

The Use of Collaborative Strategic Reading Technique as a Way to Improve Reading
Comprehension and Enhance Written Production in Students from 11th Grade at Águeda
Gallardo High School: An Action Research

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University of Pamplona

Faculty of Education

Foreign Languages Degree English and French

Practicum

Pamplona

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Table of contents

Presentation	12
Introduction	14
Justification.....	15
General objective	17
Specific objectives	17
Institutional Observation	18
Topographical location of the school	19
Identification of authorities	19
Identification of the fundamental aspects from P. E. I.	20
Summary of the rulebook	21
Physical plant distribution of the school	24
Organizational chart	24
Timetable of the educational institution	27
English teacher’s (supervisor) weekly schedule.....	35
Pedagogical aspects observed.....	36
Chapter I: Pedagogical component.....	39
The Use of Collaborative Strategic Reading Technique as a Way to Improve Reading Comprehension and Enhance Written Production in Students from 11 th Grade at Águeda Gallardo High School: An Action Research	39
Introduction	39

Statement of the Problem	40
Justification.....	42
Objectives	43
Theoretical Framework.....	44
Literature review.....	49
Research methodology	52
Pedagogical methodology	56
Data analysis and codification.....	61
Findings and discussions	63
Conclusions and recommendations	78
Chapter II: Research component	80
The formation of reflective spirit in PLEX practice teachers, training tool to qualify pedagogical practice.	80
Introduction	80
Justification.....	80
Statement of the Problem	81
Research questions	82
Theoretical Framework.....	83
Methodology.....	89
Context	91

Expected Results	94
Implementation of the research component.....	95
Implementation of data gathering schedule.....	98
Conclusions	99
Chapter III: Outreach component.....	100
Outreach component: “Awareness raising project to English language in primary schools in Pamplona, Colombia”	100
The use of flashcards and songs to enhance English acquisition in students from primary school, El Escorial	100
Presentation	100
Introduction	100
Justification.....	102
General objectives	103
Specific objectives	103
Typology of the project	104
Contribution lines	104
Methodology.....	104
Outreach component implementation.....	106
Conclusions	108
Chapter IV: Administrative Component.....	108

Getting immersed into administrative roles at Águeda Gallardo de Villamizar High School in Pamplona, Colombia.	108
Objectives	109
Methodology.....	110
Implementation of the administrative component	110
Conclusions	117
References	118
Electronic bibliography	121
Annexes	123

List of tables

Table n° 1: Summarizing teachers' duties and rights.....	22
Table n° 2: Summarizing parents' duties and rights	23
Table n° 3: Águeda Gallardo de Villamizar High School timetable, n° 1	27
Table n° 4: Águeda Gallardo de Villamizar High School Timetable, n°2	29
Table n° 5: Águeda Gallardo de Villamizar High School Timetable, n° 3	31
Table n° 6: Águeda Gallardo de Villamizar High School Timetable, n° 4	32
Table n° 7: Supervisor's schedule.....	35
Table n° 8: Instruments implementation schedule	56
Table n° 9: Pedagogical planning model.....	57
Table n° 10: Pedagogical implementation schedule.....	59
Table n° 11: Codification chart	62
Table n° 12: Orthographic mistakes from participants.....	72
Table n° 13: Participants' reduction of orthographic mistakes	72
Table n° 14: Data gathering implementation.....	98
Table n° 15: Pre-service teachers' teaching schedule	105
Table n° 16: Pre-service teacher's outreach timetable	105
Table n° 17: Events and activities the pre-service teachers' attended	111

List of figures

Figure n° 1: Águeda Gallardo de Villamizar High School Hierarchy.....	19
Figure n° 2: Organizational chart n° 1.....	25
Figure n° 3: Organizational chart n° 2.....	26
Figure n° 4: Synoptic chart: emerging categories	64
Figure n° 5: Reflection schema	85

List of images

Image n° 1: Second science event	112
Image n° 2: Math contest.....	112
Image n° 3: Friendship and love day	112
Image n° 4: Columbus Day	113
Image n° 5: Piloting delivering symbols	113
Image n° 6: "Carrera de observación" activity	114
Image n° 7: "Curricular n°2" parents' meeting	115
Image n° 8: Delivering symbols event	116

Acknowledgment

“Every achievement is a servitude. It compels us to a higher achievement.” – Albert Camus

This research project would not have been carried out without my parents’ support. I am deeply thankful to them for supporting me in every stage of my life, for loving me, for believing in me and for helping me achieve every academic objective settled during my short period of life.

Furthermore, I want to thank my professors’ dedication, effort and teaching throughout my learning process from High School to University. I am sincerely thankful for having the opportunity of being taught with priceless subjects that I will put into practice in my professional life. Besides this, I am grateful for having their teaching roles as examples owing to I will be able to take insight from them in order to improve on my teaching praxis.

Without letting them aside, I want to acknowledge my beloved ones, close friends and classmates who have been my side, encouraging me to do my best every day, congratulating me in every success but also supporting me in every failure in life.

Finally, I want to express gratitude to myself for moving forward when I was about to give up, for keeping myself strong although hardship experiences in life, for being able to show myself the satisfaction of accomplishing one’s goals and becoming a better human being.

Acceptance note

Principal of the Foreign Languages Program

Noelia Villamizar

Presentation

With the aim of guiding the lector through the reading of this project, its main components had been divided into four chapters. Each chapter describes in detail the procedures to be followed according to each component and their main purposes.

In this way, the first chapter is based on the pedagogical component which leads to the formulation of a project by the pre-service teacher. This project aims at addressing a problematic mixing two methodologies being the pedagogical the first and the research one latter. By implementing these two methodologies, the teaching process of English as a Foreign Language is fostered and the improvement of a persistent problematic takes place.

The second chapter is the research component which is based on the guidelines given from the foreign language program that pre-service teachers must follow in order to guarantee as best as possible the gathered data through their practicum process. Moreover, this component seeks for improving pre-service teachers' reflexive experiences by providing different aids.

The third chapter is the outreach component established by the foreign language program. Its main purpose consists of extending the pre-service teachers' English teaching process to the rest of the community in need. In this case, students from primary schools since they have bigger issues in the acquisition of English as second language.

Finally, the fourth chapter is the administrative component in which pre-service teacher gather and analyse data from the main events to be occurred in her place of practicum. Its main purpose is to help immersing the pre-service teacher in every

activity that most of High School carry out since she continues with this process when she turns into a real teacher.

|

Introduction

Currently, the acquisition of English as a foreign language is an essential factor immersed in worldwide curricula. To such a degree, the improvement of this acquisition is majorly privileged by the great impact and the beneficial results that the research field has provided through recent times. Based on this fact, most of foreign languages degrees are encouraging pre-service teachers to adopt research as an essential tool to improve their practicum by implementing a project composed of four components: pedagogical component, research component, outreach component and administrative component which assures the refinement of their teaching process.

In order to implement a project of such degree, pre-service teacher must find a problematic within the educational establishment they are assigned in. For this reason, they are given an entire week to observe and then propose according to the specific needs noticed. Once a proper examination of the major needs is done, the pre-service teacher does some research in order find solutions and multiple ways to improve the situation in need.

As observed from the English courses, students' lack of comprehension on readings was one of the persistent found issues. For this reason, the pre-service teacher proposes to work on Collaborative Strategic Reading in order to improve 11th grader students' reading comprehension as well as enhancing their written production in English as their foreign language. This proposal takes place thanks to pedagogical interventions done by the pre-service teacher in which collaborative strategies are introduced to students through topics they are required to learn according to the Colombian Bilingualism National Program.

Justification

When learning a foreign language, it is important to be skilled at the four abilities exposed by the European Common Framework, such as: writing, reading, speaking and listening. However, most of EFL learners have issues at accomplishing a proper proficiency level in these skills. Thanks to non-participant observations carried out by the pre-service teacher within the English courses at Águeda Gallardo de Villamizar High School, many aspects related to these abilities were noticed during the English courses from tenth and eleventh grades.

Thus, the most remarkable aspect was students' huge lack of reading comprehension in English. As much as observed from classes, this lack was due to their poor interpretation of the simple vocabulary found in short excerpts given by the teacher. This fact made them unable to follow and comprehend the reading and hence they could not give proper answers when they were asked to and sometimes their answers were incomplete. On account of this fact, a pedagogical intervention is so much needed since students are provided with guidance at the matter of any reading to be done and the enhancement of vocabulary interpretation is done as well.

This guidance is carried out by putting Collaborative Strategic Reading into action during the pedagogical interventions. In fact, thanks to these strategies not only students will be benefited through working in groups and the enhancement of their reading comprehension ability, but also Águeda Gallardo de Villamizar High School whose main belief relies on collaborative work, hardly fostered in its students. Furthermore, the process to be followed by the pre-service teacher also benefits the foreign language

program which seeks for new alternative ways to improve and foster the learning process of English in EFL at schools and at universities.

Objectives

General objective

- ❖ To improve eleventh grade students' reading comprehension by the implementation of Collaborative Strategic Reading technique.

Specific objectives

- ❖ To implement reflection as a transforming tool in one's pedagogical processes of the integral practice.
To promote the development of a critical spirit in the students-practitioners that allows them to analyse their pedagogical work.
- ❖ To integrate the foreign languages education of the students that belong to the degree in Foreign Languages English-French to the educational reality in elementary school in Pamplona city.
- ❖ To participate in all the activities proposed by Águeda Gallardo de Villamizar High School during the integral practicum process.

Institutional Observation

Institutional observations are an important step to do that pre-service teacher must take into consideration since it is imperative to be immersed with the educational establishment she is doing her practicum in. This step facilitates her the better understanding on how it is hierarchically organized and the functional procedures to follow as a new temporary member of it. For this reason, an entire week was given to the pre-service teacher in order to get primarily involved with the institution.

The educational establishment Águeda Gallardo de Villamizar is a well-recognized high school in the city of Pamplona due to its major effort in integrating its five headquarters as a whole after having tried for ten years. This integration has lead them to be the best example of a “Salesiana family” whose mission is to train capable citizens from XXI century being spiritually and methodologically linked to Saint Bosco’s beliefs, as well as being excellent citizens in society, peace promoters with a higher critical thinking and reflexive capacity fostered in this institution through the means of love.

