

**Implementing SQ3R (Survey, Question,
Read, Recite, And Review) method to improve 6th grade
students' reading comprehension at Bethlemitas Brighton High
School in Pamplona**

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2016

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2016

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ACKNOWLEDGEMENTS

First of all, I want to thank God for giving me the opportunity to achieve this important goal. At this moment of my life, I also thank my mom for her love and unconditional support; she is my strength and my reason of being alive. In addition, I would like to express my deepest appreciation to my teachers: Viviana Rueda, Rosario Socha, Lucy Durán, Verónica Arciniegas, Magdaleydy Martínez, Laura Torres, and Myriam Gomez for their patience, guidance and teachings. They led and helped me to grow not just as a teacher, but also as a person during these five years. Finally, I would like to thank my father because despite the fact he is not physically alive, I know his spirit is always accompanying me and blessing me from heaven.

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Introduction

During the last decade, English has become the most commonly used language among foreign language speakers because of the strong influence it had taken in different domains of the society. Therefore, many countries as Colombia have highlighted the importance of learning English in order to improve their development and the society's quality of life. However, it is not a secret that Colombian students have difficulties in the acquisition of the four English language skills.

After observing for two weeks the 6th grade students of a public high school located in Colombia, it was possible to identify the problems those students have in the four English skills, especially in reading skills. It is a worrying issue due to reading Comprehension is a crucial component of second language acquisition. According to Koda (2007) the goal of reading is “to construct text meaning based on visually encoded information” (p. 1). Nevertheless, it is a complex task for second language readers since they use different reading processes than first readers due to they are non-native readers.

This Action Research aimed at presenting an alternative solution to our educational practice, which sought to improve and transform the process of reading comprehension by using the students' receptive skills; likewise, pointing to the advancement and training of this comprehension. Thus, the researcher conducted this project which attempted to improve 6th grade students' reading comprehension in a Public High School in Colombia by implementing the SQ3R method. The acronym

SQ3R reminds us of the elements as Survey, Question, Read, Recite, Review that will help 6th grade students become a more effective readers. According to Chamot & O'Malley (1994) this method helps “students to enhance their ability to organize new information, relate it to what they know, and retain what is important to them”.

To better understand this research, it was divided into four chapters; the first one is the pedagogical component which is divided in three sections such as the, the theoretical framework, the methodology, and the lesson planning. The second chapter is the research component; in this chapter the pre service teacher is a research participant in which he had to analyze and auto evaluate his role as teacher. The third chapter is about the Outreach Component; in this part of the project, the pre-service teacher proposed primary classes in order to reinforce student's English knowledge. And the last one is the Administrative Component; it is about the academic and extracurricular activities. This component allowed the pre-service teachers to take part of all the activities planned by the institution.

Justification

This project focused its attention on the use of SQ3R (survey, question, read, recite, and review) method to enhance reading comprehension skills. This technique was implemented in order to highlight the importance of the reading comprehension to teach grammar, improve vocabulary and to develop the students' reading skills. Reading is very important since this ability is essential to gain significant

knowledge. However, developing reading comprehension is not easy, moreover for those who do not even have a good reader comprehension in their mother tongue.

Throughout the implementation of SQ3R method, the 6^o grade students are expected to be able to construct meaning while they are reading a text.

Objectives

General objective

- To improve 6th grade students reading comprehension by implementing SQ3R method through the use of short texts.

Specific objectives

- To increase students' interest and motivation on English language through the reading of short texts..
- To encourage students to read by following the stages proposed in the SQ3R method.
- To implement the use of short texts, reinforcing grammar and vocabulary that students have learnt in each unit of the guide book

Problem

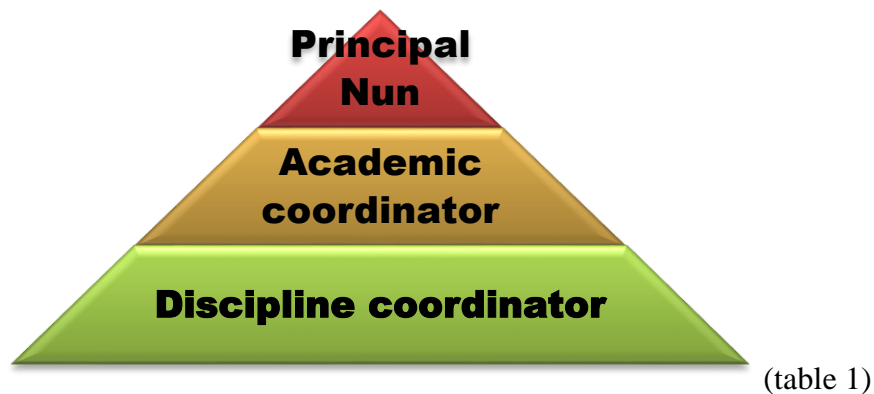
After some observations conducted with the students from the 6th grade at Bethlemitas Brighton High School in Pamplona, it was possible to notice that most of them have difficulties when teacher asks to read a text or to solve the different activities proposed in the guide book since the 6th grade students only expect that the teacher translate all into Spanish. Furthermore, they felt uncomfortable when teacher asks them to read due to do not understand what they try to read. Finally, the students made a lot of pronunciation mistakes when they read and the teacher sometimes did not pay too much attention to it.

Institutional Observation

Bethlemitas Brighton School is located on Carrera 4 N°6-84 in El Carmen neighborhood in Pamplona, Norte de Santander. The school's foundation was officially known under the resolution N° 0011253 December 14th, 2004; providing the community education in Pre-school and primary levels from 1st to 5th grade. Likewise, the resolution N° 004767 November 10, 2009 conferred the school the name of "Institución Educativa".

This institution belongs to the A calendar and also presents the first bachelors academic degree. In this institution the authorities are the major members of the school,

among them, we can name: the principal nun, the academic coordinator and the discipline coordinator (table 1)



Brighton School was founded on April 13th, 1896 by Pamplona sisters' founders. The school was offered as a Charity Home named Holy Family on April 17th. In addition, this proposal integrates the mission and vision of this institution in order to implement them on the lesson classes by promoting students' cultural awareness and quality education. In this way the mission and the vision of this public institution are:

Mission: “Orientar a nuestros educandos en su proceso de formación integral, brindándoles una educación de calidad, inclusiva, fundamentada en los valores humano-cristianos, los principios éticos, científicos, tecnológicos, investigativos y participativos, inspirados en el amor a Jesucristo y la experiencia pedagógica de nuestros santos fundadores, fomentando en la niñez y la juventud el cuidado y la preservación del medio ambiente, el respeto de lo público, el ejercicio de los derechos y deberes humanos para una sana convivencia y un buen desempeño en el mundo laboral”.

Vision: “La Institución Educativa Bethlemitas Brighton será una entidad reconocida por la vivencia de los valores humano-cristianos, con proyección hacía el liderazgo en la innovación educativa, pedagógica y técnica, de carácter inclusiva, consolidada en el proceso de formación integral de personas altamente cualificadas, respetuosos de lo público, que ejerzan los deberes y derechos para una sana convivencia, comprometidas con su propio desarrollo y generadoras de acciones de cambio en la sociedad, mediante el desempeño de competencias laborales”.

Principles at Bethlemitas Brighton school



The institutional documents of Bethlemitas Brighton School have affronted the demands of nowadays world throughout some principles, as the “PEI” (Proyecto Educativo Institucional) establishes:

1. The Bethlemitas education is founded on Catholic believes which takes into account the person as “a unique and unrepeatabe being”.

2. The Bethlemitas person is free, responsible and autonomous for taking decisions, also is fraternal and supportive with others.
3. Community dimension of the human being: the human being is better with and for the others: principle of fraternity-solidarity and communion.
4. The educative pastoral: it streamlines the relationship science-culture- gospel; therefore, Bethlemitas School education lights from faith the different disciplines of knowledge in order to build new men and women creators of a new fraternal and fair society.
5. The academic excellence: for instance, the curriculum encourages the adequate use of reason and intelligence, the right judgment, the knowledge, the conceptual rigor, the research process; the artistic and cultural creation, as well as the interaction between theory and practice.
6. The Community Outreach: it is founded on actions which strengthen the sensibility, the tenderness, the affection, the commitment and the solidarity with the needy.
7. The civic education: it is founded on respect and love to the person and on the knowledge, defense and promotion of human rights; it engages all the members of the community in the education of honest, fair, democratic, solidary citizens, constructors of peace.
8. The new global culture: it encourages the defense and care of life in all its forms; the protection of the environment, the dignity and equality of human beings as well as the appreciation and respect of the cultural diversity.
9. The institutional Bethlemita culture: it is strengthened through the free, autonomous, reflexive, critical, and democratic participation; the human,

spiritual and professional quality; the sense of ownership and the interaction among the different members of the educational community.

