Using the Content-Based Instruction Approach to Enhance Eleventh-Grade Students' Reading Comprehension at Escuela Normal Superior of Piedecuesta: A Pedagogical Action Research

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Chapter I: General Presentation of the Project.

The present pedagogical project "Using the Content-Based Instruction Approach to Enhance Eleventh- Grade students' Reading Comprehension at Escuela Normal Superior of Piedecuesta" presents the development of this research study in a public school in Colombia. This study was aimed at examining the effects of Content-based instruction on EFL students' reading comprehension through the accomplishment of reading workshops designed under the CBI approach. In order for this project to be carried out in an integral and holistic manner, it is structured in six different components that make it a coherently interrelated study, presented as follows: A General presentation of the project, an Institutional observation, the Pedagogical and research component, the Outreach component, the Intra-institutional Activities Component and finally, the integral practicum stage reflective process.

At first, the general presentation outlines and contextualizes the purpose of this project and introduces the coming chapters, then, the Institutional observation served as a tool for the researcher to know in depth the context and the needs of the students that were part of the implementation of this pedagogical project. In addition, the Pedagogical and research component presents the pedagogical and research methodology applied for the development and orientation of this study as well as it presents the instruments used for the data collection.

Consequently, the Outreach component describes the activities carried out with the primary school community under a process of sensibilization and awareness for the teaching of English language. Another important section of the project, the Intra-institutional activities component describes the extracurricular and cultural activities that build the identity of the institution and give dynamism to the academic activities. As a final part of this written report, the

reflective process of the Integral practicum stage seeks to consider and analyze the experiences as researchers and teachers and simultaneously, it helps to understand the complex scenario for English teaching as a Foreign Language in the public institutions of our country.

Introduction

The program of Foreign Languages at the University of Pamplona conceives the teaching practicum stage as the process of providing students with teaching experiences within a classroom setting, which allows the students to assume their roles and responsibilities as future educators. During this stage were addressed three different components that complement the educational processes and contribute to innovation in the teaching of English as a foreign language. In this sense, the pedagogical and research dimensions of this study were focused on designing different activities that meet the students' needs and address the development of new strategies for enhancing reading skills. Furthermore, the teaching stage considers the importance of getting involved in the institutional and extracurricular activities in order to be more familiar with the school environment and take part in the organization of formative events that reinforce the institution's identity.

In addition, the final component of the practicum stage focuses on social work and outreach to the primary school community. Considering that the primary level is the one that needs more attention in terms of foreign language training, the role of the pre-service teacher in this level is very formative both professionally and personally and contributes to the improvement of the different skills of the younger students. Indeed, Canto (2019) highlights that recent studies on the field of language teaching at the elementary level show that young students

are intrinsically better language learners and develop a good literacy in English as well as multitasking skills and problem-solving abilities.

Justification

Considering the advancement of new technologies, communication in the contemporary world is characterized by its diversity and the development of multilingual communication. In this regard, globalization has emphasized the importance of learning a foreign language in order to establish relationships with people from all over the world. Furthermore, in our educational context, education is oriented towards teaching and learning English as a foreign language. English Language has spread quickly around the world and nowadays, it is an essential skill required for accomplishing professional and personal goals. (Rao, 2019).

Taking into consideration the importance of learning a foreign language, especially English, new approaches have arisen with the aim of offering an effective way to learn the language and use it in real contexts. One of these approaches is the Content-based instruction approach, which proposes different principles for the learning/teaching of English as a foreign language. Having stated the previous arguments, this approach is considered the central subject of this research study, along with the reading comprehension competence.

Therefore, this research project was intended to explore the use of the Content-based approach for the reinforcement of the reading comprehension skills in a public institution setting, where after having done an observation process, and the use of a pre-test as an instrument to evaluate the students' reading comprehension, it was found that students have difficulties when

reading and understanding the main idea of a text. Hence the need to find a strategy to improve reading comprehension, a skill that is necessary to achieve the desired results in the standardized tests that students must take at the end of high school.

Additionally, as part of this pedagogical inquiry, it is worth to highlight the relevance of the outreach component in which pre-service teachers play an important role as social workers, with the objective of supporting and strengthening the processes of teaching English as a foreign language in an elementary level. In this particular case, the researcher carried out a pedagogical project whose main purpose was to present the use of songs as a didactic tool for the teaching of English with fifth-grade students at the Normal Superior School in Piedecuesta.

Along with this sub-project, it is important to mention the final component of this study which describes how the institutional activities complement the training stage of the pre-service teachers since it allows them to be engaged with institutional reality and establish support links between students, teachers, administrators, and parents.

Objectives

General Objective

To describe the implementation of the research and pedagogical proposal carried out during the practicum stage at the Normal Superior School in Piedecuesta, Colombia with Eleventh-grade students.

Specific objectives

- To examine the effects of Content-based instruction on EFL students' reading comprehension

- To implement the use of songs on the learning of English among fifth-grade students at the Normal Superior School, Piedecuesta.

- To get involved in the academic and extracurricular activities following the institutional chronogram of the Normal Superior School, Piedecuesta

Chapter II: Institutional Observation

With the aim of getting to know in depth the context and the students' needs of the institution where the pedagogical intervention took place and bearing in mind that is highly important to describe its main characteristics as well as its organizational core, the administrative level, pedagogical component and technological level, it was conducted an institutional observation of one week duration, using field notes as a tool to collect and record the information that refers to the educational processes that occur in the educational community.

Location and Background information

The "Escuela Normal Superior de Piedecuesta" school was founded in April 1953 in the municipality of Piedecuesta, Santander. More precisely, it is located at the Carrera 15 No. 4-43 and has a big area of four hectares, which makes it one of the largest schools in the city. This institution is a coeducational public school regulated by the Ministry of National Education (MEN). At the moment it is coordinated by the Mg. Jhon Alvaro Santamaría Sánchez, current rector of the institution.

This institution is organized around three different levels of education: Pre-school, basic primary and secondary education. Additionally, it has the Complementary Training Program, a cycle that aims at training educators at the preschool and elementary school levels,

within the framework of the basic education system. Thus, the institution is organized in two sessions: in the morning, pre-school and high school activities are carried out, and in the afternoon, primary school and complementary education program activities are held.

Administrative Level

The Educational Institutional Project (Proyecto Educativo Institucional PEI in Spanish) of the Escuela Normal Superior de Piedecuesta aims at promoting policies, procedures and practices for the organization, preparation, implementation and evaluation of the educational process in order to achieve the objectives set for all the members of the educational community. In this sense, it establishes the institutional and administrative organization, along with the values that build the institutional identity.

In this regard, the organizational structure that operates in the Normal School is inspired by the principles of cooperative management that promotes an organization based on teamwork and participation. Therefore, organizational units are formed, each of them made up of a team of people who work with a unified criteria in order to achieve the projects of the PEI. The units are set up as follows: the administrative unit, Academic Unit, Research and Pedagogical Development Unit and finally the Coexistence and Wellbeing Unit.

Additionally, it is important to describe the different control entities that perform the management and organization tasks of the institution which are conformed by the Principal, the Board of Directors, the Academic council, Students' council and Parents' council. The following chart presents the organization of the control entities which are the basis for guiding the

functioning of all the educational and administrative processes at the Normal Superior School, Piedecuesta.

Figure 1. *Institutional Organization Normal Superior School*
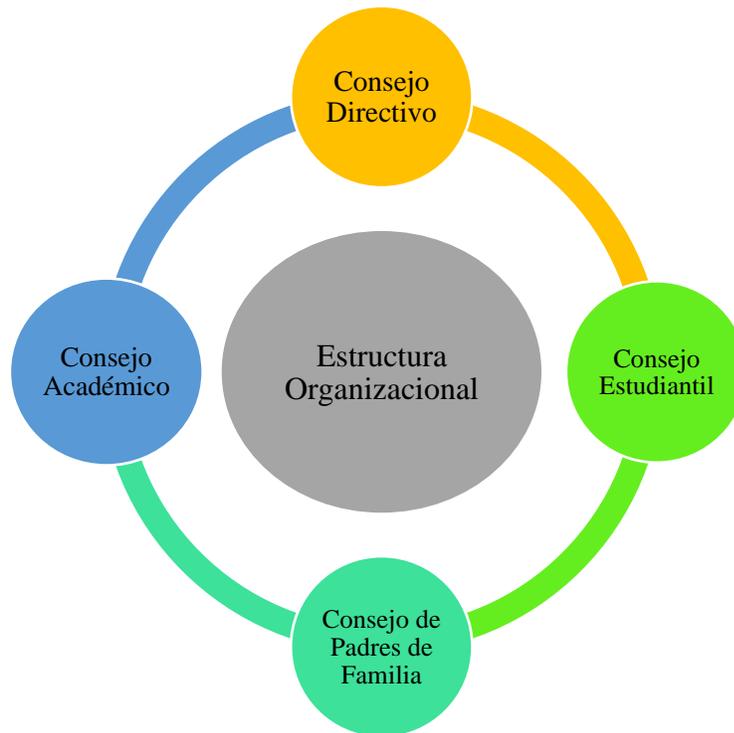
Note. The institutional organization describes the control entities that lead the functioning of the institution. Own elaboration.

To conclude, it is necessary to highlight the role of the board of directors, which is considered as the highest decision-making entity of the educational institution, establishing the academic and administrative orientation policies. It is integrated by two representatives of the teaching staff, two representatives of the parents, one representative of the students and one representative of the alumni of the institution.

Pedagogical Dimension

As part of the institutional observation, it was highly relevant to explore the institution's pedagogical component with the aim of getting to know the methodologies, models and resources for the English teaching. In this sense, the English area planning was a meaningful tool that described the elements and objectives for each grade in different levels of instruction. In this particular case, were explored the contents and objectives set for eleventh-grade courses.

In this way, the English language area planning determines the English standards based on the levels given by the National Plan for Bilingualism (Plan Nacional de Bilingüismo) and the Basic Standards of Competences in Foreign Languages "English". Hence, eleventh grade students, that are the students involved in this pedagogical-research project are expected to have the following competences:

- To identify the purpose of oral and written texts of medium length related to topics of general interest and their academic environment and share it with others.

- To explain both orally and written the causes and effects, as well as the problem and solution of a problem.

-To write argumentative texts on academic topics with a clear and simple structure

-To express orally points of view on controversial topics previously studied

- To hold formal discussions on academic topics that students have previously prepared

- To narrate orally and IN written personal experiences or familiar stories.

In regards to the methodology and taking into account the objectives of the English area plan, which focuses on the development of the communicative competence, with an emphasis on

helping students to use English in a variety of contexts, The main focus is helping students to build meaningful sentences rather than helping them to construct perfectly correct grammatical structures or to achieve perfect pronunciation.

Now, considering that the Colombian Bilingual Program offers some pedagogical resources, those are used to complement the learning process of English. Those resources include a guidebook "English Please!" and workshops that complement the learning activities in the English class. However, teachers at the Escuela Normal are free to design other workshops and material that they consider necessary.

Technological Component

In general, the Normal Superior School has a medium degree of connectivity since the internet access speed is not enough to cover all the demand in the educational community. However, eleventh-grade classrooms are equipped with an ethernet cable that allows the use of ICTs tools for the teaching and learning of English. Additionally, the school has a bilingualism classroom for students to have the access to different platforms that diversify the activities of the English class. In regard to others technological elements, each classroom has a Smart T.V and an HDMI cable that allows teachers to include audiovisual materials in their classes.

Population

Regarding the student community of the Normal Superior School, this institution has 3286 students in total. Taking into consideration the groups of interest for this study, there are five eleventh-grade groups which are conformed by forty-two (42) students each one, which represents a total of 210 students. From these students, 117 are women and 93 are men.In

addition, eleventh-grade students are in an age range of 16-18 years old and according to the observations, most of the students have an A2 level of language.

Taking into account the importance of knowing the entire educational staff who lead the learning processes in the institution and with whom different spaces within the educational community will be shared, it is necessary to know how many educators are part of this group. According to the information given by the academic coordinator, there are 30 teachers in secondary education and five of these educators are English teachers. In addition, there are 26 teachers that work in pre-school and primary education.

Regarding the other dependencies that direct the educational community, it is led by the principal and three coordinators: the academic coordinator, the coexistence coordinator and the disciplinary coordinator. Moreover, the administrative staff is composed by five (5) women that work as secretaries and two workers that manage the library and the institution's warehouse.

Chapter III: Pedagogical and Research Component

Using the Content-based Instruction Approach to Enhance Eleventh-Grade Students' Reading Comprehension at Escuela Normal Superior of Piedecuesta : A Pedagogical Action Research.

Introduction

Nowadays, English language learning holds a special value for the accomplishment of the global communication. This language is recognized as the third most important language in the world and its use is predominant in the fields of economic trade, science, diplomacy and technology. Additionally, English language represents an important place in the educational field, as the global education systems in schools and universities around the globe require to achieve a

certain English level. Indeed, Rao (2019) states that "English has been widely used by the students, teachers and researchers around the world as English is the main medium used in the various fields of education". In this sense, English language allows the knowledge to be spread and to gain unlimited access to different fields of study. (Karimova, 2016).