Inasmuch as this, Águeda Gallardo de Villamizar high school is opened to the integration of new trending of teaching based on culture proposed by the Ministry of Education which do not interfere with its established beliefs. Furthermore, this institution enhances among its students the construction of a well-planned “Life Project” thanks to the new arrangements in its curriculum and seeks for the integral forming of its students by taking diverse opportunities given by the PTA¹ which main goal is to increase the quality of testing in its primary high school. Finally, this educational establishment examines the

¹ Propuesta Todos a Aprender

trending job offers around the region in order to train its students at secondary school focused on the most needed fields thanks to its allied, SENA².

Topographical location of the school

The educational establishment Águeda Gallardo de Villamizar is located at the ninth street in the “Feria” neighbourhood in the city of Pamplona, Colombia. By the Decree No. 000 858 on September 30th, 2002 and 00 129 of January 28th 2003, Águeda Gallardo de Villamizar High School was integrated with the following headquarters: *El Escorial Basic School, Jardín Infantil Nacional School, Santísima Trinidad School and Alfonso Lopez School.*

Identification of authorities

According to the new updated version of P.E.I from Águeda Gallardo de Villamizar High School since last 2016, this is the hierarchy to follow as presented in the figure below.

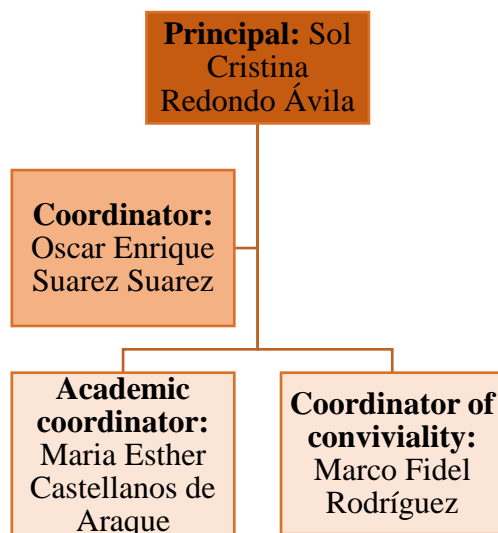


Figure n° 1: Águeda Gallardo de Villamizar High School Hierarchy

² Servicio Nacional de Aprendizaje

Identification of the fundamental aspects from P. E. I.

Mission

The technical educational institution school Águeda Gallardo de Villamizar gives children and teenagers an academic education from garden level to half-technical, as technical in the health area, with relevant theoretical-practical knowledge and with a high degree of responsibility and honesty placed at the service of the region and the country.

Vision

By 2020, the educational institution Águeda Gallardo de Villamizar will be consolidated as a certified institution to provide an educational service in the North of Santander department, in the training of active and autonomous young citizens, managers of healthy environments with academic and work competencies in the health area.

Learning and teaching objectives

General objective

- ❖ To educate in learners basic, citizen and professional competences from pre-school to half-technical through significant procedures that allow them to be graduated in a high school, and to be an auxiliary assistant in the area of health, and half-academic for adults and teenagers over flexible learning models.

Common objectives for all levels

- A.** To educate the personality and the capacity to assume with responsibility and autonomy their rights and duties.
- B.** To provide a solid academic formation in moral and ethics and promote respect for human rights.
- C.** To promote in the institution democratic practices for learning principles and values of participation and organization, and stimulate autonomy and responsibility.
- D.** To develop an appropriate sexuality to know his/ her self, and self-confidence, and the development of a sexual identity, under the respect for the equity of the sexes, the affectivity, the mutual respect and prepare for a harmonious and responsible family life.
- E.** To create and foster international solidarity.
- F.** To promote interest and respect for cultural identity to ethnical groups.

Summary of the rulebook

This is the ethical and moral code of the institution. The rulebook encourages students to participate in every exercise of pleasant spaces in order to shape their personality. Every member from the high school assumes and puts the following rules into practice.

Summarizing teachers' important duties and rights

Table n° 1: Summarizing teachers' duties and rights

DUTIES	RIGHTS
<ul style="list-style-type: none">❖ To know the institutional philosophy and the educational model and act respectively with their principles.❖ To create learning, creative, respectful and secure learning environments for students to develop their personal growth and values.❖ To assume with responsibility, the accomplishment of pedagogical duties, and pedagogical work assigned.❖ To cooperate with the academic and disciplinary requirements with quality and competence.❖ To take care of furniture and fixtures commonly used and the materials available.❖ To follow exactly the schedule established for all classes and activities.	<ul style="list-style-type: none">❖ To fulfil with their functions and an ethical, moral and academic model.❖ To participate in every decision taken from the rules.❖ To be heard when they are facing a conflict with the students' community.❖ To be treated with respect.❖ To have access to physical and technological resources to develop their work at the school.❖ To have a qualified teacher committed with their training.❖ To be assessed in oral and written comprehension, analysis, discussion and appropriation of concepts tests, based on interpretation, argumentation and proposition skills according to the parameters of the MEN.

<ul style="list-style-type: none"> ❖ To give a respectful treatment of all people, practice civility, vocabulary worship, to be polite accepting corrections. 	
--	--

Summarizing parents’ duties and rights

Table n° 2: Summarizing parents' duties and rights

DUTIES	RIGHTS
<ul style="list-style-type: none"> ❖ To inform about any abnormalities that will affect the institutions. ❖ To collaborate spontaneously in all campaign that will help the institution. ❖ To include cleaning habits and personal care in the use of the elements they have and other than do not belong to them. ❖ To maintain an appropriate behaviour and make complaints and express different point of view. ❖ To assume all the disciplinary consequences described on the rule book 	<ul style="list-style-type: none"> ❖ To know the philosophy, purpose and objectives of the educational institution. ❖ To know the rule book and the educational institution project PEI³. ❖ To be informed about the academic achievements, behaviour, and any other progress of their sons. ❖ To be informed about the attendances of their sons, and recognize any disagreement or students’ misbehaviour and to know the appropriate management of the school.

³ Proyecto Educativo Institucional

when they break the rules inside and outside the institution.	❖ To participate in all educational learning for parents.
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Physical plant distribution of the school

Águeda Gallardo de Villamizar High school is spread out as follows: twenty-four classrooms for classes, twenty-two sinks, three toilets, an audio-visual classroom, one art classroom, one pastoral education classroom, one computer room, one ICT⁴'s classroom, one multi-room, one library room, one infirmary with first aid-kit, one classroom in the area of health, one chapel, one school-based restaurant, three offices for the administrative section and one sports centre. Moreover, it has one cafeteria, one hall, and internet access. Generally, the state of the physical plant is satisfactory for students and teachers so the teaching process can be achieved.

Organizational chart

In the following charts below, it is shown the organizational government at Águeda Gallardo de Villamizar High School.

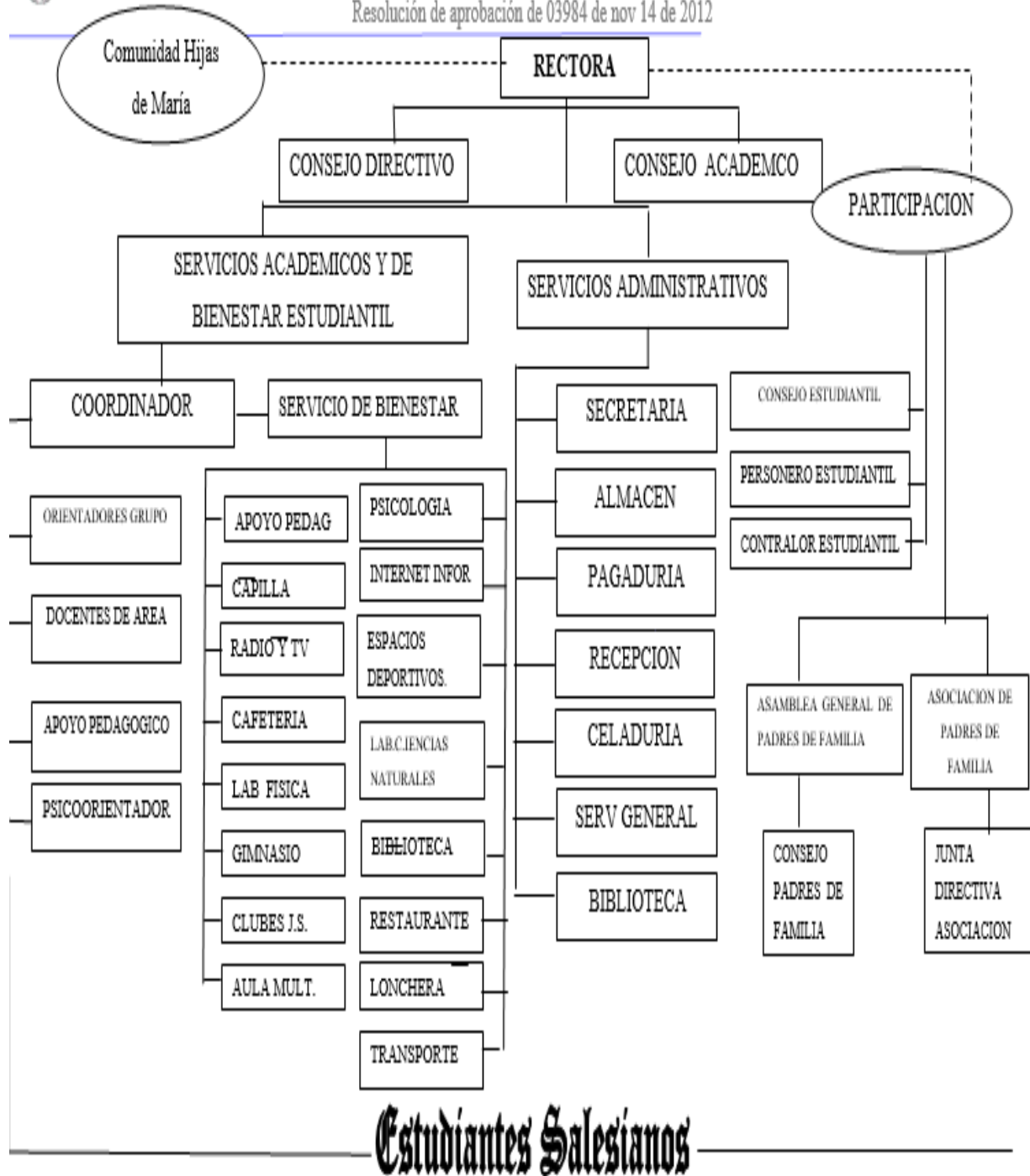
⁴ Information and Communication Technologies



INSTITUCION EDUCATIVA

“COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR”

