Implementing Digital Storytelling Workshops to Improve Reading Comprehension and

Vocabulary in Students from Eight Grade at Alejandro Gutierrez Calderón School in

Cúcuta

Natalia Stefanny Omaña López

University of Pamplona

Faculty of Education

Foreign Languages Bachelor Degree

Teaching Practicum

Pamplona, Norte de Santander

2022

Implementing digital storytelling Workshops to improve reading comprehension and vocabulary

in students from eight grade at Alejandro Gutierrez Calderón School in Cúcuta

Integral Practice Coordination

Myriam Edilma Gómez Filigrana

Mayeini Katherine García

Tutor

Yakira De Jesus Villamizar Bimber

University of Pamplona

Faculty of Education

Foreign Languages Bachelor Degree

Teaching Practicum

Pamplona, Norte de Santander

2022

SC-CER96940

TABLE OF CONTENT

SC-CER96940

Tables

Figures

Annexes

1.   Chapter I: General Presentation

Presentation

The present project was intended to be potentially useful for the analysis of its components within what was proposed to achieve the stipulated objectives.

Therefore, this formative process gathers the theoretical and practical knowledge of the other semesters taken, taking into account that it is carried out in the last semester of the degree in foreign languages. Likewise, at this stage it is proposed to manage the educational environment where the prepared student will eventually be able to assume the role of teacher with a pedagogical and investigative approach characterized by an optimal profile.

Specifically, this project encompasses four components focused on practical teaching from different perspectives. Among them, the first one was based on the institutional observation in which it was evidenced the different functionalities that the teacher can know and associate within the labor field where he/she will develop the capabilities in the future. In addition, the component of pedagogical research is taken, which seeks to be of great use in establishing the needs of students through a project that offers innovation to be adapted and implemented taking into account the constant lack of vocabulary. This focused on the culture itself that must be considered for the acquisition of vocabulary and the respective communicative development in real and contemporary contexts following the methodology.

The third component focused on the approach to the community, where an academic reinforcement project is implemented based on the implementation of educational songs in order

to complement the academic activities of fourth and fifth grade students. This allowed the teacher in training to different didactic strategies in the face of the different obstacles that impede academic improvement in the area of English. It should be noted that it is necessary to take into account the elements that hinder learning such as lack of motivation, lack of attention and the necessary didactic material to raise the levels of academic performance, which the project focuses on decreasing.

Finally, the last component was focused on intra-institutional activities which were oriented to the timetable of the educational institution where academic activities are given to the students, developing in them a sense of responsibility, belonging and commitment. This at the same time allows the student to acquire values and the free development of the personality.

1.1 Introduction

Nowadays, the world has evolved on a large scale, the world is globalizing and so are the means of communication, therefore languages are becoming more important to learn.

Learning a second language offers numerous advantages, the acquisition tends to be beneficial to people within their environment. Being able to speak a second language can be enjoyable as it increases self-confidence and facilitates many aspects of daily life, such as more easily understanding movies, music, making friends, and even traveling abroad. However, it is no secret that learning a second language is a real challenge, so it requires a lot of effort, attitude and time. For example, learning English as a second language is a process that must be a process of persistence because in addition to learning the theory, practice must always accompany it. In fact, as mentioned Stein-Smith (2017) Foreign language skills have long been associated with cognitive, professional, cultural and personal benefits.

Therefore, second language learners experience an integrated process of learning all components of the language. This allows them to acquire opportunities for brain development and improvement in social activities.

However, it should be noted that not all subjects learn in a more significant way, i.e., the mental process of an adult is not the same as that of a child. In other words, learning a foreign language is much easier for children, which will support their education and integral growth.

Certainly, there is some reasoning that supports this increased attention to ELL throughout the preschool years, including the point that the child's brain is like a sponge, absorbing everything they hear cited in (Sari, 2019).

Therefore, the way in which children learn a second language is of utmost importance since in their basic and secondary education they should acquire as much as possible about basic knowledge such as vocabulary, grammatical structures and the development of such essential skills as comprehension, communicative ability and interaction.

The search for a perfect strategy for this has been quite an odyssey since children can learn in different ways. However, one thing in common is that children are attracted to what is new, what is dynamic, what they can enjoy and learn at the same time.

1.2 Justification

Taking into account that the Alejandro Gutierrez Calderon School has been taking the challenge of working progressively in the ICFES tests, which are of great importance not only to overcome the indicators set by the general curriculum of the English area, but also to check the

level of language that students have acquired in the course of their secondary education; That is why the achievement that teachers want to acquire is that their scores are satisfactory. Based on this fact, it is essential to analyze and diagnose the state of the student population with respect to the knowledge of the English language, in order to identify their real linguistic needs. Based on the institutional observation stage by the practicing teacher at the main educational headquarters, focusing on eighth grade students, an urgent need to reinforce the vocabulary component as well as the reading comprehension skills in different contexts was observed.

In this way, the common factor to reinforce the results of English in the state tests through the acquisition of vocabulary and the reinforcement of reading comprehension is that through these two elements learning can be significantly increased since the best way to learn new words and master a language is through interaction, practice and reading. The above, justifies the importance of working on such a neglected linguistic ability, and for this project, to use an innovative and relevant methodology to the current educational paradigm of public schools in Colombia. Likewise, during the applicability of the strategies that seek to improve the skills described above, the role of the teacher in training becomes an undeniable fact, taking into account the way of using and presenting the material plays a fundamental role in motivating students to actively participate; Ramirez (2018) states that the accurate selection of teaching strategies for students, as well as the appropriate criteria for the preparation of materials, are powerful factors that result in a successful personal growth as a future English educator.

Therefore, considering that reading comprehension levels have been noted to be low on tests and in fact, this is an important factor in obtaining a good result in either Spanish or English. Students ignore the fact that comprehension is the means by which information is

interpreted, and if this is not achieved correctly, the information will not be transformed into something productive. Comprehension in, students must be developed accordingly, as storytelling is not only limited to entertainment, but can also be used as an effective teaching tool in the language classroom. As the purpose of the present project, it is intended that the effects of storytelling will greatly help to improve learners' communication skills. As supported by Mokhtar (2011) Results show that storytelling has beneficial effects on reading skills as students are able to associate meanings and emotions with words. Students also develop their vocabulary and learn when and where to use certain words and phrases.

1.3 Objectives

1.3.1 General Objective

- To carry out the teaching practice through the pedagogical and research component, community outreach and intra-institutional activities.

1.3.2 Specific objectives

- To promote reading comprehension for vocabulary acquisition through the implementation of short stories.

- To reinforce the learning of English in eighth grade students of Colegio Alejandro Gutierrez Calderón.

- To participate in the intra-institutional activities stipulated by the Alejandro Gutierrez Calderón School

2. Chapter II: Institutional Observation and Diagnosis Report

2.1 Fieldwork set-up and preparation

In order to achieve an exploration of the situation within the institution which includes the criteria and rigor of a constant observation of the research, some elements must be taken into account. Therefore, in order to have a deep immersion in the context of the institution where the integral practice is carried out, a measured observation was carried out taking into account that an administrative, pedagogical, technological and population level diagnosis was made, all this with the purpose of having a complete knowledge about the institution where the field work was carried out.

2.2 Recognition of the fieldwork

In order to know in depth the educational institution which was assigned to the teacher in the stage of practice, it was pertinent to know and diagnose the public central campus of the Alejandro Gutierrez School, which operates in commune 9 of the city of San José de Cúcuta, Norte de Santander.

2.3 Design of community immersion strategies

As part of the process of immersion in the educational community where the internship stage takes place, taking into account the total face-to-face modality developed by the institution, the intern teacher found very important issues related to the educational context, such as the monitoring of the coexistence manual, analysis of the institutional educational project (PEI), methodology and pedagogy of the English teacher, participation in institutional activities, and pedagogical resources. In addition to this, the trainee teacher made her official presentation of the groups with which she will work in her internship process.

2.4 Characterization of the setting

The educational institution is composed of four campuses; the main campus which offers secondary and technical education focused on administrative management in a double day, the first day that begins at 6:00 am until 12:00 noon. On the other hand, the second day starts at 12:30 pm until 6:00 pm. In addition, the institution has other sites which provide primary education in other areas close to the main one.

2.5 Elaboration of interview guidelines

As part of the institutional observation, the internship teacher conducted two interviews. Firstly, one was directed to the English area teacher supervisor in person, where the instructor explained the pedagogical and technological tools used in the implemented methodology. Likewise, the difficulties and needs with respect to the teaching-learning process caused by the passage of the pandemic were known. On the other hand, an interview was conducted with some eighth grade students, which consisted of a series of questions about their own learning perceptions. It should be noted that these interviews were recorded in order to extract significant information and, in turn, to provide feedback.

2.6 Encounters with the members of the educational community

Taking into account that Alejandro Gutierrez Calderón School implements the classroom modality, all meetings with teachers, directors and the educational population in general, were held in person within the institution, complying with the biosafety protocols required by the school. In order to know in detail the classrooms, work dynamics, regulations, student groups, meetings were held during the observation period.

2.7 Documental analysis

2.7.1 Topographical location of the institution

The Instituto Técnico Alejandro Gutierrez Calderón is located at Calle 11 No 22-40 in the Cundinamarca neighborhood in the city of San José de Cúcuta. In addition to having the main campus which deals with secondary education, it has three sites where elementary and preschool education is taught which are "Sede San Juan Bosco", "Sede de barones" and "Sede Virgen de Fatima". Also, this institute was founded under the legal basis granted by Law 115 (1994).

2.7.2 PEI of the institution

The Institutional Educational Project, under the legal basis granted in Article 73, presents the educational community with the purpose of achieving the integral formation of the student. Each educational establishment must develop and implement an Institutional Educational Project that specifies, among other aspects, the principles and purposes of the establishment, the teaching and didactic resources available and necessary, the pedagogical strategy, the regulations for teachers and students and the management system, all aimed at complying with the provisions of this law and its regulations.

Within the project are the key elements related to the institutional philosophy, and the developments that have been proposed for such purposes, as well as the institutional horizon in which the educational proposal is embodied towards a competency-based training, from the conception of the student as a holistic person.

This Institutional Educational Project PEI, is structured from the four areas of management that involve the life of the Alexandria community: the directive, administrative, academic and

Icontec
ISO 9001

SC-CER96940

community. It is continually being renewed, with the purpose of maintaining a quality education for innovation and creativity in students.

2.7.3 Mission of the Institution

The educational institution Alejandro Gutierrez Calderon seeks to offer the Alejandrina community a comprehensive education at the levels: preschool, primary school, secondary school and technical high school articulated with SENA, for the labor and professional and professional training towards a better quality of life.

2.7.4 Vision of the Institution

Based on the educational mission, by 2020 the Alejandro Gutiérrez Calderón school projects itself as an innovative and enterprising academic community, with visionary and competent students in financial and environmental management.

2.7.5 Institutional Principles

The principles set forth in the PEI of the institution are based on:

Availability: All minors have a fundamental right to the existence of a

public educational system.

Access: Every minor has a fundamental right of access to free compulsory basic public education.

Permanence: Every minor has the fundamental right to remain in free public basic education.

Right to Education: Free right to the development of the personality as a fundamental

without any discrimination whatsoever.

Inclusion: It is the possibility that all persons may be integrally formed in the educational institution, and may enjoy all the benefits of free public basic education, and can enjoy all the resources it has, without being discriminated against or limiting their participation.

Quality: To offer an integral educational service to the population where the educational institution has its radius of action, without having of action of the educational institution, regardless of the socioeconomic conditions of the students.

Social Equity: To recognize people as subjects of rights... "without any discrimination for reasons of sex, race, national or family origin, language, religion, political or philosophical opinion".

Freedom: To promote the free development of personality and thought, praxis and autonomy of the educational community.

Acceptability: The educational institution must be recognized for the work it performs within the community where it operates and provides a comprehensive education to its students.

Development of Culture: Respect and promote the cultural diversity of the environment where the institution is located.