In Colombia, The Ministry of Education has created the National Bilingualism Program (2004-2009) with the objective of optimizing the quality and teaching of the English language in the country. Therefore, this program requires all educational establishments to offer to their students the optimal conditions for learning a foreign language from the basic level. These conditions include teacher training for English Language Teaching (ELT), the use of materials (audiovisuals and books), the design of the suggested curriculum, the implementation of the Levels and Standards of the Common European Framework of Reference for Language Teaching and Evaluation (CEFR) and the use of standardized English Language test to assess the progress and achievements of this program. (MEN, 2006).

In spite of the efforts to promote this program for the improvement of the English level, the results from the Saber 11 test show that it is necessary to continue working for the achievement of the goals proposed by the PNB. The Saber 11 test corresponds to the high school state exam and that is taken by students nearing the end of their studies at that level, is designed to measure their knowledge in areas that are fundamental to any high school education including English as one of the main areas evaluated. In view of the statistics presented by the Colombian Institute for the Promotion of Higher Education (ICFES), a Colombian organization that is responsible for the assessment of education and institutes, the general level of English in this country does not exceed A1 language level according to the CEFR index.

The following figure shows the analysis of the results obtained on the Saber 11 test between 2011-2015, an intermediate period since the implementation of the Bilingualism Plan. According to the statistics, a significant progress has been generated between level A- towards level A1. However, according to the program, students should have a B1 level of language proficiency by the end of high school.

Figure 2. *Performance level in English for Colombia for the period 2011-2015.*
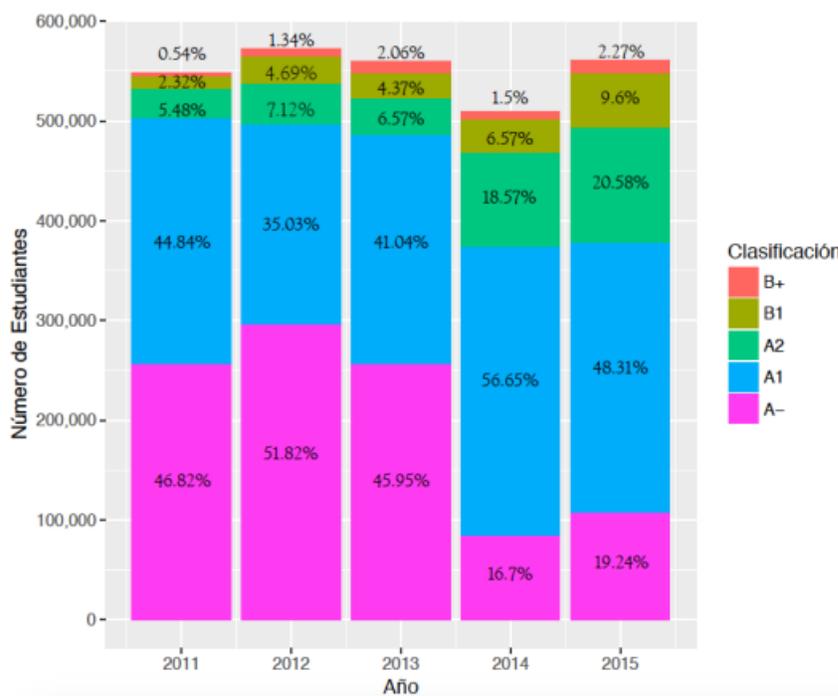
Note: Performance level in English for Colombia for the period 2011-2015. From *Desempeño del Nivel de Inglés para el period 2011-2015*, by Duarte,H. (2016).

In view of these results, this study proposed the use of the Content-based instruction approach to enhance students' reading comprehension, being reading one of the skills evaluated on the Saber 11 test and bearing in mind the need for its reinforcement. Regarding the Content-based

approach, it is a subdivision of the Communicative Language Teaching (CLT) which aims at integrating language skills and content or subject matter. In theory "Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus" (Richards & Rodgers, 2001 as cited in Villalobos, 2014). In this sense, the use of this approach could benefit the development of students' reading comprehension through the exposure to subjects of interest since CBI offers a natural way to reinforce language ability.

Statement of the Problem

The "Escuela Normal Superior de Piedecuesta" school is an institution that has adapted its General Language Plan according to the directions given by the National Bilingual Program and the Basic learning standards of English as a Foreign Language. This institutional document considers the teaching/learning of English as a foreign language (EFL) as a fundamental element contributing to the development of the communicative competence in terms of the linguistic, pragmatic and sociolinguistic dimensions.

Nevertheless, after having conducted a week of observation at the institution and after reviewing the results from the last Saber 11 test, it was possible to evidence that the reading comprehension is a competence that is not practiced in class. Despite the fact that the area plan for eleventh grade students establishes that they should identify the purpose of written texts related to topics of general interest, this task represents a level of difficulty for them to perform. This situation can be explained by different factors, one of them is the methodology used for the class, in which educators concentrate their classes on the development of the grammatical competence, without taking into account other language skill, such as reading. In addition,

another factor that hinders the development of reading comprehension is that students might not have an awareness of reading strategies that they need to use when reading a text in a foreign language. (Velazquez and Giraldo,2011).

Additionally, reading comprehension is an activity that has commonly been taught from a methodical perspective, without taking into account the topics that might interest students. In addition, the transition from face-to-face education to the virtual modality has been detrimental for the students' performance   as shown on the students results on exams. Another aspect that hinders reading comprehension is the lack of vocabulary and lexical structures, which does not allow students to understand the information presented in the texts. This lack of vocabulary is evident in the results of the last exams given at the end of each academic period.

Having presented the problem of reading comprehension in eleventh-grade students, this study seeks to use content-based instruction as an approach to enable students to improve their reading comprehension skills. In view of this, the research questions set for this inquiry are set as follows:

What effects does the Content-Based Instruction approach have on eleventh grade students' reading comprehension in an English course at a public school in Colombia?

What are the most significant difficulties encountered by eleventh- grade students in the competence of reading comprehension in EFL?

How does the use of content allow the development of the reading comprehension skills on eleventh-grade students?

What are students' perspectives on using the Content-Based Instruction approach to foster reading comprehension?

Justification

Reading comprehension can be defined as "the ability to understand a text, to analyze the information and to interpret correctly what the writer is stating" (McKee, 2012). From this concept, it is understood that reading comprehension is crucial in the process of learning English as a foreign language. Indeed, this ability allows not only to analyze and understand a text, but also favors the development of writing and speaking skills. Additionally, reading comprehension allows students to study grammar in a contextualized way and to expand their vocabulary.

Now, taking into consideration the importance of developing students' reading comprehension skills, it is necessary to find a method that allows educators to offer reading strategies that capture students' attention, motivating them to read and analyze different types of text. In this regard, the Content-based instructions seem to be a great approach that can help students to conceive reading comprehension in a more attractive way. In fact, content-based instruction is a pedagogical approach that commits to addressing both language and content-learning objectives, so that students work towards learning both simultaneously. (Scott & Saaiman, 2016)

In addition, this approach is supported by second language acquisition research that according to its principle's states that "people learn a second/ foreign language more successfully when they use language as means of acquiring information, rather than as an end itself" (Richards & Rogers, 2005 as cited in Tsai, 2010). In this regard, taking into account the eleventh-grade student's needs for the reinforcement of reading comprehension abilities at the Normal Superior School, this action research aims to enhance their reading comprehension skills through the implementation of Content-based instructional strategies that consider their educational context and language level.

Objectives

General Objective

To examine the effects of Content-based instruction on EFL students' reading comprehension

Specific objectives

- To identify the most significant difficulties encountered by eleventh grade students in regards to their reading comprehension in English.

- To design content-based workshops that contribute to the development of the reading comprehension in English.

- To explore the students' perspectives on the use of Content-based Instruction for the reinforcement of their reading comprehension skills.

Research Questions

Main Question

What effects does the Content-Based Instruction approach have on eleventh grade students' reading comprehension in an English course at a public school in Colombia?

Sub-questions

What are the most significant difficulties encountered by eleventh- grade students in the competence of reading comprehension in EFL?

How does the use of content allow the development of the reading comprehension skills of eleventh-grade students?

What are the students' perspectives on using the Content-Based Instruction approach to foster reading comprehension?

Theoretical Framework

In this part of the project, the theoretical foundations were defined in order to understand and contextualize the essential notions and key concepts of this pedagogical inquiry. For this theoretical framework were taken into account the following concepts: Content-Based Instruction (CBI), Content-based Instruction Models, Reading Comprehension and Reading Comprehension Strategies.

Content-Based Instruction Approach

Content-based instruction has been defined as a pedagogical approach for teaching language that commits to addressing both language and content-learning objectives, so that students work towards learning both simultaneously. Indeed, Brinton (2003) defines Content-based instruction (CBI) as "the teaching of language through exposure to content that is interesting and relevant to learners". With this in mind, the use of subject matter for second/foreign language teaching is referred to as content. In an adult EFL setting, subject matter may consist of topics or themes based on their interest or needs, or it may be very specific, such as the subjects that students are currently studying in their elementary school classes. (Snow, 2001).

Content-Based Instruction Models

Content based instruction approach is divided into three different models, that can be adapted for teachers depending on a variety of educational settings, those models include the sheltered content course, the adjunct course, and the theme-based model. Taking into account the educational context and the flexibility that offers the theme-based model of content-based instruction, this one is the model that has been selected for the development of the present research proposal. At all levels of teaching and in both second and foreign language contexts, theme-based courses are perhaps the most popular and commonly used model of CBI.

Courses under the theme-based model are self-contained, have a strong language-oriented projection, and offer a great degree of material selection, curricular structure, and procedural application flexibility. (Dueñas,2004). The following table illustrates the existing CBI models and its content-driven or language-driven nature.

Figure 3. *Content-based Instruction Models*

Content-Driven					Language-Driven
Total Immersion	**Partial** Immersion	Sheltered Courses	Adjunct Model	Theme-Based Courses	Language Classes with Frequent Use of Content for Language Practice

Note: This table presents the Content-driven and language-driven approaches of Content-Based Instruction. From *Content-based Instruction: A relevant approach of Language Teaching*, by Villalobos (2014).

Reading Comprehension

Reading comprehension is commonly defined as the complex ability to understand, analyze and interpret properly the information that the writer has stated. According to Hermida (2009) "reading a text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading, the reader recreates the meaning of the text, together with the author". In a similar way, Veeravagu, et al (2010, as cited in Mckee, 2012) shares a very complete definition of what reading is, defining this skill as:

> "A thinking process by which a reader selects facts, information, or ideas from printed materials; determines the meanings the author intended to transmit; decide how they relate to previous knowledge; and judge their appropriateness and worth for meeting the learner's own objectives".

Taking into consideration those definitions, reading comprehension is a complex and methodic process that needs to establish some stages in order to analyze and comprehend the information presented in the text. According to Toprak (2009) reading is an active process that is divided into three main stages: (1) Pre-reading, (2) While reading and (3) post-reading stage. According to this classification, the author states that the first step when teaching reading is to do a pre-reading activity that serves as a warm up to introduce students to a given text and elicit background information. Consequently, the "while-reading" stage helps students to decode text passages and leads students to use reading strategies such as guessing the meaning of unknown vocabulary. Finally, the "post-reading" stage leads students to achieve a deeper analysis of the text and to construct meaning after the reading.

Reading Comprehension Strategies

A strategy is conceived as a method or plan that is designed to reach a goal. In fact, reading strategy is further defined as "a physical or mental process used consciously or unconsciously with the intention of facilitating text comprehension and/or learning (Davies, 1995 as cited in Hour, 2012). Based on Hour's (2012) article entitled "Strategies to enhance reading comprehension in ESL classroom, this author postulates some reading strategies for each one of the reading stages. These strategies as listed as follows: Before reading strategies: (1) Skimming, (2) scanning and (3) question generating. Then, he presents the "while reading" strategies: (1) Shared reading, (2) Guided reading and (3) cooperative reading. Finally, the author lists the "post-reading strategies: (1) team review, (2) Summary and (3) the use of graphic organizers.

Literature Review

In order to gain a deeper understanding of the existing literature and previous studies that explored the use of Content-based instruction to reinforce the reading comprehension competence, the following literature review presented an overview of different studies carried out in different educational settings.

To start this overview, Khruawan & Dennis(2017) conducted a mixed action research entitled *A study of English Reading comprehension using Content-based instruction approach* with the purpose of investigating students' achievement in reading comprehension taught through   Content-based Instruction (CBI) approach and to know students' attitudes towards this approach.The sample for this study were fifty tenth grade students who enrolled an English course at Khowangwittayakhom School, Thailand. The instruments used in this study consisted of ten-content based instruction lesson plans, reading pre-test and post-test and a questionnaire. Gathered data were analyzed statistically using standard deviation. Results of this

inquiry shows that the effectiveness of English reading after using content-based instruction approach in teaching was significantly higher than before teaching and the students' attitude towards using Content-based Instruction approach was at a good level.