Resolución de aprobación de 03984 de nov 14 de 2012



Estudiantes Salesianos

Figure n° 2: Organizational chart n° 1

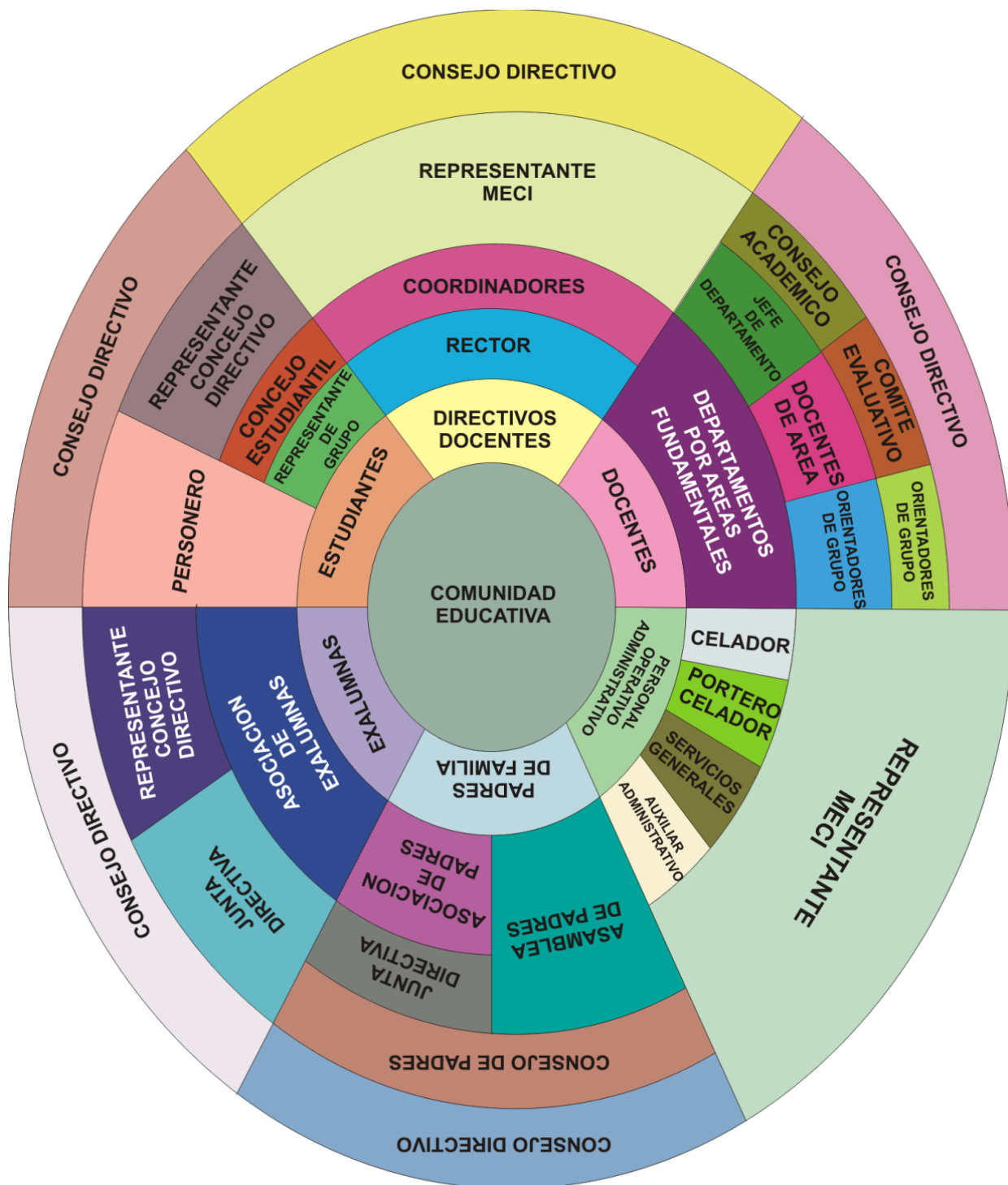


Figure nº 3: Organizational chart nº 2

Timetable of the educational institution

Educational establishment Águeda Gallardo de Villamizar differs from the common institutions by creating its timetable weekly every Saturday instead of others which do it annually. In the following chart will be presented the last updated timetable to be put into action.



COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR, CRONOGRAMA



SEMANAL DE ACTIVIDADES

Table n° 3: Águeda Gallardo de Villamizar High School timetable, n° 1

<p>LUNES 27 DE AGOSTO</p>	<p>Normalidad Académica- Asistencia en el descanso: Humanidades</p> <p>COMPENSATORIO POR SER JURADOS DE VOTACION EN LA EN LA CONSULTA ANTICORRUPCION</p>
<p>MARTES 28 DE AGOSTO</p>	<p>Normalidad Académica- Asistencia en el descanso: MATEMATICAS</p>

<p>MIÉRCOLES 29 DE AGOSTO</p>	<p>Normalidad Académica - Asistencia en el descanso: MEDIA TECNICA Y DEMAS AREAS</p> <p>2 PM PRIMARIA: LUDICAS SECUNDARIA FESTIVAL DE LA COMETA</p>
<p>JUEVES 30 DE AGOSTO</p>	<p>Normalidad Académica - Asistencia en el descanso: CIENCIAS NATURALES</p> <p>7:15 AM REUNION DE TITULARES CON SUS ESTUDIANTES</p>
<p>VIERNES 31 DE AGOSTO</p>	<p>Normalidad Académica - Asistencia en el descanso: SOCIALES</p> <p>TERMINA 2° MARATON DE LECTURA</p>

- 1) DEL 3 AL 7 DE SEPTIEMBRE PRUEBAS SABER DEL TERCER PERIODO (TODAS A LA 3ª HORA)
- LUNES 3: INGLES
- MARTES 4: CIENCIAS NATURALES (BIOLOGIA-QUIMICA)
- MIÉRCOLES 5: MATEMATICAS
- JUEVES 6: LENGUA CASTELLANA
- VIERNES 7: SOCIALES Y FILOSOFIA
- LAS DEMAS AREAS Y/ O ASIGNATURAS LAS PRUEBAS SABER SE HARAN EN EL HORARIO NORMAL DE CLASE
- 2) DEL 10 AL 14 DE SEPTIEMBRE CIERRE DEL TERCER PERIODO: AJUSTES Y DEFINITIVAS
- 3) VISITA AL INPEC 12 DE SEPTIEMBRE

Sor Sol Cristina Redondo Ávila

Osear Enrique Suarez Suarez

Rectora.

Coordinador



COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR,
CRONOGRAMA SEMANAL DE ACTIVIDADES

Table n° 4: Águeda Gallardo de Villamizar High School Timetable, n°2

<p>LUNES 17 DE SEPTIEMBRE</p>	<p>Normalidad Académica- Asistencia en el descanso: Humanidades</p> <p>7:15 INAUGURACION DE LA SEMANA DE LAS MATEMATICAS</p> <p>4ª Y 5ª HORA COMITÉ EVALUATIVO DE 11º</p> <p>7:30 A 8:30 AM ENTREVISTAS ESTUDIANTES NUEVOS TODOS LOS DIAS</p>
<p>MARTES 18 DE SEPTIEMBRE</p>	<p>Normalidad Académica- Asistencia en el descanso: MATEMATICAS</p> <p>F3ST1V4L D3 M4T3M4T1C4S</p> <p>4ª Y 5ª HORA COMITÉ EVALUATIVO DE 10º</p> <p>2 PM COMITÉ EVALUATIVO DE 6º</p>
<p>MIÉRCOLES 19 DE SEPTIEMBRE</p>	<p>Normalidad Académica- Asistencia en el descanso: MEDIA TECNICA Y DEMAS AREAS</p> <p>7:15 PONENCIAS MATEMATICAS DE INSTITUCIONES INVITADAS</p> <p>4ª Y 5ª HORA COMITÉ EVALUATIVO DE 9º</p> <p>2 PM COMITÉ EVALUATIVO DE PRIMARIA</p> <p>2:00 LUDICAS EN PRIMARIA Y SEDE CENTRAL</p>

<p>JUEVES 20 DE SEPTIEMBRE</p>	<p>NORMALIDAD ACADEMICA ASISTENCIA EN DESCANSO: CIENCIAS NATURALES</p> <p>7:15 IZADA DE BANDERA</p> <p>CLAUSURA DE LA SEMANA DE LAS MATEMATICAS</p> <p>2 A 5 PM CELEBRACION DIA DEL ESTUDIANTE</p>
<p>VIERNES 21 DE SEPTIEMBRE</p>	<p>NORMALIDAD ACADEMICA ASISTENCIA EN DESCANSO: SOCIALES</p> <p>NO HAY CLASE: JORNADA ELECTORAL FECODE CUT (DE 8 A 4 PM CON PROVINCIAL)</p>

MES DE LA BIBLIA

SEMANA ENTRANTE

- 1) **LUNES 24:** 4ª Y 5ª HORA COMITÉ EVALUATIVO DE 8º -- 2PM COMITÉ EVALUATIVO DE 7º
- 2) **MARTES 25:** ENTREGA DE BOLETINES SEDE "EL ESCORIAL".
- 3) **MIÉRCOLES 26:** ENTREGA DE BOLETINES SEDE "JARDIN NACIONAL".
- 4) **JUEVES 27:** ENTREGA DE BOLETINES "SEDE CENTRAL".

NOTA: LA ENTREGA DE BOLETINES SE HARÁ DE 2 A 5 PM.

