The influence of the vocabulary acquisition process with the reading comprehension skill in high

school students in a public school in Colombia: an action research study

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Chapter I: General Presentation of the Proposal

Chapters Presentation

The Comprehensive practicum proposal is defined as the last stage of training for the Foreign Language Program students at the University of Pamplona; at this point, they will be able to pool expertise to enrich this experience and have proper development of competences related to the teaching process.

This proposal is particularly divided into seven chapters which are described as follows: the first chapter is called General Presentation of the Project, in which it is described the three main components, the justification, the general objective of the proposal, the specific objectives and the general conclusions of the project. The second chapter is related to the Institutional Observation and Diagnosis component, in this part, some topics were articulated including the assembly and preparation of fieldwork and documentary analysis, composed of four levels such as the administrative level, the pedagogical level, the technological level and the population and information of the subject level.

The third chapter corresponds to the Pedagogical and research component, in this section, based on the analysis made during the institutional observation and the detection of a specific pedagogical need, a project was created based on the guidelines for conceiving a research; those guidelines follow specific steps such as the title of the project, an introduction, a research problem, the

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justification, the objectives of the research, the theoretical framework, the literature review, the methodology, the results and the recommendations.

Besides those chapters, the fourth one is called the Outreach Component, in which it can be found the introduction for this component, the justification, the objectives, the methodology and the conclusions. The fifth chapter is related to the Interinstitutional activities and it includes an introduction, its objectives, the methodology, the schedule for each activity and the conclusion.

The sixth chapter of this proposal is entitled the reflective approach of the practicum stage, it is defined as the process of reflectiveness carried out using the narratives that were written along the way of this proposal with the respective conclusions of each component. Finally, the sixth chapter is called material design, responding to the creation of some pedagogical elements for students.

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Introduction

Nowadays, it can be confirmed as an authentic necessity to future teachers, to help students to improve their skills, those required in order to have a good level of proficiency. For the current proposal, this can guide the development of it to enhance the learning process of the students who are in the target institution, based on the work carried out in the pedagogical component.

Moreover, thanks to the first moment carried out in this practicum, which is described later as the institutional observation and diagnosis, it can be said that in this high school there is a necessity related to boost the reading comprehension skills of those students through the use of reading comprehension and vocabulary exercises.

Besides that, the same institutional staff as the English teacher and the administration members, manifested that those students need to require the proper acquisition of knowledge to help improve their skills in order to obtain a better performance in the state test that they will present in the near future; this can be proved through the years by examining the general results and performance of students with lower levels of proficiency with the state test.

Also, the academic education in English for primary schools is present in the development of this proposal within the outreach component and the relationship with the foreign language teaching and the children's population. All of this related to the social projection that the university carries out in the community.

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Likewise, in respond to the many tasks that a future teacher needs to complete, this project covers the interinstitutional activities component, in which the teacher gets involved with the school not only in a pedagogical level, but in a more social context related to those types of activities the school carries out such as extracurricular activities, events tutorials and more.

Additionally, it is important to mention that all the work presented within this proposal was developed virtually due to the COVID-19 pandemic, considering the guidelines and measures taken by the government during the time the project was conceived.

Justification

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Regarding a specific necessity, this proposal contemplates the opportunity to develop a pedagogical intervention with the aim of supply the specific learning needs related to the reading comprehension of this group of students and contribute with useful knowledge for the future state test.

As it was said before, this proposal was conducted taking into account a group of students in a public high school in Colombia. These students from the last grades will be facing a new challenge and it is through the implementation of this project, that they will have the proper guidance and the proper tools to have a better performance.

As for the author's interests related to this proposal, it can be said that these are aimed at finding some influence of the process of acquiring new vocabulary and how it can an effect within the development of the reading comprehension ability in students, giving a possible and expected result in the improvement of their knowledge.

Regarding other aspects, this project is created to respond to the need of implementing an English teaching strategy in the community, specifically with the young ones with the aim of offer pedagogical tools and a proper guidance in the primary school context where the proposal also is developed.

The current project also deals with the interinstitutional component and its creation lies in those aspects not only related with the classroom but with the school in general and their students, aspects such as activities or events that represent a key aspect in the academic environment and allows the

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teacher to be in touch with the community and to be a part of the social interactions among the actors of the teaching and learning process.

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Objectives

General Objective

To analyse influence of the vocabulary acquisition process with the reading comprehension skill in high school students.

Specific Objectives

To carry out a diagnosis process in which the focused population is studied deeply

To enhance the reading comprehension and vocabulary skills of students

To provide primary school students with some pedagogical resources related to English learning

To be engaged with the life school in matters of Interinstitutional activities

General conclusions of the problem

Thanks to the development of the pedagogical and research component, it could be verified when using certain types of exercises to stimulate the vocabulary skills and the reading comprehension of students, showing at the end that they can present enhancement of their capabilities in the English learning process.

Apart from this, the community is one of the main focuses on the English teaching process, providing the necessary tools to fulfil their educative needs and work together to incentive among the young learners the importance of learning a new language

Regarding the interinstitutional aspects, it is imperative to mention that as future teachers, we must know all the aspects related to the educational environment that we work for. Not only fulfil the role of an instructor, but to be an active participant in the school community. Taking into account the events that the school create and also help the learners when they need it.

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Chapter II: Institutional Observation and Diagnosis Report

Assembly and Preparation of Fieldwork

Administration of the exploratory questionnaire developed by the practice coordination

In this part, the Practice Coordination created an exploratory questionnaire in Google Forms aimed at the supervisor teachers with the purpose of gather useful information about the educative institution where the training teachers are developing their proposals. In the questionnaire, there were included some aspects related to the institutional pedagogical work modality in times of a pandemic, like basic information about the school, the use of virtual platforms, the type of encounter developed and the perception about difficulties that the teacher may encounter as his students. Later on, the answers were also provided to training teachers in order to enrich the institutional observation and diagnosis process.

Development of an activity guide to enable the work organization

In this part, the training teacher drew up a road map with the goal of organizing in a better way the strategies to be implemented for the process of knowing the institution in which the practice will be carried out. These strategies consisted of, firstly, an initial contact with the working team via e-mail, that is the administrative staff, the supervisor teacher and the tutor of the current

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project; secondly, the arrangement of a future interview with the community in order to ask them about the relevant aspects to include inside this proposal.

Preparation of interview guidelines. Conducting the interview with supervisor and students

As it was mentioned before, in order to gather useful information, an interview to the supervisor teacher was planned. For the implementation of this tool, the questionnaire was prepared taking into account the elements included in the documentary analysis, that means that some aspects such as the information about the population and some elements related to general information about the school were asked to the supervisor and add to the next chapter of the current proposal.

<div align="center">

Documentary Analysis

</div>

Topographic Location

The Alejandro Humboldt High School is located in the municipality of Fortul, in the department of Arauca in Colombia. The main headquarter is precisely located at 6th street 18-25 in the Ramírez neighbourhood of Fortul.