Similarly, Khusniyah & Wadi (2020) carried out a study called *Investigating Content-Based reading Instruction in promoting students' reading comprehension: a classroom action research.* The objective of this study was to describe how content-based reading instruction benefits on students' reading comprehension. The participants of this study were selected from an English as a foreign language (EFL) classroom of a private school in Narmada, Indonesia. To gather the data, the researchers used tests and observations. In addition, teacher and students' worksheets were taken as the qualitative data collection instrument to evaluate the reading instruction process. The test was directed in two cycles at different moments of the Content-based reading instruction and they show that there was a significant improvement of the reading comprehension from cycle I to Cycle II. Additionally, the study considered the students' attitudes towards the implementation of this approach, and states that participants were highly active, enthusiastic and participative during the reading instruction using CBI.

In addition, Tsai (2010) conducted a research study that attempted to investigate the effect of Content-based language instruction (CBLI) on EFL students' reading comprehension through the design and implementation of a content-based literature curriculum. The subjects in this study were 101 sophomores including 30 males and 71 females majoring in English at I-Shou University in southern Taiwan. In order to gather data, T-test, ANOVA technique and semi-structured interview were used as instruments to examine students' attitudes and effect of CBLI on reading performance. Results of this study indicate that the implementation of content-based language instruction in the literature class could enhance students' reading comprehension as

well as critical thinking ability. The interview results of the study confirm that students made great gains in analytical and critical thinking ability and develop their language skills by using content-based language instruction, showing that students gain cognitive development by involving on a variety of thinking processes in a CBLI program.

In the same way, Putra & Marzulina (2015) carried out a study that was aimed at finding out whether or not the implementation of Content-Based Instruction (CBI) approach significantly improves reading comprehension on second year students' at an Islamic university. Moreover, this study also considered the students' opinions towards the implementation of CBI method in reading comprehension. The sample of this inquiry consisted of 20 male students that were in the control group and 20 female students that were part of the experimental group. For the data collection, the instruments that were applied were pre-and post-tests and for its analysis, the researchers used Pair Sample Test to match the results of the pretest and posttest. According to the findings, this study concludes that there was a significant progress thanks to the implementation of the CBI approach. Besides, most of the students agreed CBI approach improved their reading comprehension and it helped them to look for interesting ways in learning English.

As a final study for this literature review, it is presented an inquiry carried out by Adhikary (2020) entitled *Effectiveness of Content-based instruction in teaching reading*. As its title indicates, this experimental research seeks to find out the effectiveness of this approach in teaching reading at a secondary school in Nepal. For this inquiry, participants were ninth-grade students. In order to collect data, the researcher used as instruments both pre-test and pos-test and three progressive tests, which were applied in the interval of seven class periods each. After

analyzing all the data from the applied test results shows that CBI is an effective method in developing students' reading skills.

Pedagogical Methodology

Theme-based instruction courses are « autonomous and offer a strong language-oriented projection, and allow a high degree of flexibility in terms of content selection, curricular organization and procedural application » (Dueñas, 2009). In this sense, for the CBI lessons of this inquiry, was followed a Theme-based instruction model that focuses on a content that catches English Language Learners' interests while developing their reading comprehension through the use of authentic material, and in addition, seeks to address learners' language objectives.

The theme-based model was chosen as the most appropriate for the context of this research since it is the most accurate model of CBI applied in second/foreign language instruction and it facilitates the adaptability of highly-catching topics when developing lessons. Furthermore, its pedagogical sequence is traditionally the same: (1) Choosing a subject of interest for the students; (2) Selecting the content (reading texts, materials, visual aids, etc); (3) Form-Content integration and finally; (4) Assessment.

Bearing in mind that the main purpose of the theme-based model is to help students to develop their foreign language competences within specific topics or thematic areas, the material design is highly important when designing a theme-based unit. The following chart illustrates the steps that need to be considered when creating a learning unit under this approach.

Figure 4. *Elements from a Content-Based Instruction Unit*
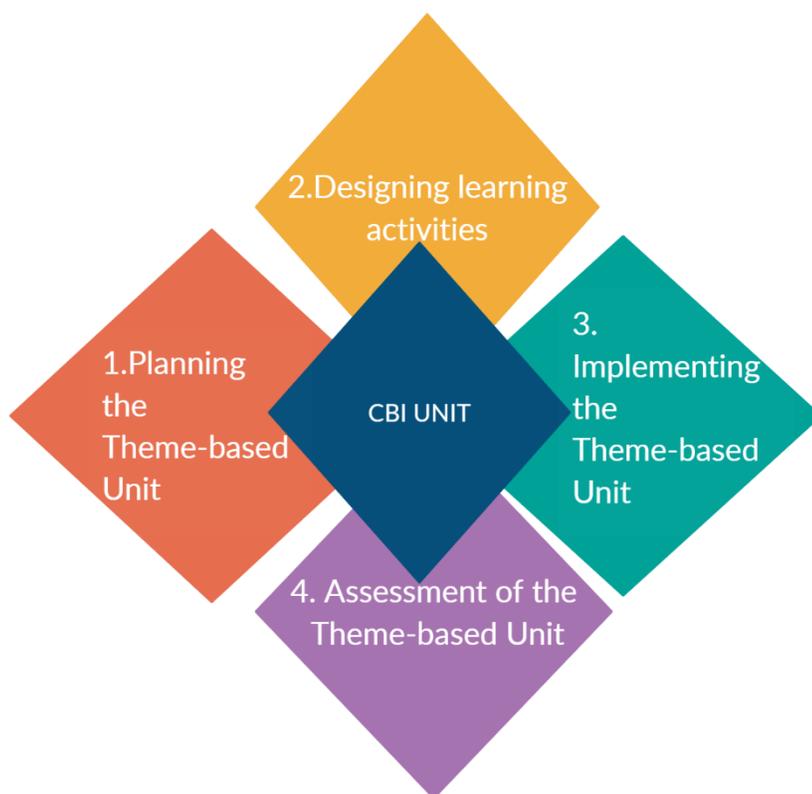
Note: Steps to consolidate a Content-based Instruction Reading Unit. Own elaboration

Description of Activities for the implementation of the Project

Considering that the purpose of this research study is to enhance the eleventh-grade students' reading comprehension at the Escuela Normal School in Piedecuesta, the activities proposed for the development of this project are organized by reading workshops. It is important to highlight that these workshops are designed under the CBI approach which is focused on presenting different themes so that students can learn new concepts or about any topic that can be interesting for them. In this regard, the British Council (n.d) states that through the exposure to content, EFL students "learn about any subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge and their linguistic ability in the

target language". The following description of activities presents the implementation of the seven reading workshops that were carried during this pedagogical intervention at the Normal Superior School in Piedecuesta, Colombia.

Activity 1. First Reading Activity "Olympic Games"

The main topic of the class is the first reading comprehension activity. This activity consists of analyzing a narrative text presented in the form of a Blog which mentioned the most relevant aspects of the Olympic Games held in London 2012. As an introduction to the topic, a reading preparation activity was done in which students had to link the vocabulary with its correct definition. Afterwards, there was a socialization of each of these concepts presented in the text.

After finishing the reading, the students answered the proposed questions and then proceeded to contextualize the correct answers. As an evaluation activity, students were asked to make a graphic organizer in which they present the title, the main idea of the text and the secondary ideas presented in each paragraph of the text. (See Annex 1. First reading activity)

Activity 2. Second Reading Activity "Dreams"

This activity consisted of analyzing an informative text about dreams. As an introduction to the topic, a video explaining how dreams happen in our subconscious was shown. Afterwards, the information presented in the video was discussed with the students. In this part the students had the chance to talk about their dreams and the possible explanations on dreaming.

The next step that followed consisted of a short explanation of the reading strategies that can be used by students in order to facilitate the comprehension of a text. The strategies mentioned for this reading were: Reading aloud, analysis of the title and source of the text,

identification of key words and concepts, multiple choice questions and finally the use of graphic organizers to synthesize information from a text. After reading, the students answered the questions of comprehension of the text and socialized them with the purpose of clarifying the emerging doubts.

As a final activity, students made a written production in which they had to briefly describe a recent dream. (See annex 2. Second reading Activity)

Activity. Third Reading Activity

The central theme of this class was artificial intelligence. As an introductory activity to the topic, an episode of a futuristic series was presented (Love, Death and Robots series), in which the implementation of artificial intelligence was represented in all areas of society. After watching the video, students shared their perspectives about this episode. Many students highlighted the negative aspects of the excessive use of technology and others highlighted its benefits.

After this discussion activity, we continued with the explanation of the reading strategy which would be used for facilitating the reading comprehension of the text, which was the identification of key ideas and keywords from the reading. Then, the vocabulary present in the reading proposed for this class was contextualized. After this stage, the students developed a group workshop, which was divided into 6 parts. The production activity for this workshop consisted of filling out a chart, making predictions about the future use of artificial intelligence. (See Annex 3. Third reading activity).

Activity 4. Fourth Reading Activity

Fourth Reading Activity "Apollo 13"

The class begins with a warm up activity called Hangman in which students will guess the title of the reading. For this, they were given a clue saying that this reading refers to a space mission and is also the same name of a movie. In order to explore the students' prior knowledge about Apollo 13, it was proposed to ask some series of questions such as:

Do you know the Apollo 13 mission?

Have you watched any documentaries about Nasa's Apollo 13 mission?

Do you remember what happened on Apollo 11?

Do you think Apollo 11 was a real space mission?

The next step was to explain how the reading is going to be developed. For this reading activity, students were told to use the reading strategy "Scanning". Consequently, students read the key vocabulary and then continued with the text.   After finishing the reading, a general contextualization of the text was made about its main idea and the events it presents.

What is the main idea of the text?

What happened in this NASA's mission?

How many crew members participated?

Finally, the assessment activity consists of a dynamic activity in the form of a game 'Who wants to be a millionaire?' in which the participants will work in teams, answering the proposed reading comprehension questions. (See annex 4. Fourth reading activity).

Activity 5. Fifth reading activity "Environmental Problems"

The topic for this reading activity was the environmental problems that face our planet. In order to activate previous knowledge on the topic, a brainstorming activity was set as the initial part of the class. The teacher wrote down on the center of the board the title "Environmental Problems" and students had to say some keywords that described the topic. After the students have given their contributions, this brainstorming is complemented with the vocabulary needed to understand the reading.

In order to contextualize the topic of the class, a video that demonstrates how Iceland has created different strategies to fight climate change and become an energy efficient country was shared with the whole class. After watching the video, students answer the following questions:

-How does this country produce its energy?

-What do we call the energy obtained from the heat of the Earth's interior?

-What is the main source of energy in this place?

-What are some other facts about this country presented in the video?

-What struck you about the video?

The next stage of the class consisted on explaining the use of the strategy that deals with guessing the meaning of unknown words for reading comprehension. After that, students worked

in groups. They read a short text about environmental problems (pollution, deforestation, oil pollution) and then, as an assessment task, students had to answer orally the questions posed about the text. For each topic there were two questions about the general idea of the text. These answers were socialized in front of their classmates and teacher. (See Annex 5. Fifth reading activity)

Activity 6. Sixth reading Activity "Cheese Rolling Race"

The central theme of the class is the realization of the proposed reading workshop with the theme of Extreme Sports: Cheese Rolling Race. As an introduction to the topic, students were asked about the extreme sports they know. This activity helped to review vocabulary related to the topic. The next step that followed consisted of a short explanation of the reading strategies that can be used by students in order to facilitate the comprehension of a text. The strategy proposed for this reading activity was to analyze the title and source of the text and to identify the central idea of the text.

The next part of the class was the group and individual reading of the text, using the strategy mentioned above. During this moment, students had the time to read the text as many times as necessary to be able to answer the comprehension questions. After the reading was finished, a video illustrating the Cheese Rolling Race event was shown so that students had a clearer idea about this event. After watching the video, students performed the reading comprehension activities and contextualized the correct answers. (See Annex 6. Sixth reading activity)

Activity 7. **Seventh reading activity "Chernobyl Nuclear Disaster"**

The central theme of the class is the realization of a reading workshop on the topic of Chernobyl Nuclear Disaster. As an introduction to the topic, students were presented with different images about this event and they had to describe these images. Then, students were asked to answer the following questions:

Pre-Reading Warm up Questions

1. What do you know about the Chernobyl nuclear disaster?

2. Do you know when and where this terrible accident took place?

After this stage, group and individual reading is carried out. During this moment, students had the time to read the text as many times as necessary to be able to answer the proposed questions. After the reading is finished, a video illustrating the Chernobyl nuclear explosion event was shown in order to give the students a clearer idea about this event. After watching the video, students performed the reading comprehension activities and contextualize the correct answers. As a final activity, students answered the discussion questions and shared their ideas with their classmates. (See Annex 7. Final reading activity).