2.7.6 Organigram of the institution

Figure 1. Organigram of the institution
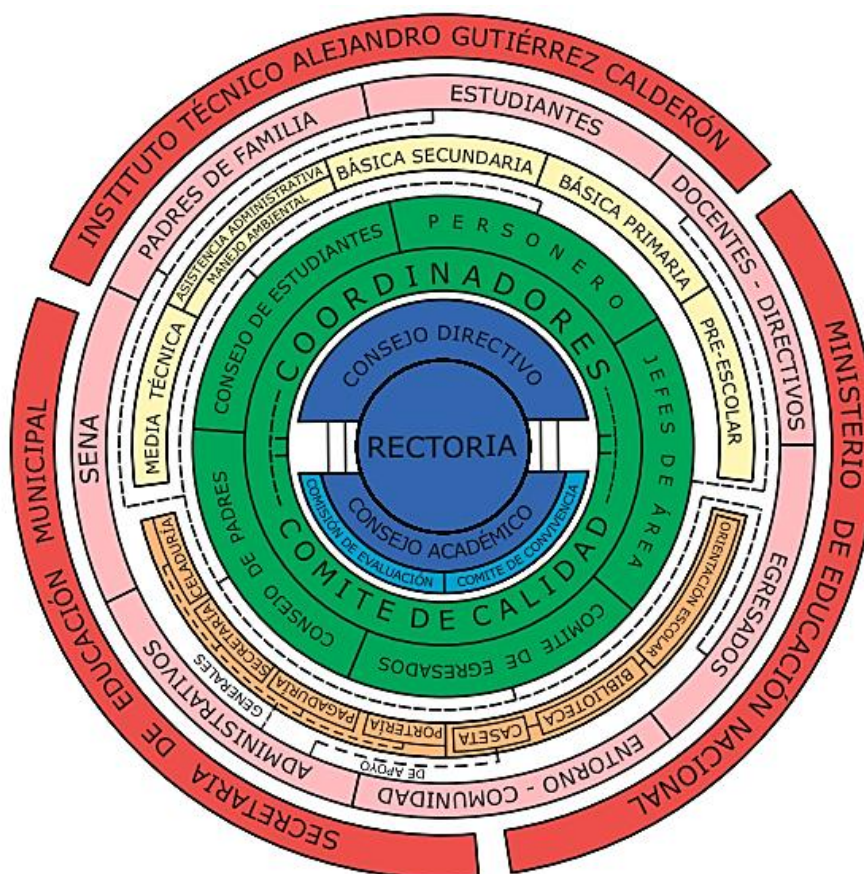
2.7.7 Rulebook of the institution

The rulerbook of the Alejandro Gutierrez Calderón is a document that establishes

mechanisms, procedures and pedagogical alternatives for the prevention and resolution of

situations that affect school coexistence. There are a fundamental part of the Institutional

Educational Project (PEI) in which the rights and obligations of all members of the educational community are defined.

They are based on many laws, but one of the main ones is Law 1620 of 2013, which creates the National System of School Coexistence and Training for the Exercise of Human Rights.

This statement seeks to promote a rights-based with a rights-based approach, strengthening human dignity, self-knowledge, self-esteem and the construction of a sexual identity within the respect for difference, affectivite for difference, affectivity, mutual respect, and preparing for a harmonious and responsible family life.

It is the result of disinterested and permanent research work carried out by the strata that make up the Educational Community, eager to give significant answers to the changes raised in the National Constitution, in the General Law of Education and its regulatory decrees, as well as in the Law of Childhood and Adolescence, and in the Law of School Coexistence; condensed in the Institutional Educational Project (PEI), making them a reality achieving unity as a School merged to other educational communities, seeking full integral human development.

2.7.8 MEN's lineament face to health emergency

Based on the sanitary emergency caused by the covid-19 pandemic, the institution effectively implemented from the beginning, some sanitary strategies to protect the communicative community, especially those most vulnerable to possible infection, its teaching staff and students. Therefore, at the beginning of this emergency, classes were taught exclusively

virtually, i.e., students took their classes from home and worked periodically on the basis of syllabus.

Subsequently, at the beginning of this year, the on-site modality was implemented, a positive measure that has allowed all educational personnel and students to attend classes under a regular educational day; in effect, complying with biosafety protocols in every part of the institution.

2.7.9 School shift

Taking into account the school shift, the teachers of the main campus and elementary schools work the school day until noon, this in response to the total was agreed based on the recovery and academic normality in which teachers attend school and work their day in person.

It should be noted that the institution manages both morning and afternoon shifts, therefore there must be an order in which the respective shifts are respected.

2.7.10 Schedule of the institutional program

Table 1. Schedule of the institutional program

ACTIVIDADES	Ene	Feb	Mar	Abr	May	Jun	Jul	Ago	Sep	Oct	Nov	Dic
Inicio del primer semestre	31					19						
Inicio del segundo semestre							04				27	
Proyecto lector			22									
Primer Período	31			01								
Evaluación bimestral			22	01								
Segundo periodo				04		17						
Evaluación bimestral						03-13						
Tercer periodo							05		09			

Icontec
ISO 9001
SC-CER96940

CERTIFIED
IQNet
MANAGEMENT SYSTEM

Evaluación bimestral									1-13			
Cuarto periodo									12		25	
Evaluación bimestral										25	04	
Nivelación final											09-18	
Elección del personero			11									
Interclases				29								
Semana cultural										05-07		
Dia del reciclaje					20							
Semana Biblica									19			
Clausura de Secundaria												01

Día del Medio Ambiente						07							
Entrega de informes													02

2.8 Pedagogical level

2.8.1 Planning of the English area

English planning area is based on the curriculum suggested by the Ministry of education named basic rights of learning (DBA).

2.8.2 Knowledge of the available pedagogical resources

Regarding the pedagogical resources available to English teachers for the development of their classes, the institution has a series of classrooms equipped with digital devices such as laptops, televisions, audio equipment, and projectors. These tools are at the service of the student population, however, a letter of permission must be issued to the directors.

On the other hand, it is pertinent to point out that the institution has focused within its institutional plan on the improvement of ICFES test scores in areas such as English, therefore they have a pedagogical strategy led by didactic material simulations called *Test Tuesdays* by Milton Ochoa.

Finally, the English teachers have indicated that using didactic virtual platforms have helped to a great extent to motivate the children to continue highlighting their good academic

performance, platforms such as Duolingo and EWA have allowed the children to demonstrate an

active practice in basic English subjects on a weekly basis.

2.8.3 Syllabus

Table 2. Syllabus

	META	FUNCIONES	OBJETIVOS
DERECHOS BÁSICOS INGLÉS	• Solicita y brinda información sobre experiencias y planes de manera clara y breve. • Explica por escrito, de forma coherente y sencilla, situaciones y hechos. • Reconoce información específica en textos cortos orales y escritos sobre temas de interés general.	• Intercambia información sobre temas académicos del entorno escolar y de interés general, a través de conversaciones sencillas, diálogos y juego de roles. • Realiza recomendaciones a personas de su comunidad sobre qué hacer, dónde, cuándo o cómo. • Hace exposiciones breves sobre un tema académico relacionado con su entorno escolar o su comunidad.	• Expresa sus emociones y sentimientos sobre una situación o tema específico de su entorno familiar o escolar, presentando sus razones de forma clara y sencilla. • Narra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita.
MÓDULO 1 SOSTENIBILIDAD	• Evaluar el impacto de las acciones humanas en el medio ambiente en el país. • Evaluate the impact of human actions on the environment in the country.	• Presentarse ante un grupo. • Describir acciones humanas. • Solicitar información sobre acciones. • Dar sugerencias para mejorar prácticas. • Expresar opiniones sobre acciones. • Discutir buenas y malas prácticas.	• Describir situaciones relacionadas con temas cotidianos de interés general de manera oral y escrita. • Elaborar un texto expositivo escrito sencillo sobre temas cotidianos de interés general. • Intercambiar información sobre temas cotidianos de interés general a través de diálogos. • Identificar información sobre temas cotidianos de interés general en textos expositivos cortos orales y escritos.
MÓDULO 2 SALUD	• Formular iniciativas para la prevención de desórdenes alimenticios. • Formulate initiatives for the prevention of eating disorders.	• Dar sugerencias, recomendaciones. • Dar y solicitar información. • Expresar condiciones. • Describir experiencias pasadas. • Describir enfermedades, síntomas, partes del cuerpo, tratamientos • Describir rutinas de alimentación.	• Elaborar textos orales y escritos sobre recomendaciones relacionadas con temas de interés general. • Intercambiar información sobre temas de interés general a través de conversaciones. • Identificar información sobre temas de interés general en textos descriptivos cortos orales y escritos.
MÓDULO 3 DEMOCRACIA Y PAZ	• Reconocer el papel del lenguaje (positivo y negativo) en la construcción de paz en la comunidad. • Recognize the role of language (positive and negative) in the construction of peace in the community.	• Justificar puntos de vista. • Expresar hechos y opiniones. • Expresar condiciones. • Describir experiencias pasadas. • Expresar sueños, planes futuros.	Describir de manera oral y escrita, situaciones relacionadas con temas de interés general. Identificar hechos y opiniones en textos orales y escritos sencillos de mediana extensión relacionados con temas de interés general. Intercambiar información sobre temas de interés general través de juegos de roles.
MÓDULO 4 GLOBALIZACIÓN	• Determinar el impacto del consumismo en los jóvenes. • Determine the impact of consumerism in adolescents.	• Expresar opiniones. • Justificar puntos de vista. • Formular y responder preguntas sobre un tema. • Expresar condiciones. • Describir experiencias pasadas. • Expresar planes futuros.	• Identificar información relevante sobre temas académicos en textos expositivos orales y escritos de mediana extensión. • Elaborar textos expositivos escritos y orales sobre temas académicos. • Intercambiar información través de preguntas y expresiones.

2.8.4 Methodology of work of the English staff

The English staff at Colegio Alejandro Gutierrez Calderón has meetings throughout the year on the dates stipulated in the academic calendar to socialize the work that has been done, set goals and follow objectives proposed by the classroom plan. Likewise, teachers work cooperatively in the development of content, competencies and components based on the basic learning standards without leaving aside the individual work on strategies, resources and didactic materials for the proper development of English classes.

2.8.5 Accompaniment methodologies of learning

The methods of accompaniment of the English teacher back to the face-to-face modality are based on face-to-face tutoring for those who present difficulties in their learning. During a stipulated time and outside class hours, doubts are clarified and work is reinforced.

2.8.6 MEN's guidelines (standards)

Table 3. MEN's guidelines

GRADOS 8 a 9 Básica Secundaria Pre intermedio 1 (B 1.1)	
Escucha	**Lectura**
• Sigo las instrucciones dadas en clase para realizar actividades académicas. 2	• Identifico iniciación, nudo y desenlace en una narración. 2
• Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición. 2, 3	• Reconozco el propósito de una descripción en textos narrativos de mediana extensión. 2
• Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado. 1, 2	• Identifico puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado. 1, 2
• Reconozco los elementos de enlace de un texto oral para identificar su secuencia. 2	• Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos. 1, 2
• Muestro una actitud respetuosa y tolerante al escuchar a otros. 3	• Identifico la recurrencia de ideas en un mismo texto. 1, 2
• Identifico diferentes roles de los hablantes que participan en conversaciones de temas relacionados con mis intereses. 2, 3	• Identifico relaciones de significado expresadas en textos sobre temas que me son familiares. 1, 2
• Utilizo mi conocimiento general del mundo para comprender lo que escucho.	• Represento, en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personas. 1, 2
• Infiero información específica a partir de un texto oral. 3	• Valoro la lectura como una actividad importante para todas las áreas de mi vida.
• Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes. 2, 3	• Comprendo la información implícita en textos relacionados con temas de mi interés. 2
• Reconozco el propósito de diferentes tipos de textos que presentan mis compañeros en clase. 2	• Diferencio la estructura organizativa de textos descriptivos, narrativos y argumentativos. 2
	• Identifico elementos culturales presentes en textos sencillos. 3

Referencias	**COMPETENCIAS COMUNICATIVAS**		
	① Competencia lingüística	② Competencia pragmática	③ Competencia sociolingüística

2.8.7 Schedule

Supervisor schedule					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00-6:55	8-02	6-02	8-02		
6:55-7:45	7-01	6-01	8-01		6-01
7:45-8:40	7-01	7-02	8-01		8-01
8:40-9:35			7-02	7-01	8-02
9:35-10:10	DESCANSO	DESCANSO	DESCANSO	DESCANSO	DESCANSO
10:10-11:05	6-02	6-03		6-03	6-02
11:05-12:00	6-02		6-01	6-03	7-02

Table 4. Supervisor schedule

2.8.8 Courses

The supervising teacher is in charge of three grades: Sixth, Seventh and Eighth. Each grade has 3

groups named by numbers, i.e. "6-1, 6-2, 6-3", "7-1, 7-2" and "8-1, 8-2, 8-3", all groups are

  located in the morning. Each group has approximately 30 to 40 students.

2.9 Technological level

2.9.1 Level Connectivity

In terms of technology connectivity, the Alejandro Gutierrez Calderón school has 3

computer classrooms and a high bandwidth for internet connection, thanks to the national

SC-CER96940

government's efforts to create digital classrooms equipped with Aulas Tic. However, this benefit is applied in a gradual way, that is, to access these digital devices must have permission from the coordination of the institution as it seeks to save and maintain the equipment.

2.9.2 Access to and use of platforms

Access and use of educational platforms are limited. Therefore, the easiest access alternatives such as WhatsApp, where work material and pedagogical guides are shared. As for virtual didactic platforms, teachers choose to review or practice through the Kahoot platform where children can put into practice what they have learned in a more fun and innovative way. It should be noted that this type of activities are carried out when the virtual classrooms can be visited because the connectivity in the location is much better.

2.9.3 Description of digital resources used

The digital resources that the center has for communication with its students in the virtual part corresponds to the main use of WhatsApp, given its easy access from cell phones (since most do not have a computer or internet connection), on the other hand, there is the use of the Web platform schools where the teacher shares the material and leaves the work instructions.