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Figure 1

Map of the Arauca department
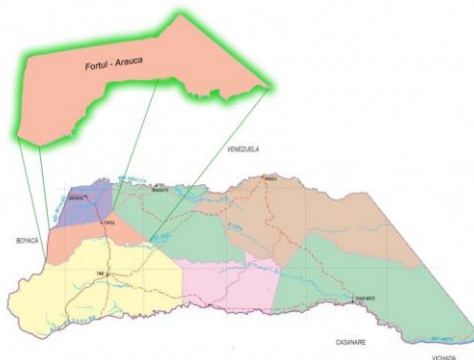
Note. Map of the Arauca department with the specific location of the Fortul municipality in which is the Alejandro

Humboldt School. Source: https://lavozdelcinaruco.com/?id=10888

Administrative Level

Institutional Educational Project

The Intuitional Educational Project is defined by the same school as the navigation chart that

helps them to direct the work towards the objectives proposed in the mission and vision of the

educational staff. This document contains as well relevant information about the Alejandro

Humboldt School which is going to be described below.

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Firstly, it can be found information related to the legal basis of this institution, mainly based on the General Education Law created in 1995. Also, another important legal aspect is the 1860 decree August 3rd 1996, which basically describes the legal obligation of educative institutions in this country to create an institutional educative project.

After that, in the IEP document, there is a brief part about general information of the school, about its headquarters like addresses, telephones and DANE codes and ICFES codes. Apart from this, a section called Historical background is found on the document, highlighting the educative work of this institution since 1977 in the municipality offering to the community an opportunity to acquire the knowledge needed to transform its environment.

Following this document, the next part includes the school symbols. At first, it appears the school hymn created by teacher Plutarco Betancourt, next the school emblem with a brief list about the objects found in it, like the owl that represents the wisdom, the opened book and the torch. Finally, the school flag is showed with a horizontal bicolour of red at the top and white at the bottom.

Gloria al joven que busca en la vida,
La verdad con ahínco y valor.
Gloria al joven que emana sonrisa
Proyectando con ella el amor.

I

Sabio progreso que irradia

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Es virtud de aquellos que lo dan

Estudiantes fijaos ya la meta

Y en conjunto sembremos la paz.

II

Es la ciencia la fuente que calma

De los sabios la sed de verdad

Esa fuente será nuestra guía

El camino es estudio veraz.

III

El deporte enaltece personas

Del trabajo fruto se obtendrá

Son símbolos de grandes proezas

Y con ellos el triunfo final.

IV

Es mi patria la que añoro tanto

Mi colegio un sendero será

Lucharemos al frente con ella

Con bandera fuerza y voluntad.

V

Con estudio obtendremos la gloria

Un futuro de prosperidad

La ignorancia será combatida

Y en remplazo una estrella vivaz.

VI

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Entonces con fe y esperanza

Nuestro himno con gran lealtad

Estudiantes miras lo que esperas

Una raza a quien vais a enseñar.

Alejandro Humboldt Hymn

Created by: Teacher Plutarco Betancout.

Figure 2

Alejandro Humboldt emblem.

Source: Alejandro Humboldt's PEI

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Figure 3

Alejandro Humboldt flag
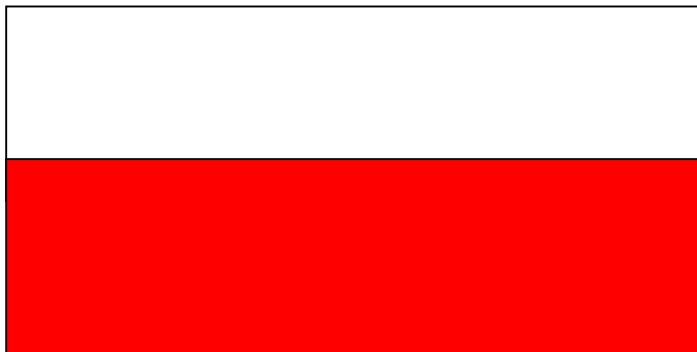
Source: Alejandro Humboldt's PEI

Another section of this document is the institutional forecast composed of the mission, the vision, the philosophy, the policy, the objectives and the principles of the school, all of these elements have in common the inclusion of the integral education and the social strengthening with a view to transformation. Also, it is here when the pedagogical model is introduced, based on the traditional model with a behaviourist trend, this model consists of focusing in the knowledge and the student is conceived as a receptor for this information; another side showed in this document is the application of an assessment system, combining both qualitative and quantitative forms to have an integral way to evaluate the learners.

Apart from this, the document incorporates the school curriculum for every grade, describing the number of students of each one of these, all the subjects that they studied, the hourly intensity and the standards aligned with each competence, this last element will be explained in depth later.

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The institutional and pedagogical project also defines its evaluation guidelines within a system aimed of course at students, defining key aspects such as the national scale of assessment of student performance, starting from a low performance to a superior performance using the numerical scale from one to five (according to the resolution 1290 April 16, 2009).

Last but not least, this project mentions the use of transversality, explained as the contextualisation of knowledge to apply it in a specific situation; also, the school governance structure, including the principal, two teacher representatives, a student's representative, a product guild representative, two parents' representatives and one alumnus representative.

Organization Chart

Figure 4.

Organization chart of Alejandro Humboldt School.

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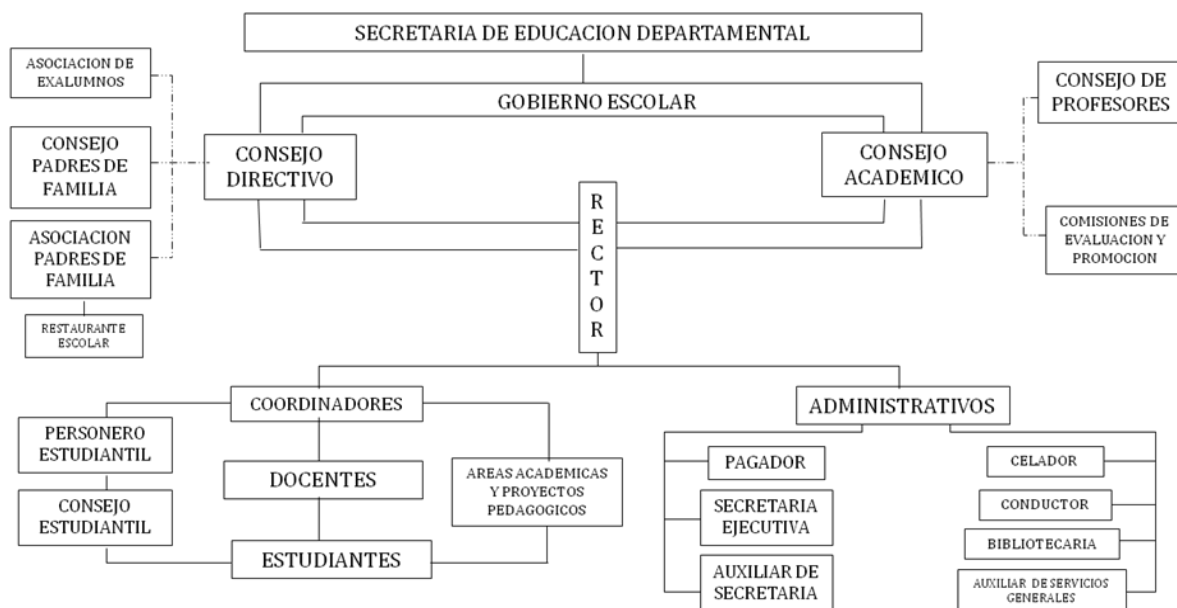
Source: Alejandro Humboldt's PEI

Student Handbook

For the formulation of this project, an older version of the student handbook was provided without the updates considering the health emergency that the country still faces. Nevertheless, some important features of this document are worth mentioning. First of all, the legal context which is based just as the institutional project, in the General Law of education in its 73rd and 87th articles. Secondly, the rights, duties and guarantees of the Alejandro Humboldt's students; their rights are categorized into academic rights, social rights and, ethical, moral and religious rights. Talking about their duties, in a general way they are based on their responsibilities as students and being part of an educative institution.