Sor Sol Cristina Redondo Jávila
Rectora.
Elaboró: Blanca Santos

Oscar Enrique Suarez Suarez
Coordinador



COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR,



CRONOGRAMA SEMANAL DE ACTIVIDADES

Table n° 5: Águeda Gallardo de Villamizar High School Timetable, n° 3

<p>LUNES 24 DE SEPTIEMBRE</p>	<p>Normalidad Académica- Asistencia en el descanso: Humanidades</p> <p>2 HORA SANTA MISA 4° Y 5° HORA COMITÉ EVALUATIVO DE 8° 2. PM COMITÉ EVALUATIVO DE 7°</p> <p>7:30 A 8:30 AM ENTREVISTAS ESTUDIANTES NUEVOS TODOS LOS DIAS</p>
<p>MARTES 25 DE SEPTIEMBRE</p>	<p>Normalidad Académica- Asistencia en el descanso: MATEMATICAS</p> <p>2 PM ENTREGA DE BOLETINES SEDE "EL ESCORIAL"</p>
<p>MIÉRCOLES 26 DE SEPTIEMBRE</p>	<p>Normalidad Académica - Asistencia en el descanso: MEDIA TECNICA Y DEMAS AREAS</p> <p>2 PM LUDICAS EN ESCORIAL Y SEDE CENTRAL</p> <p>2 PM ENTREGA DE BOLETINES SEDE "JARDIN NACIONAL"</p>
<p>JUEVES 27 DE SEPTIEMBRE</p>	<p>Normalidad Académica - Asistencia en el descanso: CIENCIAS NATURALES</p> <p>7:15 AM REUNION DE TITULARES CON SUS ESTUDIANTES</p> <p>2 PM ENTREGA DE BOLETINES SEDE "CENTRAL"</p>
<p>VIERNES 28 DE SEPTIEMBRE</p>	<p>Normalidad Académica - Asistencia en el descanso: SOCIALES</p>

NOTAS

- 1) ENTREGAR PLANES DE UNIDAD 4° PERIODO
- 2) ENTREGAR ACTAS COMITES EVALUATIVOS TERCER PERIODO



COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR,



CRONOGRAMA SEMANAL DE ACTIVIDADES

Table n° 6: Águeda Gallardo de Villamizar High School Timetable, n° 4

LUNES 29 DE OCRUBRE	Normalidad Académica- Asistencia en el descanso: Humanidades 1ª HORA: REZAR LA DECENA DEL ROSARIO
MARTES 30 DE OCTUBRE	Normalidad Académica- Asistencia en el descanso: MATEMATICAS 1ª HORA: REZAR LA DECENA DEL ROSARIO
MIERCOLES 31 OCTUBRE	Normalidad Académica- Asistencia en el descanso: MEDIA TECNICA Y DEMAS AREAS EN LA MAÑANA ROSARIO GENERAL PARA TERMINAR EL MES DE LA MISION 2:PM FUSION
NOVIEMBRE	
JUEVES 01 DE NOVIEMBRE	*NORMALIDAD ACADEMICA ASISTENCIA EN DESCANSO: CIENCIAS NATUTALES *REUNION DE TITULARES CON SUS ESTUDIANTES: REZAR EL SANTO ROSARIO COMPLETO.

	<p>2ª HORA MISA CON 9B.</p> <p>*5 PM: ASAMBLEA GENERAL DE PADRES DE FAMILIA</p>
VIERNES 02 DE NOVIEMBRE	NORMALIDAD ACADEMICA ASISTENCIA EN DESCANSO: SOCIALES
MIÉRCOLES 07 DE NOVIEMBRE	SANTA MISA Y ENTREGA DE BANDERAS Y/O SIMBOLOS GRADOS 10 Y 11
1) 13 AL 19 DE NOVIEMBRE	<p>PRUEBAS SABER DE CALIDAD DEL 4º PERIODO ASI:</p> <p>LUNES 12: FESTIVO</p> <p>MARTES 13: INGLES</p> <p>MIÉRCOLES 14: CIENCIAS NATURALES</p> <p>JUEVES 15: MATEMATICAS</p> <p>VIERNES 16: LENGUA CASTELLANA</p> <p>LUNES 19: SOCIALES Y FILOSOFIA</p>
2) 15 DE NOVIEMBRE	5 PM: GRADUACION ESCUELA DE PADRES
3) 19 AL 23 DE NOVIEMBRE	CIERRE Y DEFINITIVAS DEL 4º PERIODO Y HABILITACIONES DE 11º
4) VIERNES 23 DE NOVIEMBRE	<p>SALEN A VACACIONES LOS ESTUDIANTES QUE APROBARON EL AÑO Y QUIENES YA</p> <p>DEFINITIVAMENTE PERDIERON EL AÑO. REGISTRO DE CALIFICACIONES EN LA PLATAFORMA</p>
5) 26 AL 30 DE NOVIEMBRE	<p>a) NIVELACIONES Y /O HABILITACIONES CON LOS ESTUDIANTES QUE PERDIERON 1 O 2 AREAS POR AÑO DE 6º A 10º</p> <p>b) LOS TITULARES CON SUS AUXILIARES LE ENTREGAN A LA SEÑORA NANCY: PUPITRES, SALONES (ASEO DE VENTANAS, PISOS Y PAREDES Y LUGARES ALEDAÑOS) C) COMITES EVALUATIVOS ASÍ:</p> <p>LUNES 26: 11º Y 9º</p>



	MARTES 27: 10 Y 8º MIERCOLES 28: 6º Y 7º JUEVES 29: PRIMARIA LOS COMITES SE LLEVARAN A CABO DE 8 A 10 Y DE 10:30 12:30 AM
6) 30 DE NOVIEMBRE	GRADOS DE 11º
DICIEMBRE	
1) LUNES 03 DE DICIEMBRE	DE 8 A 12: EVALUACION INSTITUCIONAL DE 2 A 5: ENTREGA DE BOLETINES EN SECUNDARIAS Y MATRICULAS
2) MARTES 04 DE DICIEMBRE	DE 8 A 12: EVALUACION INSTITUCIONAL DE 3 A 5: GRADOS TRANSICION DE 5 A 7: GRADOS 5º
3) MIERCOLES 5 DE DICIEMBRE	DE 8 A 12: EVALUACION INSTITUCIONAL DE 2 A 5: ENTREGA BOLETINES EN PRIMARIA Y MATRICULAS DE 3 A 5: GRADOS DE 9º
...SALIDA A VACACIONES.-. "REGRESO ENERO 08 DE 2019"	

Sor Sol Cristina Redondo Ávila
 Suaréz Rectora.
 CoordinadorElaboró:

Oscar Enrique Suaréz

English teacher's (supervisor) weekly schedule

Table n° 7: Supervisor's schedule

	INSTITUCION EDUCATIVA COLEGIO TECNICO AGUEDA GALLARDO DE VILLAMIZAR AREA: IDIOMA EXTRANJERO - INGLES DOCENTE: MARLEN YOLIMA PARRA PEÑALOSA HORARIO DE CLASES	
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	HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
7:30 – 8:25	1	11A			10°C
8:25 – 9:20	2	11B	CONTINUED STAYING		10°B
9:20 -10:15	3	AREA	11A		8A
10:15 – 10:45 BREAK TIME					
10:45 – 11:40	4		OUTREACH	11°A	11°A
11:40 – 12:30	5				10°A
12:30 – 2:00 LUNCH TIME					
2:00 – 2:55	6	10°A		11B	
2:55 – 3:50	7	10°B		10°C	
3:50 – 4:45	8	8B		10°B	

	HOUR	FRIDAY
7:00 – 7:55	1	8B
7:55 – 8:50	2	11B
8:50 -9:45	3	10°A

9:45 – 10:15 BREAK TIME		
10:15 – 11:10	4	11°A
11:10 – 12:05	5	10°C
12:05 – 1:00	6	8A

Pedagogical aspects observed

As previously mentioned, during the institutional observation pre-service teacher might observe the way the High School functions from the general to the very detailed aspects. Having kept this aspect into consideration, some pedagogical aspects were noticed during this period such as: the use of English in the classroom by the students and the teacher, the teaching material implemented by the teacher, the methodology followed in the courses and the classroom environment.

Use of English in the classroom by the students and the teacher

The overall of courses observed, being 10th grade and 11th grade during five days, demonstrated that students do not use English as a foreign language at least they are demanded to. However, this aspect does not assure a proper proficiency of the L2 among the students due to their lack of vocabulary, their low master at pronouncing words and their poor grammatical structure used when communicating their ideas. Additionally, their oral and reading comprehension is pretty low compared to the guidelines they are under according to the Colombian bilingualism program followed by the institution.

For this reason, the teacher's use of English in the classroom is very limited. She only uses L2 to write down the agenda to follow for the class, to give commands and barely to explain the general idea of the topic they work on in classes.

Teaching material

During the observation week, the use of technological devices such as Television to video-streaming and tape-recorder to play audios were privileged by the teacher. After this, the use of piece of papers, usually taken and adapted from the book "English, Please! 10th or 11th", was also noticed during the class. These pieces of papers were used to reinforce students' comprehension of the topics. Finally, full exam sheets were observed as well. These were the only materials observed due to the teacher was assessing different topics already covered the previous week.

Methodology

When giving classes, the teacher provides students ten minutes to read any book since the High School is implementing fifteen minutes of reading for enhancing reading comprehension in its students. After this time, she writes down on the board the agenda for the class so students are aware of the topics they will cover during it. Normally, she asks students to work on the book "English, Please!" in groups of four or five students and at the end of the class, the teacher commands students to finish any activity they were doing on the guide book.

When assessing, the teacher uses to first explain how the exam is divided into and what it has to be done. Subsequently, she separates students' seats to avoid cheating.

During the exam, she often goes to student's seat and explains them what to do since they barely understand the commands in English.

Classroom environment

Among students from 10th grade such as courses B and C, indiscipline factor is repeated observed, specifically from course C. The teacher constantly demands for silence and asks students to go to their seats since they tend to go to their classmates to speak; however, the teacher achieves to work on what she planned for the classes most of the time. On the contrary, course A tends to be less undisciplined due to the factor that most of students are girls so classes can normally be productive and meaningful.

On the other side, students from 11th grade, course A show level patterns of indiscipline. Most of the students follow the teacher's commands when doing some exercises or when asking for silence. Some among them are pretty interested in learning and are very participative in classes so the environment is enjoyable.

Chapter I: Pedagogical component

The Use of Collaborative Strategic Reading Technique as a Way to Improve Reading Comprehension and Enhance Written Production in Students from 11th Grade at Águeda Gallardo High School: An Action Research

Introduction

Throughout history, humankind has been reaching amazing goals by being able to use their reading capacity as a means to communicate and understand others and ever since, reading has been the essential key to get to knowledge and therefore, success. However, referring to education fields, teachers from all areas had found that many of their students barely master at this ability and the teaching process is overdue most of the time. Inasmuch of this, Gamboa (2017) affirms that “reading effectively in a foreign language is one of the most challenging activities for many students at school. Certainly, this important skill helps students succeed in their learning process at school” (p.2).

Notwithstanding, the majority of Colombian students tend to have low reading comprehension levels when reading excerpts in English. This issue is mainly due to students’ low proficiency at mastering the foreign language, fact stated in a Colombian website by affirming that over 90 per cent of Colombian students are failing to achieve the goals proposed by the “National Bilingual Program”, guideline established by the Colombian Ministry of Education which aims at defining the abilities that students should have according to the English courses they take every year (Colombia Politics, 2013).