Discussion questions:

1. Do you think nuclear power is safe?

2. Would you feel comfortable living near a nuclear power plant?

Chronogram of Activities

The present schedule shows the overall organization of the activities during the ten-week practicum stage that took place at the Normal Superior School in Piedecuesta, Colombia. This chronogram of activities includes the research and pedagogical activities developed through the implementation of the project.

Chronogram of Activities		
Week	**Date**	**Activity**
Week 1	March 22nd -March 25th	*Pre-test*
Week 2	March 28th -April 1st	*First Reading Activity*
Week 3	April 2nd -April 6th	*Second Reading Activity*
Week 4	April 16th -April 20th	*Third Reading Activity*
Week 5	April 25^{th-} - April 29th	*Fourth Reading Activity*
Week 6	May 2nd -May 6th	*Fifth Reading Activity*
Week 7	May 9th – May 13th	*Sixth Reading Activity*
Week 8	May 16th -May 20th	*Seventh Reading Activity*
Week 9	May 23rd -May 27th	*Focus Group Interview*
Week 10	May 30th – June 3rd	*Data Analysis*

Research Methodology

This section of the study describes the research methodology that allowed the development of activities and implementation of the project. It includes the research approach, research design, population, sample, data collection instruments, data analysis, chronogram of activities, results, conclusions and considerations.

Research Approach

Regarding the main objective of this research project, it is conducted through a qualitative research approach. In words of Denzin & Lincoln (2005), "qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them." Likewise, Creswell (1994) asserts that "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting".

Research Design

Concurrently, in order to achieve the purpose of this study, the researcher carried out an action research study. According to Creswell (2012) "action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning". In this sense, the action research design will aim at

enhancing eleventh grade students' reading by the implementation of a theme-based reading unit at an EFL classroom in a Colombian public school through a content approach (Content-Based Instruction approach). Alongside, one of its main characteristics is that an "action research addresses a specific, practical issue and seeks to obtain solutions to a problem" (Creswell, 2012). In this particular case, the design of this proposal is intended to benefit students on the development of reading comprehension skills.

Population

The population of interest for this research proposal is composed of a group of high school students of eleventh grade, aged from 16 to 18 years old, that belong to the student community of the Escuela Normal Superior de Piedecuesta, Colombia. According to the Basic Standards of Competence in Foreign Languages, proposed by the Ministry of National Education, eleventh grade students should have a B1 English level. However, after having done a week of observations, it is possible to see that most of the students do not have that level of English. Instead, students' performance indicates an A2 language level.

Sample

The sample in this research study will consist of ten (10) A2 Elementary English level students and the sampling technique that will be used is the Quota sampling technique. This technique is defined as "a non-random sampling technique in which participants are chosen on the basis of predetermined characteristics so that the total sample will have the same distribution of characteristics as the wider population" (David 2005 as cited in Taherdoots 2016). Characteristics that will be considered are students' level of English, interest and motivation towards the activities to be carried out during the implementation of the proposal.

Data collection instruments

Pre-Test and Post-Test (Diagnostic)

In order to accomplish the objectives of this proposal and answer the research question, a pre-test was applied at the beginning of the Content-based reading Unit with the aim of determining students' initial reading comprehension competences. Consequently, a post-test was conducted just after the completion of the course, intending to explore the effectiveness of the content-based instruction approach for the development of students' reading comprehension.

Participant observations

Creswell (2012) states that in a participant observation, researchers become "inside observers" who experience and engage in the participants' environment while collecting meaningful information. With this in mind, in order to identify the effectiveness when implementing CBI in an Elementary English language classroom, participant observations will be carried out inside each one of CBI lessons, with the aim of identifying participants' response towards the implementation of a Content approach (CBI) when working on reading comprehension.

Field notes

Field notes will be used as means to obtain qualitative information that will allow FOR the research questions to be answered. This data collection instrument is defined by Allen (2017) as "written observations recorded during or immediately following participant observations in the field and are considered critical to understanding phenomena encountered in the field. Field notes are commonly associated with scratch notes, diaries, and journals."

Semi-structured Interview

Semi-structured interviews are often used in qualitative research methodology to "gather information from key informants who have personal experiences, attitudes, perceptions and beliefs related to the topic of interest" DeJonckheere and Vaughn (2018). According to the same authors, semi-structured interviews are a helpful and effective data collection methods when the researcher aims to: (1) collect qualitative data, open-ended data; (2) to explore participants' thoughts, feelings and beliefs about a particular topic and (3) to gain further knowledge into sensitive issues.

Data Analysis

The present study followed the typological analysis in order to interpret the data collected. According to Hatch, (2002) under the typological analysis "data analysis starts by dividing the overall data set into categories or groups based on predetermined typologies. Typologies are generated from theory, common sense, and/or research objectives, and initial data processing happens within those typological grouping"

Bearing in mind the research questions and the instruments used for the data collection, the typological analysis is suitable for our study since it is usually applied on analyzing data from interviews and focus groups. Besides, its efficiency lies in starting with predetermined typologies that allow researchers to classify them into categories, patterns and themes that emerge from data. (Hatch, 2002).

The next figure shows the steps proposed by Hatch (2002) for the use of the typological analysis that were followed to analyze the gathered information during the implementation of the project.

Table 1. *Steps of the typological data analysis*

| STEPS IN TYPOLOGICAL ANALYSIS |
|---|
| 1.Identify typologies to be analyzed |
| 2.Read the data, marking entries related to your typologies |
| 3.Read entries by typology, recording the main ideas in entries on a summary sheet |
| 4.Look for patterns, relationships, themes within typologies |
| 5.Read data., coding entries according to patterns identified and keeping a record of what entries go with which elements of your patterns |
| 6.Decide if your patterns are supported by the data, and search the data for Non examples of your patterns |
| 7. Look for relationships among the patterns identified |
| 8. Write your patterns as one-sentence generalizations |
| 9. Select data excerpts that support your generalizations |

Pre-Test (Diagnostic reading test)

The application of this first instrument was based on the assessment of a diagnostic reading in order to know the level of reading comprehension of the students. For its development, two short A2 level texts were presented in which students had to answer five multiple choice questions and seven true or false questions. (See Annex 8. Pre-test) The results obtained from the pre-test were of great help in determining the level of the readings that would be designed to carry out the implementation of the reading workshops. The following table illustrates the results from the pre-test and the relationship between the number of students and the number of correct answers obtained.

Table 2. *Pre-test Results*

Number of students	Number of correct Answers	Total of answers
8 students	12	12
12 students	11	12
7 students	10	12
9 students	9	12
4 students	<9	12

Figure 5. *Pre-Test Results*
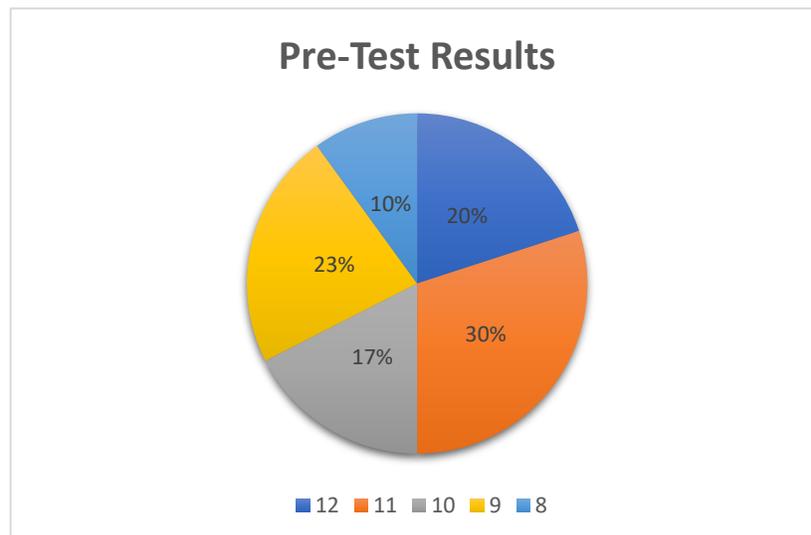
When reviewing the results of this pre-test, it was observed that the true and false questions were those in which the students had the greatest degree of difficulty. These results can be explained from the fact that True-False questions require students to be more analytic and have a higher level of understanding of the text. Brassil (2019) supports this postulate by stating that "Multiple Choice questions require students to select just one answer, whereas True-False

questions require students to evaluate each option as either true or false and make inferences and a critical analysis on the answer".

Post-Test

With the purpose of exploring the effects that the Content-based Instruction approach had on eleventh-grade students' reading comprehension in an English course at the Normal Superior School, after the implementation of seven reading workshops designed under this approach and the students' exposure to different reading strategies, the present post test was conducted as a means to gather the information that allows the researcher to draw results and conclusions.

The post-test was designed with fifteen (15) reading comprehension questions from an extensive reading. Ten of the fifteen comprehension questions were presented as Multiple True-False questions (MTF) and 5 questions were designed as Multiple-choice questions (MC). The main reason for the use of a higher number of Multiple True-False questions relied on the fact that according to the results from the pre-test, students had a higher level of difficulty when answering this type of questions. In this sense, the purpose of these ten MTF questions is to verify if students still have that trouble or if they have already overcome it. (See Annex 9. Post-test).
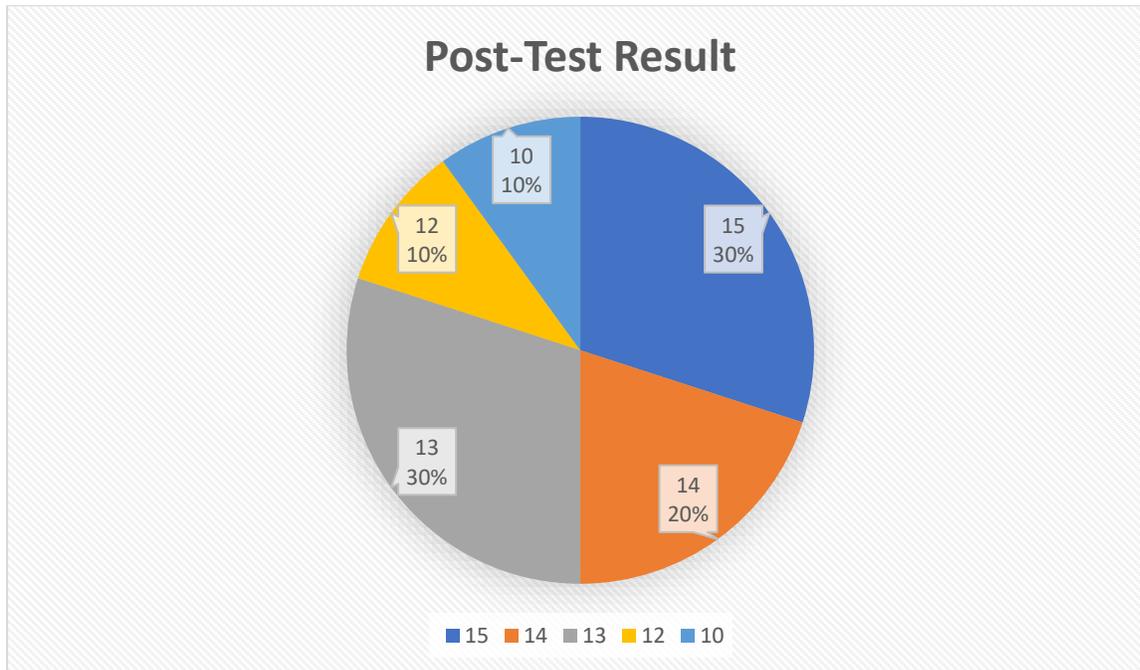
The following chart illustrates the general results of the post-test, including the number of correct answers from participants:

Table 3. *Post-test Results*

Number of students	Number of correct Answers	Total of answers
3	15	15
2	14	15
3	13	15

1	12	15
1	10	15

Figure 6. *Post-Test Results*

Post-Test Result

According to the chart above, 30 % of the students answered correctly the whole test. Consequently, 20% of the participants answered correctly fourteen out of the fifteen questions. In addition, 30% of the students answered successfully thirteen out of the fifteen questions. Along with these results, 10% of the students answered correctly twelve out of fifteen questions and the other 10% answered successfully ten out of the fifteen questions. In general, when comparing the results from the pre-test and post-test, it can be noticed some improvement on the performance of reading comprehension. Now, regarding the questions in which students presented more difficulty, the Multiple True-False questions remind as the type of questions that result more

difficult to answer for the participants. It is important to highlight that the pre-test was based on an A2 level reading. Nevertheless, part of the post-test had a A2-B1 level of language which represented a text with a complex vocabulary. In this regard, the results showed that there was a progression on the reinforcement of reading skills.

Code System Description

After choosing the type of analysis, it was decided to follow the steps proposed by Hatch (2002) and started with organizing the code system. It is important to mention that the coding process was done using color manual code system. As the typological analysis suggests, predetermined typologies emerged from the research questions, those typologies were: (1) Effects of Content-based Instruction on reading comprehension skills which included the following sub-categories : Development of literal reading comprehension skills and Reinforcement of intensive reading skills ; (2) Reading comprehension strategies with its corresponding sub-categories: Guessing meaning an a useful strategy for reading comprehension, Identification of key words and ideas and Relating the reading topic with previous knowledge ; (3) Students' perspectives on the use of Content-based Instruction : Students' motivation to read, the use of audiovisual materials and flexibility of reading activities.

