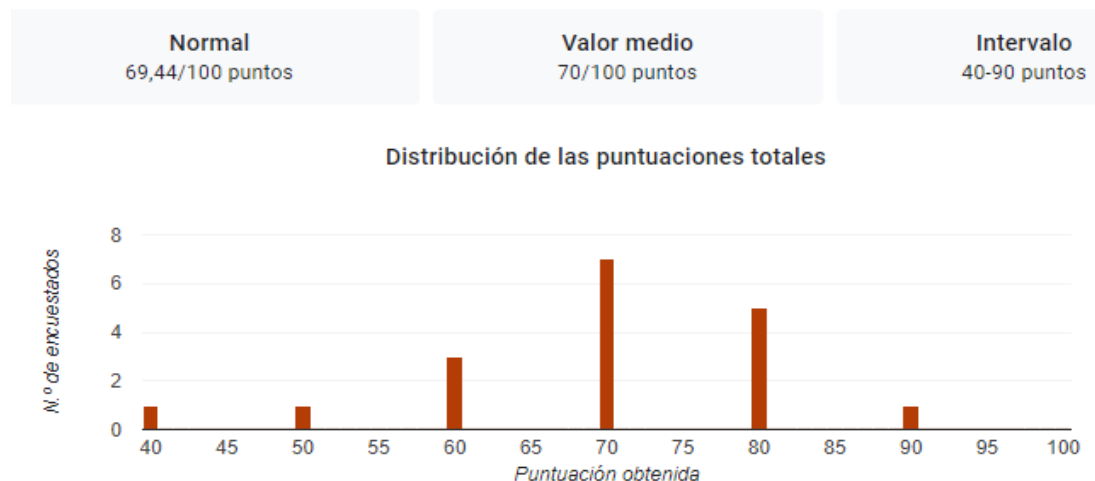
Figure 7

Survey results



Reading Comprehension

To explore the level of reading comprehension of students before intervention, it was necessary to apply a pre-test. This test was intended to determine if students were able to identify relevant data and recall explicit information from the passage. According to the results of the test it was possible to notice that some students could identify and recall some of the explicit information presented if the information is familiar to them.

Figure 8*Pre-test Overall Score*

To track the process and keep a record of students' improvement regarding their reading comprehension level, tests were applied after every reading session. These tests included multiple choice or a true-false question, and they were intended to check on students' understanding of the text.

The results of these tests suggested that students were improving little by little as sessions went by. Tests were graded according to the school scale: 5.0 the maximum, 3.0 the minimum and under 3.0 failed. According to the results of the third test, 2,94 % failed 5,88% under 4.0, 91,18% above 4.0. As it was noticed: "most of the students obtained a high score in the test evidencing a better understanding of the presented information within the text, potentially thanks to the work developed with the graphic organizer" (FN2-W2). Since they had to analyze and answer questions based on the text, they had to read and reread the text many times to find the information required to complete the graphic organizer. This allowed students to get to know the text and identify the relevant information, to be able to answer questions about specific information which is explicit in the text.

Figure 9*Reading Tests Overall Scores***QUIZ 1**

Normal
40,4/50 puntos

Valor medio
40/50 puntos

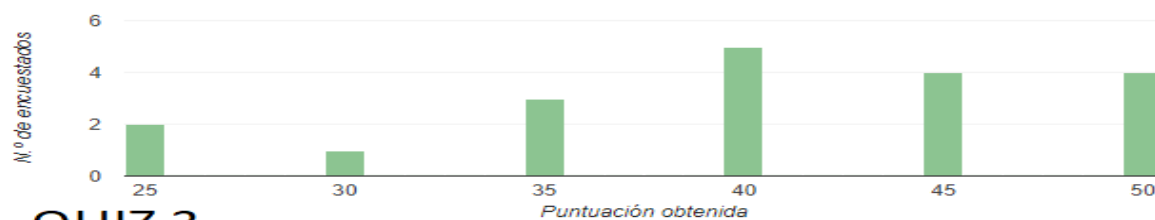
Intervalo
25-50 puntos

Distribución de las puntuaciones totales**QUIZ 2**

Normal
40,26/50 puntos

Valor medio
40/50 puntos

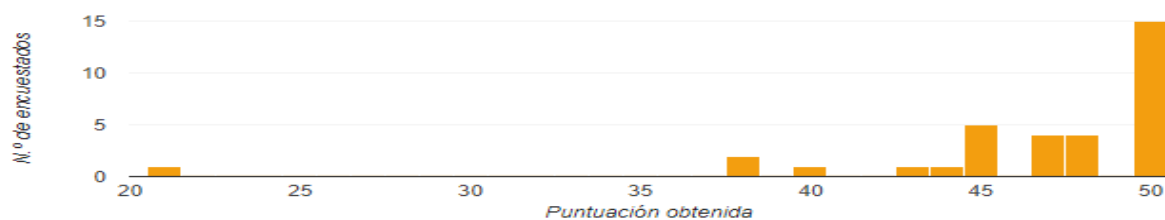
Intervalo
25-50 puntos

Distribución de las puntuaciones totales**QUIZ 3**

Normal
46,44/50 puntos

Valor medio
48/50 puntos

Intervalo
21-50 puntos

Distribución de las puntuaciones totales

Motivation and Engagement

According to the information gathered, it is possible to affirm that the implementation of graphic organizers increased noticeable students' motivation and engagement. This strategy helped students to interact and participate more: "It was witnessed that by implementing interactive activities students' participation, motivation and interest in the class increased significantly compared to previously observed class sessions." (FN1-W1)

Since lessons were designed to be students-centered and it allowed them to engage actively in every activity developed. Students expressed their excitement about this strategy as well as positive comments: "Profe nunca me había emocionado antes por algo de inglés" (FN1-W1), also the teacher said: "Chévere porque estuvieron bien ocupados y bien concentrados (FN1-W1)". These ideas are supported by Llumiquinga (2012) who affirmed that using graphic organizers is an effective technique since they challenge and motivate students.

Conclusions

The main objective of this research component was the implementation of a pedagogical intervention in order to encourage reading comprehension through the use of a graphic organizer in sixth grade students from Bethlemitas Brighton school. By designing the intervention and carrying out a research project guided by the reflection during the whole process it was possible to gain more awareness and to develop creativity and critical thinking to direct his educational labor.