10. Marry: “Our mother of Belen”, model of human dignity and welcoming and humble service to others.

As regarding the physical plant distribution of the Bethlemitas Brighton School, it is comforting as follows:

- A chapel
- A library
- A teachers office
- A cafeteria
- A sports court
- A coordinator’s office
- A schoolyard
- And the classrooms

Concerning the most important aspects of the guide book, it is divided in eight chapters which must be work with the students during the school year. The guide book’s name is “let’s learn English together 6” and it has been created by an editorial called “EDICIONES S.A.S” from Bucaramanga, Colombia.

Chapter I: pedagogical component

Introduction

This action research was carried out at the secondary schooling of the Bethlemitas Brighton with the purpose of implementing SQ3R method to foster reading comprehension of secondary school students. It is important to highlight that the population selected were all the students of the three 6th grades of the institution named above.

To go through the main purpose of this study, this section defined some key concepts that it is possible to considered relevant for the research project. Besides, it was broken down into two main sections: theoretical framework, and methodology.

Justification

After carrying out four classroom observations, and revising students reading comprehensions and written productions, the pre-service teacher found that students lacked an in-depth knowledge of vocabulary, grammar structures and a method that could helped the to understand texts in English. Taking into account all of these issues, this proposal aimed to overcome these shortcomings, allowing the students space for them to practice English language mainly reading comprehension and writing skill through the implementation of the SQ3R method in short texts.

Objetives

General Objective

- To promote 6^o grade student's reading comprehension through the use of SQ3R method at Bethlemitas Brighton School

Specific Objectives

- To implement SQ3R method for reinforcing students' grammar and vocabulary.

- To increase students' interest and motivation on English language through the reading of short texts.
- To improve student's pronunciation

Theoretical framework

This theoretical framework was based on the main foundations of reading comprehension as well as the SQ3R method. This is why the terms that guided this project were: the Bilingual National Plan (BNP), communicative approach, reading skill and reading comprehension.

Bilingual National Plan

The National Ministry of Education has made a considerable effort to lead a project called The Bilingual National Plan, which has adopted the Common European Framework as a model in order to establish the levels, requirements and skills needed to be developed while learning English. It is important to highlight that the national program of Bilingualism is led by standards which were established in 2001 by the European Union. The aim of this project is to improve teaching and learning foreign languages therefore one of the most important goals to accomplish with this plan is to encourage students to be able to communicate satisfactorily in a real context, as well as being able to master the four main skills: writing and speaking categorized as

productive competences and listening and reading as receptive competences (Segura, 2012).

The common European framework of reference describes clearly communicative competence which involves the major language skills such as reading, writing, listening and speaking. In other words, the common European framework of reference explains the competences teachers have to take into account in the teaching and learning process of any foreign language; besides, introduce what learners have to learn according to their proficiency language level. Moreover, the common European framework proposes six levels of performance in primary and secondary schools as follows: A1, A2 (beginners), B1, B2 (intermediated), C1, C2 (advanced) in order to test and place learners proficiency level.

GRUPOS DE GRADOS	NIVELES MCE			
Décimo a Undécimo	B1		B 1.2	Pre intermedio 2
Octavo a Noveno			B 1.1	Pre intermedio 1
Sexto a Séptimo	A2		A 2.2	Básico 2
Cuarto a Quinto			A 2.1	Básico 1
Primero a Tercero	A1	A1		Principiante

Image taken from
http://www.colombiaaprende.edu.co/html/mediateca/1607/articles-115375_archivo.pdf

In regard to the implementation of the SQ3R method, this involves reading comprehension; so that, the following chart presents the standards of competence established for the European framework of reference in 6th grade.

Lectura	
• Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas.	1, 2
• Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo.	1, 2, 3
• Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo.	1, 2
• Comprendo relaciones establecidas por palabras como <i>and</i> (adición), <i>but</i> (contraste), <i>first, second...</i> (orden temporal), en enunciados sencillos.	1, 2
• Valoro la lectura como un hábito importante de enriquecimiento personal y académico.	
• Identifico el significado adecuado de las palabras en el diccionario según el contexto.	1, 2
• Aplico estrategias de lectura relacionadas con el propósito de la misma.	2
• Identifico en textos sencillos, elementos culturales como costumbres y celebraciones.	2, 3
• Identifico la acción, los personajes y el entorno en textos narrativos.	2

Image taken from:

http://www.colombiaprende.edu.co/html/mediateca/1607/articles-115375_archivo.pdf

Communicative approach

This project was supported by the communicative approach since this approach aims to train students for real communication. According to the British Council (2006) the communicative approach is based on the idea that “learning a foreign language successfully comes through having to communicate real meaning”. In other words, the students are involved in real communication where the language is a key element to facilitate learning through communication in action. Furthermore, to develop real

communication inside the classroom. Nunan (1999) suggests five basic principles of the Communicative Approach:

1. An emphasis on learning to communicate through interaction in the target language,
2. The introduction of authentic texts into the learning situation,
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself,
4. An enhancement of the learner's own personal experience as important contributing elements to classroom learning,
5. An attempt to link classroom language learning with language activities outside the classroom.

Reading skill

According to Grabe (2009) "Reading is a process that involves the reader, the text, and the interaction between the reader and the text. He also states that reading can be conjured as a complex combination of processes, processes that are fast, efficient, interactive, strategic, flexible, evaluative, purposeful, comprehending, learning, and linguistic" (p. 14) . In other words, as Paris (2008) affirms, "It is one of the easiest ways to get to know about the world" (p-1) . This study adopts a definition of McDonough & Christopher (2003) who emphasize that reading is clearly one of the most important foreign language skills, particularly in cases where students have to read English materials for their own specialist subject. In the same way, Ur, Penny (1996) states that

reading does not mean reading or decoding the letters or words only; reading means reading and understanding.

Reading comprehension

According to Johnson (2008) “reading is the act of creating meaning with text. To do this practice, the way how readers can understand and create the meaning of what they read will depend on how they can perceive as well as to make sense words, sentences, or even a connected text in their mind or thought” (p. 109). Understanding the meaning of a word motivates learners to interpret and analyse texts. Comprehension means making sense of words, connecting ideas between texts, constructing and discussing with others. According to Grellet (1981) reading comprehension is the act of understanding what you are reading, while the definition can be simply stated the act is not simple to teach, learn or practice. Also, reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Additionally, Grellet affirms that reading is an active skill. So, it constantly involves guessing, predicting, checking and asking questions.

Short texts

The main characteristic of this feature of writing is that these texts are short. Because of this, there is a number of implications. According to Tennan (2010) “the use of ellipsis requires an understanding of the context and a shared understanding between the

writer and reader”. Also he states that “the register used in short texts tends not to be very formal” this does not mean they are informal but simply that there is usually some kind of relationship between the writer and reader already, so a degree of informality is normal. Finally, he claims that “short texts go to the point” since the message is precise and words are not wasted.

SQ3R Technique

According to Manktelow (2007) “SQ3R is a five stage active reading technique, they are survey, question, read, recite, and review” (p. 47) . This technique is used for absorbing written information. It helps readers to create a good mental framework of a subject, where they can fit facts correctly. The goal of the technique is to increase student’s engagement with the text, as students actively absorb information in an effort to answer key questions regarding the subject content. In addition, SQ3R method will help the reader to identify significant ideas, remember the essential points, and achieve a better preparation for exams.

This technique identifies each of the five steps of the method. The S in SQ3R denotes to *survey*; the Q refers to *question*; and 3R means *read, recite, and review*. According to Carter et al. (2007) they claim that “as the reader moves through the stages of SQ3R, the reader will skim and scan the text” (p. 156). Furthermore, they claim that the steps of the SQ3R method are:

1. Survey

Surveying, the first stage in SQ3R, is the process of pre-reading a text or a book before the readers study. Most texts include features that provide an overview of the main themes and ideas. The readers should use the big-picture to make sense of the information that contains with the text and learn the different topics. Moreover, the readers will overview by surveying the text elements. It is not necessary to spend a lot of time on this stage, just quickly look over the: titles, headings, and sub-headings, introduction and conclusion, also, diagrams or pictures, words or ideas in bold or in italics graphs, tables, figures, summary, etc. The objective at this point is to decode: the direction or purpose of the topic, the language necessary to understand the topic, and how much time you need to complete the reading task.