Findings

The following section aims at reporting in an objective way, the findings collected from the pre-test and Post-test, semi-structured interviews, participant observations and field notes. Furthermore, it highlights the generalizations that emerged from the typological data analysis applied when using color coding system.

The main headings that report the findings are: (1) Effects of Content-Based Instruction on reading comprehension skills (2) Reading comprehension strategies and (3) Students' perspectives on the use of Content-based instruction.

Effects of Content-Based Instruction on Reading Comprehension Skills

Reading is a complex skill that requires a comprehension process in order to understand the main idea of the text. As stated by Adhikari (2020) "reading comprehension is one of the most complex forms of cognition which means complete understanding of a text, which is very useful for higher level students and previous knowledge of the subject help a lot in reading comprehension". In this sense, the results from this inquiry highlights the development of literal reading comprehension skills and the reinforcement of intensive reading skills through the design of reading activities under the Content-Based instruction approach.

Concerning the literal comprehension skills, "from the implementation of the CBI reading workshops students have drilled their literal reading comprehension, with the aid of the scanning reading strategy" (Field notes). In this way, students were focused on addressing key elements of the text and answer correctly the reading comprehension questions. Through practice, students got adapted to this form of reading comprehension, which allowed them to develop the activities more effectively. According to Manlee (2018) in literal reading comprehension the reader needs "to understand what the author is actually saying before he or she can draw inference or make an evaluation". In this regard, the literal reading comprehension represents the first level of reading comprehension and students achieved this level successfully. In addition, the results from the pre-test support this statement since their performance on reading comprehension was better than the pre-test.

Finally, in line with the results obtained, the exposure to content allowed students to build the habit of doing intensive reading activities in the English class. According to Brown (2000) as cited in Cardenas (2020) "intensive reading is to give students more opportunity to be in contact with a text; in this wat, the more familiar the reader is with the text, the more comprehension is promoted". During the reading activities that required intensive reading, students were focused on content, vocabulary and grammatical structures that complemented their learning process of English as a foreign language.

**Reading Comprehension Strategies.**

The process of reading comprehension is both interactive and strategic and it requires students to use different reading strategies that allow them to extract meaning from the text they read. In this regard, results showed that the reading strategies that were more useful for students were (1) Guessing meaning (2) Reading comprehension strategies with its corresponding sub-categories: Guessing meaning a useful strategy for reading comprehension, Identification of key words and ideas and activating prior knowledge of the topic of the reading. These strategies were beneficial for them since most of the students struggled with the lack of vocabulary, which hindered their reading comprehension process. As stated by Participant 1 "Mi mayor dificultad es vocabulario, lo más complicado es tener presente el vocabulario, pues esto nos quita muchas veces el contexto o lo deforma, no permitiéndonos una buena comprensión del tema" (Semi-structrured interview).

In view of this need of having a wide vocabulary on the reading topics, results show that as a reading strategy to overcome this problem was the use of the guessing meaning strategy, in which students tried to guess the meaning of unknown words according to the context of the text. The following figure illustrates students' use of strategies for reading comprehension. As it shows, guessing meaning, the identification of key words and ideas and relating on prior knowledge were the most helpful strategies for them.

Figure 7. *Reading comprehension strategies used by students.*

4. ¿Qué estrategia para la comprensión de texto le resultó más beneficiosa para llevar a cabo las actividades de lectura?

11 respuestas
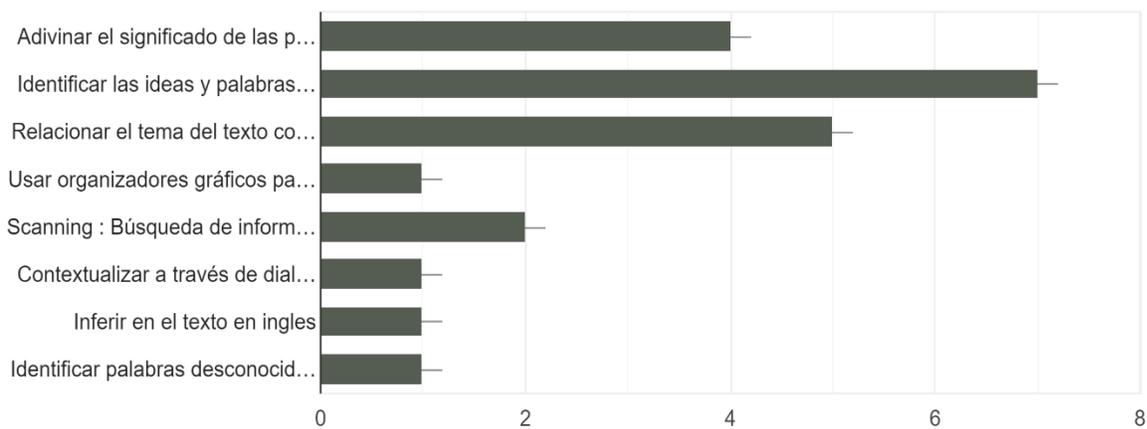
As the above figure presents, the identification of key ideas and key words from the texts was a great strategy for students to understand the general idea of the reading. For them, the title served as a key word to get a broader idea of what the text was about. Finally, the third most used strategy was the relation between the topic and its prior knowledge (previewing). According to Alfaki (2013):

"Activating Prior Knowledge refers to the activities and strategies that used to bring out what students already know about a topic. By putting the upcoming lesson material into a familiar context for the students, the teacher is giving them a context into which they can then assimilate the new information and understand it". In this line, it was important for the researcher to design pre-reading activities that lead students to achieve the prior knowledge activation.

Students' perspectives on the use of Content-based instruction

Taking into account the objectives set for this inquiry, one important aspect was to know the students' perspectives on the use of Content-based Instruction for the reinforcement of the reading comprehension. After having conducted a semi-structured interview and relating on the data gathered in the participant observation and field notes, it was observed that students were focused and highly involved during the implementation of the reading workshops: "From the beginning of the class the students were very focused on the class and the activities proposed. They found very interesting the reading and were curious about the Cheese- Rolling race. They were reading in a detailed way in order to get all the information and the main idea of this text" (Participant observation).

Additionally, a positive correlation was found between the topic of the reading and its contribution to students' motivation. During the participant observations, it was noted that students felt very motivated to learn something different and their participation during the lesson increased according to the topic:

"A mí lo que más me gustó de las clases fueron los temas, me parecieron muy interesantes, la verdad con temas así, yo personalmente me motivó más a participar y me motiva a leer en inglés" (P6. Semi-structured interview).

In this light, Duenas (2009) stated that "CBI Theme-based instruction model focuses on a content that catches English Language Learners' interests". In addition to this, Brinton (2003) asserted that "the teaching of language through exposure to content that is interesting and relevant to learners, will enhance students' motivation with pertinent information" With this in mind, results show that the topics (content) chosen for the reading workshops were successful to arouse students' motivation.

Conclusions

The Content-Based Instruction approach is an accurate strategy to enhance students' reading comprehension skills. After conducting this qualitative action research, it was concluded that implementing the Content-Based Instruction approach in tandem with the Theme based instruction model, effectively allowed students to reinforce their reading skills, through the exposure to authentic materials such as videos and reading text. Additionally, due to the relevance of the topic, that were choses taking into account the students' interest, the interaction during each meeting was highly active and meaningful as students' felt motivated to participate, to speak, to provide information, to express their points of view and ideas and to learn autonomously. In this sense, they were able to develop and improve their communicative competence not only while they were learning about the language, but even by honing the use of the language in context or real-life situations. In this light, it is concluded that the use of content

based on theme-based instruction in a language lesson can be meaningful and enhances students' communicative competence, motivation and interaction.

On the other hand, based on these conclusions, this study can be used as a landmark for future investigations regarding the effectiveness of the Content-based instruction approach in the development of reading comprehension skills in a highschooler educational setting.

Chapter IV: Outreach Community Component

Using songs for the teaching of English among fifth- grade students at the Normal Superior School, Piedecuesta.

Introduction

The teaching of English as a Foreign language for young learners has been consolidated over time in a flexible process that seeks to innovate and develop different strategies and methods that allow English language learners to learn in a meaningful way. In this sense, Karmadi (2008) states that teaching English for young learners "requires thoughtful considerations of what and how to teach. It needs full considerations such as what components of the language should be taught, what method should be applied, and what teaching technique should be employed". All those considerations would allow the teacher to choose the most accurate materials that address the students' needs and take into account their learning style.

From this perspective, the present component aimed at using songs for English Language Teaching amongst fifth-grade students at a public institution in Colombia, bearing in mind that songs can be a helpful and beneficial teaching material and play an important role in the development of second language learning in young children.

According to Dzanic and Pejic (2016) "songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials. They can be used to teach and develop every aspect of a language" In this way, the use of songs seems to be a great teaching and learning tool that dynamizes the class and are amusing for students. Hence, the present outreach project is divided into 4 sections: Introduction, Justification, Description of activities and Conclusions.

Justification

Songs can be considered as meaningful and dynamic tool that motivates students to learn, helps the learning of vocabulary and helps them to develop listening skills. Having said that, the present pedagogical proposal aims at using songs in the English classroom as a strategy to learn contextualized new words and expressions. Likewise, through the implementation of this proposal, it is intended to know the students' attitudes towards its use in the classroom.

Taking as a reference the context of the fifth- grade students at the Escuela Normal Superior de Piedecuesta and realizing the need to support primary school teachers, who do not have the training to teach English as a foreign language and who find it difficult to communicate in this language, this component gives the role to the pre-service teacher as a social worker who wishes to contribute to the improvement of the learning processes in the teaching of English at the primary school level.

In addition, this component contributed to the development of a critical awareness of how public institutions in Colombia must deal with a number of constraints and challenges in teaching English. Likewise, this experience allowed the student to understand the dynamics of teaching at

the elementary level, in which the teacher must reinvent himself every day and innovate with the material presented in class so that students feel motivated to learn.

Objectives

General objective

- To analyze the influence of songs on the learning of English among fifth-grade students at the Normal Superior School, Piedecuesta.

Specific objectives

- To present the use of songs as a didactic tool to learn basic vocabulary in English.

- To determine the effectiveness of songs in the learning of English as a Foreign Language.

Methodology

Songs are considered as a valuable pedagogical tool for the learning of English as a foreign language for young children. According to Murphey (1992, as cited in Millington, 2011) "songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture" Additionally, the use of songs in the English classroom seems to be beneficial to help improve the listening and speaking skills, as well as increasing students' enjoyment at the moment of learning a foreign new language.

In terms of the methodology for the successful use of songs in the classroom, Cameron (2001) proposes three different stages that should be followed in order to accomplish the linguistic and didactic use of the songs. This author illustrates the listening stages as follows:

Figure 8. *Three listening stages for young learners. Cameron (2001)*

Preparation ▼   Core activity ▼   Follow up

According to this model proposed by Cameron (2001), in the preparation stage is it necessary to introduce the vocabulary and sentence structures, depending on the topic of the song. Indeed, the aim of the preparation stage is to prepare students for the comprehension of the song, which leads to the core stage, in which students are going to sing the song several times with the objective of maximizing their interests, being motivated by the rhythm and melody.In this stage, the teacher is free to vary the pace or volume of the song and have students perform actions while singing. As a final step, this author presents the follow up stage. During this stage, the students are encouraged to use the vocabulary or sentence structures from the song. The activities performed during this stage could be a writing exercise, sentence competition, a gap fill exercise or even a speaking activity such as a role-play where the vocabulary or sentence structures from the song are used in a situational activity.

Description of the activities.

The following section describes the activities carried out during the implementation of this project, which were designed taking as a landmark the three stages proposed by Cameron (2001) for the use of songs in the English classroom, presented in his work entitled *Teaching language to young learners.*

Activity 1. Body Parts

The song for this topic was "Head, shoulders, knees and toes" and the class was divided into the three main stages proposed by Cameron (2001):

Preparation: The preparation activity consisted of using flashcards with the vocabulary from the song and at the moment of revealing each flashcard, the students had to touch the part of the body. Then, the teacher touched one of the body parts and the students had to say aloud the name of this part (For example, the teacher touched her head and the students said "head").

Core activity: Everyone stood up. As the song played the teacher sang and did all the actions, touching each part of the body with two hands in time with the song. This activity was repeated twice. Then, the teacher sang the song faster and the students had to touch the part of the body quickly.

To finish this stage, the teacher proposed the "Simon Says" game using the vocabulary learned. In this game, the teacher had to say "Simon says, touch your knees" "Simon says, touch your shoulders". Students needed to remember that it is necessary to say the sentence "Simon says" to perform the action. In this case, when the student makes a mistake, he/she has to sit and the last student standing is the winner.