2.10.1 Population level and target population information:

Number of students

Taking into account the number of students enrolled in the eighth grade courses and based on the existing groups (8-1 / 8-2), there are approximately 70 students.

Gender

In the two groups of eighth grade of the Alejandro Gutierrez Calderón School, there is a mixed student community.

Age

The average age of eighth grade students is approximately 13 to 18 years old.

2.10.2 Language level

According to the curriculum proposed by the Ministry of Education, by the eighth grade the language level should be A2. However, because of the health emergency, the language level of the students has dropped to an even lower range than A1, in fact it is a reality faced by many public schools in the country.

English teacher staff

The English teaching staff at Alejandro Gutierrez Calderón School is made up of 3 English teachers for the main secondary campus. It is worth highlighting the level of specialization studies. They are:

Table 5. English teacher staff

Teachers in charge of the main campus (Secondary education)	
Belsi Rangel Sierra	Nubia Stella Carrillo Criado

Administrative staff

Rector	*Oscar García Henao*

Academic coordinator	*Maria Yaneth Caballero*
Coordinator primary campuses	*Oriel Capacho*
Counselor	*Ana Karina Carrascal*

Table 6. Administrative staff

2.10.3 Parent's community

In order to work together for mutual benefit, the Alejandro Gutierrez Calderón School has a community of parents who participate in the academic and administrative processes of the institution; in addition, they are part of the parents' sector of the school government with positions within the board of directors and the parents' council; all guided by the intention of building a more equitable, inclusive and politically correct school for their children.

3. Chapter III - Pedagogical and Research Component

Implementing digital storytelling workshops to improve reading comprehension and vocabulary acquisition in students from eight grade at Alejandro Gutierrez Calderón School

3.1 Introduction

The expectation on the national vision about the teaching of English as a second language that should be taught in schools from a basic education has not been very positive, as there are some obstacles that prevent the education methods implemented to be innovative and do not allow the development of English classes to be given in an excellent way. In fact, according to

SC-CER96940

the British council (2015) two thirds of university entrants were at A1 or less in English, according to standardised test results. Based on the above, there is a contrast in what is stated by the basic rights standards where they indicate that eleventh grade students should have at least a B1 as indicated in the previous study "Graduates are expected to reach at least B1 level".

Based on the fact that the objectives have not been met with satisfaction, the English language learning landscape is a bleak one. Therefore, the Ministry of National Education decided to create the national bilingualism program which aims to strengthen the teaching and learning of foreign languages in students in preschool, elementary and middle school MEN (2019).

English is a fruitful and really useful tool which offers students better opportunities for life, education and even work, it is for this reason that the government plan has established a suggested curriculum plan which works together with the basic learning rights (DBA) in order to adapt pedagogical strategies and relevant material to the learning of children in secondary education.

However, the difficulties detected in the process of learning English, some shortcomings such as lack of vocabulary knowledge and lack of reading comprehension that have been presented in the results, have been noticing the state tests of knowledge (ICFES) have notoriously affected the academic performance of students in initial grades. That is why the present research component of this pedagogical project intends to address these needs to address skills such as reading comprehension, which is a strategy for the acquisition of vocabulary as stated by Vivanco (2001) the motivation to learn a foreign language is clearly shown in reading comprehension or oral practices based on a topic of interest to students. This method is

implemented through short stories in order to meet needs and work with more meaningful alternatives for learning a second language in the institution.

3.2 Problem

Beforehand, it is worth noting that one of the most common weaknesses of students who are learning a foreign language is the extent to which they develop vocabulary acquisition, which leads to problems in reading comprehension. It is correct to keep in mind that reading is one of the most favored skills and should be practiced more in English classes. As mentioned by Muñoz (2010) the reading comprehension deficit is a consequence of several factors, one of which is found to be poverty of vocabulary. Based on this, during the period of institutional observation led by the trainee teacher, it became evident that English learning skills are notably deficient, such as reading ability, lack of vocabulary and listening skills. Although the teachers' objective is to concentrate on teaching grammar for better comprehension, the students do not like to read. According to a study by Lozano (2004) the vast majority appear in the "non-regular readers" group (21%) and their consumption of books per year generates concern.

Specifically, the following questions are posed to address this problem:

- How does the use of digital storytelling-based workshops improve reading comprehension?

- How does the implementation of digital storytelling, improve students' vocabulary acquisition?

- What are students' perceptions of learning through digital storytelling?

3.3 Justification

The implementation of digital storytelling workshops not only improves reading comprehension but also provides a great stimulus in the acquisition of vocabulary as well as helps students to listen to each other to expand listening comprehension as a strategy to improve English learning in a classroom of secondary school children. In addition, the teacher can use specific activities to develop reading, using authentic materials such as storytelling as this is the original way of teaching. All kinds of fascinating narratives are used in various situations depending on the age and situation of the students. One of the best activities to motivate students to learn English is to use storytelling in English classrooms. Storytelling can also help learners feel more confident that they can express themselves spontaneously and creatively (Dilfuza, 2021).

Due to the fact related to hindering vocabulary retention on a permanent or at least long-term basis was identified. This is possibly due to the neglect of language skills in the classroom. In turn, this is also a consequence of the havoc wreaked by the virtual modality during the school year, where student performance was less optimal and demotivating. To mitigate these deficiencies in the English learning process, the implementation of workshops was proposed where storytelling with a focus on short stories in English is the tool or strategy that supports the improvement of reading comprehension to acquire an enriching vocabulary and in turn allows to reinforce listening comprehension.

Reading should be followed up to check learners' comprehension. Thus, according to Coady (2003) reading is usually the main vehicle for the continued acquisition of new vocabulary in L2 learners of literature. Although one of the biggest challenges for teachers is to

encourage reading, this strategy is taken as an innovative tool which energizes the English class with the help of other activities.

3.4 Objectives

3.4.1 General Objectives

- To implement storytelling workshops to improve reading comprehension and vocabulary acquisition in students from eight grades at Alejandro Gutiérrez Calderón school.

3.4.2 Specific objectives

- To use digital storytelling workshops as authentic material to improve vocabulary acquisition in eighth grade groups.
- To reinforce students' reading comprehension through digital storytelling and activities based on it.
- To perceive the impact of students learning through digital storytelling as a new tool in the English classroom.

3.5 Theoretical framework

The following section provides a theoretical description of the constructs considered for this study. For this purpose, 4 fundamental axes are taken into account, ranging from the concept of narration and its influence on second language learning to three essential elements in language learning: authentic materials for teaching English, reading comprehension and vocabulary acquisition.

3.5.1 Authentic materials for teaching English

The idea of using authentic material in language teaching is supported among references and many professionals in the field of language pedagogy. Authentic material provides the learners with many significant advantages and promotes them with high motivation and interest in language learning and lead to improving communicative competence (Akbari, 2015).

Authentic materials range from songs, poems, literature, games, magazines and even one of the most striking today, the Internet. Implementing these strategies can be a pedagogical challenge for teachers, but it should be clarified that it originates from the need to convert classes into a less conventional and more innovative process.

In congruence, Joraboyev (2021) states that using authentic materials in the classroom can be a useful tool to motivate learners and make them feel comfortable using the foreign language. Authentic materials, if used appropriately in authentic learning environments, can have many uses in foreign language teaching even if they are not specifically designed for teaching a foreign language. Therefore, foreign language teachers should act as guides for learners to interact with authentic materials in constructivist learning environments. In addition, learning environments in which authentic materials are used should be organized when training prospective foreign language teachers to serve as examples for prospective teachers to use authentic materials in their own classrooms. Also, prospective teachers will have the opportunity to see and experience for themselves the advantages of these materials and the points to consider when using them.

3.5.2 Storytelling

According to Anderson (2010) Storytelling takes place in all cultures in a variety of different forms. Studying these forms requires an interdisciplinary approach involving anthropology, psychology, linguistics, history, library science, theater, media studies and other related disciplines. New technologies and new approaches have brought about a renewed interest in the varied aspects and elements of storytelling, broadening our understanding and appreciation of its complexity. Based on this, it can be deduced that storytelling is not as conventional as it is thought to be; in addition to providing a methodology for learning, it can also be the medium of many contextually appropriate meanings.

In fact, studies generally consider that the effectiveness of storytelling is based on the fact that it is fun, engaging and very memorable, which increases students' interest in listening to stories, as well as in talking, writing and reading about them Lucarevschi (2016).

The purpose of this strategy is to provide engaging content that encourages students to learn the different components of English.

3.5.3 Reading comprehension skill

As stated Gilakjani1 (2016) Reading comprehension needs different reading skills such as word recognition, fluency, lexical knowledge and pre-existing knowledge to be carried out quickly in order for the reader to gain knowledge of the text. Based on this, the process of reading comprehension does not act alone, it certainly deserves the support of other intellectual processes so that together they provide meaningful learning.

Therefore, reading comprehension can be defined as the ability to understand a text, to analyze the information and correctly interpret what the writer is saying. However, although this

is the process of analyzing texts in order to interpret them, it is also the process of reading comprehension.

The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge PourhoseinGilakjani (2016). This means that in order to obtain a better reading comprehension it is necessary to have a previous knowledge of the subject matter, so vocabulary plays a very important role here, a key factor for a satisfactory comprehension.

3.5.4 Vocabulary Acquisition

Vocabulary acquisition allows the learner to become familiar with the language he/she is in the process of learning, since he/she can create a connection which associates words with their meanings without any problem. To support this idea, Chapelle (2006) states that "the importance of vocabulary acquisition as an educational element in second language learning".

Since vocabulary knowledge has a significant role in mastering the new language and in attaining total academic achievement, especially when language is used as a medium of instruction. To support this idea, Ali & Anwar (2001) stated that vocabulary acquisition is an important factor in learning English language, therefore it is very important to address the question of how students build and create their vocabularies, what kind of strategies do they employ in order to learn new vocabulary. On the other hand, Lawson (1996) claimed consideration of the use of context in vocabulary acquisition suggests a need to distinguish between the use of context for generation of meaning of a new word and the use of context for acquisition of the meaning for subsequent recall.

3.6 Literature Review

3.6.1 Improving reading comprehension using athentic material

Mustika (2020) conducted an action research entitled "Improving reading comprehension on a recount text by using authentic material" which aimed to improve students' reading comprehension of retelling text by using authentic materials. The population studied consisted of 33 students. The author was based on cycles, i.e., plan, act, observe, and reflect. The instruments he used were field notes, observation checklist, video recording and individual tests, which were used as tools to collect data. The results showed that there was a significant improvement from one cycle to the next. Thanks to the authentic material, the students were able to improve their reading comprehension well. It helped the students to learn with the real model and found an interesting way in the learning process. It was very appropriate, effective and useful for teachers to use in teaching reading comprehension of counting texts.

Likewise, Mannong (2018) conducted the present research "The Effect of Using Authentic Materials to Improve the Reading Comprehension of the Ninth Grade Students" which employed an experimental design that included two groups: the control group and the experimental group. The control group was taught using pedagogical materials, while the experimental group was taught using authentic materials. The research instruments were a reading test and a learner interest questionnaire. The result of this research indicates that the reading comprehension performance of the students in the experimental group is higher than that of the control group. Therefore, it can be concluded that the hypothesis of this research that the

use of authentic materials could significantly improve students' reading comprehension is accepted.

3.6.2 The impact of implementing storytelling to improve reading comprehension and vocabulary acquisition in EFL students

Kalantari1 & Hashemian1 (2015) conducted a research "A Story-Telling Approach to Teaching English to Young EFL Iranian Learners study" which analyzed the effects of the narrative approach in improving EFL learners' vocabulary knowledge. In this study, they experimented with two groups of learners aged 8-14 years who were divided into two groups, one experimental and the other. To conduct the study, the participants were taught the key vocabulary using pictures and gestures. Once the participants identified the new words, the teacher began to tell and present the stories. After implementation , a post-test was conducted to assess the participants' improvement. The results of the data analysis revealed that the storytelling approach to teaching vocabulary was effective for the experimental group. All participants in the experimental group experienced a significant increase in their vocabulary knowledge compared to the control group. Finally, there was an increase in the interest of the experimental group participants in terms of motivation.

Therefore, Leong (2019) employed a qualitative case study "Learners's perceptions of the impact of usinf digital storytelling on vocabulary learning" where they examined the effects of digital storytelling on vocabulary learning among young Malaysian English as a second language (ESL) learners. Based on the fact that the inability to use vocabulary poses difficulties in learning the language effectively. This author asserts that one of the ways to engage and interest students in learning vocabulary is through the integration of technology, such as the use of digital

storytelling, as its interactivity can create interest in learning. Finally, The results revealed that digital storytelling has several effects on vocabulary learning and all of them are positive.

Likewise, Leong & Abidin (2018) conducted a study "Young ESL Learners' Perception on the Effects of Using Digital Storytelling Application in English Language Learning" using a qualitative approach to explore the effects of the use of the digital storytelling app on English language learning among fifth grade students. Six fifth-grade elementary school students were selected using a purposive sampling method. Through interviews and observations, data were collected. Eventually, the results revealed the positive effects of tablet-based digital storytelling on English language learning among young ESL students. It is argued that the incorporation of technology in learning can provide positive effects for learners, such as refreshment, novelty, and a creative and innovative learning environment. Meanwhile the students reported improvements in their English language skills, such as listening, reading reading, speaking, and writing through the use of the digital storytelling application.