Thanks to the data collected with the different instruments such as questionnaires, tests, field notes and narratives, it was possible for the pre-service teacher to reflect and assess the actions, methodology, and results in order to get the best strategies for the learners to have an

efficient learning process. Thanks to this documentary process it was possible to adapt the activities and methodology to improve results and achieve the goals proposed.

Along these pages it has been possible to evaluate the strategies and material implemented and the implementation process itself to determine to what extent this intervention supported the process. According to the results and the data analysis it was evident that the objectives were achieved and slight improvement was evident as time passed. Despite the social disparity, connection challenges, the national strike and the brief disruption of the process, improvement was noticeable in students' attitudes, motivation and reading comprehension level. This demonstrates that these strategies are useful and they should be consistent over the time.

To sum up, it is very important to assess correctly students' need to design the correct sequence, and the correct scaffolding, organization and timing are determinant to achieve the objectives proposed regarding the learning process. It is necessary to keep a formal record of the process, to be organized when planning, to be aware of the information available, to reflect in order to the adequate sequence of contents, to design the correct material and activities to support students in every stage of the process.

Recommendations

When considering implementing graphic organizers to improve reading comprehension skills in English as a foreign language with sixth graders, teachers may face some issues in the use of this strategy. It is necessary to make sure what template or graphic organizer is suitable according to the students' needs, content studied or text addressed and it is important to make special emphasis on the use of pre, while, post reading strategies (Solé, 1992). In the following lines, some limitations when implementing this project and strategies will be discussed and some recommendations will be provided for future projects.

First, due to the covid19 pandemic and the distance measures taken which lead to the virtual learning, it is clear that this modality brings challenges regarding coverage for all students. Taking into account social disparity, not all students have the same resources available to connect to virtual classes. Sources such as technological devices and internet connection are determinant to achieve the objectives of this project since it is necessary students' participation for every session and activity. For this reason, it could be said that this strategy suits better in in-person classes since teachers make sure every student participates and receives the information.

Another issue related to the virtual modality is the punctuality when delivering the tasks. This can be explained as lack of resources to complete or send the task, causing delays and even not sending any. Some students lack internet connection and use data to deliver the assignments. Also, some of them do not have the devices to fulfil the tasks and have to borrow from a neighbor or a friend to deliver the tasks. As mentioned before, these strategies can work better if they are implemented in in-person class since students can deliver their products in class and in this way, it is possible to assure students' participation in the activities and assignments.

To conclude, it is not possible to determine the exact level of improvement of students' reading comprehension in English as a foreign language. This can be explained since due to the interruption and lack of time; it is not possible to track the whole process. Although slight improvement was evident as sessions went by, it is not possible to determine exactly the impact of this intervention regarding their level of comprehension. However, it is possible to affirm that this intervention increased students' engagement, motivation and attitude towards the foreign language learning. For this reason, it is recommended to implement these strategies for a longer period of time to see better results.

Chapter IV: Outreach component: Awareness of the English language in primary school in Pamplona

Implementing Trivia Games in Quizizz Platform to Help Primary School Student to Strengthen Their Vocabulary in English

Introduction

Participating in academic, cultural and economic global policies, led Colombian National Government to promote the learning of foreign languages in the different educational sectors of the country, so that citizens have the opportunity to participate in cultural exchanges that allow them access to more equitable conditions for the personal and social development of the country.

In order to promote English language learning in Colombia to have more competitive citizens, the bilingual policy was launched by the Ministry of National Education in 2004. The main objective was to have competent citizens in English communication able to participate in the global economy and cultural opening. To achieve this goal diverse strategies have been implemented by the Ministry of Education.

An example of these, is the creation of documents such as English quality standards for basic and secondary education, an evaluation system, English curriculum and the Basic Learning rights, among others. In this regard, the National Government is trying to expand the coverage of English language teaching for primary schools, since many of these institutions do not have an English teacher to guide foreign language teaching-learning processes leading to poor outcomes.

The University of Pamplona of Colombia and the Foreign Languages English-French Program, have addressed this issue regarding the primary schools in the city of Pamplona considering the National Bilingual Policy. Since many institutions do not have an English teacher to meet students' needs concerning foreign language learning, this proposal seeks to

reach out to primary school students in order to reduce the gap between public and private schools in the foreign language area.

Although this issue has been identified, no strategies have been implemented. As a result, the outcomes in national tests such as Saber 11 are so poor that they cannot match the objectives proposed for initiatives to position Colombia as the most educated country.

Bearing in mind this reality, this project was aimed to strengthen students' vocabulary by means of trivia in the Quizizz platform, so that primary school students could reinforce their understanding of English as a foreign language. With these trivia, it was intended to help them learn and recognize vocabulary in a more interactive and visual way, while they got motivated and enjoyed features provided by gamification.

Justification

Learning and acquiring a new language serve as an aid to face today's world demands. Therefore, it is necessary to engage in this process from an early stage in schooling so that at the end of their basic education the foundations enable people to continue such learning in higher education, to achieve that more people get formed in this area.

This project aims to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic training in foreign language that is necessary and essential at these levels. For this reason, it was carried out as part of the outreach component to the community within the development of tenth-semester students' practicum of the Bachelor degree in Foreign Languages of the University of Pamplona, as a way of contributing to the strengthening of the teaching of English in the basic primary sector.

For that reason, this project was intended to bring benefits for both, primary school students and foreign languages program students. On one hand, primary school students could

have more contact with the foreign language and could have the opportunity to get more familiar with it. Since trivia have gamification features, they would allow students to learn and reinforce vocabulary in a free-stress environment while they enjoy and have fun.

On the other hand, foreign language program students could fulfill their teaching training as they experienced the realities and educational needs of the environment where they carried out their integral practicum process. Also, this process helped practicum students to gain more professional experience since they were involved in real teaching processes of a specific population identifying their need and designing an intervention in order to meet those needs.

Objectives

To meet the English-language training needs of the primary school child population.

To Integrate the language training of students in the English-French Foreign Language Program into the educational reality of teaching English in primary school.