Follow up: In order to finish off this section of the lesson, the teacher gave the students a worksheet in which they had to recall the vocabulary practiced from the song, in this case, the vocabulary related to the parts of the body.

Activity 2. Numbers from 1 to 50.

Preparation: In order to introduce the topic, the teacher asked the students: How old are you? How old is your mother? How old is your father? How old is your brother/sister?

The teacher wrote on the board these questions and answers the first one: *How old are you? I'm twenty-one years old*. Then the students shared their answers, e.g. *My father is thirty-four years old*. After doing this exercise, the teacher wrote the numbers 10, 20. 30, 40 and 50 in letters and numbers in order to clarify the pronunciation.

Core stage*:* Everyone stood up. Then the song starts playing and the students moved their bodies as the song indicated. This song included a lot of movement and students sang and danced at the same time. The song presented a good rhythm and it made it amusing for the students. The numbers were presented forward and backwards and students needed to be focused to avoid making mistakes at the moment of singing. The students listened to the song twice and then the teacher lowered down the volume and the students had to be the ones who give the rhythm to the song.

Follow-up stage: As a final activity for this section of the class, the students played the Bingo Game. This was a group activity, so students worked in pairs. The teacher designated two students to be the number callers. Each pair had the bingo card with different numerical values. The first pair that got a line of numbers matched was the winner.

Activity 3. Greetings- Routine expressions.

Preparation*:* The teacher began the class by saying 'good morning/afternoon/evening' as appropriate. Then she asked a few individual students 'How are you?' and they said 'Good' if they said 'I'm fine/OK'. The teacher then wrote the following expressions on the board*: Hello. Good morning, Good afternoon* How *are you? I'm fine*, *I'm OK*, I'm *great.* After writing those expressions on the board, the teacher explained the meaning of the abbreviations "*I'm"* with the aim of reviewing the verb to be.

Core Stage: The students stood up in a semi-circle and watched the video of the song. This song had subtitles so each one could read and sing the lyrics. The teacher paused the song and wrote some expressions related to the daily routine on the board. (Every day I go to school, I meet my friends, I go and play). Then, the teacher played the music again and told students to do some commands like moving their hands when saying "hello" while listening to the song. When the students finished singing the song, they sat down again and wrote the expressions written on the board and the teacher continued to explain how to describe the daily routine in English.

Follow up*: As an activity to finish off this part of the class, the students were told to work in pairs and perform a role play, in which they had to use the greetings and talk about some daily activities, using the present simple tense expressions from the song.

Activity 4. Hobbies and Interest.

Preparation: What do you like doing?

The teacher started the class asking the students for the meaning of hobbies. Most of the students answered that hobbies are the activities they like doing in their free time. Then the teacher asked some students *What do you like doing?* And she wrote that question on the board. The teacher gave an example and wrote it on the board*: I like cycling.* Then, the teacher presented some images of hobbies and put them on the board and asked students *what hobby is it?* Students tried to guess and then the teacher wrote the word in front of the picture. Finally, the teacher explained the structure of like / don't like + ing by giving some examples.

Core Stage: After finishing the preparation activity, the teacher showed the video of the song to the students. This song contained subtitles, which was an important tool for them because they could clearly understand the song. All the students stood up and listened to the song and

tried to imitate the movement of the cartoons. Then, they were told to make a line and go around the classroom, making a circle, following the rhythm of the song and singing it.

As a final part of the core activity, the students listened the song again and tried to illustrate the hobbies from the song by doing mimes, e.g., the song said "My hobby is swimming" and they tried to move their body as if they were swimming. They did the same with the other vocabulary.

Follow up: Students wrote on their notebooks three sentences that expressed their hobbies and the things they didn't like doing. They had to use the like/don't like + ing structure. Then, they had to make a draw according to the sentences that they wrote. Additionally, as a homework they had to do a worksheet about the vocabulary of hobbies.

Activity 5. Holiday, Celebrations and commands.

Preparation activity: The teacher asked students to describe a celebration. Then, the teacher explained the difference between a celebration and a holiday ((a holiday is a special celebration with many schools and businesses closing for it). Then the teacher asked the students to think about one celebration and holiday that they remembered. The students mentioned some celebrations like Halloween, Christmas Eve and Easter. However, the aim of this lesson was to learn from some celebrations and holidays that are popular in Colombia. With this in mind, the teacher wrote a vocabulary list of some of the most popular holidays and celebrations from our country and explained the activities that we do during each event.

Core stage*:* This song served as a tool to show students how dancing is a common activity to celebrate the different events and holidays. This song had also some commands that are useful for students: Step to the left – Step to the right, Wave your hands, Spin round and round, etc. This

song was cheerful for students and it was a good tool to motivate students during the class. After listening the song, students danced following the rhythm of the music.

Follow up activity: Students were told to choose one celebration they liked and they had to describe it in a template presented as a worksheet. (See annex 11)

Activity 6. The morning routine

Preparation Activity: The teacher started the class by writing the topic of the class on the board. Then, she used flashcards to introduce the vocabulary from the song. In this way, the teacher put the morning routine flashcards up on the board in the order of the song. Then, the teacher explained the meaning of each flashcard. The next step was getting everyone to stand up and teach the actions and gestures for the song, example:

"I get up" – do an energetic star jump on "get up".

Core Activity**:** In this section of the class, the teacher played the song and got everyone to sing and do the actions along with the classmates. The teacher played the song twice so everyone got the hang of it.

Follow up: Students completed a worksheet in which they had to make a draw according to the routine expression given. For example, they have to make a draw that illustrates the sentences "I get up". To finish the class, the teacher got together the morning routines flashcards and divided the class into two (2) teams. One student had to come to the front of the class and act out the flashcard the teacher showed to him/her. The first person to shout out the correct answer won a point for their team**.**

Chronogram of Activities

For the development of this project with fifth-grade students, a schedule was proposed to be followed. However, this schedule suffered some changes, taking into account some eventualities that did not allow the development of all academic activities. The following figure shows the first proposed schedule and the second one presents the real schedule that was followed for the pedagogical intervention in this level of education.

Figure 9. *First schedule of activities*

Songs and activities for fifth-grade students	Weeks of the Practicum stage									
	1	2	3	4	5	6	7	8	9	10
Body Parts	■									
Greetings- Daily routine		■								
Numbers from 1-50			■							
Family members				■						
Hobbies and Interests					■					
Food quantifiers						■				
Jobs and occupations							■			
Holidays and Celebrations								■		
Weather									■	
Morning routine										■

Figure 10. *Second schedule of activities*

Songs and activities for fifth-grade students	Weeks of the Practicum stage									
	1	2	3	4	5	6	7	8	9	10
Body Parts	■									
Greetings- Daily routine		■	■							
Numbers from 1-50				■						
Hobbies and Interests					■	■				
Jobs and occupations							■			
Holidays and Celebrations								■	■	
Morning routine										■

Conclusions

After implementing the use of songs in the fifth-grade students' English class as a didactic tool for the teaching of English, it is possible to state that songs offer a natural learning environment for kids, improve their motivation, expose them to real-life activities, drill their listening comprehension skills and enrich their vocabulary and sentence structures. Effectiveness

In this respect, it is necessary for teachers to promote a learning environment that resembles the one that is natural to children and one the best way to create such a natural, anxiety-free environment is through the design of interesting activities. (Dzanic and Pejic, 2016). With this in mind, students' interests allow them to become highly participative during the class, which was an aspect observed during the implementation of this research component. For most of the students, the use of songs represented a funny way to change the academic routine they are

used to. Moreover, it was observed that young learners love active participation and physical movement and the use of songs was a great tool to use physical commands and drill some vocabulary or sentence structures while doing physical activities. This previous statement is linked with the teaching method of English denominated *the* Total physical response. According to Richards and Rogers (1986) as cited in Celik, Cay & Kanadli, (2021) "The Total Physical Response Method (TPR) is built around the coordination of speech and action; defined as a language teaching method that attempts to teach language through physical (motor) activity. This concludes that the songs as teaching materials have a broad use in the field of language teaching and its advantages have been a matter of study in recent years.

In addition, one great feature that is necessary to highlight from the use of songs is repetition. Through the development of the activities proposed for this pedagogical component, many of these class activities included the repetition of the song which led students to be cognitively engaged with learning at the moment of identifying language patterns. Also, the song repetition allowed students to develop listening skills and improve production at the moment of following the rhythm of the music. As a final concluding remark, the research found that the use of songs can be helpful for changing the students' perceptions about language learning. Indeed, many fifth-grade students manifested their interest growth for learning English after having done the activities that included this teaching and learning material.

Chapter V. Institutional Activities Component

Introduction

Taking into consideration that the role as a foreign language teacher does not only take place in the classroom, but it is also part of the institutional culture where he/she works, it is important for pre-service teachers to get involved in this type of activities that brings the teacher closer to the reality and the educational context and at the same time develops the sense of belonging to the labor performed in the institution. Thus, knowing the context of the institution, its habits, celebrations and events, is part of the integral performance of the teacher, since the educator is not conceived as an isolated individual, instead, he/she is part of the educational community and therefore should participate in all the activities that take place there.

Taking this into account, the present component of this research project aims at promoting the participation of the pre-service teacher in the institutional environment. Hence, this section is divided in five parts as follows: (1) Introduction, (2) Objectives, (3) Methodology and Chronogram of activities, (4) conclusions and (5) General conclusion of the proposal.

Objectives

General objective

To get involved in the academic and extracurricular activities following the institutional chronogram of the Escuela Normal Superior de Piedecuesta**.**

Specific objectives

-To identify the institution's values, cultural and organizational activities

-To get a broad understanding about the educational reality of the institution.

Methodology

In order to successfully accomplish the objectives, set for this component, the methodology implemented consisted of the active participation of the researcher in the different institutional activities. This allowed the researcher to be immersed in the extracurricular activities such as festivals, meetings with students' parents, cultural representations, among others.

Chronogram of Activities

Date	Activity
March 25th, 2022 Time: 7 am – 8 am Place: Sports hall	**Democracy day**
April 26th, 2022 Time: 6 am – 8 am Place: Sports hall	**Language day**
May 2nd, 2022 Time: 6 am- 7 am Place: Sports hall	**Labor Day**
May 13th, 2o22 Time: 8-11 am Place: Villa Concha stadium, Piedecuesta	**Opening Ceremony: Inter Docentes Sport games**
May 15th, 2022 Time: 6 am -9 am Place: Sports hall – Classroom	**Teachers' Day**
Place: Teachers' classroom May 20th, 2022 Time: 8 am	**Parents' meeting**
Place: Sports hall May 27th, 2022 Time: 6 am- 7 am	**Family Day**

Description of Institutional Activities

Democracy Day

This event was of great importance for the institution since its objective was to encourage participation in the democratic processes of the institution, encouraging students to take part in democratic events. During this event, the organization of the school government was presented and the principal explained the rights and duties of each person who makes up the school government. (See Annex 12)

Language Day

Language Day is an important celebration for Spanish speakers in our country. In this sense, for the Normal Superior School, this date represents a cultural value that highlights the richness of our mother tongue. During this institutional activity were presented some plays and teachers and students commemorate the novels of Miguel de Cervantes Saavedra, the greatest writer in the Spanish language, recognized for being one of the world's pre-eminent novelists of world literature. This event was very well organized and the participation of students was very positive in the different activities proposed such as poetry recitation and storytelling. (See Annex 12)

Labor Day

The celebration of Labor Day in this educational institution served to highlight the tasks performed by the administrative staff, who work efficiently in order to contribute to the improvement of the institution. In this day, secretaries, accountants, library staff and cleaners received their commemoration in appreciation for their hard work.

Opening Ceremony: Inter Docentes Sport games

This event was held on the morning at the Villa Concha Stadium, a sports scenario at which the inauguration of the sport games for teachers took place. This event was sponsored by the Department of Education within the framework of healthy coexistence and the promotion of sports as an activity of interaction between the different school teams of the municipality of Piedecuesta.

Teacher's Day

This important celebration took place during the first two hours of class, in which the work of teachers in our society was highlighted. The whole organization of the event was under the direction of the eleventh-grade students. As protocol acts, the institutional flags were raised and the institution's anthem was sung. Afterwards, the students of the ninth and sixth grades performed musical representations addressed to the teachers. To conclude the event, the dance group performed a presentation of Colombian folklore and the principal gave a speech thanking all the teachers who make the Normal School one of the best public institutions in Santander.

Parents' meeting

The parents' meeting is an activity that takes place at the end of each academic term. The purpose of this activity is to inform parents about the academic performance of their children and their behavior in class. This allows parents to be immersed in the learning process of the students. During this space I had the opportunity to talk with the parents of some students who have some difficulties when learning English and to whom I could give some suggestions for their children to improve their performance.