On account of this issue, several studies that show how students’ low level of reading comprehension had been addressed by using numerous techniques, approaches and

strategies to treat this problematic since their main purpose is to solve or to improve students' problems when reading. Among these, a privileged technique called Collaborative Strategic Reading is found to be a useful technique for teaching students its four strategies on how to improve their reading comprehension. By the aid of these, extra beneficial results are also noticed such as the enhancing of collaborative work and the increase of vocabulary acquisition among students (Klingner & Vaughn 1996).

Inasmuch as this, this popular technique has been implemented with students who have learning disabilities, it is also used with average students who do not have higher reading comprehension as well as English Foreign Language learners worldwide who need to improve this important skill. Taking these facts into consideration, the pre-service teacher decides to implement Collaborative Strategic Reading technique among Eleven grade students at Águeda Gallardo de Villamizar High School with the aim of improving their reading comprehension as well as enhancing their written production in English as Second Language.

Statement of the Problem

Thanks to four non-participant observations carried out in eleventh grade during English classes, the pre-service teacher identified the main issue affecting eleventh graders. Despite students are given fifteen minutes at the beginning of every course to read any book of their interest, students had reading comprehension issues when reading any excerpt in English. For this reason, students had some difficulties to comment on what they had read after some out loud reading exercises due to their low interpreting of English written

structure. This was evidenced by the lack of sense of Spanish translations from English excerpts.

Furthermore, another aspect influencing this issue was students' lack of vocabulary when working in groups to develop reading tasks. Since students barely mastered English vocabulary, they overspent the given time by the principal teacher to translate the short excerpts into Spanish from English. This was clearly evidenced by the constant use of the dictionary and by repeatedly asking their teacher for the equivalence of English words in Spanish.

On account of the issue mentioned above, Collaborative Strategic Reading technique is to be the nearest approach to be put into action in order to improve students' major issue, which is low level of reading comprehension. Moreover, this technique also helps reinforcing students' collaborative work process as it is its main focus to use its different strategies together.

With regard to improve eleventh graders' reading comprehension and to enhance their written production in English at Águeda Gallardo de Villamizar High School, the following questions are to be stated:

General question

- ❖ How does the use of Collaborative Strategic Reading technique improve students' reading comprehension process and enhance their writing productions?

Specific questions

- ❖ How does the students' enhancement of written production in EFL take place through the implementation of CSR⁵ technique?
- ❖ How does collaborative work (working in groups) get reinforced thanks to the implementation of CSR technique?
- ❖ In which ways does the CSR technique provide beneficial results within the English courses?

Justification

In pursuance of addressing students' necessities in English courses at Águeda Gallardo de Villamizar High School, non-participant observations carried out among eleventh graders demonstrated that most of students had reading comprehension issues during the English class. Apart from this, a questionnaire implemented in this course revealed students' lack of reading habits in order to boost this ability, highlighting their preferences to read by their own and not searching for unknown words when reading. ([See annex 1](#))

On account of the above, Collaborative Strategic Reading technique is proposed as a useful approach to be implemented. According to Bremer *et al* 2002, this approach is composed of four major strategies such as: preview, click and clunk, get the gist and wrap up. Among with its implementation, students' and teachers' role are majorly involved in order to enhance the achievement of best results.

⁵ Collaborative Strategic Reading

To this extend, the pre-service teacher focuses her interest on implementing the Collaborative Strategic Reading technique among eleventh grade students due to its major advantages, which not only consist in improving their reading comprehension process in English but also in fostering collaborative work among them and therefore every student can obtain significant results.

Furthermore, by the implementation of this, eleventh grade students can achieve the proficiency level ranked at B1, same proposed by the Bilingual National Program in Colombia. Inasmuch as this, students will improve their reading comprehension process by being adapted to this level.

Objectives

General objective

- ❖ To improve eleventh grade students' reading comprehension and written production by the implementation of Collaborative Strategic Reading technique.

Specific objectives

- ❖ To enhance eleventh grader students' written production by the use of CSR technique
- ❖ To reinforce collaborative work among eleventh grade students.
- ❖ To booster beneficial results within English classes by implementing CSR technique

Theoretical Framework

Forasmuch as the main objective of this proposal is to implement Collaborative Strategic Reading Technique to improve students' reading comprehension issues at a public high school, the essential words will be defined in this section with the aim of guiding the lector to a better understanding of it.

Cooperative Learning

According to Starting Point-Teaching Entry Level Geoscience (2018) website, Cooperative learning involves more than students working together on a lab or field project. It requires teachers to structure cooperative interdependence among the students. These structures involve five key elements which can be implemented in a variety of ways. There are also different types of cooperative groups appropriate for different situations.

Positive Interdependence

Students perceive that they “sink or swim together”. This can be achieved through mutual goals, division of labour, dividing materials, roles, and by making part of each student's grade dependent on the performance of the rest of the group. Group members must believe that each person's efforts benefit not only him - or herself, but all group members as well.

Individual Accountability

The essence of individual accountability in cooperative learning is “students learn together, but perform alone”. This ensures that no one can “hitch-hike” on the work of others. A lesson's goals must be clear enough that students are able to

measure whether (a) the group is successful in achieving them, and (b) individual members are successful in achieving them as well.

Face-to-Face (Promoted) Interaction

Important cognitive activities and interpersonal dynamics only occur when students promote each other's learning. This includes oral explanations of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past knowledge. It is through face-to-face, promoted interaction that members become personally committed to each other as well as to their mutual goals.

Interpersonal and Small Group Social Skills

In cooperative learning groups, students learn academic subject matter (task-work) and also interpersonal and small group skills (team-work). Thus, a group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management. Given the complexity of these skills, teachers can encourage much higher performance by teaching cooperative skill components within cooperative lessons. As students develop these skills, later group projects will probably run more smoothly and efficiently than early ones.

Group Processing

After completing their task, students must be given time and procedures for analysing how well their learning groups are functioning and how well social skills are being employed. Group processing involves both task-work and team-work, with an eye to improving it on the next project.

Collaborative Strategic Reading

Collaborative Strategic Reading technique is a setting of strategies that are used by teachers in order to improve students' reading comprehension. Despite it was conceived to address students with disabilities in learning, these strategies had come across to be useful to all type of students facing reading comprehension issues. Inasmuch as this, Lee (2017) states that "Collaborative Strategic Reading (CSR) is an approach to reading comprehension strategy instruction combined with cooperative learning: teachers provide students with the metacognitive knowledge of reading strategies through explicit instruction" (p.4).

Furthermore, this technique involves teachers explicitly by instructing students on specific reading strategies. These strategies, preview, click and clunk, get the gist and wrap up include the following processes: previewing, monitoring comprehension, finding the main ideas, summarizing, and questioning. With the aim of fostering their benefits it is important to follow each moment of the reading process: "before", "during" and "after". Later on, the students adopt expert roles on each of the strategies and work in small groups to comprehend a given text. Below, is presented a proper definition about these strategies according to Rahman (2015).

Preview

It is a strategy used to activate students' prior knowledge in order to facilitate their predictions about what they will read, and to generate interest. A teacher introduces previewing to students by asking them to think about the previews they have seen at the movies or reading text. The teacher prompts students to tell what they learn from previews by asking questions such as, "*do you learn who is going to be in the movie?*" or "*do you*

learn in what historical period the movie will take place?”. The teacher then asks them to skim information such as headings, pictures, and words that are bolded or underlined to determine (a) what they know about the topic and (b) what they think they will learn by reading the text.

Click and clunk

It is a strategy that teaches students to monitor their understanding during reading, and to use fix-up strategies when they realize their failure to understand text. The teacher describes a click as something that *“you really get. You know it just clicks.”* After students understand, the teacher explains *“A clunk is like when you run into a brick wall. You just really don’t understand a word the author is using. That’s a clunk.”* Then, the teacher reads a short piece aloud and asks students to listen carefully for clunks. The teacher asks students to write down their clunks and then teaches fix-up strategies to figure out the clunks. The teacher can use “clunk cards” as reminders of fix-up strategies.

Get the gist

It is a strategy to help students identify main ideas during reading. One way to identify the main idea is to answer the following questions: (a) *“who or what is it about?”* and (b) *“what is most important about the “who or what”?”* In addition, students are taught to limit their response to ten words or less, so their gist conveys the most important idea(s), but not unnecessary details. Get the gist can be taught by focusing on one paragraph at a time. While students read the paragraph, the teacher asks them to identify the most important person, place, or thing. Then, the teacher asks students to tell what is the most important about the person, place, or thing. Finally, the teacher teaches students to put it all together in a sentence containing ten words or less.

Wrap up

It is a strategy that teaches students to generate questions and to review important ideas in the text they have read. The teacher initially teaches students to wrap up by telling students to pretend they are teachers and to think of questions they would ask on a test. The teacher suggests the following question starters: who, what, when, where, why, and how. The teacher also encourages students to generate some questions that require an answer involving higher-level thinking skills, rather than literal recall. Finally, the teacher asks students to write down the most important ideas from the day's reading assignment.

Reading skills

Reading is a needed capacity that most of English language learners develop when during their learning process. Besides this, the process of reading involves the reader and the text interaction, in which the reader is the one who decodes, interprets and gives meaning to the texts. On account of this process, it emphasizes the reader's active role in his/her reading process as he/she creates meaning or gives meaning to a reading passage by incorporating his previous knowledge and experiences (Calderón & Quijano, 2010, p.5).

Reading comprehension in a foreign language

In the meantime, reading comprehension in a foreign language has been seen as a passive process. Otherwise, this reading comprehension in FL is about "a decoding process of reconstructing the author's intended meaning by means of recognizing the printed letters and words, and building up a meaning for a text from the smallest textual units" (Gamboa, 2017, p.3).

Written production

It is defined as one of the most important competences to develop when learning a foreign language and the first active skill to be developed since “For many students, writing is a less stressful activity than speaking as the audience for any mistakes is more selective; on the other hand, written work is concrete and is therefore open to closer examination and correction” (Bilash, 2009). Writing activities mark the beginning of the output information the students starts to create in the FL learning process and the one that progresses the most in academic contexts.

Literature review

In order to implement Collaborative Strategic Reading technique, it is important to do some research about its methodology and its results in different stages. For this reason, two categories emerged when some research previously mentioned.