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Also, it can be found a brief description about the uniform they need to use, the student assessment system, the criteria for passing or fail an academic year, the enrolment requirements, institution services, the participation body and in the end, the rules of coexistence. In this last section, there is an explanation about the type of misconducts related to the students and the procedures or regular channels for resolving those conflicts.

Ministry of National Education Guidelines and Regulations Faced with the Health Emergency

At this moment, the Alejandro Humboldt school have been applied the Ministry of National Guidelines and Regulations faced with the health emergency, these measures are based on the Resolution 385, March 12 2020. The resolution was conceived at the beginning of the pandemic and it declares the health emergencies around the country and the necessity to public institutions to ensure the vital prevention of the society and minimise the risk of infection.

Moreover, the Alejandro Humboldt High School is currently carrying out an analysis of the Guidelines for the provision of education service at home and in attendance under the alternation scheme and the implementation of biosafety practices in the educational community, a document created for the gradually return in schools taking into account the health regulation against the COVID-19, yet an official statement indicating the application of those guidelines has not been made.

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School Shift

The school shift in the Alejandro Humboldt High School is the following: one for daytime including from six to eleven grades in High School and one for the night school in the same headquarters.

Institutional Schedule

Taking into account the communication process with the institution, no document related to the institutional schedule was delivered. However, thanks to some information provided by the supervisor, one of those activities is about to be realized and it is describing as follows:

Schedule for the Representative of students' election

March 9th to 12th: video presentation and project

March 15th to 25th: campaign

March 23rd: virtual debate

March 26th: election day

Pedagogical Level

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Language Area Planning

The language area planning in this institution is described as a document in which the objectives, the goals, the methodological strategies, the assessment section and the pedagogical support for the English teaching process are all directed to the specific needs of the students related to the necessity of improving their performance, offering to them the tools for increase the necessary knowledge for the state test and motivate them to learn and have an interest in this particular area.

Since the language area planning is based on the Basic Standards of Competences in English which are going to be described later, its structure responds to certain aspects such as the same standards, the content of the course, the level of performance, the competences, the performance indicators and the methodological strategies. Some examples of the language area planning for tenth and eleventh grades are presented below:

Figure 5

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Language Area Planning for Tenth Grade (First Period)

INSTITUCIÓN EDUCATIVA ALEJANDRO HUMBOLDT

PLAN DE AREA

PLAN DE AREA: INGLÉS			PERIODO: PRIMERO	
GRADO: DECIMO			AÑO: 2019	
DOCENTE:				

ESTANDARES	UNIDAD TEMATICA	CONTENIDOS	NIVELES DE DESEMPEÑO	COMPETENCIAS
Comprensión: Leo y comprendo textos narrativos y descriptivos de diferentes fuentes sobre temas que me son familiares, y comprendo textos argumentativos cortos y sencillos. -Hago presentaciones breves para describir, narrar, justificar y explicar brevemente hechos y procesos, también mis sueños, esperanzas y ambiciones. **Producción:** -Escribo textos sobre temas de mi entorno y mis intereses. -En mis redacciones uso el vocabulario y la gramática Que conozco.	**MY LIFE (HOW HAVE I CHANGED)**	**Review:** -Present VS past simple. -Present, past and future perfect tense. **Grammar.** what, where, when, who, why, how, how often, how long, how old, whose, what…like, what… time, how far, how much, how many, what kind,)	Diferenciar el uso de los tiempos simples vs perfectos Interpretar y responder textos escritos de diferentes situaciones Expresar ideas sobre acontecimientos y describir situaciones de la vida personal. (My life) Hacer descripciones usando tiempos simples y perfectos más conectores. Mostrar actitudes de tolerancia y respeto y responsabilidad al trabajar e interactuar con mis compañeros de grupo.	Reconozco los elementos de enlace de un texto para identificar su secuencia. Descubro palabras clave dentro del texto que me permiten comprender su sentido general. Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad. Escribo textos a través de los cuales expreso mis preferencias, decisiones o actuaciones. Contesto, en forma escrita, preguntas relacionadas con textos que he leído. Explico y justifico mis planes y acciones. Converso con mis compañeros y profesor sobre actividades pasadas y planes futuros.

INDICADOR DE DESEMPEÑO: 1. Diferencia y utiliza presente y pasado simples en escritos. **2** Usa participios pasados con tiempos perfectos: (presente, pasado y futuro) en oraciones y párrafos. **3** Hace uso de wh + tiempo perfecto para solicitar y brindar información. **4.** Realiza escritos en presente, pasado simple + conectores.

ESTRATEGIAS METODOLÓGICA: Explicación de cada tema con textos y material didáctico. Realización de ejercicios según el tema, trabajos en equipo e individuales dentro del aula. Ejercicios comprensión, pronunciación, lectura, escucha, análisis. Traducción de diálogos y lecturas. Repaso quincenal de verbos Irregulares.

Figure 6

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Language Area Planning for Eleventh Grade (First Period)