2. Question

After the readers have surveyed the text, the next step is to ask question about the assignment. This process of asking questions enables the readers to discover knowledge. This step begins by formulating questions based upon chapter headers, sub headers, identified visual aids prior to reading and key words. It is very important to formulate questions in order to: keep readers attentive and involved in the reading.

3. Read

In this step the readers should read all points of the text that are significant in order to answer. Robinson (1961) describes the reading step as “an active search for the answer” (p. 29). Moreover, when the readers find the concept of reading, then they will be able to answer the questions based on the text that has been studied in reading comprehension.

4. Recite

In this stage, readers have to answer all questions by using their own words after they finish reading. Moreover, the readers have to take notes from the text. Furthermore, it is important that readers underline the main points, and then the readers are asked to recall or recite all of the materials that have been studied. For example: In your own words, either out loud or on paper, readers can: summarize purpose of the reading or the main ideas, the key terms and the answers to the initial questions.

5. Review

According to Robinson (1970) reviewing is not reading over the notes you made from the text again and again. Reviewing means that you do something different with the information, for example: make a map, table, or diagram of the information, make flash cards, write out the key ideas in the readers’ own words, teach/tell someone else (consider starting a study group), do the practice questions at the end of the chapter, make up potential test questions and quiz a classmate (again, a study group can be really helpful) make a timeline, and socialize or discuss with others the information obtained

thorough the text. This review will help the readers memorize material as it prepares them for the exams.

Methodology

As it was mentioned before, this project was conducted at Bethlemitas Brighton School during 10 weeks according to the academic institutional chronogram, with the purpose of implementing SQ3R method to enhance reading comprehension. The population selected was students from three 6th grades, students aged from 11 to 13 years old, male and female. To achieve the research purpose, the pre-service teacher identified the students' needs according to the non-participant observations and teacher's suggestions. The instruments were used to implement this method were: two short texts and observations. The steps about how was carried out this method are mention below.

Lesson Planning Principles

For 6th grade, the pre service teacher in charge has to prepare one lesson plan per week which are presented to the supervisor to be checked and corrected. After this process and taking into account supervisor's recommendations the pre-service teacher carried out the lesson with the students. Regarding the structure, the lessons plans contained the following aspects: group, level, class number, date, objectives

(communicative objective, linguistic objective and sociolinguistic objective), stages (*Warm-up/, Introduction to a new lesson, Presentation, Practice, Evaluation*), activity/description, time, skills, subject/matter and materials. Furthermore, the activities in the classroom generally follow the 6 stages proposed by Brown (2001): opening, warm up, introduction of a new lesson, presentation, practice and evaluation. According to him, “A lesson is a unified set of activities that focuses on one teaching objective at a time”. Also, he claims that “a teaching objective states what the learners will be able to do at the end of the lesson”.

Opening: In this stage, the pre-service teacher will greet the students and he will lead some prayers in English.

Warm-up: At this point, the pre-service teacher will carry out different activities such as board and memory games that could raise students’ attention on the class

Introduction of a new lesson: Teacher will explain the use of the grammar structures that students will find in the texts they are going to read. He will give some examples about the topic and he will also provide the vocabulary in order to ensure students’ comprehension on the topic. The idea was to facilitate the next stage.

Presentation: The Pre-service teachers will lead a reading activity. The students will implement the SQ3R method in short text, following the first four steps proposed in the method (survey, question, read and recite).

Practice: Students will start with the final step of the SQ3R method (review) in this stage they will share their answers with their partners and they will give their own points of view based on the text they have read.

Evaluation: During the next class the teacher trainee will make a quiz or an activity, evaluating the grammar structures and the vocabulary students learned during the last class through the explanation of the topic and the reading activity.

Implementation of the SQ3R Method

SQ3R process

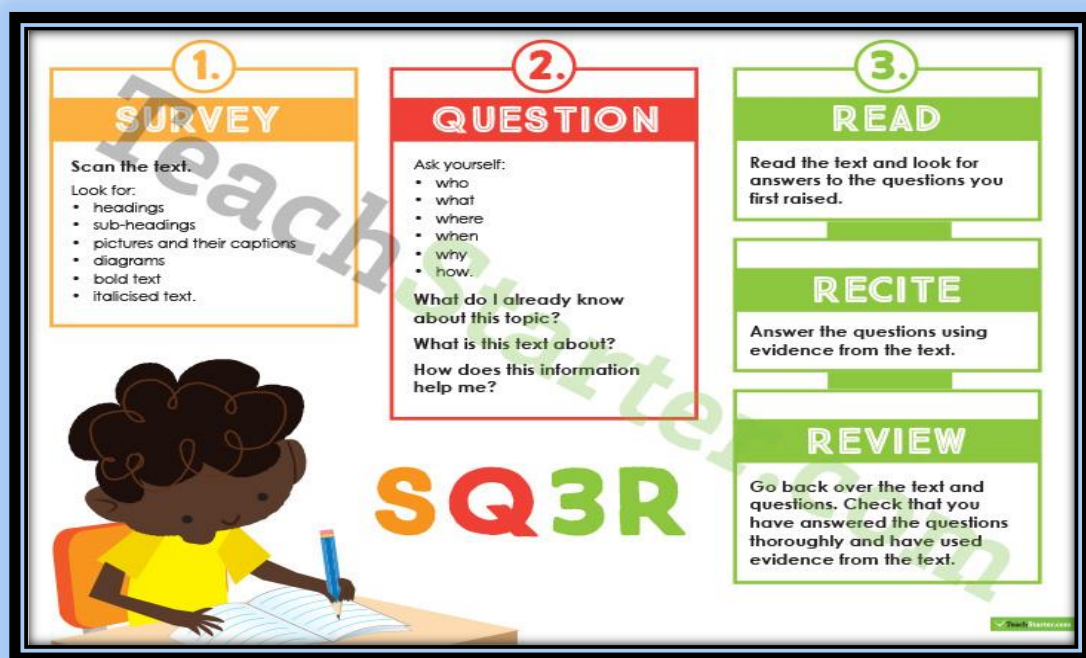


Image taken from <http://rbcomprehensionstrategies.weebly.com/sq3r.html>

This strategy includes the following five steps (Robinson, 1946):

- Survey: Students will review the text to gain initial meaning from the headings, bolded text, and charts.
- Question: Students will begin to generate questions about their reading from previewing it.
- Read: As students read, they will need to look for answers to the questions they formulated during their preview of the text. These questions, based on the structure of the text, help focus students on reading.
- Recite: As students move through the text they should recite or rehearse the answers to their questions and make notes about their answer for later studying.
- Review: After reading, students should review the text to answer lingering questions and they will recite or they will check the questions they previously answered. The purpose for reviewing is to help student to be prepare for an eventual test.

As regards the implementation of the SQ3R method with the 6th grades students, it will be applied twice which each guide book's unit in the following manner:

In the unit three of the guide book, the two main topics are “WH questions” and “countries and nationalities”. Therefore, the students will be able to read two short texts about these topics by implementing the SQ3R method. Concerning the unit four, the main topics are “classroom objects” “the use of “It” and the “definite and indefinite articles”. The implementation of the SQ3R method will take a month in which the 6th grade students will read a short text per week.

Findings

This project was conducted with three sixth grades at Bethlemitas Brighton School in Pamplona. As main objective, this research aimed to improve 6th grade students reading comprehension by implementing SQ3R method through the use of short texts. Moreover, this research attempted to improve students’ vocabulary, grammar pronunciation, and motivation throughout the use of different texts, taking into account the topics and the lessons proposed in the curriculum and students’ guide book. At this point, it is possible to affirm all these objectives were fully met.