Collaborative Strategic Reading technique

Addressing to this matter, Klingner & Vaughn (1998) and Abuhasnah (2015) stated and formed the basis to comprehend the utility of this technique as well as to be implemented during classes.

In first place, Klingner & Vaughn (1998) stated the four comprehension strategies, as to be: Previewing, Click and clunk, Get the gist and finally, Wrap up. With these, they postulated the potential results and goals students would achieve and positive influences.

Referring to Previewing, authors stated that its main goals are: students learning as much about the passage as they can in a brief period of time. Besides this, students

activating their background knowledge about the topic, and this strategy would help them make predictions about what they will learn. In this way, previewing serves to motivate students' interest in the topic and to engage them in active reading from the very beginning.

Similarly, Abuhasnah (2015) specified a very simple definition of this strategy. For him, Click is as simple as to students connecting and comprehending the idea of a reading text, however, Clunk is students finding a word, concept, or idea hard to understand. On account on this, Vocabulary fix-up skills, Read-Pause-Reflect and Partner Retell must go hand in hand with this strategy in order to booster students' better reading comprehension.

Again, Klingner & Vaughn (1998) pleaded that for "Get the gist" strategy, its process turns to be very simple. This is when students learn to "get the gist", meaning the essential aspect of the reading, by identifying the most important idea in a section of text. Not only by saying what this strategy is about, but only assuring the goal of it. They stablished that "students getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they would understand what they read. This strategy can improve students' understanding and memory of what they learned".

Finally, Abuhasnah (2015) affirmed that, after having implemented the first three strategies students would know the main idea of the text and would formulate questions that reflect their understanding. However, it is important that teachers incite them to create higher thinking questions in order to optimize and assess students' ability to express their comprehension of they read.

Collaborative Strategic Reading effects on reading comprehension

Beneficial effects have been generated from diverse researches focusing on Collaborative Strategic Reading technique aiming to enhance students' better reading comprehension performance. Taking this fact into account, three archives were considered as the main basis of this research.

Rahman (2015) affirmed that students' proficiency level, as much as they achieved the different goals settled with every strategy, influenced their attitude, meaning that the more achievements they got after the implementation of one of the CSR activities, the more positive they reacted during each one of it. The result of the students' attitudes was divided into three categories: very high score, high score, and enough score in order to demonstrate the correlation among them.

On the other hand, Zagoto (2016) demonstrated how a hypothesis under study, turned out to be true. This hypothesis consisted in alleging that "Collaborative Strategic Reading produces better reading comprehension of students than discussion strategy at 3rd semester of English Department of STKIP Nias Selatan". Thanks to a rigorous statistical analysis by using t-test on reading comprehension, Zagoto concluded that this hypothesis was true. She stated that Collaborative Strategic Reading technique (CSR) produced better result to the students' reading comprehension than discussion strategy as well as affirming that its strategies which was used before, during, and after reading, helped learners have deeper understanding on the text read.

Finally, Lee (2016) demonstrated how the internalization of a technique such as CSR became a plausible reality in students' reading method. He stated that since students

were trained to use CSR strategies for a extend period of time, these strategies became a thing-to-do when reading. Before, they were not able to finish a simple reading paragraph, but after the training, refugees were engaged in reading novel texts. He also claimed that students used CSR strategies to literary readings in latter units without being asked to implement them and finally, he affirmed that “students have stated that they enjoy the opportunity for group work and find the CSR process helps them understand challenging texts”.

Research methodology

This study adopted the **qualitative** research typology due to the higher to explore and interact with the community or population under study. In this, observing their behaviours and relationships in quotidian contexts is allowed plus generating changes in it. Creswell (2007) conceived the qualitative research as “the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem” (p. 37). For this reason, the pre-service teacher as researcher had the possibility to be closer to the population, interact and promote beneficial changes in their scholar life.

Furthermore, an **action research** was proposed for implementing this study owing to its versatility of collating with qualitative typology, which allowed the pre-service teacher generating beneficial changes besides interacting and being part of the community as belonging agent of it. Moreover, this design provided the pre-service teacher researcher essential tools to make her reflect and understand the undergoing process and the impact she is having on it.

Population and setting

The proposed setting to implement this comprehension reading technique was Colegio Técnico Águeda Gallardo de Villamizar. Within this educational institution, students from eleventh grade, undergoing the age of fifteen to nineteen years old, were chosen to address their problematic. Thus, six students amid this course were elected in order to put this study into practice and see the benefits of it.

Instruments for data collection

Non-participant observation

Since non-participant observations often involve observing participants without actively participating, the pre-service teacher aimed at capturing a better image of participants' process, progress, difficulties undergone and its solutions without intervening on it.

During the first pedagogical intervention, the pre-service teacher was served for a non-participant rubric in order to observe how students put "Previewing" strategy into practice. For this, she established before-hand some essential aspects to be observed during the first implementation. This rubric was divided into two, aiming at observing students in groups and assessing them while working cooperatively. ([See annex 2](#))

Since more facts occurred during the implementation, she wrote down in the comment section in order to give more details about the process.

Journals

Wiegerová (2013) states journal as “a personal document of the teacher. It is used to capture the passed through and subjectively experienced situations and events.” With these, the pre-service teacher was able to express her perceptions about the implementation process as well as reflecting on facts that will help her improve.

The pre-service teacher used journals as a way to assess and observe students’ implementation process of Collaborative Strategic Reading technique. Furthermore, she detailed students’ behaviours and interaction with others in order to see if the collaborative component was successful or not. ([See annex 3](#))

Semi-structured interview

Semi-structured interviews offer the researcher the possibility to go deeper on details during this session due to its way off to formulate sub-questions related to main questions already posed. Otherwise, “Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided.” (Hamza *et al*, 2015, p.27). For this reason, the pre-service teacher served this instrument in order to explore students’ perception of the CSR technique at the end of its implementation process.

In order to apply the interview, the pre-service teacher had to make sure it was pertinent. Then, she had to follow the protocol established in order to assure the privacy of participants’ personal information by creating an agreement letter in which students consented to participate and to the clauses established there. Finally, the pre-service teacher

could implement the semi-structured interview to four participants only, due to two of the participants did not show any willingness to having the interview. ([See annex 4](#))

Document analysis

According to Bowen (2009) document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material as well as documents containing text (words) and images that have been recorded without a researcher’s intervention. The analytic procedure entails finding, selecting, appraising (making sense of), and synthesizing data contained in documents. Document analysis yields data - excerpts, quotations, or entire passages - that are then organized into major themes, categories, and case examples specifically through content analysis.

The pre-service teacher analysed students’ written production thanks to assessing written productions rubrics she modified from B1 established rubric. However, the analysis varied depending on the strategy implemented in class and students’ performance when expressing what they comprehended. ([See annex 5](#))

Data analysis technique

With regards to the data analysis process, it was implemented the triangulation technique because “is supposed to support a finding by showing that independent measures of it agree with it or at least, don’t contradict it” (Miles and Huberman, 1984, p. 235).

In order to facilitate the data analysis, and to find collation in the data collected, the pre-service teacher used an analysis matrix in order to triangulate the information provided from participants when achieving the CSR technique implementation. ([See annex 6](#))

Schedule of instruments implementation

Table n° 8: Instruments implementation schedule

WEEK	Institutional observation	1	2	3	4	5	6	7	8	9	10
INSTRUMENTS											
Non-participant observation	X										
Participant observation				X	X	X	X	X	X	X	X
Semi-structured interviews					X			X			
Document analysis						X			X		

Pedagogical methodology

The pedagogical methodology that was followed in this action research project was based on the procedure of the Collaborative Strategic Reading technique. This technique is formed by four reading strategies aiming to create a sequence that helps students track their own process and step back on strategies if they feel they need to. These strategies are: Previewing, Click and clunk, Get the gist and Wrap up (Klingner & Vaughn, 1998).

Along with these strategies, several activities have been proposed in order to booster their efficacy, however, the pre-service teacher used the most convenient during the pedagogical interventions. In order to carry it out, the pre-service teacher considered the CSR itself. However, each strategy was executed during a pedagogical intervention supported by a planning lesson. In this, grammar tenses were covered in order to not only teaching students how to read in English but also teaching them identify different grammar

tenses according to their proficiency level in English and then assessing them through a written production activity. ([See annex 7](#))

Table n° 9: Pedagogical planning model

<u>GROUP</u>	<u>LEVEL</u>	<u>CLASS N°</u>
<u>PRINCIPAL TEACHER</u>	<u>PRE-SERVICE TEACHER</u>	<u>DATE/DAY</u>
<u>LINGUISTIC OBJECTIVE</u>	<u>COMMUNICATIVE OBJECTIVE</u>	<u>SOCIO-CULTURAL OBJECTIVE</u>
<u>GENERAL COMPETENCE</u> Communicative competence Linguistic competence Socio-cultural competence Listening comprehension Reading comprehension	<u>PREVIOUS SEQUENCE</u>	<u>TOPIC</u>

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	PEDAGOGICAL-RESEACH OBJECTIVE	MATERIAL
OPENING					
WARM-UP					
EXPLANATION OF THE TOPIC					
PRODUCTION ACTIVITIES					

CLOSURE					
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In the planning lessons, the following process were carried out according to each Collaborative Strategic Reading strategy.

Previewing process:

Brainstorming exercises, pre-questions moments, and visual film and pictures were implemented before doing a complete reading of the text. Besides, during this process, students looked at headings, key words, pictures, and charts in a short period of time. The teacher asked students some questions to engage them in a classroom discussion about what they learned from the previews. Also, the teacher encouraged students to predict what they think they will learn from reading. This facilitated students' ideas, conceptions before covering the given text.

Click and clunk process:

As proposed by the technique, highlighting texts, looking for unknown words and sharing ideas activities were carried out in order to ensure students' reading process. As long as they read, click and clunk moments were exposed to them so they had to use this strategy to overcome difficulties or to booster their comprehension of the texts.

Get the gist process:

During the reading, students understanding idea of the reading text was a click. On the contrary, students finding a word, concept, or idea hard to understand, it is a clunk. Clunks broke down reading comprehension and make it hard to understand the whole text so summarizing and discussing moments with their classmate ensured students' comprehension of the main idea of the text.

Wrap up process:

Students generated questions and answers about the information previously read in the text. Besides, the teacher encouraged students to create high order thinking questions by text formulating WH's and H's questions. Finally, they wrote down the most important information in the short synthesis.