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	PLAN DE AREA			
PLAN DE AREA: INGLÉS		**PERIODO: PRIMERO**		
GRADO: ONCE		**AÑO: 2019**		
DOCENTE:				
ESTANDARES	**UNIDAD TEMATICA**	**CONTENIDOS**	**NIVELES DE DESEMPEÑO**	**COMPETENCIAS**
Comprensión: Leo y comprendo textos narrativos y descriptivos de diferentes fuentes sobre temas que me son familiares, y comprendo textos argumentativos cortos y sencillos. -Hago presentaciones breves para describir, narrar, justificar y explicar brevemente hechos y procesos, también mis sueños, esperanzas y ambiciones. **Producción:** -Escribo textos sobre temas de mi entorno y mis intereses. -En mis redacciones uso el vocabulario y la gramática Que conozco.	MY DREAMS, GOALS AND PERSONAL LIFE'S PROJECT.	**Review:** **Present of the verb to be, present simple and future simple.** **Time expressions.** **Short and long answer.** **Wh questions.** **Pronouns, adverbs and adjectives.** **Common expressions.** **Grammar.** **Affirmative/negative/interrogative statements.** Wh questions. (what, where, when, who, why, how, how often, how long, how old, whose, what...like, what... time, how far, how much, how many, what kind,) **Simulacro prueba SABER**	Solicitar y ofrecer información de temas generales. Interpretar y responder textos escritos tipo PRUEBA SABER. Emplear de manera acertada los tiempos simples, en presente, pasado y futuro. Hacer descripciones usando adverbios y adjetivos. Mostrar actitudes de tolerancia y respeto y responsabilidad al trabajar e interactuar con mis compañeros de grupo.	Reconozco los elementos de enlace de un texto para identificar su secuencia. Descubro palabras clave dentro del texto que me permiten comprender su sentido general. Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad. Escribo textos a través de los cuales expreso mis preferencias, decisiones o actuaciones. Contesto, en forma escrita, preguntas relacionadas con textos que he leído. Explico y justifico mis planes y acciones. Converso con mis compañeros y profesor sobre actividades pasadas y planes futuros.
INDICADOR DE DESEMPEÑO: Identifico los tiempos verbales en los textos escritos. Asemejo expresiones comunes para comprender textos. Respondo diferentes preguntas en textos escritos. Hago descripciones usando adverbios y adjetivos.				
ESTRATEGIA METODOLÓGICA: Utilización de las TICs. Uso de los textos y material didáctico. Explicación de cada tema. Ejercicios de aplicación y de repaso, trabajos en equipo dentro del aula. Guías para reforzar los temas. Ejercicios de comprensión, pronunciación, lectura, escucha, análisis. Toma de apuntes en la clase. .Traducción de diálogos y lecturas. Repaso de vocabulario a través de textos. Actualizar la cartelera escolar de acuerdo a la fecha y al tema que corresponda a cada grado. Simulacros en pruebas SABER. Ejercitar la memoria a través de ejercicios lúdicos (20 verbos regulares e irregulares)				

Work Methodology of the Language Teaching Collective

As a result of the first observation conducted at the beginning of this project, the supervisor provided key information about the work methodology of the language reaching collective; according to him, the planning for this area was carried out by the English teachers' team during the Institutional week prior to the beginning of the classes. In this meeting, elements such as the upgrading of some components of the planning and the development of worksheets were discussed there.

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Knowledge of Pedagogical Resources

Defined along with the objectives and the methodological strategies, the pedagogical resources were listed as follows:

- Online dictionaries

- Worksheets

- Apps for learning languages

- The use of ICTs (computers, cell phones, etc.)

Methodology

As it was mentioned before, through the realization of the first observation and the answers provided by the supervisor in the exploratory questionnaire developed by the practice coordination, the methodology consists of the creation and distribution of worksheets for students, explanatory videos either for the use of applications, the synchronous encounters, the recording of classes and the distribution on the WhatsApp groups.

Methods for Accompanying the Learning Process

For accompanying the learning process with the students, the teacher has been implementing tutorials via WhatsApp messages or even phone calls for those students who have connection problems. Regarding the strategies for communication, the messaging application WhatsApp comes handy for this purpose, the teacher created a group for each grade and he is constantly

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reminding students about the work and sending information of interest about the academic schedule.

Worksheets and Materials Design

As stated in the pedagogical resources section, the teacher has been using worksheets, designed by him, as a way to work with his students, these worksheets have a particular structure including clear instructions both in English and Spanish, a brief explanation of the topic, some examples related to the same topic and finally the exercises that students have to complete with its respective percentage of a general grade.

Ministry of Education Guidelines (Standards)

Coordinated with the National program of Bilingualism and the British Council, the Basic Standards of Competences is a document created in 2006 by the Ministry of Education as a part of the educative proposal of the Colombian government at that time. Those standards are defined as "clear and public criteria for determining the basic levels of quality to which children in all regions of Colombia are entitled".

Taking in mind the B1 level of proficiency as the main goal for students in higher courses, the standards adopt a formula which is guided by the communicative competences such as the linguistic, the pragmatic and the sociolinguistic competences. Also, in this part is explained the

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basic requirements needed for a student to achieve the goal previously proposed, based on aspects related to the listening, the reading, the writing, the monologue and the conversation parts.

Grades

Considering the current classification of formal education in Colombia, expressed as the secondary education divided into tenth and eleventh grade, the Alejandro Humboldt High School has these two grades and they are distributed in numerical scale as follows for the current school year:

10th grade: 1001, 1002, 1003, 1004 and 1005

11th grade: 1101, 1102 and 1003

Class Schedule

Figure 7

Tenth grade schedule, first period 2021

HORARIO DE CLASES VIRTUALES GRADOS DECIMO						
SEMANAS	HORARIO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
1/02/2021 5/02/2021 15/02/2021 19/02/2021 1/03/2021 5/03/2021	8: 00 AM A 10:00 AM	REUNION DOCENTES 10	INGLES (MARTIN)	ESPAÑOL (YANEYH)	TRIGONOMETRIA (LIBY)	ALIMENTOS (BRENDA)
	10:00 AM A 11:00 AM		CONSTITUCION (RENSO)	BIOLOGIA (CESAR)	INFORMATICA (ORELBA)	
8/02/2021 12/02/2021 22/02/2021 26/02/2021 8/03/2021 12/03/2021	8: 00 AM A 10:00 AM	LIBRE PARA PREPARACIONES, CALIFICACIONES, REPORTES, ETC.	QUIMICA (RICHARD)	FISICA(JOSE)	ETICA-RELIGION (GABRIEL)	FILOSOFIA (JULIAN)
	10:00 AM A 11:00 AM			ED FISICA (ANGEL)	ARTISTICA (EIDER)	

Figure 8

Eleventh grade schedule, first period 2021.

HORARIO DE CLASES VIRTUALES GRADOS ONCE						
SEMANAS	HORARIO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
1/02/2021 5/02/2021 15/02/2021 19/02/2021 1/03/2021 5/03/2021	8: 00 AM A 10:00 AM	LIBRE PARA PREPARACIONES, CALIFICACIONES, REPORTES, ETC.	ESPAÑOL (ANA)	INGLES (MARTIN)	FILOSOFIA Y CIENCIAS POLITICAS (JULIAN)	RELIGION Y ETICA (ORTEGA)
	10:00 AM A 11:00 AM		BIOLOGIA (CESAR)		INFORMATICA (ORELBA)	
8/02/2021 12/02/2021 22/02/2021 26/02/2021 8/03/2021 12/03/2021	8: 00 AM A 10:00 AM	REUNION DOCENTES 11	CALCULO (OSCAR)	QUIMICA (RICHARD)	FISICA (JOSE)	ALIMENTOS (DORIS)
	10:00 AM A 11:00 AM			INFORMATICA (ORELBA)	ED FISICA (ANGEL)	

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Technological Level

Connectivity

Regarding the connectivity of the student population of the Alejandro Humboldt High School, it could be stated that those students have a limited access to the internet, in some cases they just count on WhatsApp as their main tool to communicate with the teacher or sending their work. That is why connectivity is conceived as one of the challenges for the institution in times of a pandemic, due to the situation of students, in fact a 65% are from rural areas and they do not count on the necessary resources to face a virtual academic period.