Students’ reading comprehension and motivation

Before implementing the SQ3R technique, the sixth grade students had had some English reading experiences with the texts proposed in each unit of their guide books, during classes. When the students had to read them, I was possible to notice they

did not like this kind of activity, probably because they did not understand the texts. The most important reason of this situation was the way in which they tried to extract, analyze, and comprehend the information since the students did not know a reading method that could guide them through this process. When the students had to read something, they thought that to understand a text, they needed to know the meaning of every word by using the dictionary, even though they had already learnt all the grammar and the vocabulary throughout the explanations made by the teacher and the exercises proposed in classes. However, after the implementation of the SQ3R method, the students seemed to like it, since they remained focused in the reading and they manifested this technique was useful to answer the questions from texts. As regard the students' productions and answers, it was possible to discover that most of the students solve the questions in a right way. This situation confirmed the effectiveness of the SQ3R method in the students' reading comprehension since almost all students could not understand the readings and the answers of the guide book; despite the fact the short texts proposed by the teacher were harder to understand.

Students' vocabulary, grammar, and pronunciation

During the implementation of the SQ3R method, the teacher had to explain the students each step they had to follow in order to guide them in a better way since they had never used a reading comprehension method to understand a text in English. Besides, the teacher sometimes had to translate the questions the students need to answer due to there were some grammatical structures and words they did not know. Before students started with the first step of the technique, the teacher read the short text

and he asked students to follow the reading in the way he read it in order they could improve not just their understanding of the text, but also their English pronunciation. The teacher sometimes had to stop the reading in order to correct some pronunciation mistakes made by the students. Later on, students started with the implementation of the SQ3R method, working individually.

As regard students' vocabulary and grammar, I can state that the use of the SQ3R method enhanced students' vocabulary because they concentrated in looking for the unknown words to read the text again and comprehend it. In the same way, students they reinforce vocabulary seen in each class since the topic used in the short texts were chosen having into account the vocabulary and the grammar they had learnt. In addition, Through the length of this practicum, the teacher considered the lesson plan so important in which grammar was taught; in order to guide students in the process of learning; the teacher focused her classes in teaching grammar structures and rules beforehand, so that students could understand the topic and once students know the rules and the structure, the teacher used their previous knowledge to implement the texts. The purpose of the text was that students comprehend the use of the tense in a different context.

Conclusion

The use of SQ3R technique contributed to enhancing reading comprehension since after having worked with these techniques the researcher was able to verify that the participants improved their reading skills. This improvement was achieved through

the attention paid by teacher to some important factors in effective learning, such as motivation, and the type of texts worked on in the different classes. The motivation was essential since it helped to change the students' perceptions towards reading in English. For instance, before the implementation of the project, it was noticed that participants had a negative attitude when facing the guide book texts. Nevertheless, after working with this technique, their attitude changed, since the participants worked more actively and with interest on the different texts making their reading process more effective. In this way, it helped students to reinforce vocabulary, verbs, and understand grammar.

Chapter II: Research component

The formation of the reflective spirit PLEX practitioners, training tool to qualify the pedagogical practice

Introduction

In the context of training in the PLEX, pedagogical practices of teachers in training are emerging as one of the focuses of interest and update to study and document for improving the teaching-learning for qualification education.

It was considered appropriate to formulate a project that implements a reflective approach to practice as a way of objectifying knowledge, behaviors and attitudes that guide the teaching; also, as an exercise of inwardness, dipping and conscious exploration of teacher subjectivity, by asking questions and finding information for troubleshooting and even self-recognition.

Statement of the problem

In the school there are assumed fundamental aspects of the constitution of the subjects, of the institutional life without question, are seen as stamps, stable and invariable features that form a part of the identity and of the school culture. When

events unfold without major alteration, the teacher takes risks installed in a logic of action that does not allow the pedagogical development and renewal of school culture. A practice lacking in reflection does not conducive to the emergence of problematic situations; these realities are ignored, and invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed to teachers in a traditional making, of cultural reproduction turning into a barrier for the emergence of emergent practices tending to generate transformations of thought and of knowledge, to attend to the social needs.

In reason to this situation, which affects teachers in a greater or lesser extent, it is required that the process of teacher education, encourage the teachers in training, in the future teacher, critical thinking and reflection that contribute to improving their practices teaching, so that they in turn are essential elements that impact and transform their work and their future professional performance. Furthermore, the questions that followed this study were: How does the implementation of the reflection contribute in the transformation of the pedagogic processes of the development of the integral practice? How does the exercise of the reflection have an influence in the development of the critical spirit of the pre-service teacher in the analysis of their pedagogic occupation?

Justification

The formulation of this project was an initiative to improve educational processes in institutions taking as a reference the important role of reflection in the

teaching process as it is the first step in understanding the difficulties of profession, the own actions and the interest about the knowledge of the models and approaches to address a problematic situation and establish an analytical look on the fact.

In accordance with the exposed by the educational philosopher Dewey, a pioneer in the field of reflective thinking applied to teaching, justified the need for this project so that student had tools of analysis and self-observation that allowed him to distinguish between routine action and reflective action. I believe that a thoughtful approach protects to the agents of the traditional context of inertia, and authority that permeate the school (Dewey, 1993).

Objectives

General Objectives

- To implement the reflection as transformative tool of the pedagogical processes of the integral practice.
- To promote the development of a critical spirit in the pre-service teachers, allowing them to analyze their pedagogical work.

Specific Objectives

- To consolidate in the pre-service teacher a critical spirit who reflect and present proposals and alternative solutions to the problems present.

- To socialize criteria, to share ideas and directives to take up office and to be inserted in an effective way in the institution.
- To analyze pre-service teacher beliefs about the educational work and about the students.

Theoretical Framework

The theory on the educational profession, the reflection, the reflexive practice and the pedagogic practice constituted the conceptual framework of this study. To possess with a major degree of clarity about the included concepts in close connection with this research project, is presented an approximation to each of them.

1. Teaching profession

One of the fundamental members of any educational institution is the teacher, who has the function to give knowledge placed in a certain science or art, but the one who also has inside his responsibilities to the integral formation of the students. The teaching profession requires a set of skills, which they constitute at present, a conceptualization and a way of operating in the planning and management of human resources orientated to facilitating a joint between management, work and education (Vélaz & Vaillant, 2009). Which are currently a conceptualization and mode of operation in planning and human resources management aimed at facilitating a link between management, labor and education. Thus is as well as is found that every educational one must expire with

some skills in the discipline that there allow him to have domain of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level in the one that develops his activity. Similarly, every teacher must have some skills in the organization of content, that is to say, the teaching practice requires not only order the components to be learned by students, but also to provide the education conditions in the educational context or outside it. The most immediate function that the teachers must develop is to design or provide the practice of the teaching.

2. Reflection

Talking about reflection, it involves addressing different conceptions of this notion. For this reason, to deep its definition, two aspects are taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al., 2010)

- **Reflection as a process**

Reflection is performed from a series of steps in a cyclical way giving like proved a process. According to Schön (1983) mentioned by Strap Molina et al. (2010) reflect about the experience implies "a type of reflexive dialogue with the situation, where the language would favor the access to the experiences of the individual, which would allow to extract a new structure of the situation."¹

The stages of reflection as a process are evidenced in the following scheme:

¹ Traducción libre a partir del documento: *Concept de réflexion: un regard critique.* Correa Molina et al. (2010)



- **Reflection as a thematic**

The conception of reflection is based on a topic that is related to the concept. For this and with reference to Grimmert et al. (1999) cited by Correa Molina et al. (2010), reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction experience (p.139). As for the first two perspectives, the external aspects, the source of knowledge that allows for reflection; and contextual aspects allowing the exercise of reflection on the third perspective. In turn, the idea above mentioned perspectives possess mediators in order that the above mentioned process should execute; in the first instance one finds the action, the context, the colleagues and to the same person who thinks.

3. Reflexive Practice

Update and qualify the academic proposals and guide the students to new ways of relating to the world, it is necessary that teachers be questioned on their own practice and the impact it has generated; that is able to objectify their behavior, and assume different roles in the pedagogical relationship. The teacher plays a central role in today's educational world; he acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that “teachers develop their professional knowledge in relation to changing circumstances” (Ebutt and ELLIOT: 1986). In this context the issue of practice, class spaces require special treatment aimed at understanding and social interaction. The need to articulate the changing social reality to our pedagogical work, evidenced by the existence of numerous attempts to try to explain the phenomena school and in finding ways to address these phenomena, to make effective schoolwork.

This study provides to reflect on their methodology in the light of reflection as the only rational and ethical way of intervention processes (Sexton 1999). According to Van Manen (1997) there are different levels of reflexivity, in the first level in the classroom one gives the effective application of skills and technical knowledge; the reflection applies to itself to the selection and use adapted of the didactic strategies that the teacher goes to use.