Pedagogical schedule

Table n° 10: Pedagogical implementation schedule

WEEK	DATE	ACTIVITY
1 st	12 TH September	Introduction to the project
3 rd	26 th - 28 th September	Introducing Collaborative Strategic Reading technique to students
4 th	3 rd - 5 th October	Pre-view strategy activities
5 th	17 th - 19 th October	Click and clunk activities
6 th 7 th	25 th - 26 th October 1 st - 2 nd November	Get the gist activities

Implementation of Collaborative Strategic Reading technique by its strategies*Previewing*

In the first strategy, the pre-service teacher taught students the use of “cause and effect clauses”. Then, they did some exercises to reinforce the learning process. After this, students listened and continued the reading of three paragraphs that the pre-service teacher did from the “English, please 11th” guidebook. Students were asked to tell the ideas they comprehend without having looked for unknown words. After socializing, students were given the opportunity to read the text by themselves and confirm if their previous idea was related to what the text actually wanted to transmit. While doing this activity, most of the students realized their misconception and got to comprehend every situation at its maximum. ([See annex 8](#))

Click and clunk

For this pedagogical intervention, the pre-service teacher taught students how to use past perfect tense. Then, students were asked to read a short paragraph containing five numbered sentences in present simple and past perfect tenses. After reading, they were asked how many they understood, and how many they did not. By seeing many incomprehension of the paragraph, the pre-service teacher did a general feedback in order to see causes of this incomprehension when reading in English. To finish this intervention, students finished the “click and clunk” activities proposed by the pre-service teacher. ([See annex 9](#))

Get the gist

In order to implement this strategy, the pre-service teacher taught students the uses of “Future in the past”. After this, they did some examples to reinforce their learning. Subsequently, students were asked to work in groups and get their English guidebook in order to read an extended reading called “a town contaminated by coal”. Since the reading was long, students took more time than considered. After finishing reading, students were asked to fill some information on a “get the gist” sheet provided by the pre-service teacher, then they socialized the answers together and finally they were asked to write a short-written production of forty words summarizing the main idea they got from the reading.

[\(See annex 10\)](#)

Wrap up

For the last strategy, students learnt how to formulate WH’s and H’s questions. Then, students were asked to read “a town contaminated by coal” again in order to recall main ideas from the reading. Then, they formulated questions in groups and they answered to their classmates’ questions. Finally, students socialized and assessed the questions together. [\(See annex 11\)](#)

Data analysis and codification

As previously mentioned, the pre-service teacher served from an analysis matrix provided by practicum coordinators in order to organize data from each emerging category. This process led to a better classification of the data since it was collected from every pedagogical implementation from the CSR technique. [\(See annex 12\)](#)

Besides this, she also served from a triangulation matrix that allowed her see the data congruency among each category which finally led conceiving the results from this research. Nevertheless, the pre-service teacher considered convenient to use a codification chart in order to better comprehend such instruments used.

Table n° 11: Codification chart

Codification		
Instrument	Code	Participant
Journal 2	Jour2	
Journal 3	Jour3	
Journal 4	Jour4	
Written production 1	Wprod 1.2	PARTICIPANT 2
	Wprod 1.3	PARTICIPANT 3
	Wprod 1.4	PARTICIPANT 4
	Wprod 1.5	PARTICIPANT 5
	Wprod 1.6	PARTICIPANT 6
Written production 2	Wprod 2.1	PARTICIPANT 1
	Wprod 2.2	PARTICIPANT 2
	Wprod 2.3	PARTICIPANT 3
	Wprod 2.4	PARTICIPANT 4
	Wprod 2.5	PARTICIPANT 5
	Wprod 2.6	PARTICIPANT 6
Written production 3	Wprod 3.2	PARTICIPANT 2
	Wprod 3.3	PARTICIPANT 3

	Wprod 3.4	PARTICIPANT 4
	Wprod 3.5	PARTICIPANT 5
Written production 4	Wprod 4.1	PARTICIPANT 1
	Wprod 4.2	PARTICIPANT 2
	Wprod 4.3	PARTICIPANT 3
	Wprod 4.5	PARTICIPANT 5
	Wprod 4.6	PARTICIPANT 6
Semi-structured interview	SemsInt 1	PARTICIPANT 1
	SemsInt 1	PARTICIPANT 2
	SemsInt 1	PARTICIPANT 3
	SemsInt 1	PARTICIPANT 4

Findings and discussions

After having analysed and interpreted the data collected, the pre-service teacher was able to see the results coming from the implementation of the Collaborative Strategic Reading technique after putting its four strategies into action. In order to do so, a synoptic chart is listed below as well as the three major results as numbered throughout.

COLLABORATIVE STRATEGIC READING TECHNIQUE IMPLEMENTED IN 11TH GRADERS

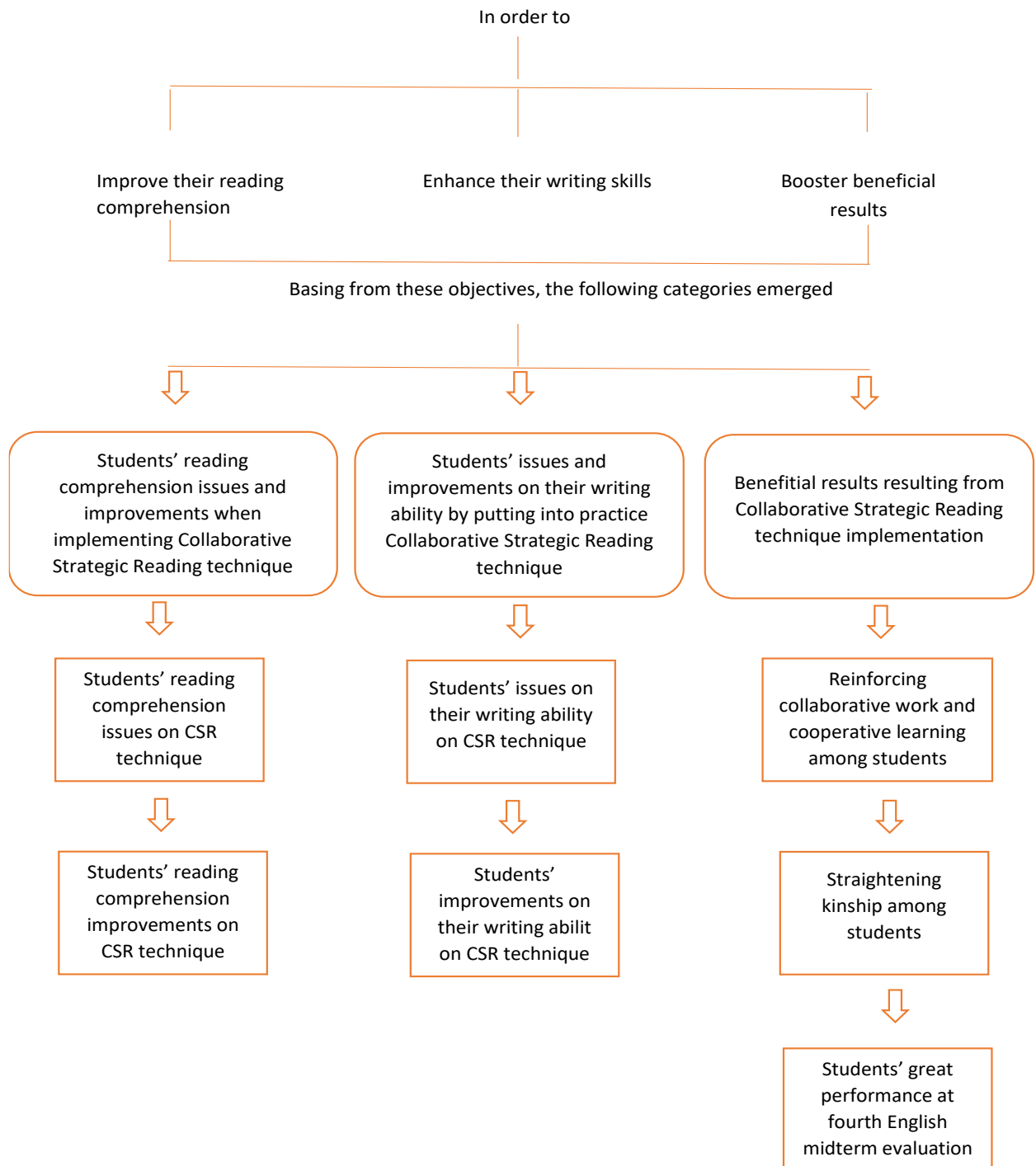


Figure n° 4: Synoptic chart: emerging categories

1. Students' reading comprehension issues and improvement when implementing Collaborative Strategic Reading technique

The implementation of the CSR technique served, not only focusing on improvements and enhancing students' better reading comprehension process but also, recognizing aspects that disrupted this process. Mardiani (2017) agrees on saying:

Many researchers of CSR tend to focus on the implementation of CSR in improving students' achievement. Most of them indicate that the method is effective in reading comprehension. Whiles, the researcher believes that CSR as a method has some advantages and disadvantages that faced by the students and also the teacher. (p.3).

For this reason, it was noticed that different issues emerged when analysing data, so they were labelled in two sub-categories. Similarly, reading comprehension improvement also took place in this process; for this reason, it was listed below as well.

Students' reading comprehension issues when putting into practice CSR technique

During the pedagogical interventions, it was perceived that participants tended to manifest two main issues. First, they tended to misinterpret the meaning of some English words; and second, they also lacked English vocabulary.

As the first issue was not realized by the participants, they tended to misinterpret the whole meaning of the reading proposed during classes. In the same way, as the second issue was clearly evident to them, they had comprehension difficulties during the reading activities.

a. *Misinterpretation of English words*

When implementing the first strategy of this technique, *previewing*, students listened the pre-service teacher reading out loud the first text found in the “English, please 11th” guidebook and they followed this reading. Then, as stated in this strategy, the pre-service teacher posed general questions about it without allowing students look for the unknown words in order to assess their first comprehension of it. Rahman (2015) states:

The teacher prompts students to tell what they learn from previews by asking questions such as, “*do you learn who is going to be in the movie?*” or “*do you learn in what historical period the movie will take place?*”. (p.42)

However, since their interpretation of English words was wrong, their first comprehension of the reading was also wrong. In fact, when answering, most of the participants were not closed to the real understanding of the reading. Besides, they did not get to realize their mistake as seen as they were sure about the meaning of these words they previously learnt without taking into account the several uses that English words have depending on the given context. Regarding this fact, it was stated:

NonObs: “**P2** was pretty confident when answering questions about the text. However, her interpretation in the given context was mistaken due to she knew what the word meant in a general context. Besides, her interpretation of some sections of the text was limited by some unknown words.”