Methodology

Since students in primary school had an hour of English class per week, synchronous and asynchronous sessions were developed once a week. During synchronous sessions students were told about the methodology for the session. During synchronous sessions vocabulary related to the content was covered and presented. The trivia sessions were introduced and modeled so that students could understand how to participate in the activities. In synchronous sessions instructor-paced trivia quizzes in the Quizizz platform were developed with students as well as interactive lessons.

During asynchronous sessions students developed student-paced trivia activities that were assigned as homework for students in order to practice and reinforce the vocabulary studied in

synchronous sessions. The results of the quizzes taken by students were registered on the Quizziz platform to keep a record of students' progress.

Table 6

Chronogram of Activities

| Weeks | Date | Activities |
|---|---|---------------------------------|
| 01 | From March the 1 st to March the 9 th | Observation and diagnosis phase |
| 02 | From March the 10 th to March the 19 th | Project design |
| 03 | From March the 22 nd to March the 26 th | First trivia session |
| Holy week break (From March the 28 th to April the 8 th) | | |
| 04 | From April the 5 th to April the 9 th | Second trivia session |
| 05 | From April the 12 th to April the 16 th | Third trivia session |
| 06 | From April the 19 th to April the 23 rd | Fourth trivia session |
| | From April the 26 th to April the 30 th | School events |
| | From May the 5 th to June the 11 th | National strike |
| 07 | From June the 15 th to June the 18 th | First term exams |
| 08 | From June the 21 st to June the 25 th | Material Design |

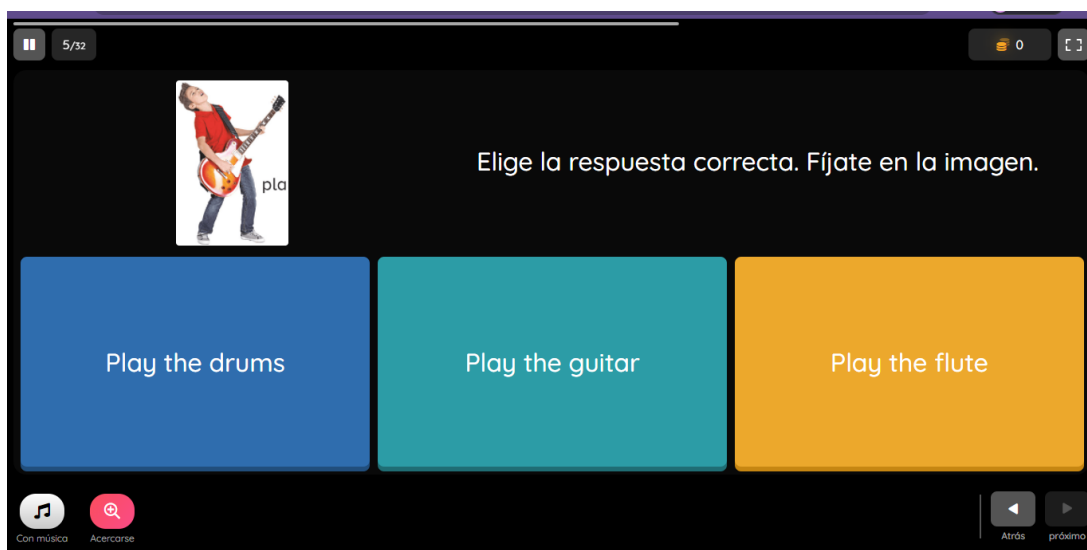
Note. Table 6 shows the activities carried out regarding the outreach components of the project; the pre-service teacher had four trivia sessions with primary school students.

Activities

As mentioned before, the activities carried out for the outreach component consisted of interactive lessons on Quizizz platform. These sessions were based on the content and vocabulary established for the worksheets designed by the teacher. During the sessions the content and vocabulary were reviewed and explained. Practice was carried out so that students could reinforce and develop their skills in the foreign language.

Figure 10

Vocabulary Trivia in Quizizz



After the review, students participated in trivia activities. These activities allowed them to engage actively in the class and motivate themselves to learn vocabulary as they had fun and competed with their classmates.

Results

During the sessions, it was noticed that students' vocabulary skills slightly improved little by little. As mentioned before, their motivation was a key element to foster their acquisition of new vocabulary. Since activities were interactive, they were engaged to learn by doing. Many of

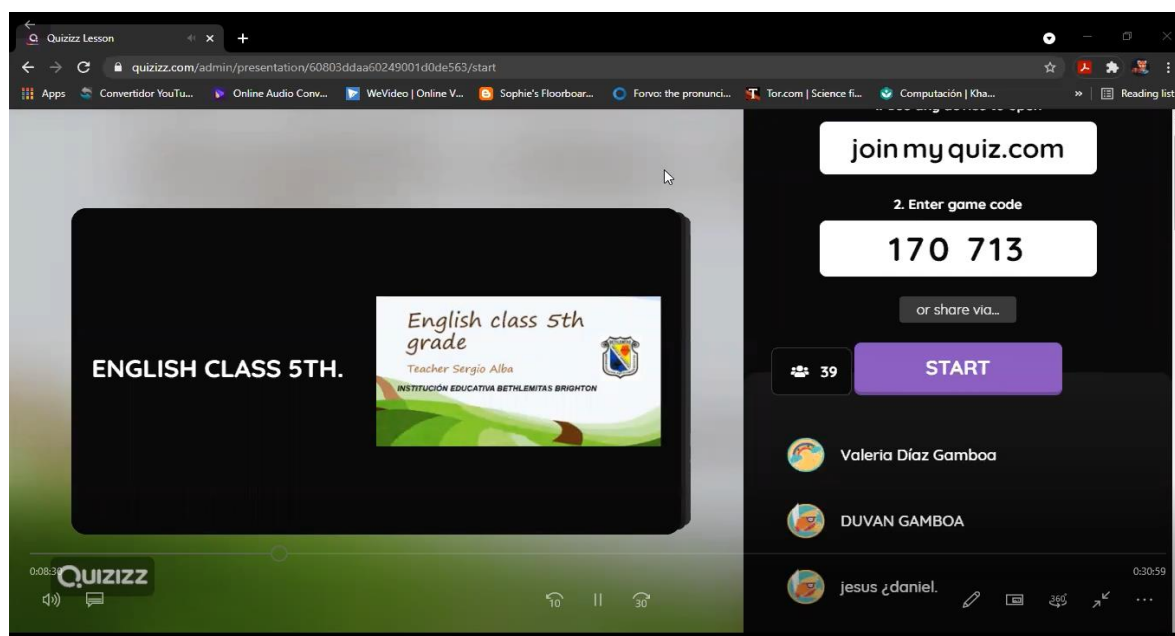
those trivia were so engaging and amusing for them that they even played the same quiz many times. This constant repetition of the questions and vocabulary allowed students to better learn the new words and rehearse the ones they already knew to strengthen their vocabulary, in consequence, they had better results in next trivia during classes. Also, they were motivated to complete the asynchronous activities.