Family Day

The Family Day is an event that seeks to encourage family participation in the academic environment. One of the institutional values of the Normal Superior School is to encourage the role of the family in the academic support of the students. During this celebration, the institution carried out different cultural activities in which the students' families participated. This was a very formative space, since the role of the family in our society is essential for the education of students with social commitment. (See Annex 12. Evidences Institutional Activities)

Conclusions

 Participation in institutional activities is a key aspect of the practicum stage that allows the student to become familiar with the educational environment and get to know more closely its cultural identity, values and the way in which the institution works. This component was very enriching for the researcher's learning process, since it allowed her to be part of the educational community and led her to share different scenarios with students, teachers and parents.

On the other hand, institutional activities diversify interactions with students and complement their learning process. For students, teachers and directors, these activities consolidate the different departments of the institution and highlight the value of belonging to the same place. In this way, it can be concluded that an institution is not only based on the organization of classes and processes that have to do with the academic performance of the students, but that the cultural activities that take place within the institution enrich the learning processes and reinforce the identity of the institution itself.

Chapter VI: Integral Practicum Reflective Process

Introduction

The reflective process during the practicum stage is necessary to understand our limitations and identify our shortcomings in the educational setting. In this sense, future teachers need to assume that, to have a good education, it is necessary to reflect on our educational practice, since this implies working with the capacity for heterogeneity, the diversity of interests, attitudes, concerns of the students and the students' learning styles in order to potentiate the skills and abilities of the human being. Having stated that, we as pre-service teachers need also to constantly question our teaching abilities, with the objective of improving our performance in the classroom.

Objectives

General Objective

To carry out a reflective writing process through narratives about the teaching practicum stage.

Specific Objectives

-To use written narratives as a tool for reflection on the teaching practicum stage process.

- To adopt to a critical perspective on the classes developed during the teaching practicum stage.

Reflective Process

Taking into consideration the complexity that represents the Practicum Stage, the program of Foreign Languages at the university of Pamplona proposes the development of a reflective process that leads the student to think in a deeper way and do a critical analysis of all the situations that occur in the educational setting. That reflective analysis was done each week as a mode of narrative that tells the description of events that are meaningful for the researcher. In this sense, the description of all the experiences lived in the institution were of great importance for the acknowledgment of the role of a teacher. Through this reflective process, it was possible to reflect on the responsibilities that a teacher has and its role as mediator in the academic environment. Moreover, the narratives written during this stage were very helpful for the research to do an introspective evaluation about the things that she had done and the way those aspects could be improved. From this perspective, it is important to say that the identity of a teacher consolidates over time and for me, the reflective analysis on my performance as a teacher helped me to identify my strengths and weaknesses and to become more confident when teaching my classes.

Furthermore, this process was of great help to the researcher when thinking about the different methodologies and activities that would help students to have a learning process focused on their needs, interests and learning styles. On the other hand, the reflective narratives led the researcher to understand and experience the human dimension of being a teacher, in this context, the human dimension refers to the genuine concern for the well-being of students as well as their learning progress. For this, the researcher reflected on the fact that being a teacher requires a holistic development of human qualities and it is not just about the impartation of knowledge and skills.

In conclusion, the reflective analysis central for the development of this research project, since at the moment of writing the narratives, the student obtained a broader and deeper understanding of everything that happens in the educational setting. At the same time, this contributed to a process of self-discovery and introspection that led not only to reflect on the personal but professional performance as a teacher.

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Annex List

Annex 1. First Reading Activity

Link:

https://docs.google.com/document/d/1RRCVSA6eM1DwR0j47Q4liKy1uphnVzH

b/edit?usp=sharing&ouid=113442900411849882162&rtpof=true&sd=true

Escuela Normal Superior de Piedecuesta
Teacher: Karol Pabón Romero
Eleventh Grade

Name: _____ Date: _____

Course: _____

Reading Comprehension

Preparation

Match the vocabulary with the correct definition and write a–e next to the numbers 1–5.

1........ The Olympic Games   a. an international sports competition for athletes with physical disabilities

2........ The Paralympic Games   b. an international sports competition which is held every four years

3........ a ceremony   c. a person who does work without being paid for it

4........ a volunteer   d. a piece of gold, silver or bronze which is given to a competition winner

5........ a medal   e. a formal and public event

Read the following blog about the Olympics

What an Olympics!
Posted by Helen Nolan on 10 September, 2012 at 21:25

It's all over! I've been writing my blog from London every day during the Olympics and the Paralympics and this is my final post to look back on a wonderful couple of months. Here are some of the things that were the most memorable for me:

The Opening Ceremony – this set the scene for the Games with an amazing show featuring music, dancing, historical figures, fireworks and British humour. A huge number of volunteers practised for months to make everything perfect. The best moment was when the old lady in Buckingham Palace turned round and showed that she was neither a lookalike nor an actor but Her Majesty the Queen. The next best bit was when she jumped out of a helicopter with James Bond (although I think that actually was an actor!).

Team GB – I was very proud of our team as we kept on winning medals and finished in third position in the medal table, which is truly a great result for Great Britain. There were so many incredible sportsmen and women. The ones that stand out for me are Mo Farah, the Somalian-born Londoner who won the 10,000 and 5,000 metres with the whole stadium going crazy, Jessica Ennis, the popular super-athlete from Sheffield who won the heptathlon, and Nicola Adams who won the first female boxing medal in Olympic history for Britain.

Annex 2. Second Reading Activity

Link:

Escuela Normal Superior de Piedecuesta
Teacher: Karol Pabón Romero
Eleventh Grade

Name: _____   Date: _____

Course: _____

Reading Comprehension Activity

Dreams

Can you see the future in dreams?

For hundreds of years, people thought dreams were messages from gods or spirits. Today, too many people can remember a time when they saw a place or person in their dream and then, later, the dream happened in real life. Maybe that's not surprising because we dream a lot but we probably only remember the times when something happens in a dream and then happens for real. Most people have four to six dreams every night after the age of ten. That's as many as 2,000 dreams per year. So, an 80-year-old person has probably had 140,000 dreams. Maybe we forget 95–99 per cent of our dreams, but that's still thousands of dreams that might 'come true'.

Are dreams recycled thoughts?

Around the 18th and 19th centuries, there were two popular ideas about dreams. One said that the things we see in our dreams are things we keep in our subconscious because we don't want or need to think about them when we're awake. The opposite idea said that while we're sleeping, the brain organizes memories and thoughts from the day. Dreams are just random thoughts from our day but we try to make a story from them when we wake up.

Annex 3. Third Reading Activity

Link:

Name: _____   Date: _____

Group: _____

Robots smarter than humans by 2029

Will robots be smarter than humans in a near future? A scientist said robots will be more intelligent than humans by 2029. The scientist's name is Ray Kurzweil. He works for Google as Director of Engineering. He is one of the world's leading experts on artificial intelligence (A.I.). Mr Kurzweil believes computers will be able to learn from experiences, just like humans. He also thinks they will be able to tell jokes and stories, and even flirt. Kurzweil's 2029 prediction is a lot sooner than many people thought. The scientist said that in 1999, many A.I. experts said it would be hundreds of years before a computer was more intelligent than a human. He said that it would not be long before computer intelligence is one billion times more powerful than the human brain.

Mr Kurzweil said that many years ago, people thought he was a little crazy for predicting computers would be as intelligent as humans. His thinking has stayed the same but everyone else has changed the way they think. He said: "My views are not radical any more. I've actually stayed consistent. It's the rest of the world that's changing its view." He highlighted examples of high-tech things we use, see or read about every day. These things make us believe that computers have intelligence. He said people think differently

Annex 4.

Fourth Reading Activity

Link:

https://docs.google.com/document/d/1iAoCNlIJcCc53aSJ11R9oBRgbqJOwcSp/edit?usp=sharing&ouid=113442900411849882162&rtpof=true&sd=true

Name:_____   Date: Grade:

Reading Comprehension

Read the following text about Apollo 13. Highlight the main ideas while reading.

Apollo 13

The mission of NASA's Apollo 13 was to reach the moon. The mission failed, but it taught NASA and the world important lessons about team work and never giving up.

Blast Off

On April 11th 1970, Apollo 13 blasted off from the Kennedy Space Centre in Florida, USA. There were three crew onboard, James Lovell, Fred Haise and John Swigert. Lovell had already been to the moon. He was the most experienced of all the crew.

There was bad luck from the beginning. One of the original pilots was replaced only two days before blast-off. This was because he had been exposed to a virus. NASA couldn't risk any of the crew getting ill in space.

The Apollo 13 was made up of two different spacecraft, the Odyssey and the Aquarius. They were connected by a tunnel. Odyssey

Annnex 5. Fifth Reading Activity

Link:

https://docs.google.com/document/d/1oKywG_evHUhratYsBgFgMzsI3BinGcYy/edit?usp=sharing&ouid=113442900411849882162&rtpof=true&sd=true

Deforestation

Rainforests help to control global warming because they absorb carbon dioxide. In recent years, larges areas have been destroyed, as trees are cut down for wood or burned to clear the land for farming. The burning releases large amounts of carbon dioxide into the atmosphere.

Many rainforests grow on poor soils, so when they are cut down or burned the soil is washed away in tropical rains, so that the area may turn into desert. Many plant and animal species that live there can become extinct, and indigenous tribes can lose their homes.

Annex 6. Sixth Reading Activity

https://docs.google.com/document/d/1B_1w5a_xs4tmTgu9QDm82ZXD2QLb90kv/edit?usp=sharing&ouid=113442900411849882162&rtpof=true&sd=true

Name: _____   ____ Grade

Date:

Reading Comprehension Activity

Cheese rolling: an extreme sport?

Need more adventure in your life? Maybe it's time to try an extreme sport!

Extreme sports are activities that involve a high amount of danger and excitement. Each year they are becoming more and more popular, but why? The main reason is for an adrenaline rush and to feel invincible. Some examples of extreme sports include base jumping, ice climbing, cave diving, and ... cheese rolling?!

No one knows exactly how it started, but Cooper's Hill Cheese-Rolling Race is an annual event that has taken place for over 100 years. The name comes from Cooper's Hill where the 'sport' takes place, just outside the village of Brockworth, England.

It's as silly as it sounds – a wheel of cheese is thrown down a hill while a group of people chase after it, trying to be the first to catch it or reach the bottom of the hill. The cheese weighs around 7 lbs (just over 3kg) and picks up a lot of speed travelling down the very steep slope. If you win, you get to keep the cheese, and if you come second or third, you'll receive £10. Incredibly, the event has become so popular that people travel from all over the world to take part – even from as far away as Canada and Australia.

Annex 7. Final reading activity

Link:

https://docs.google.com/document/d/1z8smfT_T-yMhE937wYbeYpxqVSN1AO0P/edit?usp=sharing&ouid=113442900411849882162&rtpof=true&sd=true

Name: Date:

Chernobyl Nuclear Disaster

On April 26ᵗʰ, 1986, the worst nuclear accident in history took place at the Chernobyl nuclear power plant near Pripyat, Ukraine.

A large cloud of poisonous radioactive elements was released into the air when one of the plant's nuclear reactors exploded and started a huge fire. The plant was only 2 miles away from Pripyat and its 45,000 residents were evacuated within 24 hours, never to return. Today, it is a ghost town that is being taken over by surrounding forests. Another 85,000 people living within 18 miles of Chernobyl were relocated in the next month. Over the years, as many as 350,000 people have left their homes due to high radiation levels.
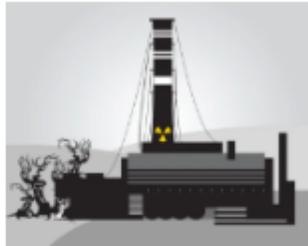
The wind carried the radioactive cloud to large parts of Europe, as far away as Scandinavia and England. Over 55,000 square miles were contaminated, but 70% of the radiation settled on nearby Belarus, which has since suffered hundreds of billions of dollars in damage.

Some scientists estimate that more than 200,000 people have died since 1986 as a result of the accident, and another 100,000 deaths from cancer may occur in the coming years. Others think that these numbers are much smaller.

Over 5 million people still live in contaminated areas, and their health may be at risk from eating contaminated food, such as fish from the rivers, mushrooms and berries from the forests, and meat or milk from cattle and sheep that graze on the land. Several European countries will not accept food products grown in these

Annex 8. Pre-Test

Link:

https://docs.google.com/document/d/1TVdoUGdRPNS52ogYQAjeScFCcQY2gYm-/edit?usp=sharing&ouid=113442900411849882162&rtpof=true&sd=true

Name: Date:

Read the article about two sisters and answer the questions.

Two Sisters

Something very strange happened to Tamara. She never knew she had a twin sister until she started university!

Tamara was born in Mexico. Her parents could not look after her so she went to live with a family in Manhattan, USA.

When Tamara was twenty years old, she started university in Long Island. She enjoyed her university life. But one day she was walking home from class, and a student smiled at her. "Hello Adriana!" said the student. "I'm not Adriana," said Tamara.

This happened to Tamara again and again. People Tamara didn't know kept calling her Adriana. It was very strange. One day, when a woman called her Adriana, Tamara asked "Why do you keep calling me Adriana?"