Finally, Liu (2018) conducted a study with a digital storytelling approach which generates autonomy and creativity being implemented in a formal classroom incentivizing students' motivation and performance in language learning. This study was governed by an experimental design, where data collected from three data sources, including motivation surveys, achievement test scores, and digital stories, were analyzed and triangulated. It was evidenced that two digital storytelling performance indicators, language use levels and creativity levels, had significant but different impacts on language learning. It was also found that the proposed digital

storytelling approach had a positive impact on students' language performance and contributed to an increase in students' motivation.

3.6.3 The Effects of Integrating Digital Storytelling to Students' Motivation

The present study entitled *The Effects of Integrating Digital Storytelling to Students' Motivation*, therefore, Adara (2021) aims to analyze the effects of digital storytelling on the motivation of a group of Indonesian EFL learners. The present study applied a quasi-experiment design. The participants in the present study are 19 undergraduate students divided into experimental and control classes. Semi-structured interviews were conducted with two students to delve into the effects of digital storytelling on students' motivation. The results show that the respondents felt that digital storytelling was beneficial for improving their English language skills and creativity. In addition, the students in the experimental class performed better in the English test. Therefore, it can be said that digital storytelling seems to have positive effects on students.

3.7 Pedagogical Methodology

Taking into account that the guidelines established by the Alejandro Gutiérrez Calderón School must be followed. The school has established a schedule for the current period and a work modality based on the needs of the students. In this sense, the students receive their academic process in the modality of total attendance, abiding of course by the biosecurity measures. Under these contextual determinations, the trainee teacher works in a face-to-face way, adapting the development of the project optimally to its respective modality.

Icontec
ISO 9001

CERTIFIED
iQNet
MANAGEMENT SYSTEM

SC-CER96940

On the other hand, the development of this project is carried out by the eighth grade students of the on-site modality. For this reason, periodically, on a certain date every two weeks, a storytelling activity is applied based on digital storytelling that seeks to improve reading comprehension and also enhance the acquisition of vocabulary, according to the theme that is carried out in each meeting.

According to Chiang (2020) digital storytelling has the potential to improve digital literacy and self-efficacy through innovative learning and expressions of identity.

Therefore, a very important approach is to look at the needs of the learners, the level of language they have and the likes and dislikes of the learners to make this process more engaging and meaningful. In relation to the topic and the needs of the learners, if the language level of the learners is low, simple recognition and completion exercises should be carried out. Before starting with the given activity, the unfamiliar vocabulary should be associated, taking a look at what is possibly not comprehensible to the learners in order to place them in an appropriate context.

In this order of ideas, the pedagogical methodology of this project seeks to make use of tools which support the process of learning a second language. More specifically, to carry out the storytelling activities under the use of digital resources, relying on the virtual support structure of the school, that is to say, with the virtual classrooms that provide optimal equipment.

Based on the previous experimental study, this project seeks to have a sequential order as follows: the trainee teacher presents the theme of each encounter to put the students in context. After this, unfamiliar vocabulary will be shown associating it with images for the children to retain by means of visual aids. Then, thanks to some storytelling tools, the activity will begin

where each student will have the opportunity to read the text part by part, so their classmates will develop the oral part with the exercise. It should be noted that after each narration of the text will be carried out a small reading comprehension test where the student will put into practice what was understood in the activity, both the interpretation and the vocabulary will be exposed to the student's perception so that he/she can make a significant use of it.

Specifically, at some points within the storytelling activity, dramatization will be a factor used since students will be able to speak it and their retention will be much better.

Taking into account the organization that must be considered to carry out the methodology of the proposed project, the following table corresponds to the stipulated workshop planning model.

Table 7. Storytelling workshop planner

Storytelling workshop planner - pedagogical research project			
Workshop name:			
School name:	**Trainee teacher:**	**Week:**	**Grade:**
Objectives			
Communicative objective:		**Linguistic objective:**	
Class methodology			
Development	Description	Material	Skill	Time

3.7.1 Implementation of Pedagogical Methodology

Although the organization and dates on which the reading workshops will be developed

are located in the section corresponding to the research chronogram, a detailed description of

each of the four topics implemented throughout the execution of the project is provided below.

3.7.1.1 First Digital Storytelling Workshop

The first reading workshop was applied in the third week of integral practices where the

main theme was the story *The Very Hungry Caterpillar by Eric Carle*. The objective of this

workshop was to motivate students to acquire vocabulary and improve their reading

comprehension through digital storytelling. As mentioned above, the workshops were carried out

with the support of virtual tools such as TV, speaker and projector that the institution has in its

facilities.

Storytelling workshop planner - pedagogical research project

Workshop name: The Very Hungry Caterpillar by Eric Carle

School name:	Trainee teacher:	Third week:	Grade:
Alejandro Gutierrez Calderón	Natalia Stefanny Omaña López	26th Sep- 30th Sep	Eighth

Objectives

Communicative objective:	Linguistic objective:
➢ To implement new vocabulary to create simple conversations in an appropriate context.	➢ To learn useful vocabulary for describing characters. ➢ To create basic sentences containing a corresponding lexicon.

Class methodology

Development	Description	Material	Skill	Time
Introduction to the Reading comprenhension project and its activities.	Beforehand, a proper presentation of the project is made, what it consists of and what purpose it has with the students. The step-by-step approach for a better organization.	Presentation section of this document	Speaking	15 min
Exposure of unknown vocabulary	1. By means of power point slides, an exposition of unknown terms found in the short story belonging to the first workshop is made.	Slides of short story vocabulary Click here to see	Speaking Listening Vocabulary	25 min

	2. Practice of their correct pronunciation and their use in the appropriate context.			
Storytelling time	From this moment on, the storytelling process is carried out based on the reading comprehension approach of the story itself.	First short story vocabulary Click here to see	Reading Speaking Listening	25 min
Application activity	This activity varies according to the workshop, in this case the complementary activity is a section of questions related to the story in a virtual way where the student must answer correctly.	Slides of question section Click here to see	Reading comprehension Speaking	25 min

EVIDENCES

Workshop material
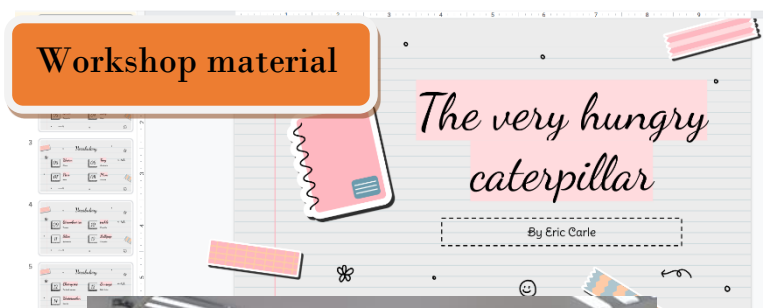
Storytelling time

3.7.1.2 Second Digital Storytelling Workshop

The second reading workshop was applied during the fifth week of the comprehensive practicum where the topic was the story *The Tiger Who Came to Tea, by Judith Kerr.* The objective of this workshop was to take advantage of the vocabulary learned to carry out other activities such as a *role play*. The activity was based on firstly, the explanation of the unknown terms in the story to be seen. Secondly, the storytelling was done with the help of digital power point presentations, after that, a group activity was proposed where the students interpreted a scene from the story. Finally, comprehension questions were posed for the student to retain the correct vocabulary and other expressions.

Table 8. Second Digital Storytelling Workshop Planner

Storytelling workshop planner - pedagogical research project

Workshop name: The Tiger Who Came to Tea	50

School name:	Trainee teacher:	FifthWeek:	Grade:
Alejandro Gutierrez Calderón	Natalia Omaña López	10th Oct-14th Oct	Eighth

Objectives

Communicative objective:	Linguistic objective:
➢ To implement expressions such as *would* to ask or offer.	➢ To create basic sentences containing a corresponding lexicon and grammar.

Class methodology

Development	Description	Material	Skill	Time
Review of the vocabulary seen	Feedback is given on the vocabulary seen in the previous workshop. The objective is that the student is in constant knowledge.	Roulette activity [Click here to see]	Vocabulary Speaking	15 min
Exposure of unknown vocabulary	1. By means of power point slides, an exposition of unknown terms found in the short story belonging to the second workshop is made. 2. A didactic activity is carried out with the help of small pieces of paper pasted with	Slides of short story vocabulary [Click here to see]	Vocabulary Speaking Listening	25 min

	some of the new vocabulary words under the tables, the student must identify their meaning and correct pronunciation.			
Storytelling time	Storytelling process is carried out based on the reading comprehension approach of the story itself. The activity is mainly conducted in English, however, doubts are answered in the native language.	Second short story Click here to see	Listening Vocabulary Speaking	25 min
Application activity	The activity of this workshop focuses on the usefulness of the vocabulary learned from the story. Therefore, a *role play* is performed where students work in groups to recreate a scene from the story adapted to their liking.	Material slides Click here to see	Listening Speaking	25 min
EVIDENCES				

Srotytelling activity

3.7.1.3 Third Storytelling Workshop

The third and last reading workshop was applied during the seventh week of integral practice where the topic was the story *The Tale of Peter Rabbit by Beatrix Potter*. The objective of this particular workshop, in addition to providing a better basis for successful reading comprehension in the eighth grade students of the institution, was for the students themselves to generate a reflection based on analysis discussions at the end of the reading. In the first instance,

SC-CER96940

the unknown terms about the short story to be discussed in the workshop were presented. Then,

the digital narration of the story was carried out with the support of virtual tools such as slides

designed specifically to share the workshop material. It should be noted that doubts were

clarified both in English and in the native language. Finally, the workshop activity consisted of a

pedagogical guide with comprehension questions based on the story.

Table 9. Third Digital Storytelling Workshop Planner

Reading workshop planner - pedagogical research project

Workshop name: The tale of Peter Rabbit by Beatrix Potter

School name:	Trainee teacher:	Seventh Week:	Grade:
Alejandro Gutierrez Calderón	Natalia Omaña López	24th Oct- 28th Oct	Eighth

Objectives

Communicative objective:	Linguistic objective:
➢ To implement new vocabulary to create simple conversations in an appropriate context.	➢ To learn useful vocabulary for describing characters. ➢ To create basic sentences containing a corresponding lexicon.

Class methodology

Development	Description	Material	Skill	Time
Review of the vocabulary seen	With the objective of remembering the vocabulary learned in the previous workshop, a review of the vocabulary	Slides of the support material Click here to see	Vocabulary Speaking	15 min

	seen is made with the help of images.			
Exposure of unknown vocabulary	1. By means of slides, an exposition of unknown terms found in the short story belonging to the third workshop is made. 2. The pronunciation of each term is practiced for better retention.	Slides of short story vocabulary Click here to see	Vocabulary Listening Speaking	25 min

Storytelling time	Storytelling process is carried out based on the reading comprehension approach of the story itself. The activity is mainly conducted in English, however, doubts are answered in the native language.	Third short story Click here to see	Reading Listening Speaking	25 min
Application activity	As an application activity, a written test on reading comprehension of the story is applied. This is based on multiple choice questions.	Reading comprehension test Click here to see	Reading	25 min
EVIDENCES				

Icontec
ISO 9001

CERTIFIED
IQNet
MANAGEMENT SYSTEM

SC-CER96940

Workshop Material
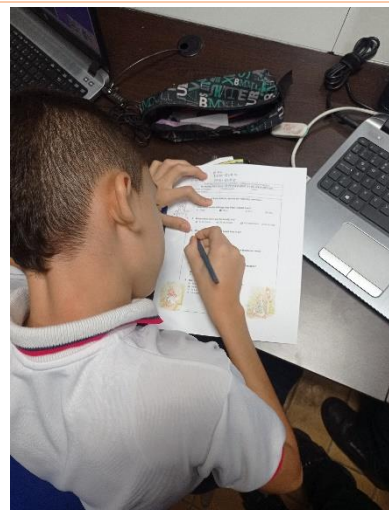
Reading comprehension
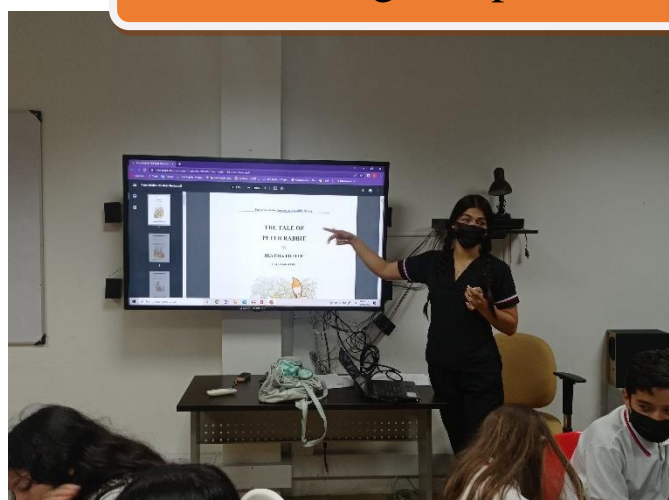
3.8 Research methodology

As far as the research methodology is concerned, this project is carried out based on a qualitative approach, according to Creswell (2014) the qualitative approach integrates procedures that seek to understand the social phenomenon converging in the scenario. Consequently, this approach allows the researcher to understand the context of the individual by learning about his or her experiences and circumstances that arise in the classroom setting.