Material and planning

Materials used for the sessions included worksheets designed by the teacher. The contents of these worksheets were based on the suggested curriculum for primary school stated by Colombian Ministry of Education (MEN). As supportive material, interactive sessions were designed on the Quizizz platform. This platform allowed the teacher to present multimedia content in an eye-catching format that engaged and caught students' attention. Also, it allowed the teacher to include diverse activities such as trivia games including multiple choice questions, fill the gap, poll, among others.

Figure 11

Fifth-grade Quizizz Lesson



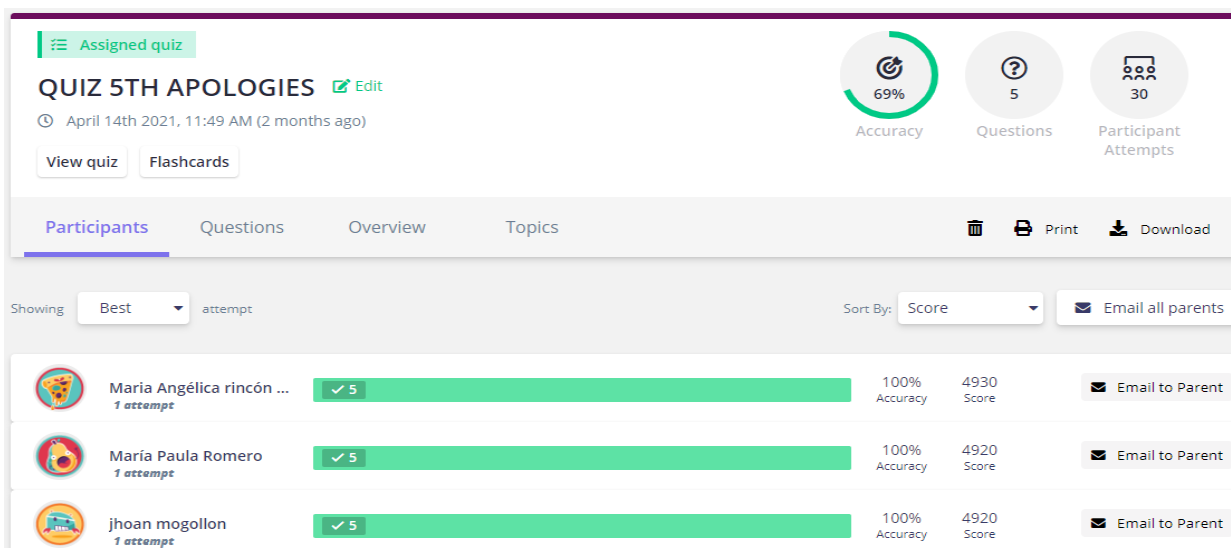
Conclusions

At the end of the implementation, it was possible to notice slight improvements on students' motivation, engagement and vocabulary acquisition. Students were more interested in the English class. They were willing to participate in the activities proposed for the sessions. They really enjoyed the trivia activities since they had fun and learned new words while they played and competed with their classmates. All this confirms the usefulness and high value this platform and the trivia activities have over the learning process and vocabulary acquisition leading to move towards the objective proposed.

To conclude it is possible to affirm that the objective in this component was fulfilled since it was possible to get to know and somehow to meet the needs of primary students through this intervention, as well as it fulfilled the pre-service teachers need to engage the primary school child population. It was also possible to integrate the language training of students in the English-French Foreign Language Program into the educational reality of teaching English in primary school by working in the real context.

Figure 12

Adjectives Trivia Overall Score



Chapter V: Intra-Institutional Activities Component

Introduction

For teachers, making part of the educational community in the institution requires also taking part in diverse administrative and organizational activities that make part of the school chronogram such as parents' and teacher's meetings, grades delivery, and pacification of the academic activities based on the syllabus adopted by the school. For this reason, it is necessary for pre-service teachers and practicum students to have the knowledge of those activities to participate since it will be part of their professional life and experience.

Regarding Bethlemitas Brighton school, most of these activities established in the school chronogram were related to the school's philosophy and beliefs. Most of these activities were religious encounters for reflection and spiritual connection which make part of the holistic pedagogical model of the institution. As the English teacher is part of this community, it is important for practicum students to integrate to the activities proposed during their intervention. Along these lines, the pre-service teacher was aimed to take part in the extracurricular activities in Bethlemitas Brighton School.

Objectives

General Objective

To take part in the Extra Institutional activities proposed in the school chronogram.

Specific Objective

To support the primary basic education teachers with participation in those activities.

Methodology

Regarding the beliefs and philosophy of the institution, most of the activities were intended to reinforce the values and principles established in the holistic pedagogical model of

the school, in students, teachers, and parents which are part of the educational community. The pre-service teacher was available and willing to participate in the activities in order to share with the community. Due to the COVID19 pandemic the activities suggested took part via zoom, so the supervisor teacher shared the links to join the virtual encounters.