Type of Encounters

As a strategy to mitigate the effect of the pandemic and give a solution to the education needs of the students, the Alejandro Humboldt High school have two types of encounters: firstly, they develop synchronous encounters in which teachers have been doing use of video calls applications for carrying out their classes; from this strategies, the second type of encounter emerged, the asynchronous work is also developed in this institution, because the video lessons are available in web sites and also the material is posted for anytime the student wants to download it.

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Development and Duration of Encounters

As it was said before, the institution works with synchronous and asynchronous encounters, the development of this encounters will be described as follows: for the synchronous encounters, the teacher disposes of two hours for developing his class, in this part he starts with an overview about the last meeting and the last worksheet, after that the explanation for the new topic starts, later there is a section for students questions, then the presentation and explanation of the new worksheet and finally, a section for discussing the work related to the state test training. For the asynchronous encounters the teacher records the class form the virtual meeting and upload it to a YouTube channel; this information is supported by the data collected though the observation grill appended in this project.

Description of the Digital Resources Used

Bearing in mind the digital resources used by the teacher, it was found that in his classes he uses for example Jitsi Meet as the application for developing the synchronous encounters; also as the main channel of communication between the teacher and the students, he uses WhatsApp, whether to giving answers to student's questions or receiving the students' worksheets; also he uses YouTube as the mains source to upload the recorded lessons and the explanatory videos for applications; lastly he uses along with their students Duolingo for Schools as a resource to the training for the state test.

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Population and Information of the Subjects Level

Number of Students

Table 1

Information about tenth and eleventh grade students of the Alejandro Humboldt School

Grades	Number of Students	Gender	Ages	Level of proficiency
10th	206	65% women		
		35% men	14 - 19	A1 – A2
11th	126	56% women		
		44% men		

Source: PEI

Teaching Staff

The institution has a teaching staff of 47 teachers, each of them working in different areas such as mathematics, social sciences, Spanish, food, chemistry, biology, arts, religious education, ethics, English, physical education, philosophy and political science, physics, technology and informatics and political science. It is important to mention that five of that teachers are English teachers; they are: Martin Lozano, Zonia Roa, Isacio Copete, Flor Stella Mora and Sergio Fernando Berbesi.

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Administrative Staff

The administrative staff is composed of the principal, the academic coordinator, two coordinators of school community life and the school counsellor.

Table 2

Administrative staff of the Alejandro Humboldt High School

Post	Name
Principal	Jose Alberto Berbesi
Academic Coordinator	Jhon Emerson Torres
Coordinator of School Community Life	Nestor Ramirez Inocencio Suarez
School Counsellor	Nicolas Ramirez

Source: PEI

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Chapter III: Pedagogical and Research Component

Title

The influence of the vocabulary acquisition process with the reading comprehension skill in high school students in a public school in Colombia: an action research study

Introduction

Nowadays all the schools are facing a new challenge, the one related to the pandemic and giving to the young population the right of education. In these times, it is imperative for the teacher community to be aware of these challenges and create new strategies to conduct the learning process of students to the best path.

As a part of the learning process, specifically in the English learning environment, there are lots of aspects to cover in matters of skills and competences to be enhanced. This project will be focused on the reading comprehension skill, defined by the Common European Framework of Reference for Languages (CEFRL, 2001) as the visual reception part related to written input.

According to Ledesma (2019), the reading comprehension skill is related to the fact that someone needs to have a basis for vocabulary in order to understand the ideas. In that order, this project it is intended to study a problem which addressed in deep way the relationship between these two aspects and how they are involved in the student performance in the English learning process.

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Justification

In order to study in depth, the relationship between the reading comprehension skills and the vocabulary acquisition in the English language, there is a necessity to stablish which is its real influence and the possible enhancement that that may cause in the students. The enrichment of those skills among learners represents what this project is intended to achieve through its development and the possibility to offer to the students, new ways and tools to face the challenge of the ICFES Test in the future, an exam made having an specific structure which demands the use reading skills and the proper vocabulary management to understand the questions.

Besides the importance of studying this phenomenon concerning the leaners training associated with the mentioned test; this issue can be analysed in order to offer a broad scope in the English teaching strategies in the institution, specifically those related to the acquisition of new vocabulary and which exercises are suitable to cause a positive impact in their reading comprehension skills, reflecting a betterment in the English performance and learning process.

Objectives

General Objective

To identify how the students' reading comprehension skills are influenced by the vocabulary acquisition process.

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Specific Objectives

- To analyse the way the vocabulary acquisition process influenced the reading comprehension skills of students.

- To recognize which type of exercises influence the most the reading comprehension skills of students.

Research Questions

General Question

How students' reading comprehension skills are influenced by the vocabulary acquisition process?

Specific Questions

- In which way the vocabulary acquisition process influenced the reading comprehension skill of students?

- Which type of vocabulary exercises influence the most the comprehension reading skill in students?

Theoretical Framework

As stated by Harmer and Jeremy in 2016 (as cited in Ledesma, 2019) reading is defined as an activity who can be acquired gradually and that work together with vocabulary. Also, to be more specific, some of the reading activities mentioned by the CEFRL in 2001 are reading for

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orientation, for information and those for following instructions, those activities to be realized require certain vocabulary to be comprehend in the first place.

Now talking about vocabulary, Brown in 2017 (as cited in Ledesma, 2019) described this process as a word recognition related to the reading activity, it is that word recognition that when effective can help the subject to supply new information.

At this point, the connection between these two elements can be explained by Wagner and Meros (2010). They said that there are possible causes of the difficulties at the moment of comprehension, including the difficulty with meaning, specifically with vocabulary. Also, either direct or indirect, there is an actual influence of vocabulary on the reading comprehension skills. This last part will be bearing in mind to develop this project on order to understand the possible enhancement in the reading comprehension caused by the vocabulary learning.

Finally, referring to the activities used for the purpose of enhance the reading comprehension skills through the vocabulary, Curtis & Longo (1997, as cited in Curtis & Longo, 2001) proposed a plan called the FAME curriculum, in which they stated a series of courses implementing reading comprehension stages and the use of vocabulary exercises like filling the gaps, giving the context, associate the meaning, among others, highlighting the link between those two aspects of the language. These exercises also allow the proper conduction of the investigation to solve the question about which ones are suitable and useful for students in order to expand their English skills in terms of reading and vocabulary.

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Literature Review

Along the recapitulation of this literature, two categories will be taken into account. Those groups are divided into two investigations, the first one is intrinsically linked to the reading comprehension skills of students and the second one is connected to the vocabulary acquisition of learners.

The reading comprehension skills of students

As stated in Sidek & Rahim (2015), the more a person has vocabulary, the more he or she will be able to understand a text. In that case, the fact that the student acquires and put in practice new words in English will influence positively and enhance his reading skills. The researchers also express that vocabulary acquisition denote the person's language proficiency, in this case of the English language and, as a result, this will be a crucial component in his learning process.

As specified by the authors in 2015, the results in their research showed that the fact of not knowing a word represented a limitation for students regarding the reading activities proposed by the investigators. In this way, the study found out that the lack of vocabulary and certain words impede the global comprehension of a text mainly because the words were new or the students did not simply understand the meaning of them even though a context was provided.