In the second level, the reflection carries on the implicit budgets in the specific practices of the classroom. There are analyzed the consequences of the strategies

adopted, curricula, practices, then opt for the application of educational criteria to the practice of teaching to make instructional decisions adapted to the institutional reality and contexts are then analyzed. On a third level Van Manen establishes an exercise of critical reflection; at this level the more elaborate formula that reflection occurs, a question of directly or indirectly to the classroom ethical, normative and moral criteria related.

4. Pedagogical Practice

For the analysis and the reflection on the practice is considered to be suitable to resort methodologically to a conceptual operation of classification of the practice; for such an end there is assumed Zeichner's offer who has established several Modalities of practice like that:

- **Academic Practice**

It aims to prepare teachers able to reflect on their courses, so that transform into understandable structures for students.

- **Practice of social efficiency**

It is a question of obtaining an effective education by means of the application of didactic technologies that are deduced of general principles to which the pedagogic research has come. In this case, the reflection consists of a strategic decision: “to select

between the ranges of available technologies which is considered to be more effective”

This is the way of proceeding of technical rationality.

Developmental

The teaching is based on the interests and development of students, and at the same time, it considers teacher development as a teacher and as a person.

Social reconstruction

The object of the reflection is the social, economic and political context, so that the really democratic relations are promoted in the classroom, and equal and fair in the social sphere.

Generic

Programs refer to generically reflection, but without specifying the pretensions of programs and the contents that should reflect or strategies to encourage reflexive learning.

Activators of reflection

According to Schulman (1987), these activators are the cognitive basis of the teacher about classroom life; they are indispensable since they constitute the element of the reflexive thought that reaches in the process of the own knowledge that a good teacher needs to take decisions in the classroom.

Critical element of the reflexive thought

According to Sparks-Langer and Colton (1991:39), this element of the reflexive thought is related to “the moral and ethical aspects of the pity and the social justice”.

The Interest relating to social justice and ethics in education.

These authors establish the rating categories of knowledge.

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Educational knowledge and professional own configuration
5. Student's knowledge and their characteristics
6. Knowledge of educational contexts
7. Fundamental knowledge: philosophical, historical, axiological

According to Spark-Langer and Colton (1991:39), the narrative element, it is different of the elements of the reflexive thought that is included in the present study as instrument (p.05). This relates to the stories of teachers, to stimulate the statements of

their experiences in the classroom that they present under many forms and fulfill diverse functions in the subjectivity, and in the constitution of the subjectivity. In this component there place the educational diaries in which the writing unleashes the production of the reflexive thought of the teacher, on his experiences of practice, objective and subjective and intersubjective.

Methodology

The methodological strategy had a central axis reflection that further contemplated holding meetings for strengthening the collective practice as an initial space where the teachers trainee will talk about education and labor issues. The organization principles are autonomy, planning and self-observation. To review the impact of the proposed reflection about this process took just a process of socialization and systematization of it.

This study is part of the qualitative research approach, from the perspective of reflection as professionalizing space that will contribute greatly to the description, identification and analysis of pedagogical practice itself. To collect data in this project, the application of the following instruments are proposed:

- **Reflection workshops**

The reflection workshops have as fundamental purpose to guide the process of reflection of student-practitioners, but also to socialize and share own experiences to enrich their work process and insert new tools to transform their teaching practices.

- **Sheet self-observation**

The record of self-observation has a main objective is to guide the teachers trainee in their own process like teacher and their role in the classroom and in the environment of the educational community of which they are part.

Narrative

The exercise of reflection will allow the students to express on their work from the narrative of their experience as a way to make sense of the everyday life of the teacher.

Population

The total population was composed for thirteen students of the tenth semester of the Foreign Language Program English at the University of Pamplona.

The direct beneficiary population:

Training teachers

Teachers Supervisors

The indirect beneficiary population:

It is composed by the teaching community and Foreign Languages Program.

Articulated business units Project

Foreign Language Program

Department of Languages and Communication

Education Faculty

External institutions involved in the project

Colegio José Antonio Galán

Colegio Brighton

Colegio La presentación

Normal Superior de Pamplona

Colegio José Rafael Faría

Findings

This component aimed to implement the reflection as transformative tool of the pedagogical processes of the integral practice. Furthermore it attempted to promote the development of a critical spirit in the pre-service teachers, allowing them to analyze

their pedagogical work. Personally, as a participant of this research, it is possible to affirm these objectives were totally achieved. Being part of this project led by the teachers from the Foreign Languages Degree at the University of Pamplona was an enriching experience since it helped the pre service teacher in analyzing his work at the Bethlemitas Brighton School. During this process, it was possible to discover that one of the most difficult aspects of teaching is the isolation it imposes on its practitioners since the pre service teacher spent most of the time with his students and his supervisor, but he had few opportunities to observe and learn from other teachers. Sometimes when the pre service teacher arrived at home and he had to make their reflections, he realized about the good and the uncorrected things he made during his teaching practice. In that way, he avoided committing the same mistakes, improving his teaching performance. If the teacher had not reflecting about his work, he probably had had some management problems, or lesson disasters. To conclude, it is possible to affirm that the reflection is a good and an efficient tool to improve our role as teachers and to face our own classroom experiences.

Conclusion

Auto reflecting on teaching practice and sharing it with colleagues and students allow the teachers not to run the risk of being bad in their mission and work ; For that reason, it is very important to continue this process sharing our reflections throughout the professional life since it would be good to know what others perceive of our teaching work. To sum up, the reflection is a suitable tool in our professional

Chapter III: Outreach Component

Introduction

The National Ministry of Education has made a considerable effort to lead a project called The Bilingual National Plan, which has adopted the Common European Framework as a model in order to establish the levels, requirements and skills needed to be developed in order that Colombian students learn English. The common European framework proposes six levels of performance in primary and secondary schools as follows: A1, A2 (beginners), B1, B2 (intermediated), C1, C2 (advanced) in order to test and place learners proficiency level. We as future teachers need to be aware that is our task that this Bilingual National Plan become a reality and it is one of the most important reason why teachers have a significant role inside the society since the educators' work consists not only in transmitting knowledge but also in being guides, mediators and a collaborators that guide the students during their learning process. The purpose of the present component will be to address children's training needs in English at Bethlemitas Brighton primary School in Pamplona. Furthermore, through different resources, methods and strategies the pre service teacher will collaborate with the primary sections teachers by offering some English classes to fifth grade students.

Justification

With the responsibility that means to be a pre-service teacher, he assisted the primary students in overcoming the difficulties they present when learning English. For this purpose, the pre-service teacher helped them to become familiar with English by using different language teaching methodologies as the “Total physical response (TPR)” or “The communicative approach”, and materials that contribute to create an adequate teaching environment and process inside the classroom.

Objectives

General Objective

- To attend children’s training needs in English at Bethlemitas Brighton primary School in Pamplona

Specific Objectives

- To familiarize the primary school children with basic knowledge of the English language.
- To improve children’s English skills.
- To enhance children’s vocabulary and grammar.

Methodology

About primary school classes, the main objective was to give a service which not only promoted students pronunciation, but also a service in which they could learn new vocabulary and grammar structures. Also, with this service, the students felt motivated to learn English in a different way by using some materials such as flashcards, songs, games and worksheets. The participants were students from 5th grade aged between 9 to 11 years.

Theoretical framework

National Program of Bilingualism

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at spreading English language as a foreign language, through the National Program of Bilingualism created in 2004. As part of this policy, in 2006, the Ministry formulated a document entitled The Basic Standards of Competence in Foreign Languages: English based on the Common European Framework of Reference for Languages (CEFR). According to (MEN 2006a:57). “The adoption of a common referent with other countries will allow Colombia to examine advances in relation to other nations and introduce international parameters at local level”. Also, (Cely 2007:

para. 12) states that The Ministry found the CEFR to be a guiding document, which is flexible, adaptable to our Colombian context, complete, sufficiently researched, used throughout the world in general and in the Latin American context in particular, which has finally been accepted as the referent for the Bilingual Programme. The following table shows the levels aspirated by the National Program of Bilingualism for the year 2019:

Tabla 1. Niveles de lengua esperados en el PNB

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altablero (2005).

From: Cardenas, R. ; Miranda, N. (2014).

Bilingualism

According to Titone (1972) the bilingualism is “the individual’s capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue”.