3.8.1 Design

The design of this research focuses on action research, which is defined as a series of systematic procedures applied by persons in charge of a specific focus group to collect information on the phenomenon and, consequently, with the intention of improving the methodological strategies of the teaching and learning Creswell (2014) Based on this, the design was selected taking into account the implication that the trainee teacher has on the eighth grade students in the educational context where digital storytelling as didactic strategie aims to strengthen reading comprehension leading to better vocabulary acquisition.

3.82 Setting

This qualitative action research is carried out in the technical institution Alejandro Gutiérrez Calderón in the city of San José de Cúcuta, this school is located in the urban area, specifically in the Cundinamarca neighborhood, commune 9. This project focuses on the needs of the students, therefore, it takes into account that the socioeconomic context of the place is medium and in some cases, not all households have the basic connection tools. For this reason,

they increase the educational possibilities due to the educational tools or digital resources that the school has.

3.8.3 Population

The target population of this project is two groups of eighth graders enrolled at the Alejandro Gutiérrez Calderón School, that is, about 70 students, whose ages range from 13 to 16 years old.

3.8.4 Sample

A mixed sample of 5 students is chosen for this project, of course taking into account the availability and the level of reading interest. Therefore, in applying the non-probability sampling technique, the researcher chooses individuals based on their availability and level of interest, so that the sample provides the researcher with the characteristics of the problem addressed in this study Creswell (2002).

3.9 Instruments

According to Creswell (2014) Instruments are useful tools to measure variables, and are used for multiple statistical procedures to give objectivity to the study. In order to have a better understanding of the objectives contained in this project and answer the questions, this study implements the following instruments, which are applied in each workshop, that is, the observation and field notes are the data collectors in the three workshops.

On the other hand, the semi-structured interview is applied at the end of the mentioned meetings. Therefore, in order to obtain a better understanding of the objectives contained in this project and to answer the questions, this study uses the following instruments to collect qualitative data in a richer and more detailed way.

3.9.1 Observation

According to Creswell (2002) Observation is perceived as the process of gathering open-ended, first-hand information by observing people and places in a research setting. This data collection tool allows researchers to record information that occurs in a specific setting specific environment. With this in mind, observation is the first step to be done prior to implementation. Exploring the field and seeing the students' shortcomings and strengths is a part of nonparticipatory observation.

3.9.2 Field notes

Starting from the fact that it is of great help to record all data that leads to make a deeper analysis within the research process in order to later have a vision of the phenomenon treated. The field notes for this research project are very important because thanks to this resource, the research professor can take into account the details written during the application of the study in the respective population and subsequently population and subsequently keep them in mind in his or her analysis process. Deepening into the concept, field notes are written observations recorded during or immediately after participant observations in the field and are considered fundamental to understanding the phenomena encountered in the field.

These notes need not be formal, but should be maintained and protected in a manner similar to audiotapes and transcripts, as they contain sensitive information and are relevant to the research Austin (2015)

Table 10. Field Notes

PEDAGOGICAL -RESEARCH PROJECT		
Project: "Implementing storytelling Workshops to improve reading comprehension and vocabulary in students from eight grade at Alejandro Gutierrez Calderón School"		**Observation No.1**
Educational institution: Alejandro Gutierrez Calderón	**Trainee teacher**: Natalia Omaña López	**Date (week 3):** 3rd Oct- 7th Oct
Students: 30	**Grade**: 8-01 & 8-02	**Time:** :6:00 am– 7:30 am
Objective of the observation **Objective of the class**	-To identify the behavior of the students when faced with a new methodology of learning vocabulary through storytelling. -To teach new vocabulary focused on improving reading comprehension.	
CLASSS OBSERVATION INSTRUMENT		
TIME	**DESCRIPTION**	**FIELD NOTES**
	According to the established plan, in the first meeting of the storytelling workshops with the eighth grade students, the presentation of the	

6:00 – 6:30	aforementioned project was carried out, where the methodology and its purposes were explained to the participants. After this introduction, the vocabulary of the first short story to be narrated was presented. It should be noted that the methodology implemented was supported by digital resources, specifically by a digital television. Within the vocabulary exposition, the focus was on the association of images with meanings and the pronunciation of each word. For example, the word "Tiny" was associated with the image of an *ant* making reference to its meaning.	*-It was noted that the students had never implemented storytelling to learn vocabulary.* *-Students show great interest in the activity* *-Virtual support is more motivating* *-Students retain better is there are pictures* *-The students expressed their pleasure at having such encounters, as they felt the encounters set them apart from the conventional classroom.*
6:30-7:00	Following the class planning, the previous activity corresponded to the narration of the story by the teacher where there was visual support on the television. Students were asked to take notes if they felt it was necessary. Sometimes students had doubts about expressions and meanings, so they were solved by the teacher or by their classmates. They could only see in front of them. In the course	*-The U organization of the room helps to better concentration.* *-Students understans approximately 40% of the content in English,*

	of the narration, the teacher asked short questions just to keep the students' attention.	*therefore the trainee teacher explains in English and Spanish.*
7:00 – 7:30	As an activity of comprehension and interpretation of the narrated story, the teacher asked the students to divide into two groups, both groups had to compete to get the maximum number of questions right. These questions were based entirely on the story and were displayed on the computer where some of them included multiple choice.	*-Students find it difficult to create simple sentences* *-Although their gestures and expressions made it difficult for them to understand, they responded very well to the activities.*

3.9.3 Semi-structured interview

Based on the way in which this study seeks to analyze participants' perspectives earlier in the process of implementing storytelling workshops the semi-structured interview is appropriate as its concept is based on the fact that it involves an encounter in which the interviewer does not strictly follow a formal list of questions; he/she will ask more open-ended questions, which allow for a discussion with the interviewee rather than a simple question and answer format. Interviews are ideal for interviewing participants who are not hesitant to talk, who are articulate, and who can comfortably share ideas, Creswell (2014). Also, it is important to note that this is a data collection process in which the researcher asks questions and records the responses of only one study participant at a time in written form.

Table 11. Semi-structured interview 1

TRANSCRIPCIÓN - PARTICIPANTE #1
ENTREVISTA SEMI-ESTRUCTURADA **"Implementing Storytelling Workshops to Improve Reading Comprehension and Vocabulary in students from Eight grade at Alejandro Gutierrez Calderón School"**

Objetivo: *Conocer las experiencias, percepciones y preferencias de los participantes a partir de talleres enfocados en la narración de cuentos trabajados en las clases de inglés.*	**Investigador:** Natalia Stefanny Omaña López

La presente entrevista semiestructurada consta de 5 preguntas. Las respuestas serán utilizadas para la escritura de resultados del proyecto previamente mencionado. Dicha información será tratada con la más alta confidencialidad que requiere el caso.

PREGUNTAS

Contextualizando…

Teniendo en cuenta que hasta la fecha, hemos trabajado tres talleres de narración de cuentos en la sala de inglés; el primero corresponde al cuento *The Very Hungry Caterpillar*, el segundo cuento fue *The Tiger Who Came to Tea* y por último, el cuento de *Adventures of Peter Rabbit* .

Ahora, ¿Te acuerdas? Partiendo de lo que recuerdes:

1. **¿Cúal era su expectativa antes de iniciar los talleres basados en la narración de cuentos?**

- *"Principalmente, tenia pocas expectativas ya que es un método de enseñanza muy diferente, más creativa y con una distinta pedagogia".*

2. **¿Cúal es su opinión acerca de los talleres de narración de cuentos como método de enseñanza del Inglés?**

- *"Me parece un método de enseñanza muy creativo y buen empleado por parte de la profe Natalia ya que nos ayuda, nos explica de manera muy recreativa y entretenida".*

3. **Desde su experiencia personal, ¿Siente que aprendió significativamente con este método?**

- *"Sí, hemos aprendido mucho vocabulario y pronunciación con videos, ejemplos y actividades".*

4. **¿Considera que el método de narración de cuentos ayudó en gran parte a mejorar su comprensión lectora?**

- *"Sí, ya que nos ayudó a la identifiación de ideas y a su comprensión."*

5. **¿Le gustaría seguir teniendo este tipo de actividades durante el proceso de aprendizaje del Inglés en el colegio?**

- *"Sí, ya que es un método diferente a las clases cotidianas, nos ayuda a salir de la rutina".*

¡Gracias por su participación!

To view the semi-structured interviews of the participants click here.

3.10 Data analysis and interpretation

The analysis of the data collected is carried out following the interpretative analysis which seeks to give meaning and relationship to the data to generate explanations of what happens between them. Based on creating inferences, developing knowledge and establishing conclusions from the data studied Hatch (2002). The interpretative analysis is indicated for the present research since it places the researcher as an active agent in the investigation.

Likewise, use is made of the data collection instruments mentioned in the previous section, seeking to identify key elements from participant observation, field notes and the semi-structured interview in order to establish inferred ideas that can become comprehensible conclusions and, therefore, solid results that respond to the effectiveness of storytelling in workshops to improve reading comprehension and in turn the acquisition of vocabulary.

Specifically, as stated Seers (2012) good qualitative research uses a systematic and rigorous approach that seeks to answer questions related to with what something is like, therefore this study aims to generate results from the questions which drive the objectives of the educational project.

3.11 Pedagogical - research schedule

The following table shows the chronogram of the activities implemented in this project, which has two purposes: to establish the dates for the realization of the proposal and to establish the dates for the collection of information, created with a sequential organizational purpose.

Table 12. Pedagogical - research schedule

Week	Date	Activity
1	1th Sep- 9th Sep	**Institutional Observation Week:** During the first week of the beginning of the integral practice, the trainee teacher was introduced to the group of teachers of the institution. Likewise, the trainee teacher was introduced to the corresponding grades (6th, 7th and 8th). Finally, the student rules and the PAE were presented. **Research work:** In this week, observation was carried out as a method to collect information from the sample which was also selected. A sample of ten participants from the eighth grade was selected.
		Preparation week On this date took place for the preparation of the lesson planners and the exact dates of the storytelling workshops. As well as the work of

2	12th Sep-16th Sep	planning, topics, academic reinforcements, pedagogical guides with the supervisor in charge. **Research work** During this week the documentation of the observation was carried out, as well as the preparation of the project proposal and its implementation.
3	26th Sep- 30th Sep	**Storytelling Workshop Application #1** *The Very Hungry Caterpillar by Eric Carle.* **Description:** This week we applied the first workshop in order to acquire vocabulary and improve reading comprehension. First, the unknown vocabulary was taught by means of a presentation with slides, after that, the narration of the corresponding story began and finally, with a series of questions after the reading, the reading comprehension activity was carried out. For this, a section equivalent to three hours every two weeks will be carried out. **Research work:** The first observation was made corresponding to the participants and the sample taken. Field notes will also be taken from the first storytelling workshop.
4	3rd Oct- 7th Oct	**Research work:** *Writing the progress report:* In this first week of the month, the first report on the research process and pedagogical application of the project was made.

5	10th Oct-14th Oct	**Storytelling Workshop Application #2** *The Tiger Who Came to Tea, by Judith Kerr* **General Description:** In this fifth week, the second workshop corresponding to the story. In addition to its narration and comprehension. First, the unknown vocabulary was taught by means of a presentation with slides, after that, the narration of the corresponding story began; with a series of questions after the reading, the reading comprehension activity was carried out and finally, another activity was the work in groups for the dramatization or staging of the story. **Research work:** The second participant observation and field notes on the class were made.
6	17th Oct -21th Oct	**Semi-structured interview design** **Research work:** In the ninth week, the design and piloting of the application plan for the semi-structured interview was designed.
7	24th Oct- 28th Oct	**Storytelling workshop application #3:** *Adventures of Peter Rabbit, by Beatrix Potter* **General Description:** In this seventh week the third and last workshop corresponding to the story of the week was applied. First, the unknown vocabulary was taught

		by means of a presentation with slides, after that, the narration of the corresponding story began and finally, with a series of questions after the reading, the reading comprehension activity was carried out. **Research work:** Third participant observation and last field notes.
8	7th Nov- 11th Nov	**Research work:** *Writing the progress report:* In this first week of the month, the report on the research process and pedagogical application of the project was made.
9	14th Nov-18th Nov	**Application of the semi-structured interview** Research work: Having already designed the interview questions and verified them in the planning, this ninth week corresponded to their application in order to collect the final information. This being the last week of academic leveling.
10	21th Nov-25th Nov	**Analysis and conclusions of the results** Analysis of the implemented project; All the data collected by the instruments are studied and conclusions are drawn up, among other established considerations.