The vocabulary acquisition among learners

Another view is proposed by Cho (2011) when he said that learners may not manage a wide vocabulary, but they can find meaning behind specific words by guessing it. This guessing process

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is not random and it is focused in their vocabulary knowledge and the structures that they have studied in the past.

In his study, Cho (2015) remarked on as a result the effectiveness of putting first the vocabulary knowledge rather than the guessing process using the background knowledge or as it was stated before, the structures studied in the past by the learners. Moreover, as a pedagogical aspect, the researcher highlights the duty of teachers in terms of, firstly, finding relevant material for working the reading skills of students and secondly, to increase the vocabulary of learners as a goal, by means of extensive reading.

Methodology

For this part of the project, the methodology will be divided into two main sections, the pedagogical methodology which includes the implementation of the project and the materials used in it and, the research methodology, in which it will be find those aspects related to an investigation such as the approach, the instruments, the data analysis process, among others.

Pedagogical Methodology

Table 3

Chronogram of activities

Week	Date	Activity

Sixth week	April 7th	Virtual class about passive voice. Explanation ICFES Test.
Seventh week	April 21st	Virtual class about passive voice, conditionals. ICFES English questions. Observation
Eighth week	May 5th	Virtual class, review about passive voice, object pronouns, adverbs. Presentation letter of consent, participants and instrument
Ninth week	May 19th	Virtual class, topic related to the worksheet. Pre-test
Tenth week	June 2nd	Virtual class, topic related to the worksheet. Workshop reading comprehension. Interview.
Eleventh week	June 16th	Virtual class, topic related to the worksheet. Final test

In order to accomplish the objectives previously stablished on this project, the following activities were carried out so far, also it is important to mentioned that all the given lessons were developed through master classes via Jitsi Meet (appendix 1).

Firstly, on April the 7th the earliest class was carried out with students from eleventh grade, apart from the first observation. In this master class, the main topic treated was the passive voice,

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following the syllabus proposed by the English supervisor. The main tools used in this first master class were power point presentations (appendix 2). After finishing the lesson, the second part of the class begun, which was related to ICFES exam and its components, the practice teacher explained this to students using an infographic from the Ministry of Education (appendix 3), in which the seven parts of the test were clarified. Nevertheless, due to the lack of time, class was dismissed and the only the first three parts were explained to students.

Secondly, on April 21st the second lesson was carried out with the eleventh-grade students of this institution. In this opportunity, an overview related to the passive voice was developed and, following to syllabus, the conditionals were studied too (appendix 4). Carrying on with the topic related to the ICFES exam, the teacher continued with the information inside the infographic and finished the explanation about the parts of the test; subsequently, an ICFES booklet with some example questions were studied, in order to achieve the familiarization of students with this type of test (appendix 5).

In addition, for the development of this project and to articulate the work with the English supervisor, some worksheets were created going along with the indications proposed by him and the content inside the syllabus of the course. These worksheets included topics such as Wh – questions and exercises based on the ICFES exam (appendix 6).

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Research Methodology

Research Approach

Bearing in mind the path that this proposal took when it was formed, the qualitative research approach was the right option to choose. As Mohajan (2018) said, this type of approach allows the researcher to validate and give importance to the experiences within a social context, regarding objectivity and also inferring a cause-effect relationship. This last advantage fit perfectly, taking into account the two main components of the current proposal, which are the vocabulary acquisition and the reading comprehension, so in that order a qualitative approach helps to explore deeply a possible connection between these two.

Research Design

The research design chosen for the current investigation is the action research design. Mohajan (2018) stated that, action research focuses on the results caused by an action and the practice of it. He described this design and form a link with the educational field, which found support among teachers, the way how action research explores real scenarios and real circumstances. These ideas support the development of the proposal by means of offering the broader scope to analyse the influence of the vocabulary acquisition in the reading comprehension of students, due to the study of a real situation and the people (students) involved in that frame (English class).

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Setting

This action research study was conducted during the period March – June in 2021 at the Alejandro Humboldt School which offers to the community, located in the municipality of Fortul, Arauca in Colombia, elementary and high school education in the afternoon and in the morning shift respectively. According to the PEI's school (2013), this institution has been working with students since 1977 and offering to town an opportunity to transform, have an impact and a breakthrough.

Population

The target population for this proposal was composed by the Alejandro Humboldt School's students in the municipality of Fortul, Arauca in Colombia; the number of students, for the current period in which the project was developed, was 126 and they all took English classes in the institution at the time.

Sample

The sample for this investigation is composed of four students of eleventh grade at the Alejandro Humboldt School in the municipality of Fortul, Arauca in Colombia. These students were selected using the purposive sampling technique according to the interest of the investigation, in which Tongco (2007) explained that, this type of technique help the researcher to select the

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participants taking into account some factors such as the knowledge they can provide, the willingness to participate in the project itself and share their experiences.

Instruments for collecting data

According to Adosi (2020), conducting a research have a specific purpose, which consists of develop an action and provide information. This goal can be accomplishing by means of applying suitable instruments to collect the data and allowing a further analysis influencing the creation of authentic and plausible answers for the research and the objectives of it. Those instruments need to be chosen by the researcher bearing in mind his competencies and capabilities, even considering himself as an instrument in this whole process.

Taking into consideration the previous definition for a data collection instrument, this research used the following ones to accomplish this task:

- Non-Participant Observation

- Semi structured Interview

- Reflective journal

- Pre-test and post-test

Canals (2017) defined the observation as a tool used in the classroom when the teacher is also the researcher or a participant in the study. This type of instruments is popular among language education thus the person in charge of the research can be guided through the use of observation

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grills that help them to adjust their needs in terms of knowledge and to accomplish the goal of data gathering. Moreover, Kawulich (2005) defined a specific type of observation called the participant observation in which some actions are the main characteristics of it such as the open attitude, being free of prejudices and being interested about your participants. This author remarks the relevance of a careful observation, the ability of being a good listener and the possibility of facing serendipity during the research process. (Appendix 7)

Canals (2017) also described the semi structured interviews as a flexible way of asking questions or clarifications. This instrument allows the researcher to collect personal data and give the participant the opportunity to experience comfort and relax during the process, transforming the instrument in a conversation rather than a strict examination to obtain answers. According to the author, this type of interviews supports the obtaining of qualitative data and let the investigator to search in depth for information using the questions. (Appendix 8)

Apart from this, the University of Birmingham explains that reflection is an activity which encourage learning and improvement taking into account the experiences, the practices, the skills or even the responses of a person. This institution of higher education shows a model in which the process of reflection is carried out, following the learning cycle created by Gibbs in 1988 which includes feeling.