Figure 13

Chronogram of Activities for March

| Febrero | | Marzo 2021 | | | | | Abril |
|----------|---|---|--|--|--|-----------|-------|
| Do. | Lu. | Ma. | Mi. | Ju. | Vi. | Sá. | |
| | 1 LANZAMIENTO DEL VALOR: LA GENEROSIDAD SEDE MONSEÑOR RAFAEL AFANADOR Y CADE NA CONSEJO ACADEMICO TARDE: CONSEJO DIRECTIVO | 2 LANZAMIENTO DEL VALOR LA GENEROSIDAD SEDE BRIGHTON. CAMPAÑA A LA PERSONERIA, CONTRALORIA, PRESIDENTE DEL CONSEJO ESTUDIANTIL. VOCERO ESTUDIANTIL. TARDE: REUNIÓN DE EXALUMNOS. | 3 LANZAMIENTO DE LA CAMPAÑA A LA PERSONERIA Y CONTRALORIA Y PRESIDENTE DEL CONSEJO ESTUDIANTIL. TARDE: JORNADA PEDAGOGICA SOCIALIZACIÓN PMI 2021 ELECCIÓN DOCENTES AL GOBIERNO ESCOLAR Y AL COMITÉ DE CONVIVENCIA | 4 ELECCION DE REPRESENTANTE DE GRUPO Y CONCILIADOR. PREPARACIÓN DIA DE LA MUJER TARDE: REUNION DOCENTES 10 Y 11. PLATAFORMA EDUCATE | 5 ENCUESTRO CON CRISTO GRADO NOVENO | 6 | |
| 7 | 8 DIA INTERNACIONAL DE LA MUJER. TARDE: CELEBRACIÓN DIA DE LA MUJER DIRECTIVAS, DOCENTES ADMINISTRATIVAS | 9 RENDICIÓN DE CUENTAS TARDE: ELECCIÓN DE PADRES REPRESENTANTES AL GOBIERNO ESCOLAR. | 10 ENTREGA DE LA GUIA N° 3 DEL PRIMER TRIMESTRE | 11 ELECCIÓN DEL PERSONERO , VOCERO CONTRALOR Y PRESIDENTE DE ESTUDIANTES | 12 ENCUESTRO CON CRISTO GRADO OCTAVO | 13 | |

| | | | | | | |
|----|--|---|---|--|---|----|
| 14 | 15 PREPARACIÓN DIA DEL CABALLERO BETHLEMITA TARDE: CITACIÓN PREVENTIVA. SECUNDARIA SEDE AFANADOR | 16 TARDE: CITACIÓN PREVENTIVA PRIMARIA SEDE BRIGHTON | 17 POSESIÓN DEL GOBIERNO ESCOLAR. IZADA DE BANDERA DECIMO | 18 INSTALACIÓN DE LOS DIVERSOS ENTES DEL GOBIERNO ESCOLAR TARDE: INSTALACIÓN COMITÉ DE CONVIVENCIA | 19 ENCUENTRO CON CRISTO GRADO SEPTIMO JUBILEO DE SAN JOSE. CELEBRACIÓN CABALLERO BETHLEMITA. | 20 |
| 21 | 22 FESTIVO | 23 ESCUELA DE PADRES SECUNDARIA | 24 IZADA DE BANDERA CUARTO GRADO ESCUELA DE PADRES PRIMARIA | 25 DIA DE REPARACIÓN TARDE: AGAPES FRATERNOS SECUNDARIA - PRIMARIA- PREESCOLAR COMO IGLESIA DOMÉSTICA | 26 ENCUENTRO CON CRISTO DECIMOS TARDE: VIACRUCIS EN CADA SALÓN COMO IGLESIA DOMESTICA. | 27 |
| 28 | SEMANA SANTA- TIEMPO DE ORACIÓN “NO HAY AMOR MÁS GRANDE QUE EL DAR LA VIDA POR LOS AMIGOS” | | | | | |

Activities

According to the practicum regulations document (Acuerdo No.032 19 de julio de 2004. Artículo 18) Intra Institutional activities established during the practicum process may include parents' meetings, cultural events, flag raising, among other events which the pre-service teacher must attend and participate as part of his functions. Along these lines, the pre-service teacher participated in the virtual encounters he was always invited to as a participant observer, the same as the most of the school community.

Considering the religious nature of Bethlemitas Brighton School, most of the events carried out included religious rituals. Many of these activities included events of spiritual reflection for the school community, including parents, students and teachers. Some of the most relevant events were: Masses, Parenting workshops, general reflections meeting, religious

celebrations such as the patron saint day, launching the value to be considered during the month, among others.

Figure 14

Spanish Language Day Celebration



Pre-service Teacher Role

As a participant and observer of these events, it was possible to evidence how the school community gathers to share their beliefs and values during these meetings. It was clear that the community has a strong institutional identity and towards the values they represent. Most of the community takes part in these events and the attendance is massive. They enjoyed sharing as a group and respect each other's opinions and feelings.

Conclusions

From my personal opinion, I learned a lot regarding the role of teacher in the diverse activities around the institution. It is interesting how values and beliefs are encouraged in students from an early age by the institution. Also, to notice how the holistic pedagogical model is constantly present in every event and activity planned by the institution. It is pleasant to be

welcomed as another member of the community, and having the feeling of making part and being appreciated by students. This experience helps me to get familiar with students and teachers and the whole school community. I realize that as teachers, we have an active participant role in all school activities, not only the academic ones, but also all the intra institutional activities.

Chapter VI: Practicum Reflective Perspective

John Dewey, an American philosopher, psychologist, and educational reformer once said that we don't learn from our experience, but from our reflections of the experience. This idea highlights the importance that reflective practice has on our professional and personal growth. It is not possible to remain oblivious to the leading role of reflective practices in our labor as educators, since it is omnipresent, in every decision that is made during the teaching and learning process. Along these lines, in the following lines it will be explained how for educators the reflective practice is determinant when making the decisions to track the best course of action for the success of the learning process.

First, a formal process of reflection can work as means to keep a record of the learning process. During the practicum process it was possible to keep a record of the implementations in the narratives. These records not only worked as a way to document but as a bank of information to access in order to review and check the process. Thanks to this register the pre-service teacher could re-read as he becomes aware of the decisions and results made around the pedagogical intervention.

Second, this formal reflection process encourages the constant evaluation and questioning of the practices during the learning process. As it was said before, the narratives written at the end of every week of implementation allowed the pre-service teacher to become aware of the

decisions and their results and the way they impacted the learning process. Awareness about the process allows the pre-service teacher to assess the context, situation and the possible outcomes in order to adapt the strategies and actions and to make the best choices to support the learning process.

Third, thanks to the formal reflective process done by means of the narratives it was possible to determine the best course of action to reach the objectives proposed for every component of the intervention. When checking the narratives, it was possible to identify learners' attitudes, actions, answers which provided information about the decisions made, and also allowed the teacher to adapt the activities listening to students' voices regarding their own learning process.