Children`s English learning

According to (Martin 2000) “children of primary age can effectively learn [original emphasis] aspects of a foreign language; that the teaching approaches must be appropriate to their age group; that continuity of foreign language into the secondary school is important and that the quality of the teaching must be high”(p. 67). This idea is supported by Lenneberg (1967) who states that “there is a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire”. Furthermore, Blair (1999) claims that “Everyone knows with languages the earlier you start, the easier they are”. However, Baldauf et al (2011) affirms that making children learn English effectively, it is also necessary primary schools have “teachers with excellent language skills (i.e. personnel policy), and books and materials (i.e. curriculum, materials and methods policy)” (p. 310)

Findings

The pre service teacher Anderson Colmenares, divided her outreach time in two main activities during the stage period. Firstly, he worked in primary school in second fifth grade; he was in charge of two grades of 35 students in each one of them. The schedule was on Monday from 8:00am to 12:00 pm, two hours per group. Through this experience, the pre service teacher noticed that primary students were less undisciplined than sixth grade students, and for that reason it was easier to implement with them many

strategies and didactic activities. This situation allowed the students to acquire and reinforce their skills in English. Also their vocabulary and their grammar improved considerably. I must admit that working with kids was a wonderful and gratifying experience, since the students were really motivated for learning English despite the multiple weaknesses and lack of bases they had in the language. Secondly, the pre-service teacher worked on preparing students for their participation in the “Talent Show”. It was a hard, but a marvelous experience. Personally, I had to help all the participants (solo singers and groups) in the selection and preparation of the song and the choreographies. Every Wednesday from 2:00 pm to 5:00 pm I worked with the participants during eight weeks. To be honest, it was an exhausting job, but the results were even better than I expected. The educational community was satisfied with the event, and in many opportunities they manifested their good opinions about the “talent show”.

Conclusion

During his work at Bethlemitas Brighton School, the teacher considers it was one of the most important and beautiful educational experiences he has ever had in his life, since he made all possible in order to create a favorable and interactive atmosphere for teaching English, in which students created their own knowledge and also they demonstrated their talents and abilities not just in English, but also in art, in the expression of body language and in music. The most important here consisted in that the objectives initially proposed in this component were successfully achieved. Summing up, teaching English to children and young learners is a challenging, and demanding, hard, but a pleasant activity.

SCHEDULE

The following, is the pre service teacher's schedule in which are specified the hours, days and groups that the teacher works with.

Monday	Tuesday	Wednesday	Thursday	Friday
	6-02		6-01	6-02
5-01 (community outreach)	6-02		6-01	6-02
5-01 (community outreach)	6-03			6-03
Break	Break	Break	Break	Break
5-02 (community outreach)	6-03			6-03
5-02 (community outreach)	6-01			
	6-01			

Chapter IV: Administrative Component

Introduction

This component concerns the pedagogical activities that were developed at Bethlemitas Brighton School, in order to involve all the educational community. It is very important to highlight that the majority of activities and events were planned in the institution with the idea of engaging and involving both teachers and students, during the different school periods of the year. At the same time those activities were helpful for the pre-service teacher in order to recognize the administrative procedures at any educative establishment.

Justification

The events promoted by the educational community allowed the active integration of all its members as important factors for the integral development of the institution. For this reason the teacher took part in the different extracurricular activities that had been planned by the school, such as “the talent show” and others. Likewise, the teacher trainee’s participation in those kinds of events was active, creative, dynamic and enthusiastic.

This component aimed at offering administrative and organizational services to the institution as well as the teacher's knowledge. Another important aspect will be the opportunity to be useful for the community and also to contribute with the growing of the Colombian educational system. To summarize, the main goal is to contribute and to be involved in each one of the activities that the school has planned during the first semester of the year 2016.

Objectives

General Objective

- To be useful for the institution, taking an active role in all the events organized by Bethlemitas Brighton high school in Pamplona.

Specifics Objectives

- To accompany teacher and administrative people in the development of the institutional activities
- To offer organizational services for creating the appropriated environment in order to develop satisfactorily the events proposed by the establishment.

Methodology

As pre-service teacher, it was important to take an active part and to get involved in the activities proposed by the institution. Throughout this component, pre-service teacher was always willing to face and to work on all the events and activities, supporting them with his all knowledge, offering their services when necessary by organizing, decorating and participating in extracurricular activities in order to express their commitment with the community and the institution.

Findings

The Pre-service teacher took an active role of several activities scheduled by the institution. For instance, the first contact with the administrative part of the Bethlemitas Brighton high school was conducted during the initial two weeks of observation what allowed the teacher to know the members and the physical part of the institution

Moreover, the pre-service teachers took an active role in the organization of some institutional activities such “izada de banderas” “*interclases*”, “*Elección del personero estudiantil*”, and “*la celebración de los 120 años de la institución*”. The teacher had to be involved and to take part in all the activities scheduled by the school. Personally, those were excellent events that let me to know more about the teachers, students, and the entire school community. Furthermore, the teacher accompanied teachers and students in many religious activities such as “Semana Santa”, “Homenaje a la santísima vígen” “*días de reparación*” and many “masses”.

Conclusion

It is necessary to say that having the opportunity of being immersed in the activities of Bethlemitas Brighton high school, allowed the teacher to have a general thought about the educational field and teachers' role in an education context through an active participation not only in academic activities but also in cultural activities. The pre-service teacher collaborated and learned to work in a group, to be an active member of the community and to better understand the role of the teachers in education. It was realized that being part of an educative institution implies more than knowledge related to a subject, it involves much more patience, love and the correct attitude to face the challenge of being a good teacher.

SCHEDULE

(PEDAGOGICAL ACTIVITIES)

BETHLEMITAS BRIGHTON

PEDAGOGICAL ACTIVITIES	DATES
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• Día de reparación	January 25th, 2016
• Reunión de representantes de curso	February 8th, 2016
• Matrícula de estudiantes en el SENA	February 18th, 2016
• Capacitación preventiva de riesgos	February 22th, 2016
• Izada de bandera: día del medio ambiente	February 24th, 2016
• Día de reparación	February 25th, 2016
• Escuela de padres	March 9th, 2016
• Reunión de representantes de curso	March 13th, 2016
• Actividad de comité de convivencia	March 18th, 2016
• Día de reparación	March 25th, 2016
• Izada de bandera	March 30th, 2016
• Celebración 120 años Bethlemitas	April 13, 2016
• Escuela de padres	April 14, 2016
• Día de la familia Bethlemita	April 14, 2016
• Día E	April 15, 2016
• Inauguración de juegos interescolares	April 15, 2016
• Reunión de representantes de curso	April 21, 2016
• Día de reparación	April 25, 2016
• Izada de bandera	April 27, 2016
• Reunión de representantes de curso	May 13th, 2016
• Izada de bandera	May 24th, 2016
• Día de reparación	May 25th, 2016
• Homenaje a la santísima virgen 11°	May 26th, 2016
• TALENT SHOW	May 26th, 2016

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APPENDICES

Appendix 1: lesson planning

6th grade

TEACHER'S NAME: COLMENARES Anderson		SUPERVISOR: Gennis Navarro		Mentors: Viviana rueda	
GROUP: English 6 01-02-03		LEVEL: A1 BOOK: let's learn 6 th		CLASS NUMBER: 6 Time: 2 hours	
<p style="text-align: center;">COMMUNICATIVE OBJECTIVE</p> <p>At the end of the lesson the students will be able to:</p> <ul style="list-style-type: none"> • At the end of the class the students will be able to employ some classroom useful expressions by a role-play 		<p style="text-align: center;">LINGUISTIC OBJECTIVE</p> <p>At the end of the lesson the students will be able to recognize the:</p> <ul style="list-style-type: none"> • Classroom expressions • Countries and nationalities 		<p style="text-align: center;">SOCIOLINGUISTIC OBJECTIVE</p> <p>At the end of this lesson the students will be able to:</p> <ul style="list-style-type: none"> ✚ Recognize some countries in the word search puzzle 	
STAGES	ACTIVITY/DESCRIPTION	TIME	SKILLS	SUBJECT-MATTER	MATERIAL
	N				COMMENTS