3.12 Results

This chapter discusses the results that will be addressed by taking into account the responses provided by the participants, who were assigned an identification (code) to defend and guarantee their privacy and integrity during the data collection process and the data analysis process in order to obtain meaningful results. Based on the above, the researcher answers the questions initially stipulated at the beginning of this study.

The data recorded in the in-depth interviews were treated with the strictest confidentiality and anonymity to ensure the privacy of the participants. In this sense, three subcategories were organized: (1) Storytelling reinforces vocabulary acquisition (2) It improves reading comprehension and (3) It is a learning and fun strategy. In which and according to the participants' statements, storytelling workshops help to improve reading comprehension in an innovative and striking way in the English language to foster the vocabulary learning process.

In this sense, it was necessary to decode and transcribe the in-depth interview to obtain a preliminary view. Starting from the fact that the first question focuses on how the use of storytelling improves reading comprehension some participants such as the following support the idea as follows.

Participan 1: *"Sí, ya que antes de era complicado la comprensión lectora, pero con ayuda de la narración de cuentos pudimos aprender nuevos métodos para mejorar nuestra comprensión".*

As the participant stated, the process of reading comprehension represented a permanent degree of difficulty level for English language learners, however, storytelling successfully helped this skill subject to the net capabilities of second language learning.

Participan 3: *"Si, siento que estoy mejorando y estoy adquiriendo más conocimiento para en un futuro saber que decir en inglés".*

In addition, this project proposal helps students to identify useful knowledge for foreign language enrichment.

Participan 5: "*Sí, ya que nos ayudó a la identifiación de ideas y a su comprensión."*

Specifically, storytelling promotes better understanding of linguistic content originally written in the language they are acquiring.

Following the line that leads to the present results, the next question to be answered is how the acquisition of vocabulary from storytelling improves.

Participant 1: *"Aprender nuevas maneras para aprender este idioma "inglés" con vocabularios, cuentos y conversaciones".*

Based on the participant's statement, storytelling has another purpose and that is to acquire new vocabulary to serve as a theoretical reference for the construction of ideas.

SC-CER96940

Participant 3: *"Mi opinión es que la narración de cuentos es muy buena porque estamos divirtiéndonos y a la vez, aprendiendo nuevas palabras".*

Vocabulary learning tends to be tedious, a process that is often not engaging for English language learners, however, storytelling is a strategy that encourages students to acquire vocabulary in a more entertaining and fun way in the classroom.

Participant 4: *"Pues, pienso que si está bien ya que enseña vocabulario y va estimulando el cerebro para ir descifrando cada palabra e ir comprendiendo los textos".*

Storytelling helps to associate the vocabulary contained within the text that is read in order to acquire and analyze what the text wants to convey.

Participant 5: *"Sí, hemos aprendido mucho vocabulario y pronunciación con videos, ejemplos y actividades".*

The visual aid significantly helps the student during the reading process to associate the terms with the graphic representations.

Finally, with the purpose of knowing the students' perception of the implementation of storytelling, the present research is based on the following statements.

Participan 1: *"Sí, son muy entretenidos y nos ayuda bastante en nuestro aprendizaje".*

In addition to what storytelling really brings to the table as a method of English language learning, the workshops served beyond conventional educational strategies, positively encouraging the learning of another language.

Participan 4*: "Sí, me encantaría, es divertido y enseña al mismo tiempo, mejor no podría ser".*

Participan 5: "*Me parece un método de enseñanza muy creativo y buen empleado que nos explica de manera muy recreativa y entretenida… es un método diferente a las clases cotidianas, nos ayuda a salir de la rutina".*

As is well known, and as the participant states, learning English is sometimes a repetitive process. Therefore, implementing an innovative method such as storytelling through workshops and with visual aids encourages students to learn English in a more natural way.

Likewise, the field notes obtained through the observation made in each workshop allow to establish the close relationship between these storytelling workshops with the virtual help appropriate to these in order to carry out a much more meaningful learning process. Supported by the following entries.

 -Virtual support is more motivating

-Students retain better is there are pictures

-The students expressed their pleasure at having such encounters, as they felt the

workshops set them apart from the conventional classroom

On the other hand, although the storytelling workshops have successfully met the needs of students, it should be emphasized that not all students went through the same process since, as indicated in the field notes, students identified approximately 40% of the content in English during the meetings corresponding to the current proposal.

3.13 Conclusions

Based on the results obtained that answered the research questions, it is possible to establish three fundamental affirmations along with the stated objectives.

First, the idea of designing workshops based on storytelling to improve vocabulary acquisition proved to be an effective method for learning this linguistic sub-skill and improves the level of English.

In addition, the pedagogical methodology used to carry out these workshops further enhanced the learning of the participants, since the classes, accompanied by a didactic, active and interactive part, create an educational and interactive, create an educational environment in which not only the vocabulary of a language is learned, but also a whole foreign culture.

Secondly, the methodology based on storytelling achieved its objective of improving reading comprehension skills by taking into account the careful selection of stories according to the language level of the students (A2), texts different from what is commonly seen, was based

on their tastes and interest, so the success lies in the previous observation carried out to identify the common characteristics of the population. In addition to this, listening skills are stimulated with a good motivation and relationship with the participants, this creates a willingness to work and learning intentions in each of the linguistic skills.

Thirdly, the students' perception of learning through storytelling is very positive. The influence of factors such as the use of the English laboratory with diverse audiovisual elements, the methodological strategy implemented, the carefully selected stories and didactics where the teacher-student relationship where love and harmony reign, resulted in a meaningful, permanent and highly inspiring learning environment. The results were meaningful, permanent and highly inspiring learning environment, even achieving great academic results for students with low academic performance and/or lack of interest in English classes.

Specifically, the storytelling methodology managed not only to improve reading comprehension skills or vocabulary acquisition but also to foster other skills such as listening and writing, this because there was an implicit integration that united the linguistic components and guided them towards learning in which the students acquired knowledge while enjoying and feeling happy, that is to say that without realizing it they were learning

They were learning English, opening up a range of possibilities and future opportunities in the world of languages.

3.14 Recommendations

According to what has been evidenced not only in the research project, but also in the integrative practice in general, the following recommendations are made for the methodology and modality of work within the educational institution: First, future researchers interested in following the line of this valuable study are recommended to delve into the teaching strategies that can be implemented in relation to the learning of vocabulary through storytelling.

On the other hand, at the linguistic level, it is strongly requested that the four skills of the English language, that is, oral production, written production, listening comprehension and reading comprehension, not only reading and excessive grammar that do not generate in students that interest in learning or stimulate the acquisition of knowledge of the target language.

Finally, greater attention on the part of the students and parents themselves when responding academically, since academic performance is a matter that not only concerns teachers but everyone in general. Therefore, values such as responsibility, discipline and autonomy with school matters should be instilled from home, so that, at the end of the course, there are no problems of subject recovery, low academic performance and even threats of losing the course due to carelessness throughout the class periods.

4. Chapter IV- Community Outreach Component

Implementation of educational songs to foster vocabulary acquisition in the fifth grade English course.

4.1 Introduction

Although Colombia has recently proposed a National Bilingualism Plan at different stages, the education of elementary school children in relation to English language learning highlights some critical issues regarding the preparation of future teachers, professional development of practicing teachers, and national standards for foreign language teaching.

Moncada (2009) exposes the need for more critical voices on the part of teacher educators, better communication strategies among the different educational actors, and the construction of a more pluralistic vision of EFL teachers' professional development that values local knowledge. It is noted that the preparation of prospective English teachers is mainly focused on providing theoretical perspectives of English grammar, linguistics, traditional and decontextualized approaches to teaching English as a foreign language, second language acquisition theories, and research methods to mention some of the content of English language teaching in general.

However, most programs do not take into account the teaching challenges and realities that public school classrooms face every day. With only one experience in elementary school

Icontec
ISO 9001
SC-CER96940

IQNet

practice, the absence of in-depth discussion of critical approaches to teaching at a difficult time, such as the present, and the lack of innovative and creative practices that articulate the content of the curriculum disciplines. In fact, most institutions do not have a certified or credentialed English teacher to conduct a class with more than 40 students. The challenge is not only for the teachers, but also for the children who must attend class every day without considering their economic, cultural and social needs.

4.2 Justification

Traditionally, conventional methods in teaching English as a foreign language, such as simple explanation or mechanical activities, have become factors of defiance of concentration and motivation for students. Therefore, this will inexorably affect and obstruct their spirit to learn that foreign language.

In order not to allow this to impact negatively on the students, educational children's rounds are employed. Their use in teaching English is certainly very natural. We cannot deny that, as human beings, we have a special ear for music. If we try to teach the alphabet to a child, for example, we will find that the child learns it faster and will consequently memorize it better if it is sung or recited.

The songs are a form of language that uses tones and rhythms and are at the same time the means of universal language for all. It is known that both language and music have similar forms of communication. As stated by Nadera (2015) briefing motivating learners through music attempt has also been done to systematically propose certain practical strategies for teachers to learn so that the aims and objectives of teaching English are fulfilled easily.

As a common thought many studies share the opinion that children are more motivated and stimulated in the foreign language class when authentic materials are used like songs or games rather than artificial and non-authentic ones as books. Authentic materials increase the children's level of participation and personal involvement in the task at hand.

This is the main concrete reason why songs are the main models for teaching basic lessons to a child in the early stages of his or her life. In fact, scientific research has shown that the melody resonates in the child's mind and the child grows up familiarizing the music with what is learned in an English class.

4.3 Objectives

4.3.1 General Objectives

- To meet the English language training needs of the elementary school children.
- To integrate the language training of the students of the Bachelor's Degree Program in Foreign Languages English-French to the educational reality of English teaching in elementary school.

4.3.2 Specific Objectives

- To implement educational songs to enhance vocabulary acquisition.
- To reinforce primary school students' listening skills through educational songs.
- To perceive the impact of students' learning through educational songs workshops.

SC-CER96940

4.4 Metodology

Taking into account that the objective of the Alejandro Gutierrez Calderón School, as in any other public school in Colombia, is clearly to teach the foreign language based on some elements provided by the National Government and the Ministry of National Education (MEN), such as the Basic Learning Rights (DBA), the Suggested Curriculum Scheme for primary education, among other elements of pedagogical development for the teaching of English.

However, the educational reality of each school is very far from the intention of the Ministry of National Education because the learning standards do not correspond and cannot be applied in the classroom because of the lack of an appropriate language teacher or in other cases, because of the lack of pedagogy that is required to follow the established curriculum.

On the other hand, it is important to mention the need to attend to all those students who have learning problems with a didactic project, which allows fourth and fifth grade students learn vocabulary through workshops on the implementation of educational songs based on grammatical themes or specific vocabulary.

The main objective of this project is not only for the students to acquire new vocabulary in a retentive way, but also to develop their listening skills in a correct way and, in addition, to find a more interesting and engaging class seeking to achieve effective learning and avoiding that typical indisposition with the English subject that traditionally has been evidenced.

Specifically, it is intended that the teacher in training implements a workshop of educational songs where all students can be participants every two weeks with the children on a schedule of two hours for each group taking into account the specifications of the University.

4.5 Chronogram of Community Outreach Component Activities

Table 13. Chronogram of Community Outreach Component Activities

Week	Date	Activity
1	1st Sep- 9th Sep	83 **Presentation week** Starting this week, the presentation of the teacher in practice in the respective grades and assigned groups took place. The supervisor introduced her to the group of teachers of the primary school. Student regulations, class schedules, class themes were explained, since the teacher did not have planners. However, the first meeting turned out to be very warm and friendly since the children were excited and this allowed for a proper observation of the academic and social environment.
2	12th Sep- 16th Sep	*Application of the educational song workshop #1* **Description:** This week we applied the first workshop based on educational songs in order to acquire vocabulary and improve listening skills according to the English theme which was *The Body*. For this, first the vocabulary, its pronunciation and graphic association are exposed. Then, it is practiced several times with the music to familiarize these words with the song.
4	3rd Oct- 7 Oct	*Application of the educational song workshop #2* **Description:**

		This week the teacher trainee applied the first workshop based on educational songs in order to acquire vocabulary and improve listening skills according to the English theme which was *The demonstratives adjectives*. For this, first the vocabulary, its pronunciation and graphic association are exposed. Then, it is practiced several times with the music to familiarize these words with the song.
6	24th Oct- 28th Oct	*Application of the educational song workshop #3* **Description:** During this week the trainee teacher applied the first workshop based on educational songs in order to acquire vocabulary and improve listening skills according to the English theme which was *The cardinal numbers*. For this, first the vocabulary, its pronunciation and graphic association are exposed. Then, it is practiced several times with the music to familiarize these words to the song.
9	14th Nov-18th Nov	**Application of a survey** A short verbal survey of the children was conducted in order to learn about the children's perspectives on the implementation of educational songs in English classes.
		Analysis and conclusions of the results

10	21th Nov-25th Nov	Analysis of the implemented project; All the data collected by the instruments are studied instruments are studied and conclusions are drawn up, among other established considerations.