Finally, as part of the instruments, this study considered the application of a pre-test conceived in the research entitled Teaching Vocabulary to Adolescents to Improve Comprehension created by

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Curtis and Longo in 2001. This study shows a way in which teachers can help their students to enhance their reading comprehension skills; as a result, the research provides a pre-test comprised of ten questions related to vocabulary and how students can find the correct definition for each word. Also, the implementation of the post-test was considered, based on the ideas proposed by Mustafa et al. (2019) in which they described the use of tests for asses the reading comprehension skills of students; in their investigation, they used full texts and derived questions for that specific exercise, instead the current project used only multiple-choice questions based on the correct use of vocabulary. (Appendix 9 and appendix 10)

Schedule for implementing the data collection instruments

Table 4

Schedule for applying the instruments

Date	Participants	Tool	Activity
March 8th	Researcher	Word document	Implementation of the first entry for the Reflective journal
April 29th	Researcher	Word document	Setting up the non-participative observation
May 5th	Researcher and future participants	Jitsi meet and word document	Presentation of the letter of consent
May 17th	Researcher	Word document	Creation of the second entry for the reflective journal

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May 19th	Researcher and participants	Jitsi meet and power point presentation	Application of the first pre-test for students
June 2nd	Researcher and participants	Jitsi meet	Implementation of the first interview
June 18th	Researcher and participants	Jitsi meet and power point presentation	Implementation of the second interview and the post test

Ethical considerations

As cited in Fleming & Zegwaard (2018), it is a must for researchers the implementation of what they called the informed consent. This practice in the field of investigation is related to the fact the people who participate in the project know about the researcher, the nature of the investigation, the data that is going to be collected from them and how it will used in the future. Also, taking into account the sampling technique previously mention and the ideas form Creswell (2002), the experiences for the current project are essential, so the vocabulary and the way this information needs to be written in a respectful way, using always a good proper of the language and the narratives.

Limitations

When you conduct an investigation, there are problems that might arise along the way, and the ongoing research was certainly not the exception. First of all, it is known that the pandemic was the main issue for developing the practicum stage due to the measures taken by the government

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and the implementation of the virtuality in the educational field. This way of facing the situation in favour of safeguarding the health and integrity of the members of the educative community was the best choice, but presenting a new challenge for teachers and students that would have to accept speaking of the use of technologies and the adaptation of new habits. Another limitation presented for this research was the national strike and its consequences in the educative system. For instance, the Alejandro Humboldt school rearranged its schedule affecting the proper development of some instruments for collecting data and the classes that were intended to be carried out.

Data analysis process

Hatch in 2002, explained that five models for analysing data can be used when the qualitative research is chosen. These types are the interpretative, political, polyvocal, interpretative, the inductive and the typological. For this proposal, the last type called the typological analysis will be used due to its characteristics and relevance.

Hatch (2002) determine the typological way when using something that he called typologies, these typologies are born from categories or groups of data that later will be analysed. That being said, this proposal in its stage for creating and execute the instrument, was likely to have a better organization of all the information by smaller groups of data.

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In this way, the current study takes into account three main themes to form groups, which are the following: the first one is related to the reading comprehension skill and the issues students present when working with this; the second theme is linked to the vocabulary acquisition and the vocabulary knowledge they have to be able to respond to the exercise proposed; and the third theme correspond to those specific exercises who were useful for students and led a significant progress in this competences.

Results

Consequently, two main themes were created taking into account the data gathering process and the instrument used in this project such as the observation, the reflective journal, the pre and the post-test and the interviews. Those themes are the one linked to the effectiveness of the vocabulary learning to augment the reading skills and the specific exercises that were suitable for demonstrating the influence of the main concepts in the investigation.

Vocabulary acquisition and its effectiveness in the reading comprehension

Although the performance showed in the pre-test and the post-test do not rely on a solid betterment of the students' skills, it should be said that is their reading comprehension had a positive influence as a result of implementing those exercise, from the being familiarized with the

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ICFES exam structure to the activities included in those exams. In this way, students showed a better understanding of the questions proposed thanks to the key vocabulary presented in class, the structures that were studied and the simulation exams reviewed in the course.

Similarly, the participants expressed that key words help them to understand the global sense of a text, highlighting the importance of comprehend the vocabulary in a text to translate mentally it and giving it a meaning to the text that they are reading. Also, the students stated that there is an effect in the way the interpret the texts proposed and may be linked with the development and work of other skills in English.

Exercises with the consistent influence of the main components of the research

Regarding the type of exercises that were more suitable for the goal of this research, it was found that the questions in which the students had to complete the sentences, the simple questions about short texts and the examples given in the simulation of ICFES were the ones who had a significant impact among learners, due to the familiarization of vocabulary and the structure itself of what they were asked. This phenomenon highlights the possibility that if students are capable of understanding in a meaningful way simple activities, if the complexity is changed, they will be capable of improving not only their vocabulary knowledge but their reading comprehension at another level.

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Furthermore, the participants' opinions showed a relationship between the application of certain types of exercises or activities to stimulate their abilities to comprehend and analyse a text. This could be evidenced in the way they review the use of English in a general way by using some applications such as Duolingo or listening to music while reading the lyrics; both of these examples precisely stimulate the vocabulary, the learning process of new words and the comprehensions of authentic materials such as songs.

Conclusions

Thanks to the development of the pedagogical and research component, it could be verified when using certain types of exercises to stimulate the vocabulary skills and the reading comprehension of students, showing at the end that they can present enhancement of their capabilities in the English learning process.

Apart from this, the community is one of the main focuses on the English teaching process, providing the necessary tools to fulfil their educative needs and work together to incentive among the young learners the importance of learning a new language.

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Recommendations

Based on the gather information and the previous results showed, it is important to remark the possible issues that future researchers can addressed. The first subject is related to the way students understand better those instructions and statements when the teacher in charge used the mother tongue (Spanish language), so it would be interesting to delve much further into the effects of the native language on the vocabulary acquisition in a second language.

The second subject to bear in mind for future investigations would be the possible connection between the memory and the process to acquire new words in English and if this process is affected or not by the use of hand-writing, due to the fact that memorization and systematization are key aspects to learn vocabulary and maybe the use of word processors affects the long-term memory for learning new words in a second language.

Chapter IV: Outreach Component

The use of worksheets as a tool for teaching English with primary school students at Alejandro Humboldt School

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Introduction

Following the guidelines proposed in the project entitled "Sensibilización en la lengua inglesa en escuelas de primaria" created by the foreign language program of the University of Pamplona, this proposal also count on an outreach component related to the teaching of English in primary schools in our country.

For the explanation of this part of the project, it is necessary to clarify that the main limitation to develop this component was the null response of the primary headquarter of the Alejandro Humboldt school and its administration (which is different gorm the high school one); nevertheless, it was created a strategy with the use of worksheets to mitigate this issue which will be presented in order to give to the educational community the material available for learning and working with the English language with primary students.

Justification

The outreach component was created in order to work with the community of primary students. This population has the necessity to have a first contact with the foreign language since a young age to achieve the objectives from the guidelines proposed by the ministry of education in Colombia and have a meaningful impact in their nearest context.

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Since this part of the proposal is addressed to the younger learners, the use of worksheets was the most suitable strategy to implement because of the richness of the content of those pedagogical tools, the exercises the students can solve to review certain topics in English and certainly the advantage of using virtual resources that are accessible to the community.

Objectives

General Objective

To provide primary school students with pedagogical resources related to English learning.