To conclude, during all this intervention it was evident how important it is for educators to keep a formal reflective practice since it determines the achievement of the objectives. It is clear how useful it is to have a plan of action, to reflect, to question, to contrast, to become aware, to assess and to apply the best strategies regarding the pedagogical, research, and the intra institutional component, not only for the practicum process but also in the daily praxis as an English teacher and in this way to learn from the reflection of the experience.

General Conclusions

After this pedagogical implementation process, some general conclusions can be drawn regarding the three main components suggested for this proposal. Some of these conclusions have been previously stated in the reflective narratives in order to keep a track of the practicum process and keep a record of the pre-service teacher experience as it serves as a bank of information for future practitioners.

First, the difficulties when implementing a pedagogical intervention in a pandemic have a great impact in the pedagogical component regarding the learning and teaching process. The covid-19 pandemic has changed our lives since we were not prepared to continue with education in a virtual environment and we had to adapt to it as an ongoing process. This situation has brought some issues regarding the technical aspects such as the lack of good internet connection or devices to access the information. Also, the economical inequalities in the families determine the opportunities to access those resources which in the current situation become necessary. At the same time, these circumstances have an impact on the quality of education and the continuity of the teaching and learning process.

Second, addressing the outreach component, despite these issues previously mentioned, the young learners were engaged and motivated to continue their learning process of English as a foreign language. For this project it was evident that primary students were interested and willing to participate in this intervention. Since it was a new experience for them, they took part actively and attended punctually to these sessions. This makes a clear connection between motivation, engagement and the impact they have on the learning process and students' achievements. From this, it could be said these interventions have a positive influence on students' attitudes because they innovate their daily classes.

Third, as teachers we are not only responsible for academic activities, but also we are in charge of other types of activities which are relevant for the school community. Since teachers are one of the main figures of the educational community, they serve as a guide, a counselor, as a coach, as a leader for students, coworkers and parents. Being part of this community and participating in these activities helps to build rapport between all the members of the community.

Besides, regarding the national context, the national strike is a reminder that strikes and unions are part of teachers' reality. Although strikes may interrupt the continuity of the learning process, they become a great opportunity to teach students about the social and political reality Colombians live every day. As teachers we cannot deny the social and political responsibility we have with the school community to help them to understand the reasons behind those strikes. Unfortunately, corruption, violence, social disparity and lack of opportunities are part of our daily life in Colombia, and as these aspects may influence students' future, they need to understand the correct means of participation in society in order to defend their rights.

Finally, the correct sequence, scaffolding, organization and timing can help to determine the achievement of the objectives proposed for the project. It has been necessary to organize and plan the adequate sequence of contents, as well as design the correct activities with the scaffolding students need in order to guide the teaching and learning process in a way that the objectives established can be fulfilled. Along these lines, it can be said that the project was successful since the objectives proposed for this project have been reached little by little and results are the expected ones. Little and constant improvement was clear and evident session by session and it was expected that objectives could be fully reached by the end of the pedagogical intervention.

Chapter VII: Materials

In the following section, the materials provided for the supervisor teacher will be briefly presented. Table 7 presents the type of material designed, the topics covered in the material, a brief description of the material and finally the objective to accomplish when using the material.

Table 7*Materials Designed*

| TYPE OF MATERIAL | TOPICS | DESCRIPTION OF THE CONTENT | OBJECTIVE |
|---|---|---|---|
| Worksheet first fortnight second term 4th grade: https://drive.google.com/file/d/1w_JLRMqwnaOmYi5ioIiiLuu4B-DJJFzJ/view?usp=sharing | Eco Friendly habits | the worksheet presents the vocabulary and activities related to positive actions for the environment | Learn how to take care of environment and practice the vocabulary |
| Worksheet first fortnight second term 5th grade: https://drive.google.com/file/d/1_Ig10784Iog8kR913SfRw-XSjciUEB_B/view?usp=sharing | adjectives: synonyms and opposites- possessive pronouns | the worksheet presents the vocabulary and activities related to positive actions for the environment adjectives and descriptions | Learn how to describe people and objects using adjectives and practice the vocabulary |
| Worksheet first fortnight second term 6th grade: https://drive.google.com/file/d/1QW6sAFt1tIdy1czy6iDwd-Qsf2Vd_kU6/view?usp=sharing | food and drinks, there is there are, parts of the house, quantifiers, likes and hobbies | the worksheet presents the vocabulary and activities related to food and drinks, there is there are, parts of the house, quantifiers, likes and hobbies | Learn how to describe healthy eating habits, also to describe their houses and talk about their likes and interests as they practice vocabulary |
| reading worksheets 3rd grade: https://drive.google.com/file/d/1wNCbzWtzEfMrPswnoP5yKHxJBm4sXP0K/view?usp=sharing | vocabulary and reading activities related to human actions | the worksheet presents the vocabulary and reading comprehension activities related to positive and negative actions for the environment | practice vocabulary, and practice the reading strategies to guide student to practice their reading comprehension skills |

| | | | |
|--|--|---|---|
| <p>reading worksheets 3rd grade: https://drive.google.com/file/d/1wNCbzWtzEfMrPswnoP5yKHxJBm4sXP0K/view?usp=sharing</p> | <p>vocabulary and reading activities related to environment vocabulary</p> | <p>the worksheet presents the vocabulary and reading comprehension activities related to the environment vocabulary</p> | <p>practice vocabulary, and practice the reading strategies to guide student to practice their reading comprehension skills</p> |
|--|--|---|---|

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Appendix A

Survey on Graphic Organizers

CUESTIONARIO DIAGNÓSTICO SOBRE ORGANIZADORES GRÁFICOS

El propósito de este cuestionario es recolectar información acerca de los conocimientos sobre organizadores gráficos de los estudiantes del grado 6°. La información recolectada tiene únicamente fines académicos y la identidad de los participantes se mantendrá anónima. Dicha información servirá para desarrollo del proyecto de practica integral "Mejorando la comprensión de la lectura mediante el uso de organizadores gráficos en estudiantes de 6° grado en el colegio Bethlemitas Brighton: Una investigación de acción" en la Universidad de Pamplona para la aplicación de una secuencia didáctica en la enseñanza del inglés como lengua extranjera. Agradecemos su honestidad en las respuestas.