In order to show the methodology implemented in the educational song workshops, a planner of this component is shown below with the respective evidence

Table 14. Community Outreach Component Planner

COMMUNITY OUTREACH COMPONENT PLANNER			
Project: "Implementation of educational songs to foster vocabulary acquisition in the fifth grade English course."			**Level:** A1
Educational institution:	**Trainee teacher:**	**Week date:**	**Grade:**
Alejandro Gutierrez Caldeón- Sede de Barones	Natalia Stefanny Omaña López	12th Sep-16th Sep	Fifth
General skills:		**Topic:**	
Listening- Speaking		The body parts	
Participants	**Time**	**Objectives**	
25	7:00 – 8:00	-To improve vocabulary learning through educational children's songs.	
GENERAL DESCRIPTION			

First, an introduction to the project of improvement in the area of English through children's songs is given, explaining its objectives and what it consists of.

Then, the explanation of the new words to learn is given before giving way to the song that in this meeting is based on the parts of the body.

After the explanation, the pronunciation of each term is given, and the lyrics of the song are also

provided so that the child is located in what context he/she is in. After several test attempts, the song is

played three times The body parts song. Feedback on what was learned in class is provided by means of

pedagogical **worksheets Body parts worksheet.**

EVIDENCES

Song time

Find the other gliders in Annexes.

4.6 Conclusions

Based on the initially proposed objectives, three key conclusions can be drawn from this community outreach component. Starting from the design of didactic material to provide a better understanding of English topics, it was evidenced that the idea of implementing educational songs to improve vocabulary acquisition proved to be an effective method for learning English. In addition, the design of a good reinforcement material explained didactically contributes greatly to the understanding of the topics which allows approaching a different and more accurate perspective of the topics of their interest, so with the help of this material, a better academic performance was obtained by all those students in fourth and fifth grades.

Secondly, when it comes to implementing activities that increase the mastery of language skills, it is concluded that proposing exercises that go beyond the grammatical, accelerates the learning of students because it motivates them to perform activities never before contemplated such as songs to promote listening skills and vocabulary acquisition.

Thirdly and lastly, the traditional methodology implemented in class becomes autonomous and repetitive. Therefore, using the strategy of using songs to teach vocabulary and put into practice what was previously learned is innovative and motivational for the young students.

5. Chapter V - Intra-Institutional Activities Component

5.1 Introduction

The intra-institutional activities component provides the opportunity for trainee teachers to take part in intra-institutional activities and responsibilities in order to gain insight into the real-life situations of a teacher outside of an academic context. Consequently, trainee teachers become more involved in these institutional activities, opening up an avenue for institutional activities, opening a way for them to acquire the necessary experience and knowledge of these activities that that become essential for the integral practicum process. It is important to mention that this component is really important in the training process as the next to exercise the teaching vocation since the extracurricular activities allow the trainee teachers to acquire specific knowledge of the organization, methodologies and knowledge of the organization, methodologies and institutional guidelines.

5.2 Justification

Appropriating the training process of the next English teachers of the University of Pamplona, the intra-institutional activities become a propitious component for the acquisition of administrative values in terms of responsibility and commitment that this type of tasks require, in addition, it is also necessary from the integrative perspective, to know in depth the disciplinary and administrative processes that are carried out within the institutions, since these are not the only ones that are carried out within them.

In addition, it is also necessary from an integrative perspective, to know in depth the disciplinary and administrative processes that are carried out within the institutions since these

not only involve academic processes but also administrative and recreational processes that form students and teachers with integral values, also integrates people to the cultural context that surrounds the educational institutions. Therefore, teachers in training must enter these processes, with the intention of carrying out their integral practice as future teachers, from an administrative perspective. Besides this, taking on the role as a member of a team that works together for the integral formation of students.

5.3 Objectives

5.3.1 General Objectives

- To take part in the intra-institutional activities established by Colegio Alejandro Gutierrez Calderón.

5.3.2 Specific Objectives

- To become involved in intra-institutional activities and responsibilities to enrich the teaching process outside of the teaching process outside of an academic context.
- To obtain administrative values in terms of responsibility and commitment.
- To develop a sense of belonging, always seeking to give the best in favor of the institution.

5.4 Methodology

The intra-institutional component is part of the comprehensive internship stage that all trainee teachers undergo.The intra-institutional component is part of the integral internship stage that all teachers in training must follow, taking into account that its objective is to acquire knowledge of the institutions in terms of institutional activities. This component refers to the intra-institutional participation of trainee teachers in activities that involve them closely in the role of teacher outside an academic context. Therefore, the trainee teacher is involved in institutional processes in a face-to-face manner, intending to interact with different situations such as being a functional part in terms of parents and students.

The Alejandro Gutierrez Calderón School approaches a series of intra-institutional activities throughout the academic year. Cultural, religious, holiday, spiritual activities are important days of celebration at the national level. A great positive factor because beyond its administrative and academic activities.

Instra-institutional activities chronogram

Date	Activity
October 5th	Homage to the school's Anniversary
Ocotber 6th	Microenterprise fair
October 7th	Cultural day "Dancing for peace".
November 10th	Cartagena Independence Day

Table 15 Instra-institutional activities chronogram

5.4.1 School Anniversary

Figure 2. School Anniversary Activity

This activity took place on October 5. As the title of this section indicates, the 35th anniversary was celebrated by the Alexandrina community. In this activity, several points were carried out such as contests on specific information about the creation of the institution and its evolution through the years. Also, points based on literary material such as poems and allusive writings were presented. The typical dances of the region could not be missing, this is an emblematic representation of our origin.

My role as a teacher trainee was to assist in the logistics of the event, to help in the success of the event was the mission set from the instruction of my supervisor in charge.

5.4.2 Annual micro-business fair

Figure 3. Annual micro-business fair Activity

The fair on how students create their own ventures to demonstrate how a business grows

is held once a year at the educational institution in October. On this day, the students of eleventh

grade, that is, the last year, are in charge of forming a group idea of entrepreneurship or create a

company, this supported by the educational entity SENA. In this fair, we can find stands that

offer from food to clothing, all made by the students. Besides knowing how to create a company,

another objective of this fair is that the community itself helps the students in their ideas, how

can this be done? All you need to do is buy. The prices are really affordable and this fair is open

to the public for a full day.

The role as a teacher in this activity is to supervise and accompany the students in any difficulties they may have, as it is an extracurricular activity, the teacher's mission is to be a support for the student.

5.4.3 Dancing for peace day

Figure 4. Dancing for peace day Activity

The origin of this activity arises from the need to find a way for students to coexist in a healthy way in a heavy and sometimes violent student environment. This activity consists of each group from sixth to eleventh grade forming a dance choreography, this can include any musical style, this will then be exposed to the whole school in a competitive environment. As a teaching role, in this activity together with fellow teachers we created a dance choreography to surprise the students, which was wonderful and exciting. The purpose was to demonstrate to the students that

group work is fundamental for successful collective work. Collaborating with others is truly an act of peace.

5.4.4 Cartagena Independence Day

Figure 5. Cartagena Independence Day Activity

In the institution has a focus on cultural festivities, therefore the commemoration of the independence day of the city of Cartagena was celebrated where the sixth grade students were in charge of programming and logistics. In this opportunity as a teacher in practice I had the gratification of being selected as a juror in the coronation of our Queen Catalina 2022. From my

SC-CER96940

point of view, it was an honor for me to be able to observe with precision and detail the magnificent acts and the parade of the most beautiful candidates with their handmade costumes and warm charisma.

5.5 Conclusions

This component attributed clearly positive conclusions regarding teaching as an integral vocation. In the first place, it was valuable for the trainee teacher to know that, in addition to his or her work in the classroom with academic responsibilities and their respective groups, he or she must also be willing to attend to these important institutional activities for the proper functioning of the educational institution and for the well-being of the students. The fact of attending administrative acts, meetings of various kinds, making decisions with school influence, promoting certain events, among many others, implies a great responsibility to the school, beyond their common teaching work.

On the other hand, from the student's perspective, many of these activities focused on recreation are essential to obtain a high quality education, because thanks to the sports, cultural, musical, artistic and research activities, among many others that the Instituto Tecnico Alejandro Gutierrez Calderón executes, an interdisciplinary learning process is obtained that takes advantage of other capacities and aptitudes of the students, thus achieving a multifaceted education in those students who are part of these events. It is pertinent to recognize the importance of all these events and activities that, beyond contributing to the well-being of the students, help to form future citizens of great cultural values, cultural, artistic and recreational values in general.

Specifically, all these intra-institutional activities allowed the teacher in training to deepen their knowledge not only in the educational field, but also in the social field, where the teacher belongs to a group or team of people whose mission is to ensure the welfare of an institution and its educational community where parents, teachers and students form a society united by a common goal.

6. Chapter VI - Reflective Approach to Integral Practicum

6.1 Description of the reflection process

First, the reflective process around the integral practice is important to mention that all this reflective process allowed the creation and writing of weekly narratives whose purpose was to generate a reflective spirit as a training tool through criticism and reasoning to improve the process of integral practice. Below is an example of one of the weekly narratives.

Table 16. Reflection Component-Weekly Narrative

REFLECTION COMPONENT - WEEKLY NARRATIVE		
Educational institution:	Trainee teacher:	First week date:
Inst. Alejandro Gutiérrez Calderón	Natalia Omaña López	September 1st- September 9th

Tutor:	Supervisor:	Grades:
Yakira de Jesús	Belsi Rangel Sierra	Eight grade
Objective:	To generate a reflective spirit as a training tool through criticism and reasoning to improve the integral practice process.	

NARRATION OF THE WEEK

In the first week of the integral internship, the trainee teacher made the proper presentation at the Alejandro Gutierrez Calderón Institute where the supervisor in charge introduced the trainee teacher to her corresponding grades, sixth, seventh and eighth. During this week, the English teacher and the trainee teacher were introduced to the methodology, classrooms, activities, planning, and even the student regulations. Likewise, class schedules and assigned activities were also announced. Finally, we took advantage of this first week to make a diagnosis through observation and thus, identify important data for the project proposal.

REFLECTION OF EVENTS:

As for the presentation of the trainee teacher to the seven assigned groups, the reaction of the students was charismatic when they saw someone so young as a teacher, which generated new expectations with the subject. Also, the students were more interested when they learned that the teacher also speaks French, which motivated him to give an oral demonstration of his knowledge.

Personally, I considered the welcome from all the administrative and teaching staff to the trainee teacher to be warm, since thanks to adequate communication, everyone found out in an effective way, making both coordinators go directly to him for the delivery of forms, attendance lists and information in general, instead of the supervising teacher.

Finally, some particular aspects to mention is the fact that the use of the virtual classrooms was of great help, in fact, it was curious to realize that the classrooms were little used due to lack of training for the teachers of the institution.

EVIDENCES

Icontec
ISO 9001

CERTIFIED
IQNet
MANAGEMENT SYSTEM

SC-CER96940

The integral practicum experience has been the most important stage to put into practice all the knowledge acquired throughout the career. In the case of the Alejandro Gutierrez Calderón School, it has been demonstrated that teaching not only requires hard work, dedication and discipline, but also a great vocation for teaching. Preparing high school students for the social reality of today is a certain challenge because it is a task that also includes parents, the very ones in charge of reinforcing the ethics and values of each student.

The teaching vocation in general, is one of the most important because within their work they must educate and stimulate curiosity for the world in general, not only of the area. Therefore, the duty is to teach behaviors through personalized techniques for each student and reflect it by example. Hence the importance of being a teacher who can also play the role of a second family. And that, in short, to forge an appropriate character at the moral level in today's society.

Clearly, the teaching task goes far beyond providing theoretical content of a subject, in this case English, if not serve as a guide, companion and friend of the student, looking for him to reflect on different factors at the cultural, ethical and political level, among others. And not just make him a disciplined, obedient and uncritical student in society.

6.2 Conclusions

Especially, underlining the fact of the active participation in the integral practice as an English teacher at Colegio Alejandro Gutierrez, some conclusions can be established. First of all, the acquisition of a language implies a systematic progression, so that through the different tools used as a teacher the students improve in different aspects such as vocabulary acquisition, grammar, foreign culture, among others. Likewise, the teacher must also be in charge of adequately working the four language skills (written production, oral production, reading comprehension and listening comprehension). In this sense, the duty is to keep these skills at the same level, but the challenge of working each of them is different in the real school context in which the teacher worked.

In this case, the current educational institution only seeks to reinforce the grammar competence, so it is difficult to propose other activities that are not directed to this aspect and therefore learning becomes a bit monotonous and tedious. Having to adapt to a curriculum established by an institution implies in many cases limiting oneself as a teacher and not exploiting optimal teaching in all areas; a big problem that with a little more independence on the part of the teacher, can be mediated and in today's school is allowed but not in all cases.

Secondly, the lack of study habits in this third world country slows down the progression in teaching too much, so it is difficult to maintain the same pace in all students as very few are interested in homework and autonomous work. It is important to note that, regardless of the use of pedagogies and methodologies far from traditional paradigms, they are not enough if there is no culture or study habits from primary education and from home. This is a bit demotivating

SC-CER96940

because the teacher is forced to work on the same topics for a longer period of time until making sure that the students (who do not do autonomous work) can really understand the issues raised.