Specific Objectives

To identify the body parts in English

To recognize the family members in a foreign language

To identify some action verbs using daily life sport

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Methodology

To carry out the outreach component of this proposal, three worksheets were created in order to offer both teachers and students the opportunity to work with some English subjects such as the family, the body parts and sports. Each worksheet contains a specific activity to review the topics previously mentioned and offer the student a different way to straighten his/her knowledge.

As stated by Lee in 2014, the usage of worksheets for teaching represents an opportunity for construct knowledge in a meaningful way. Another finding of this study explained that worksheets also can help teachers to evidence the progress of the learning process with the students, which is precisely one of the main goals of this strategy for the current component.

1.1   **Schedule for the outreach component**

Table 5

Schedule related to worksheets for primary students

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Date	Topic	Type of exercise included in the worksheet
First week of may	The family members	Crossword
Second week of may	The body parts	Matching exercise
Third week of may	Sports	Wordsearch

Based on the proficiency level of primary students in Colombia, the exercises included in the

worksheets of this component were all related to A1 level; for example, for the first week, the

topic chosen was the family members and the exercise selected for it was a crossword generated

by a website, in which we just write the words and some clues in order to build the activity

properly. Another worksheet is the one related to the body parts in which the student must match

the words with the image that corresponds. Finally, the activity in regard to sports is a worksheet

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in which the student has to find the words in a wordsearch related to the vocabulary of action verbs and sports of course.

Conclusions

For execute this part of the project, it was necessary to think about the necessity of the community in terms of the English learning. The primary students have their first steps in knowing the language thanks to school and it is important to teachers to take advantage of the situation and make the English teaching more enjoyable.

In this way, the use of worksheets represents the innovative way of teaching learning and overview those topics previously studied by them in order to reinforce their knowledge. This is how the variety of the exercises and the way they are structured are key aspects to motivate the developing of the work and have a meaningful learning with the language.

In the following link, it will be presented the worksheets related to this component:

https://drive.google.com/drive/folders/1vySgxXLw-EEJjt9V8BjzNgYu4iAvHbaT?usp=share_link

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Chapter V: Interinstitutional Activities Component

Introduction

This component of the project resides of the necessity of the practice teacher to interact with that part of the institution that is not only pedagogical but is related to the cultural aspect and the administrative elements of it. Unfortunately, for this current project, a lack of participation for these types of activities is being present from day one, related to the fact that the events were developed during virtuality or the meeting with the committees of the institution were not possible.

Objectives

To be engaged with the life school in matters of Interinstitutional activities

To encourage students to participate in activities related to the school governance

To establish a communication channel with students for academic proposes

Methodology

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Although that situation, there are a few Interinstitutional activities that could be carried out during the development of this project. The first one is linked to the opportunity of the practice teacher of being part of the election of the student representative on March 26th (appendix 11). The role of the practice teacher was that of a jury during the elections developed from 7 a.m. to 12 m. This activity allowed the teacher to take part of the school community and get involved with those internal and administrative events that are an essential part of the school life.

The second activity corresponds to the fulfilment of schedules of guidance, attention to students, reinforcements, orientation and pedagogical support. This type of Interinstitutional activity was carried out using the instant messaging application WhatsApp, with the aim of maintaining a synchronic communication with a previously stablished schedule (appendix 12).

Chronogram

Table 6

Chronogram for the interinstitutional activity related to the election of student representative

Date	Activity
March 9th to 12th	Video presentation and project to school community
March 15th to 25th	Campaign prepared by each candidate
March 23rd	Virtual debate with the candidates
March 26th	Election day

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Conclusions

The interinstitutional aspect of this project was really helpful for the pre-service teacher due to the bond that he could create with the community; it is known that the teaching role not just relies entirely in the classroom or with topics related to the English learning process, but with sense of community and participation in the school where we work.

Given the above, when it was the election day and all the teachers were there in order to help, the pre-service teacher realized the importance of participation and having a sense of belonging, which are key aspects in the school community because it will help to improve the relationship between the different actors in the pedagogical field and teach not only the English area but some values and acts related to democratic system that has our country.

Last but not least, the implementation of the WhatsApp groups to communicate with students is a good strategy, putting in practice the use of ICTs and creating channels when the students can ask some questions or ask for guidance, of course following the rules and the schedules determined by the mentor in advance.

In the following link, it will be presented the worksheets related to this component:

https://drive.google.com/drive/folders/1KxRYs9QSqOif0-FFX2H8FviDp1YZ5y1V

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Chapter VI: Reflective component

The reflective component is the one related to the process who led all the narrative that were created since the beginning of the pre-service teaching. In this part, several aspects were addressed like the participation in the student representative election, the time management when developing a class, the use of worksheets and the implications of applying them during the virtuality, the importance of using ice-breakers during the lessons and the communication between the teacher and the students.

All the topics previously mentioned, helped the pre-service teacher to meditate whether in the present or for the future development of his classes. For instance, some aspects like the ice-breakers helped the pre-service instructor to plan future strategies to keep his classes more active and less boring; another example would be the management of time and how this experience led to think better and structure more efficiently the way a lesson was taught in order to cover all the topics disposed for that occasion. Talking about the future, these narratives illustrate the first steps as future teachers in real educational environments, so later the teacher would be able to react in a positive way for some possible issues like the communication with students or the use of worksheets in the English teaching process.

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To conclude, reflecting on your own teaching techniques or your teaching process will help you to understand the needs of students and the possible ways to improve the class. It is not about just writing, but keeping in mind all those experiences that will come in handy and use the acquired knowledge to become a more qualified English professor.

In this link, it will be found a folder containing all the narratives:

https://drive.google.com/drive/folders/1qSGpQ5pDHmzKi_kwzl8K6tKqb9XE6UHn?usp=share_link

Chapter VII: Material design

Table 7

Activities designed for the use of the English course

Type of material	Topic studied	Short description of the content	Objective of the material

Reading comprehension activity	Comparatives and clothes	The exercise is composed of a song and some questions. Also, the students have to formulate sentences using comparatives alluding like the prose of the song.	To deduce the correct use of vocabulary based on a text.
Vocabulary activity	Objects we can find in the house	The activity consists in matching the words with the correct image and also creating sentences using the given vocabulary	To recognize the proper use of words in a context
Review activity	English tenses	With this material, the students will dispose an extra explanation related to the tenses studied in class with considerable number of examples.	To recall the tenses in English
ICFES test run	Ads in English	The students have to answer some questions using their vocabulary knowledge and putting it in context	To identify the setting of basic ads in English
ICFES Test run	Use of language	In this test run, the student has to find the right answer to some questions in a fake conversation	To demonstrate the proper use of English based on real-life conversations

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ICFES test run	Reading comprehension and grammar	Students have to fill the gaps using their knowledge in tenses, modals and superlatives.	To complete the sentences based on previous grammar knowledge
ICFES test run	Vocabulary of places	In this activity, the student has to match the correct word with a brief description of the place in English.	To identify the meaning and the context of a word

In the following link, it will be found a folder containing all the material previously mentioned:

https://drive.google.com/drive/folders/1pcmexiGB3LsiKmLipoiQjrAbnFvDRgtP?usp=share_link

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