Lee las siguientes preguntas y responde muy honestamente. Gracias por tu colaboración

*Obligatorio

¿Sabes que son los organizadores gráficos? *

- Sí
- No

[https://docs.google.com/forms/d/1w5RoGFc8J3VnBhsti5gl0J-iF3ahdDjX-
aujHAcHfxc/edit?usp=sharing](https://docs.google.com/forms/d/1w5RoGFc8J3VnBhsti5gl0J-iF3ahdDjX-aujHAcHfxc/edit?usp=sharing)

Appendix B

Pre-test on Reading Comprehension



ENGLISH READING TEST

Diligencia el formulario con tus datos personales.
A continuación encontrarás un texto, léelo cuidadosamente responde las preguntas del 1 al 10.

*Obligatorio

Nombre Completo *

Tu respuesta

Siguiente

https://docs.google.com/forms/d/12PwQ4o1kDhFU51NBMIGdwjv7YEda0PUrW_pJKOc3Ovo/edit?usp=sharing

Appendix C

Planning



UNIVERSITY OF PAMPLONA
BETHLEMITAS BRIGHTON HIGH SCHOOL
CLASS PLANNING: PRACTICUM - 2021



GRADO 6th: Horario: martes de 7:00 A.M. a 8:00 A.M

jueves de 11:00 A.M. a 12:00 P.M

| FECHA | CONTENIDOS | ESTRATEGIAS METODOLÓGICAS | CRITERIOS Y EVIDENCIAS DE EVALUACIÓN | RECURSOS |
|------------|---|--|--|---|
| 24/03/2021 | Family (Nuclear & Extended) / Adjectives (Personality, Size & Appearance) | Inicio: Saludar a la clase y rezar (Good morning class, how are you today? / prayers (make the sign of the cross & Our father prayer) Desarrollo: Presentar la agenda de la clase Presentar y recordar las reglas de la clase. Realizar la explicación, dar ejemplos y aclarar dudas o preguntas. | Evaluación Formativa: Corrección a las respuestas y actividades realizadas por parte de los estudiantes | Pptx / zoom / Nearpod / Quizizz / Google forms https://share.nearpod.com/lV8z6iWqubb |
| 25/03/2021 | Greeting & farewells / Personal information / Numbers (1-20) | Práctica de los contenidos a través de las actividades interactivas. Desarrollo de actividades de refuerzo y práctica a través de plataformas interactivas como nearpod y quizizz Cierre: Aplicación de un quiz final, incluyendo los contenidos estudiados en clase. | | https://share.nearpod.com/vsph/O2lmQH0YLu |
| 07/04/2021 | Family / Adjectives / | | | https://share.nearpod.com/RDwdL68jgfb |

<https://drive.google.com/file/d/1oph2fMsodxdoXoGS5jIMGjMDNetyVFdX/view?usp=sharing>

Appendix D

Worksheets

EXPRESSIONS TO APOLOGIZE

To apologize is to tell someone that you are sorry for having done something that has caused him inconvenience or unhappiness. We apologize for any inconvenience caused. Here are some expressions you can use to make and respond to apologies. Disculparse es decirle a alguien que lamentas haber hecho algo que le causo inconvenientes o infelicidad. Nos disculpamos por cualquier inconveniente causado. Aquí están algunas expresiones que puedes usar para pedir y dar disculpas.











| EXPRESSION | MEANING | EXPRESION | MENING |
|--------------------------------|---------------------------|-------------------------------|--------------------------------|
| Sorry | Lo siento | Please don't be disrespectful | Por favor no seas irrespetuoso |
| Please don't be mad | Por favor no te molestes | Sorry, this is not yours | Disculpa, esto no es tuyo |
| Please don't call me like that | Por favor no me digas así | Please, forgive me | Por favor perdóname |
| Excuse me for | Discúlpame por | Pardon me for | Perdón por |

<https://drive.google.com/drive/folders/188lrEXhzTLwHqL6xYIn9jv1SnFqWptCr?usp=sharing>

Appendix E

Reading Sessions Materials

vocabulary

| | | | | |
|---|---|---|---|---|
|  <p>TALL SHORT</p> |  <p>SLIM</p> |  <p>ATHLETIC</p> |  <p>CHUBBY</p> |  <p>FRIENDLY</p> |
|  <p>LIVE</p> |  <p>FUNNY</p> |  <p>SWIMMING</p> |  <p>RUGBY</p> |  |

https://drive.google.com/drive/folders/1S4Ip_Heo_mbU0K3xdkLsbuGI4f4ZVTNw?usp=sharing

Appendix F

Field Notes



UNIVERSITY OF PAMPLONA
BETHLEMITAS BRIGHTON HIGH SCHOOL



FIELD NOTES PRACTICUM - 2021

| TEACHER: SERGIO ALBA | | GRADE: 6th |
|------------------------------------|--|--|
| DATE | DESCRIPTION OF THE ACTIVITIES | RESOURCES |
| From March 22nd to March 26th 2021 | <p>FIRST SESSION (1st week)</p> <p>As required by the supervisor teacher, the first session was developed through a review of topics included in the third worksheet for the first term, family members and adjectives. The session was developed via zoom and presenting the material through Nearpod and Quizizz platforms as a way to include interactive activities and engage students in the class. Once the class started, the agenda to be covered during the session was presented to students and also, some rules were set in order to ensure a proper class environment. The topics were covered as proposed in the agenda by providing the proper explanation. Once explained the topic, practice activities were carried out in order to check on students' understanding. It was witnessed that by implementing interactive activities students' participation, motivation and interest in the class increased significantly compared to previously observed class sessions. This lesson was intended to be students-centered</p> | <p>ZOOM</p> <p>NEARPOD: https://share.nearpod.com/IV8z6iWqubb</p> |

<https://drive.google.com/file/d/1usLMTFyzPQpQ3t9ueeBN9fD7nLBae4Cx/view?usp=sharing>

Appendix G

Reading Tests

3RD ENGLISH READING TEST 6TH

IN THIS EXAM YOU WILL FIND 20 QUESTIONS. READ CAREFULLY AND CHOOSE THE BEST OPTION. SUBMIT AFTER YOU FINISHED.

EN ESTE EXAMEN ENCONTRARA 20 PREGUNTAS. LEA CUIDADOSAMENTE Y ESCOJA LA MEJOR OPCION. ENVIE LAS RESPUESTAS AL TERMINAR.