Therefore, from this arises the problem that the English course taught in public schools in Colombia is of low quality, with the teacher always being the unfair culprit, without taking into account other elements such as cultural and socioeconomic factors of the population.

Finally, in spite of the above, a great job was done with all the students who attended the institution, which is gratifying for both the teacher and the students, so that the objective of the integral practicum was fulfilled satisfactorily.

6.3. References

References

Á. SUÁREZ MUÑOZ, J. M. (2010). *Vocabulario y comprensión lectora: algo más que causa y efecto.* Obtenido de Vocabulario y comprensión lectora: algo más que causa y efecto: http://repositorio.ual.es/bitstream/handle/10835/5331/5-76-1-PB.pdf

Abidin, L. C. (2018). *Young ESL Learners' Perception on the Effects of Using Digital Storytelling Application in English Language Learning*. Obtenido de Young ESL Learners' Perception on the Effects of Using Digital Storytelling Application in English Language Learning.

Adara, R. &. (2021). *The Effects of Integrating Digital Storytelling to Students' Motivation.* Obtenido de The Effects of Integrating Digital Storytelling to Students' Motivation: http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/6023/3512

Akbari, O. R. (2015). *Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes* . Obtenido de Using authentic materials in the foreign languageclassrooms: Teachers' perspectives in EFL classes : https://d1wqtxts1xzle7.cloudfront.net/51668009/1189-4346-1-PB-with-cover-page-v2.pdf?Expires=1664230864&Signature=U6qIFjq4aio

Ali, B. J. (2001). *Vocabulary Learning Strategies and Foreign Language Acquisition at Private Schools.* Obtenido de Vocabulary Learning Strategies and Foreign Language Acquisition at Private Schools.: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3863615

Amelia Chiew Har Leong, M. J. (2019). *LEARNERS' PERCEPTIONS OF THE IMPACT OF USING DIGITAL STORYTELLING ON VOCABULARY LEARNING* . Obtenido de LEARNERS' PERCEPTIONS OF THE IMPACT OF USING DIGITAL STORYTELLING ON VOCABULARY LEARNING : file:///C:/Users/Natalia/Downloads/LEARNERS_PERCEPTIONS_OF_THE_IMPACT_.pdf

Anderson, K. E. (2010). *Storytelling.* Rutgers University Libraries. Obtenido de https://scholarship.libraries.rutgers.edu/discovery/delivery/01RUT_INST:ResearchRepository/991031549936204646#13643502170004646

Austin, Z. (2015). *Qualitative Research: Data Collection, Analysis, and Management*. Obtenido de Qualitative Research: Data Collection, Analysis, and Management.

bilinguismo, P. n. (2019). *Ministerio de educación.* Obtenido de Ministerio de educación: https://www.mineducacion.gov.co/1621/articles-132560_recurso_pdf_programa_nacional_bilinguismo.pdf

Chapelle, C. (2006). *L2 vocabulary acquisition theory*. Obtenido de L2 vocabulary acquisition theory: https://www.researchgate.net/publication/289838193_3_L2_vocabulary_acquisition_theory

Chiang, M.-H. (2020). *Exploring the Effects of Digital Storytelling: A Case Study of Adult L2 Writers in Taiwan*. Obtenido de Exploring the Effects of Digital Storytelling: A Case Study of Adult L2 Writers in Taiwan: https://files.eric.ed.gov/fulltext/EJ1245831.pdf

SC-CER96940

Council, B. (2015). *English in Colombia: An examination of policy,perceptions and influencing factors.* Obtenido de English in Colombia: An examination of policy,perceptions and influencing factors.:

https://www.britishcouncil.co/sites/default/files/colombia_version_final_-_ingles.pdf

Creswell, J. W. (2002). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research* . Obtenido de Planning, Conducting, and Evaluating Quantitative and Qualitative Research : http://repository.unmas.ac.id/medias/journal/EBK-00121.pdf

Creswell, J. W. (2014). *Book Review Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.* Obtenido de Book Review Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.:

https://www.researchgate.net/publication/332246566_Book_Review_Creswell_J_W_2014_Research_Design_Qualitative_Quantitative_and_Mixed_Methods_Approaches

Dilfuza, N. (2021). *IMPORTANCE OF STORYTELLING TECHNIQUE IN TEACHING ENGLISH LANGUAGE.* Obtenido de IMPORTANCE OF STORYTELLING TECHNIQUE IN TEACHING ENGLISH LANGUAGE.

Gilakjani1, A. P. (2016). *A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement* . Obtenido de A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement :

https://www.researchgate.net/profile/Abbas-Pourhosein-Gilakjani/publication/268029418_A_Study_on_the_Role_of_Motivation_in_Foreign_Language_Learning_and_Teaching

Hamdy, M. F. (2017). *The Effect of Using Digital Storytelling on Students' Reading Comprehension and Listening Comprehension* . Obtenido de The Effect of Using Digital Storytelling on Students' Reading Comprehension and Listening Comprehension : https://www.researchgate.net/profile/Muhammad-Hamdy-2/publication/342364293_The_Effect_of_Using_Digital_Storytelling_on_Students'_Reading_Comprehension_

Hashemian, F. K. (2015). *A Story-Telling Approach to Teaching English to Young EFL Iranian Learners*. Obtenido de A Story-Telling Approach to Teaching English to Young EFL Iranian Learners: https://files.eric.ed.gov/fulltext/EJ1087083.pdf

Hatch, J. A. (2002). *Doing Qualitative Research in Education Settings.* Obtenido de Doing Qualitative Research in Education Settings: https://books.google.com.co/books?hl=es&lr=&id=yWlGAAAAQBAJ&oi=fnd&pg=PR3&dq=hatch+&ots=Fa4jBCHs0E&sig=8pjxG_1h8nPhMzGXA74AqrE3o00&redir_esc=y#v=onepage&q=hatch&f=false

James Coady, T. H. (2003). *Second Language Vocabulary Acquisition: A Rationale for Pedagogy.* Utah: Cambrigde University Press. Obtenido de Second Language Vocabulary Acquisition: A Rationale for Pedagogy.

Joraboyev, B. B. (2021). Using authentic materials on english lessons. *Academic Research in Educational Sciences*. Obtenido de Using authentic materials on english lessons.

Kathleen Stein-Smith, P. (2017). *Foreign Languages: A World of Possibilities.* Obtenido de

Foreign Languages: A World of Possibilities:

http://ijllnet.com/journals/Vol_4_No_4_December_2017/1.pdf

Liu, K. T. (2018). *Enhancing language learning through creation: the effect of digital*

storytelling on student learning motivation and performance in a school English course.

Obtenido de Enhancing language learning through creation: the effect of digital

storytelling on student learning motivation and performance in a school English course.:

https://doi.org/10.1007/s11423-018-9592-z

Lozano, C. S. (2004). *¿Porqué los jóvenes leen mal?* Obtenido de ¿Porqué los jóvenes leen mal?

Lucarevschi, C. R. (2016). *The role of storytelling on language learning: A literature review.*

Obtenido de The role of storytelling on language learning: A literature review:

https://journals.uvic.ca/index.php/WPLC/article/view/15309

Mannong, A. B. (2018). *The Effect of Using Authentic Materials to Improve the Reading*

Comprehension of the Ninth Grade Students of SMNP 36 Makassa. Obtenido de The

Effect of Using Authentic Materials to Improve the Reading Comprehension of the Ninth

Grade Students of SMNP 36 Makassa: http://eprints.unm.ac.id/id/eprint/4715

Michael J. Lawson, D. H. (1996). *The Vocabulary-Learning Strategies of Foreign-Language*

Students. Obtenido de The Vocabulary-Learning Strategies of Foreign-Language

Students: https://doi.org/10.1111/j.1467-1770.1996.tb00642.x

Moncada, A. G. (2009). *On Alternative and Additional Certifications in English Language*

Teaching: The Case of Colombian EFL Teachers' Professional Development. Obtenido

de On Alternative and Additional Certifications in English Language Teaching: The Case

of Colombian EFL Teachers' Professional Development:

http://www.scielo.org.co/pdf/ikala/v14n22/v14n22a8.pdf

Mustika, Y. (2020). IMPROVING READING COMPREHENSION ON RECOUNT TEXT BY

USING AUTHENTIC MATERIAL. En Y. Mustika, *IMPROVING READING*

COMPREHENSION ON RECOUNT TEXT BY USING AUTHENTIC MATERIAL (págs.

140-151.). ELTR Journal.

Nadera, B. (2015). *Promoting Student Motivation in EFL Classroom: Through Extended Music*

Education. Obtenido de Promoting Student Motivation in EFL Classroom: Through

Extended Music Education:

https://www.sciencedirect.com/science/article/pii/S1877042815045310

Nor Hasni Mokhtar, M. F. (2011). *The Effectiveness of Storytelling in Enhancing Communicative*

Skills. Obtenido de The Effectiveness of Storytelling in Enhancing Communicative

Skills: (https://www.sciencedirect.com/science/article/pii/S1877042811011372)

PourhoseinGilakjani, A. (2016). *How Can Students Improve Their Reading Comprehension*

Skill? Obtenido de How Can Students Improve Their Reading Comprehension Skill?:

https://www.researchgate.net/profile/Abbas-Pourhosein-

Gilakjani/publication/303742915_How_Can_Students_Improve_Their_Reading_Compre

hension_Skill/links

Sari, A. P. (2019). *The Advantages and Disadvantages of English Learning.* Obtenido de The

Advantages and Disadvantages of English Learning:

file:///C:/Users/Natalia/Downloads/955-2821-1-PB.pdf

Seers, K. (2012). *Qualitative data analysis.* Obtenido de Qualitative data analysis:

https://ebn.bmj.com/content/ebnurs/15/1/2.full.pdf

Vivanco, V. (2001). *La adquisición de vocabulario en una segunda lengua: Estrategias*

cognitivas y lazos afectivos. Obtenido de La adquisición de vocabulario en una segunda

lengua: Estrategias cognitivas y lazos afectivos.:

https://d1wqtxts1xzle7.cloudfront.net/36776802/Adq_vocabulario-with-cover-page-

v2.pdf?Expires=

Annexes

Annexe 1. Second community outreach song

COMMUNITY OUTREACH COMPONENT			
Project: "Implementation of educational songs to foster vocabulary acquisition in the fifth grade English course."			**Level:** A1
Educational institution:	**Trainee teacher:**	**Week date:**	**Grade:**
Alejandro Gutierrez Caldeón- Sede de Barones	Natalia Stefanny Omaña López	3rd Oct- 7 Oct	Fifth

General skills:		Topic:
Listening- Speaking		Demonstrative adjectives
Participants	**Time**	**Objectives**
25	7:00 – 8:00	-To improve vocabulary learning through educational children's songs.
GENERAL DESCRIPTION		
Beforehand, a short review of the terms learned in the workshop is made in order to analyze the students' retention of the vocabulary from the song.		

GENERAL DESCRIPTION

Beforehand, a short review of the terms learned in the workshop is made in order to analyze the students' retention of the vocabulary from the song.

Next, the explanation of the new words to be learned is given before giving way to the song which in this encounter is based on the demonstrative adjectives.

After the explanation, the pronunciation of each term is given and the lyrics of the song are also provided so that the child can situate himself in what context he is in. After several trial attempts, the song is played three times **Demonstrative adjectives song**. Feedback on what has been learned in class is provided by means of pedagogical worksheets **Demonstrative adj Worksheet**.

EVIDENCES

Icontec
ISO 9001

CERTIFIED
IQNet
MANAGEMENT SYSTEM

SC-CER96940

Song time

Annexe 2. Third community outreach song

COMMUNITY OUTREACH COMPONENT			
Project: "Implementation of educational songs to foster vocabulary acquisition in the fifth grade English course."			**Level:** A1
Educational institution:	**Trainee teacher:**	**Week date:**	**Grade:**
Alejandro Gutierrez Caldeón- Sede de Barones	Natalia Stefanny Omaña López	24th Oct- 28th Oct	Fifth

General skills:		Topic:
Listening- Speaking		The cardinal numbers
Participants	**Time**	**Objectives**
25	7:00 – 8:00	-To improve vocabulary learning through educational children's songs.

GENERAL DESCRIPTION

On this occasion, the vocabulary previously learned is reviewed by means of games such as "*The hot potato*" (strategy used as warm up). The new terms to be learned, their meaning and writing are explained with the help of the board or flashcards.

After the explanation, the pronunciation of each term is given and the lyrics of the song are also provided so that the child can situate himself in what context he is in. After several trial attempts, the song is played three times **The cardinal numbers song** . Feedback on what has been learned in class is provided by means of pedagogical worksheets **Cardinal numbers worksheet**

EVIDENCES

Song time

SC-CER96940

Annexe 3 Demonstrative Adjectives Worksheet[*Demonstrative adj Worksheet*](#).

Annexe 4 Cardinal Numbers Worksheet[*Cardinal numbers worksheet*](#)

Annexe 5 Body Parts Worksheet[*Body parts worksheet*](#).