OPENING	<p>Opening:</p> <p>Teacher will get to the classroom and will greet the students by saying “Good Morning” “How are you today?”, “what are you doing” and introduce themselves by saying: “Hello, Good morning, fine thank you and you?”</p> <p>Some prays will be conducted by the teacher in order to begin the class.</p> <p>After that, teacher will some commands to begin the class and immediately she will ask for the date and day to write it on the board.</p>	<p>5’</p> <p>5’</p> <p>5’</p>	<p>Speaking Listening Reading Writing</p>	<p>Greetings prayer “Our Father” “I thank god” Commands.</p>	<p>Whiteboard Worksheets Markers Guide book</p>	
(WARMING UP ACTIVITIES)	<p>In order to create a warm up and familiar environment for the students, the teacher will start the class through a simple game called “The Spider Web”; which consists of throwing a wool ball one to</p>	<p>15’</p>				

<p>PRESENTATION</p>	<p>each other, the student who gets the ball will have to introduce himself/herself, giving some basic information such as: name, age, likes, dislikes and expectations towards the course. At the end, there will be a spider web in the classroom, thus the teacher will explain to the students the importance of the attendance to course and working as a team. Consequently teachers will socialize in first approach to the target language the classroom rules.</p> <p>.</p> <p>The following purpose will be to learn some classroom expressions that will be used during the rest of the course, first of all the teacher will ask the students if there are any expressions they already know, secondly, the teacher will deliver some sheets with useful classroom expressions</p>	<p>30'</p>				
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PRACTICE	they will use during the course. The student will practice those expressions through a role play.					
	The following purpose will be to learn some Countries and nationalities. In order to achieve that objective, the teacher will use the guide book and the board.	30'				
	The students will answer some exercises proposed in the guide book. The exercises will be checked on the board.	15'				

EVALUATION	<p>The teacher will deliver a worksheet with a “Word search puzzle” in which the students will find the name of some countries in the list. Then, students will have to circle them.</p>	15’				
CLOSURE	<p>As homework the students should learn the classroom expressions.</p>					

Appendix 2: Evidences (Pedagogical Component) SQ3R Method.

NAME _____ GRADE _____

DATE _____

Reading nº1

My Dutch friend and his family



My friend's name is **Peter**. Peter is from Amsterdam, in Holland. He is Dutch. He is married and has two children. His wife, Jane, is American. She is from Boston in The United States. Her family is still in Boston, but she now works and lives with Peter in Milan. They speak English, Dutch, German and Italian! Their children are pupils at a local primary school. The children go to school with other children from all over the world. Flora, their daughter, has friends from France, Switzerland, Austria and Sweden. Hans, their son, goes to school with students from South Africa, Portugal, Spain and Canada. Of course, there are many children from Italy. Imagine, French, Swiss, Austrian, Swedish, South African, American, Italian, Spanish and Canadian children all learning together in Italy!

- 1) Look for the headings, subheadings, pictures, italicized text.
- 2) **Questions:**
 - a) **What is the text about?**
 - b) **Who is the main character?**
 - c) **Where is Peter from?**
 - d) **What is the Peter's nationality?**
 - e) **Who is Jane? And where is she from?**
 - f) **Which are the languages spoken by Peter?**
 - g) **How many children does Peter have?**
 - h) **What is the Peter's daughter name?**
 - i) **Where are the Flora's friends from?**
 - j) **Who is Hans?**
- 3) Read the text and look for the answers.
- 4) Answer the questions by using evidences from the text.
- 5) Go back over the text and check your answers.
- 6) Color the pictures.

NAME _____ GRADE _____
 DATE _____

Reading n°2

1) READ THE TEXT.

Hello, my name is Martha and I am 8 years old. I go to a private school called Saint Julian's. I am in 3rd grade in Primary level. In our class there are 27 students, 15 girls and 12 boys.

My classroom is big and nice. Our teacher is Miss Rachel and she likes decorating the walls of the class with posters and our work. In our class there is a computer and a blackboard.

My desk and my chair are brown. On my desk I have my pencil case, it is colourful. In my pencil case I have many things: a red sharpener, two pencils, a rubber, three markers, a glue and a purple pen.

I go to school by bus with my best friend Tina. We like our school because there are three playgrounds, a big gym and a fantastic music classroom with many instruments.

7) Look for the headings, subheadings, pictures, italicized text.

8) Questions:

- k) Which is the main topic of the text?
- l) Who is the main character?
- m) What is the name of the school?
- n) What grade is Martha?
- o) How many boys and girls are there in the class?
- p) Who is Miss Rachel?
- q) How does Miss Rachel decorate the classroom?
- r) Where is the Martha's pencil case?
- s) What classroom objects can we find in the Martha's pencil case?
- t) Who is the Martha's best friend?
- u) Why do Martha and Tina like their school?

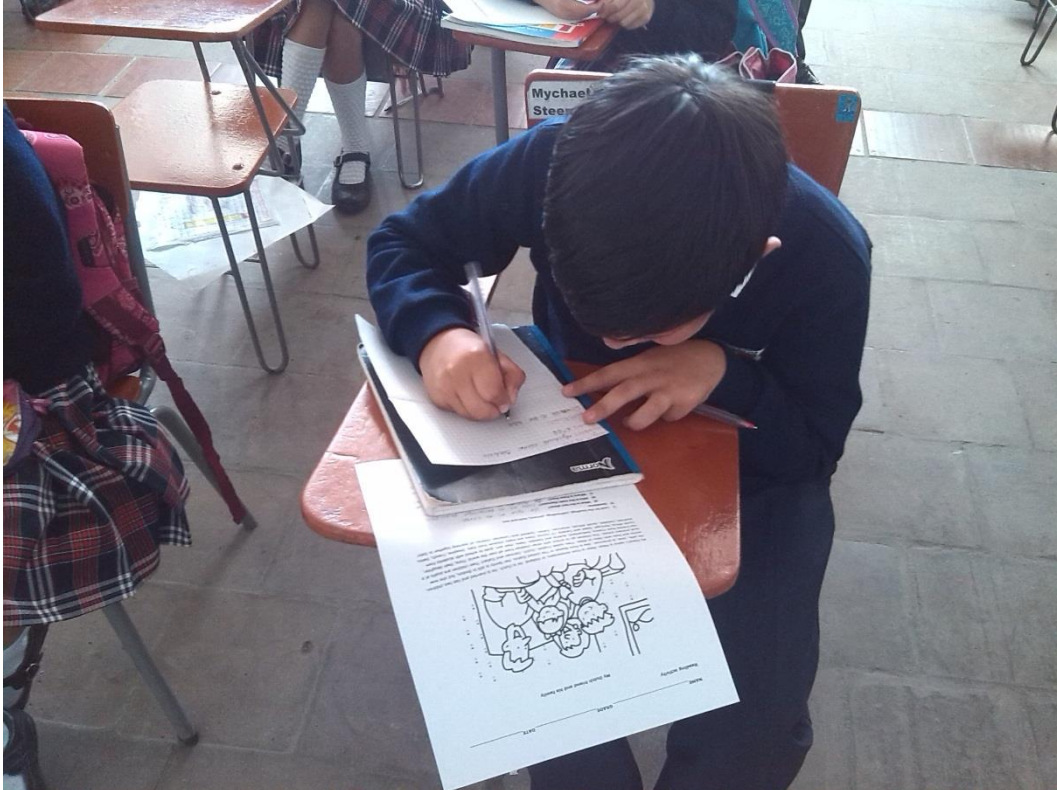
9) Read the text and look for the answers.