ESCRIBA SU NOMBRE COMPLETO

*Obligatorio

Nombre *

Tu respuesta

READING

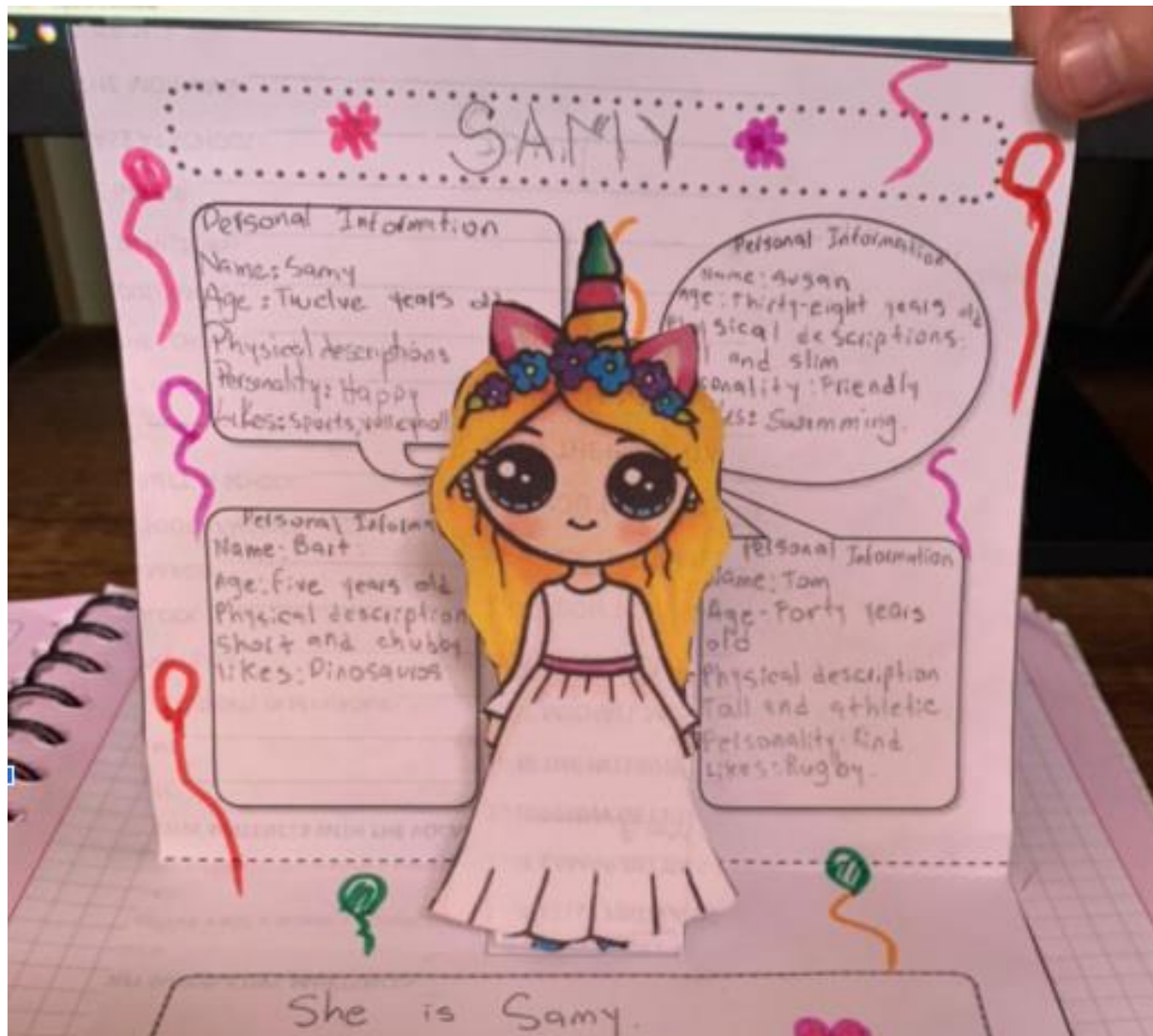


Hi. My name is Samy. I am twelve years old. I live with my mom, my dad and my brother in a big house. My mom is Susan. She is thirty-eight years old. She is tall and slim. She likes swimming. She likes cereals and fruits. She is beautiful and friendly. My father is Tom and he is forty. He is tall and athletic. He is a kind person. He likes sports. His favorite sport is rugby. He likes movies and series. My brother is Bart. He is five years old. He is short and chubby. He is funny. He likes dinosaurs and dogs. His favorite food is burger and french fries. I love sports. My favorite sport is volleyball. I like playing video games. I love my family.

<https://drive.google.com/drive/folders/1lwJxBq35BnrGqFknWWhH9-ZxII7nS5Xr?usp=sharing>

Appendix H

Evidence of Students' Products



<https://drive.google.com/drive/folders/15QfYxHV59uj7KlnN8KJGf-PBytJjCWCO?usp=sharing>

Appendix I

Materials Designed



INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON
PAMPLONA

Legalización De Estudios según Resolución N° 5337 del 29 de octubre de 2019

NIT-807.003.049-1

DANE 154518000753

GUIA DE LECTURA-1 GRADO TERCERO

Curso 3° Área Inglés

Docente: Consuelo Cristancho Ruiz

Fecha de entrega JULIO de 2021 Fecha de devolución JULIO de 2021

Estudiante: _____

Tema de aprendizaje: Acciones humanas positivas para el medio ambiente.

BEFORE READING

1. VOCABULARY. Look for the meaning of the words and match the pictures with the correct word.

CLEAN

RECYCLE

REFORESTATION

CAMPAIGN



c _____



R _____



R _____



c _____

https://drive.google.com/file/d/1w_JLRMqwnaOmYi5ioIiiLuu4B-DJfzJ/view?usp=sharing

https://drive.google.com/file/d/1_Ig10784Iog8kR913SfRw-XSjciUEB_B/view?usp=sharing

https://drive.google.com/file/d/1QW6sAFt1tIdy1czy6iDwd-Qsf2Vd_kU6/view?usp=sharing

<https://drive.google.com/file/d/1wNCbzWtzEfMrPswnoP5yKHxJBm4sXP0K/view?usp=sharing>