The woman replied, "You look like my friend Adriana. You have the same face and the same hair. Is Adriana your sister?" Tamara said that she did not have a sister called Adriana. But she was interested in this girl Adriana. Finally, she asked someone for Adriana's email address.

When Tamara wrote to Adriana, she found out that they both had the same birthday, they looked the same and both of them were from Mexico. When Tamara went to live with the family in Manhattan, Adriana moved to Long Island to live with a family there. It had to be true! Adriana and Tamara were twin sisters!

Answer the following questions

Annex 9. Post-test

Link:

https://docs.google.com/document/d/1XeuNyUtLgzNDfhNHNEFQTC_e3K3uKxLR/edit?usp=sharing&ouid=113442900411849882162&rtpof=true&sd=true

Name: Date:

Reading Comprehension Test

Madagascar – When to go

Madagascar has two seasons, a warm, wet season from November to April, and a cooler dry season between May and October. However, different parts of the country have very different weather.

The east coast is hotter and wetter, with up to 4000mm of rainfall per year. In the rainy season, there are strong winds, and these can cause a lot of damage. Avoid visiting eastern Madagascar between January and March because the weather can make road travel very difficult. The dry season is cooler and more pleasant.

The high, central part of the country is much drier and cooler. About 1,400 mm of rain falls in the rainy season, with some thunderstorms, but the summer is usually sunny and dry, but it can be cold, especially in the mornings, with freezing showers, and it may snow in mountain areas above 2,400m, and even stay there for several days.

The west coast is the driest part of the island. Here, the winter months are pleasant with little rain, cooler temperatures and blue skies. The summers can be extremely hot, especially in the southwest. This part of the country is semi-desert, and only gets around 300mm of rain per year.

Read about the climate in Madagascar on a travel website. Then choose true or false.

1. Madagascar has four seasons: spring, summer, autumn and winter.   T   F

2. There is more rain in January than in June.   T   F

3. The wet season is colder than the dry season.   T   F

Annex 10. Semi-structured interview Answers

https://drive.google.com/file/d/1TPeW2gLDpOGk6yLbpc19ASkrztuGIi-0/view?usp=sharing

Annex 11. Lesson Planning. Community Outreach Component

Activity N. 1	*Name of the song*: Head, shoulders, Knees and Toes
Body parts	*Target Vocabulary: Head, shoulders, knees, toes, eyes, ears, mouth and **nose**.*
	Preparation: The preparation activity consists of using flashcards with the vocabulary from the song and at the moment of revealing each flashcard, the students have to touch the part of the body. Then, the teacher touches one of the body parts and the students have to say aloud the name of this part (For example, the teacher touches her head and the students say "head").
	Core activity: Everyone stands up. As the song plays the teacher sings and does all the actions, touching each part of the body with two hands in time with the song. This activity is repeated twice. Then, the teacher is going to sing the song faster and the students have to touch the part of the body quickly.
	To finish this stage, the teacher proposes the "Simon Says" game using the vocabulary learned. In this game, the teacher has to say "Simon says, touch your knees" "Simon says, touch your shoulders". Students need to remember that it is necessary to say the sentence "Simon says" to perform the action. In this case, when the student

makes a mistake, he/she has to sit and the last student standing is the winner.

Follow up: In order to finish off this section of the lesson, the teacher gives the students a worksheet in which they have to recall the vocabulary practiced from the song, in this case, the vocabulary related to the parts of the body.

Song: **Verse 1:**

Head, shoulders, knees and toes,

Head, shoulders, knees and toes,

Eyes and ears and mouth and nose,

Head, shoulders, knees and toes.

Verse 2:

Head, shoulders, knees and toes,

Head, shoulders, knees and toes,

Eyes and ears and mouth and nose,

Head, shoulders, knees and toes.

	  Verse 3: Head, shoulders, knees and toes, Head, shoulders, knees and toes, Eyes and ears and mouth and nose, Head, shoulders, knees and toes. Worksheet:
Activity N.2 ***Numbers from 1- 50***	***Name of the song****: Count from 1 to 50* ***Link:*** *https://youtu.be/YtNskltyA0E* ***Target vocabulary:*** *Numbers from 1 to 50.* ***Preparation:*** In order to introduce the topic, the teacher asks the students: How old are you? How old is your mother? How old is your father? How old is your brother/sister?

The teacher writes on the board these questions and answers the first one: *How old are you? I'm twenty-one years old*. Then the students share their answers, e.g. *My father is thirty-four years old*. After doing this exercise, the teacher writes the numbers 10, 20. 30, 40 and 50 in letters and numbers in order to clarify the pronunciation.

Core stage: Everyone stands up. Then the song starts playing and the students move their bodies as the song indicates. This song includes a lot of movement and students sing and dance at the same time. The song presents a good rhythm and it makes it amusing for the students. The numbers are presented forward and backwards and students need to be focused to avoid making mistakes at the moment of singing. The students listen to the song twice and then the teacher lowers down the volume and the students have to be the ones who give the rhythm to the song.

Follow-up stage: As a final activity for this section of the class, the students play the Bingo Game. This is a group activity, so students work in pairs. The teacher designated two students to be the number callers. Each pair has the bingo card with different numerical values. The first pair that gets a line of numbers matched is the winner.

Bingo Cards:
https://drive.google.com/file/d/1 nrfqmOS3t9cbrQ2PK2xAKakbOln9DZP

Activity N.3 *Greetings- Routine* *expressions*	*Name of the song:* The Hello Song *Link:* https://youtu.be/gghDRJVxFxU **Target vocabulary and sentence structures**: *Greetings: Hello, how are you? I'm good. I'm great. How about you?* *Daily routine: Every day I go to school. I meet my friends. I go and play.* **Preparation**: The teacher begins the class by saying 'good morning/afternoon/evening' as appropriate. They then ask a few individual students 'How are you?' and say 'Good' if they say 'I'm fine/OK'. The teacher then writes the following on the board: *Hello* *Good morning* *Good afternoon* *How are you?* *I'm fine*

I'm OK

I'm great

After writing those expressions on the board, the teacher explains the meaning of the abbreviations "*I'm*" with the aim of reviewing the verb to be.

He's: He is

She's: She is

I'm: I am

We're: We are

They're: They are

Core Stage: The students stand up in a semi-circle and watch the video of the song. This song has subtitles so each one can read and sing the lyrics. The teacher pauses the song and writes some expressions related to the daily routine on the board. (Every day

I go to school

I meet my friends

	I go and play)
	Then, the teacher plays the music again and tell students to do some commands like moving their hands when saying "hello" while listening to the song. When the students finish singing the song, they sit down again and write the expressions written on the board and the teacher continues to explain how to describe the daily routine in English. *Follow up:* As an activity to finish off this part of the class, the students are told to work in pairs and perform a role play, in which they have to use the greetings and talk about some daily activities, using the present simple tense expressions from the song.
Activity N.4 ***Hobbies and Interest.***	***Name of the song:*** *Kids vocabulary- Hobbies and interest.* ***Link****: https://youtu.be/90LfcLAjLiI* ***Target Vocabulary and sentence structures****:* *Sentence structure: What do you like doing?* *I like + ing – I don't like + ing.* *Vocabulary Hobbies:*

Swimming

Cycling

Singing

Cycling

Reading

Cooking

Fishing

Drawing

Dancing

Watching T.V

Preparation*: What do you like doing?*

The teacher starts the class asking the students for the meaning of hobbies. Most of the students answer that hobbies are the activities they like doing in their free time. Then the teacher asks some students *What do you like doing?* And she writes this question on the board. The teacher gives an example and writes it on the board*: I like cycling.*

Then, the teacher presents some images of hobbies and puts them on the board and asks students *what hobby is it?* Students try to

guess and then the teacher writes the word in front of the picture. Finally, the teacher explains the structure of like / don't like + ing by giving some examples.

Core Stage: After finishing the preparation activity, the teacher shows the video of the song to the students. This song contains subtitles, which is an important tool for them because they can understand the song clearly. All the students stand up and listen to the song and try to imitate the movement of the cartoons. Then, they are told to make a line and go around the classroom, making a circle, following the rhythm of the song and singing it.

As a final part of the core activity, the students listen to the song again and try to illustrate the hobbies from the song by doing mimes, e.g., the song says "My hobby is swimming" and they try to move their body as if they were swimming. They do the same with the other vocabulary.

Follow up

Students write in their notebooks three sentences that express their hobbies and the things they don't like doing. They have to use the like/don't like + ing structure.

For example: I like swimming

I don't like singing

	I like playing the guitar

They have to make a draw according to the sentences that they write. Additionally, ahomework they have to do a worksheet about the vocabulary of hobbies.

Worksheet:
https://drive.google.com/file/d/1iNk ode2skTna_pWZTlWWV7OT1lewpmUy/vie |
| *Activity N.5*

Holidays and Celebrations-commands | *Name of the song: Dance Party!*

Link: https://youtu.be/6R0v0ovq1hs

Target vocabulary and sentence structure:

Vocabulary Celebrations and holidays:

-Mother's Day

-Father's Day

-Earth day

- Women's day

-Love and friendship day

-Christmas Eve

-New year

-Halloween |

Sentence structure: My favorite celebration is____

Preparation activity

The teacher asks students to describe a celebration. Then, the teacher explains the difference between a celebration and a holiday ((a holiday is a special celebration with many schools and businesses closing for it). Then the teacher asks the students to think about one celebration and holiday that they remember. The students mention celebrations like Halloween, Christmas Eve and Easter. However, the aim of this lesson is to learn from some celebrations and holidays that are popular in Colombia. With this in mind, the teacher writes a vocabulary list of some of the most popular holidays and celebrations from our country and explains the activities that we do during each event:

Mother's Day

-Father's Day

-Earth day

- Women's day

-Love and friendship day

-Christmas Eve

-New year

-Halloween

Core stage: This song serves as a tool to show students how dancing is a common activity to celebrate the different events and holidays. This song has also some commands that are useful for students:

Step to the left – Step to the right

Wave your hands

Spin round and round

This song is cheerful for students and it is a good tool to motivate students during the class. After listening the song, students dance following the rhythm of the music.

Follow up activity: Students are going to choose one celebration they like and they are going to describe it.

They have to complete the following worksheet:

As a final activity, students do a research activity as homework in which they have to look up information about a different celebration

	around the world and describe the date, people who participate in this celebration, the origin of this event and fun facts about it. Worksheet for the research activity: https://drive.google.com/file/d/1Mk1mfBS4v kCGuIdY_UJoBe5yGIjEXhBa/view?usp=sharing https://drive.google.com/file/d/1dre-yh_QPWfgoKsKvnXfX6LCo7WpFqb_/view?usp=
Activity 6. *The morning routine*	*Name of the song: The morning routines song* *Link: https://youtu.be/VlkJRzAwgd0* *Target Vocabulary and sentence structure:* *I get up* *I have breakfast* *I have a shower* *I brush my teeth*

I get dressed

I go to school

Preparation Activity

The teacher starts the class by writing the topic of the class on the board. Then, she uses flashcards to introduce the vocabulary from the song. In this way, the teacher puts the morning routine flashcards up on the board in the order of the song. Then, the teacher explains the meaning of each flashcard. The next step is getting everyone to stand up and teach the actions and gestures for the song:

"I get up" – do an energetic star jump on "get up".

"I have breakfast" - gesture eating breakfast

"I have a shower" -gesture having a shower

"I brush my teeth (brush, brush, brush)" – gesture brushing your teeth

"I get dressed (dressed, dressed, dressed)" – gesture getting dressed

"I go to school" point at imaginary wrist watch for "It's time to" and wave goodbye for "go to school.

Core Activity

In this section of the class, the teacher plays the song and get everyone to sing and do the actions along with you. The teacher plays the song twice so everyone gets the hang of it.

Verse 1

I get up in the morning

I get up in the morning

Stretch stretch

Good morning boys and girls

I have breakfast in the morning

I have breakfast in the morning

Yum yum yum

I have a shower in the morning

I have a shower in the morning

Splash splash

These are the thing I do everyday

Verse 2

I brush my teeth in the morning

I brush my teeth in the morning

Brush brush brush

Good morning boys and girls

I get dressed in the morning

I get dressed in the morning

I get dressed in the morning

Zip zip zip

Good morning boys and girls

I go to school in the morning

I go to school in the morning

Go go go

These are thing I do everyday

Good morning boys and girls.

Follow up Activity

- **Worksheet**

-

| | Students complete the following worksheet in which they have to make a draw according to the routine expression given. For example, they have to make a draw that illustrates the sentences "I get up".

- **Charades**

To finish the class, the teacher gets together the morning routines flashcards and divides the class into 2 teams. One student comes to the front of the class and acts out the flashcard you show to him/her. The first person to shout out the correct answer wins a point for his/her team.

https://drive.google.com/file/d/1qb83wwvCECpB6_XZiNpbAb4sYRCFx9vH/view?usp=sharing |

Annex 12. Institutional Activities Evidences

Language Day

Teacher's Day

Labor Day

Inter Docentes- Sport Games- Opening ceremony

Family Day