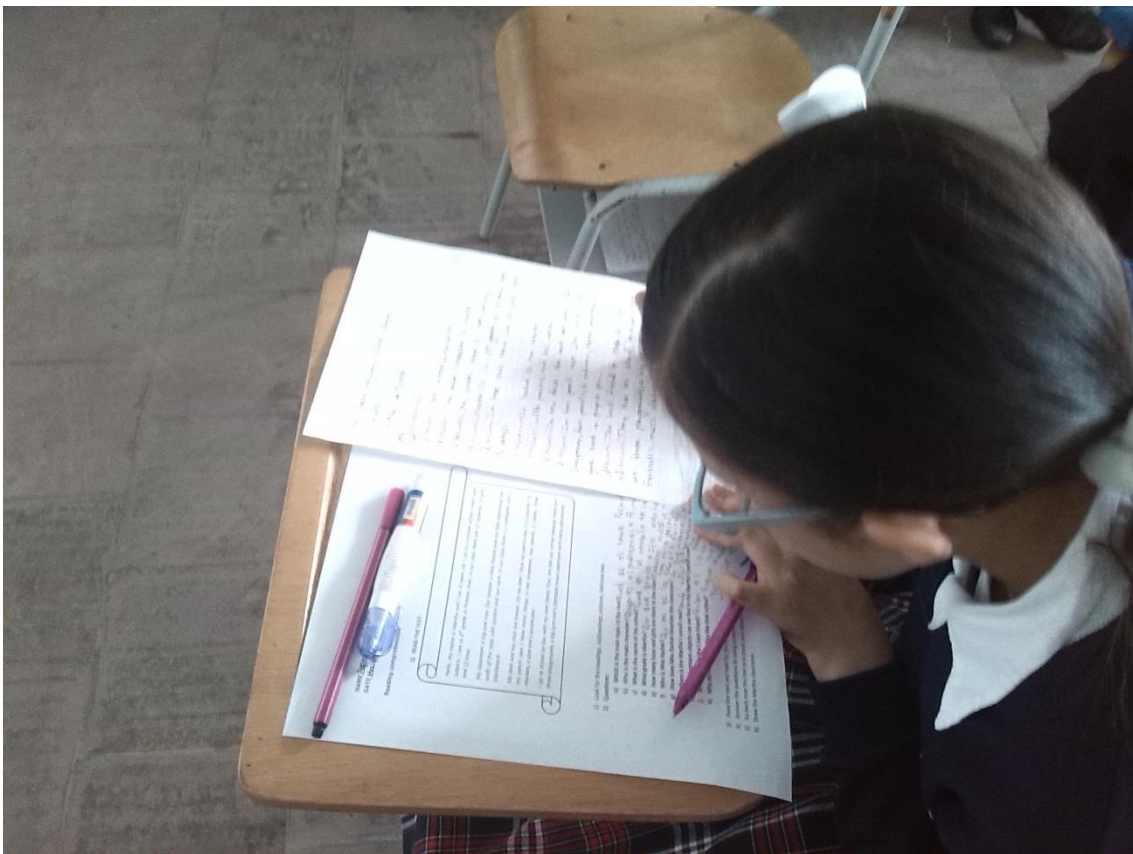
10) Answer the questions by using evidences from the text.

11) Go back over the text and check your answers.

12) Draw the Martha classroom









Appendix 3: Evidences (Research Component)

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Anderson Colmenares

I. PLANIFICACIÓN

		1	2	3	4
1	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.			x	
2	Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.				x
3	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.			x	
4	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes.				x
5	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes.			x	
6	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.				x
7	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.		x		

Observaciones y propuestas de mejora

Pienso que debo ser más exacto con el tiempo al realizar actividades de clase.

II. REALIZACIÓN

		1	2	3	4
Motivación inicial de l@s estudiantes					
1	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.				x
2	Planteo situaciones introductorias previas al tema que se va a tratar.			x	

Motivación a lo largo de todo el proceso

3	Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.				x
4	Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.			x	
5	Doy información de los progresos conseguidos así como de las dificultades encontradas.				x

Presentación de los contenidos

6	Relaciono los contenidos y actividades con los conocimientos previos de mis				x
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	estudiantes.				
7	Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)			x	
8	Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.				x

Actividades en el aula

9	Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.			x	
10	En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo.			x	

Recursos y organización del aula

11	Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase).				x
12	Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado			x	
13	Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica.				x

Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos

14	Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.				x
15	Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s			x	

Clima del aula

		1	2	3	4
16	Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.				x
17	Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas.				x
18	Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.				x

Seguimiento/ control del proceso de enseñanza-aprendizaje

19	Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula.				x
20	Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.			x	
21	En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición.				x
22	En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición.				x

Atención a la diversidad

23	Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza- aprendizaje				X
24	Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades.				X

Observaciones y propuestas de mejora

Pienso que debo controlar un poco más el volumen de la voz a la hora de dictar alguna clase con el fin de no interrumpir o incomodar a otros docentes que se encuentran cerca del aula.

III. EVALUACIÓN

		1	2	3	4
1	Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área.				X
2	Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área.				X
3	Realizo una evaluación inicial a principio de curso.				X
4	Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.			X	
5	Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes.			X	
6	Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes.				X
7	Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos...			X	
8	Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación.			X	

Observaciones y propuestas de mejora

Debí ser un poco más organizado con los trabajos y evaluaciones de los estudiantes ya que al principio tenía algo de desorden con eso. Finalizando compré un folder con varios campos que me permitieron mejorar la organización de documentos. De lo demás creo que di lo que pude de mí e hice todo de la mejor manera posible. Fui felicitado por muchos docentes que se dieron cuenta de mi manejo de clase y de mi labor docente. Estoy muy satisfecho con el trabajo realizado.

ANDERSON FABIÁN COLMENARES CÁCERES.

REFLEXIÓN PRÁCTICA (DÉCIMA SEMANA)

Hoy 10 de junio de 2016, yo, Anderson Colmenares finalicé mi práctica docente en la institución Bethlemitas Brighton. A decir verdad, esta experiencia ha sido lo mejor que he podido vivenciar como estudiante de la carrera de Lenguas Extranjeras. Definitivamente no hay nada como poner en práctica lo que uno va aprendiendo a lo largo de los semestres y no dejar solo el último semestre para poder contar con esta experiencia. Es algo que debería analizar y poner en consideración la Licenciatura de lenguas.

En lo que respecta a esta décima semana de práctica, que a decir verdad no fue la décima, sino la undécima pasaron muchas cosas importantes. Realmente no quise terminar mi práctica en la décima semana porque sentí que iba a dejar muchas inconclusas en el colegio. Durante la décima semana aconteció un evento de vital importancia tanto para la comunidad educativa como para nosotros los practicantes y consistió en la realización del “Talent show”. Este evento se vino preparando desde el momento que entramos a la institución, junto con la colaboración de las docentes supervisoras. En lo personal, me encargué de ensayar desde la segunda semana de práctica a cada uno de los participantes (solistas y grupos) que quisieron hacer parte de este evento con el ideal de que todo saliera de la mejor manera posible, y gracias a Dios todo salió según lo planeado. No puedo negar que hubo algunos imprevistos como por ejemplo el préstamo del sitio donde sería realizado el “Talent show”. Al principio se hizo reservación del “Teatro Jáuregui”, pero dos días antes del evento, ellos nos

cancelaron el préstamo debido a que tenían un encuentro de semilleros de investigación. Dicha situación nos causó mucha preocupación porque ya todo estaba planeado y no podíamos mover la fecha del concurso. Gracias Dios, todo tuvo solución de forma casi inmediata y se logró el prestamos del teatro del colegio “La presentación”. El evento creo que tuvo un final mejor de lo pensado. Los premios que conseguimos alcanzaron para todos y se dieron cosas de bastante valor como audífonos, memorias, anchetas, y juguetes para los más pequeños. Sin mentir, ningún comentario fue negativo. Tanto directivos, docentes y estudiantes tuvieron una muy buena impresión del evento.

Después de haber culminado mi décima semana de práctica decidí quedarme una semana más con el fin de terminar mi práctica de la manera correcta y esto se hizo a través de la preparación, implementación y calificación de la pruebas de calidad. Junto con mi supervisora acordamos que yo lideraría este proceso ya que todos los temas a evaluar, fueron enseñados por mí. Después de una desgastante y larga calificación de más de 120 pruebas de calidad, el resultado de las mismas me hizo sentir muy satisfecho ya que muchos estudiantes demostraron un gran avance en cuanto al aprendizaje del inglés. Esa sensación fue muy gratificante porque sentí que después de tanto esfuerzo en la preparación y realización de las clases, mis alumnos estaban aprendiendo.

En conclusión, lo que puedo decir es que me siento demasiado agradecido, con Dios, con la vida, con mi carrera, con mis docentes, con mi tutora, supervisora y con la comunidad educativa del colegio, porque me permitieron vivenciar algo increíble como la práctica docente. Personalmente siento que amo esta labor, la de ser docente, y que

todas esas buenas y malas experiencias que viví a lo largo de mi carrera me hicieron madurar como persona y como profesional. Ahora me siento capaz de afrontar un salón de clases y lo más importante, me siento capaz de aportar algo bueno a la sociedad y de luchar en cierta manera con tanta ignorancia no solo se da a nivel intelectual. No tengo más palabras que decir, solamente me siento agradecido por todo y tengo unas ganas inmensas de trabajar y duro, donde Dios y la misma vida lo permitan.

Appendix 4: Evidences (Outreach Component)





Appendix 4: Evidences (Administrative Component)