As **P2** worked along with **P5** and **P6**, they manifested the same reading comprehension issue. In view of this issue, a buried disadvantage of working in groups was that members’ reading comprehension was influenced by every one of them and only two

facts were to come out: all of them having a proper reading comprehension or all of them misunderstanding their reading.

b. Lacking of English vocabulary

Another issue constantly repeated when implementing CSR technique was students' lack of English vocabulary. This issue was mainly seen when doing the second pedagogical intervention in order to implement the second strategy, *click and clunk*, in which students had to indicate two moments in the reading process. *Click* when they understood the idea of a sentence or paragraph just read and *Clunk* when they did not understand the sense of the sentence or paragraph due to gaps related to unknown words, verbs or grammar structure in English.

For the second strategy implementation, students were given a short excerpt in English, modified from their English guidebook. This excerpt had five numbered sentences in which they had to say in which they did "click" and in which they did "clunk". In contrast with the previous strategy, students were not allowed to look for the unknown vocabulary so they had to quickly indicate their "Clicks" and "Clunks". As a result of this, some of the participants did more "clunks" than "clicks" due to lacking English vocabulary.

On account of fact presented above, students' lack of vocabulary is a constantly given issue not only from ESL⁶ learners but also, from English native speakers. For this reason, it is always recommended to avoid having vocabulary gaps or lackings in order to achieve a successful reading process, as stated:

⁶ English as Second Language

“The [person] must have adequate vocabulary, grammar and syntactical skills to organize and interpret the written message efficiently” (Speechlanguage-Resources.com, 2016).

On the other hand, this issue was also retrieved when interviewing participants.

However, only some of them had this issue.

SemsInt 1: “[...] *a mí se me dificultaba el vocabulario en el área de inglés*”

SemisInt 4: “*Eh, bueno, el hecho de usted desconocer una palabra en inglés es como que usted llega a esa parte y se bloquea y como que ya pierde la idea, ya no entiende bien el texto*”.

Participants felt that lacking vocabulary was an issue when reading any given text in English. In the same way, they realized the consequences of this issue when having reading process or activity. Mardini’s (2017) study, supported this fact:

One of the students’ problems in constructing the idea of the text is the lack of vocabulary. The students tend to focus on the unfamiliar words and consult their dictionaries for the meaning of each word. As a result, the students do not have good understanding of the text. (p.2)

As an overview of this issue, it was noticed the importance of students possessing richness in English vocabulary when reading in English as second language:

The importance of vocabulary is well established. The link between vocabulary and the goal of reading comprehension is profound. The rationale for a focus on vocabulary is obvious: if you do not know the meaning of a decoded word then you will not be able to make sense of what you read. (John Kenny’s blog, 2017).

For this reason, if students possessed this vocabulary richness, not only they would have been able to read faster but indeed, they would have been able to comprehend and internalize what they have read since the reading process would have been meaningful to them.

Students' reading comprehension improvement when putting into practice CSR technique

Including whether students had some issues when reading, it was also true that they also manifested some improvements during the implementation of CSR technique by its strategies. Yet again, Mardiani (2015) affirms:

CSR is a technique that has been designed to improve students' reading comprehension through small group discussion which students learn four strategies include *preview, click and clunk, get the gist* and *wrap up*. CSR is one of interactive approaches that have function to make the students understand how to comprehend the text. (p.2)

These improvements were noticed thanks to assessing their reading process and also to the interview carried out.

a. Students' ability to get the main idea and synthesize from readings

In order to put the third strategy, *get the gist*, from the CSR technique into practice, students were asked to do an extend reading from their English guidebook. Since this reading was quite long from what they were used to read in classes, most of the participants took much more time than expected to read it due to looking for unknown vocabulary.

Jour3: "**P2, P5 and P6** took the whole hour to read".

However, students were able to successfully identify the main idea from the reading and synthesize it at the end of this implementation. Taking into consideration this fact, Mardiani's study also validated this by saying:

CSR also made students be able to identify main idea and supporting idea of the text through *get the gist* strategy. (p.39)

In spite of this, one of the positive aspects from this implementation for P4 was to get the main idea of the reading. He explained,

SemsInt 4, “[...] pues se hace un bosquejo, usted puede ir desglosando las demás [ideas] y así es más fácil responder las preguntas, entonces a mí me sirvió demasiado por eso. [Otro aspecto positivo] mayor comprensión. Eh, también pude responder las preguntas en menor tiempo.”

According to him, when getting the main idea of what was being read, the comprehension was higher and offered him the possibility of answering the questions in fewer time. On the other hand, when asked, **P3** affirmed that after having the main idea of the reading, it was possible to synthesize this reading and avoiding to read it at its fullest. She said:

SemsInt 3: “[...] que pudimos de pronto, emmm hacer una síntesis de lo que quería tratar el texto y no leer completamente toda la lectura, sino hacer un breve resumen, porque se tenía la idea central”.

In fact, these two aspects were articulated with some previous findings from Syauqi (2014) research, who stated:

Using Get the Gist Strategy helped the students to find out the main idea in each paragraph of the text. Finding main idea in a text was one of the important aspects because when the readers read and found main idea or key concept of a text, automatically they would be easier to know about the content of the passage. They could identify key concept or main idea in a text and summarize it (p.29)

2. Students' issues and improvements on their writing ability by putting CSR technique into practice

Collaborative Strategic Reading technique implementation, not only allowed students working on their reading comprehension ability but also on their writing skills. Thus, students' comprehension was assessed by their written productions about the problematics or readings done in classes. However, unanticipated results came out from the data analysis such as issues when writing. Henceforward, the reader will find two sub-categories: students' issues as well as students' improvements on their writing ability.

Students' issues on their writing ability

Most of the participants had orthographic issues when writing in English as second language. However, their orthographic mistaking degree varied from one participant to another.

As illustrated in the data analysis, participants tended to do more orthographic mistakes when their reading process was not enough thorough and for this reason, they tended to mistake the word ordering and mix up some terms with others due to their similarity. As for the first strategy, previewing, these were the mistakes found:

Table n° 12: Orthographic mistakes from participants

Orthographic mistakes	
As written	Correct way
Wprod 1.2: <i>Pullution</i>	Pollution
Wprod 1.2: <i>Abouth</i>	About
Wprod 1.2: <i>Enviromental</i>	Environmental
Wprod 1.2: <i>Radiactive</i>	Radioactive
Wprod 1.2: <i>Motorsbike</i>	Motorbikes
Wprod 1.2: <i>Awarenes</i>	Awareness
Wprod 1.2: <i>Pulled</i>	Polluted
Wprod 1.3: <i>Apparrance</i>	Appearance
Wprod 1.4: <i>Wast</i>	Waste
Wprod 1.4: <i>Watis</i>	Water

However, students did not make orthographic mistakes when having read thoroughly any reading from the English guidebook in view that these served as reference in order to take the vocabulary from it. Significantly, their orthographic mistakes making dropped out. These are the orthographic mistakes found from strategies *click and clunk*, *get the gist* and *wrap up*.

Table n° 13: Participants' reduction of orthographic mistakes

Orthographic mistakes	
As written	Correct way
Wprod 3.2 <i>Waiter</i>	Water

Wprod 3.3 Then	Than
Wprod 3.3 Leaved	Left

As noticed, students reduced orthographic mistaking thanks to having read thoroughly and having the reading as a guidance when writing since by seeing how the words are written, they were not prone to make any mistake.

SemsInt 4: es importante en la lectura identificar los tiempos verbales, entonces usted ahí está haciendo su refuerzo de tiempos verbales, y ya cuando va a escribir pues usted va a recordar la secuencia.

Students' improvements on their writing ability

On the other hand, **P3** barely showed writing issues on her written productions. Instead, throughout the analysis carried out their writing skills improved from time to time as her reading comprehension did. Following this idea, **P3** was able to formulate better structured sentences according to what it was required. During the third strategy, *get the gist*, when asked to summarizing the main idea gotten from the reading in forty words, she wrote:

Wprod 3.3 “The town that was contaminated by coal” presents a fake illusion made by an US mining company in 1995 to townspeople in Colombia, promising work and solve of problems, but that’s just caused problems of contamination in 2010, demobilization”

Although her main idea could have been written in a very much English morphosyntax structure, the participant was able to: introduce her idea, present dates and

describe the most punctual facts very much related to the reading, demonstrating not only higher reading comprehension but also internalizing its English grammar structure from reading.

Since reading and writing are functional activities that can be combined to accomplish specific goals, not only participants were able to comprehend the given reading but also, they were able to improve on their writing skill thanks to the exposed reading. In this regard, Graham and Hebert (2010) sustain:

Improving students' writing skills should result in improved reading skills. [...] reading and writing are both communication activities, and writers should gain insight about reading by creating their own texts (p.4)

Finally, some other participants also agreed that by better comprehending the reading and following the grammar structure found on it, their writing abilities improved during the pedagogical interventions.

SemsInt 3: [...] al comprender uno los textos, puede tener un poco más de facilidad al momento de escribir algún trabajo como un ensayo o resolver preguntas, porque uno pues conociendo de qué se trató el tema al haberlo comprendido uno tiene de donde agarrar, o sea, uno puede no solamente escribir lo que uno entendió sino también con más ideas cotidianas que lo relacionen.

SemsInt 4: [...] es importante en la lectura identificar los tiempos verbales, entonces usted ahí está haciendo su refuerzo de tiempos verbales, y ya cuando va a escribir pues usted va a recordar la secuencia.

3. Beneficial results resulting from CSR technique implementation

Reinforcing collaborative work and cooperative learning among students

Thanks to the dynamic of the Collaborative Strategic Reading technique itself, students worked in groups of two, three and four people in order to do the activities proposed by the pre-service teacher in every pedagogical intervention. As long as students were not forced to work with certain classmates, they were free to choose their companions. This meant, most of them chose the classmates they got along with in terms of kinship and working.

As observed, **P2**, **P5** and **P6** worked as a group in most of the activities due to their friendship and family bonds. They did not only seem to get on really well but also, they understood each member's way of working in groups. By this, they did not only manage to working in groups but also cooperatively learning. Inasmuch as this, Jacob (1997) (cited by Rahman 2015) stated that:

Cooperative learning is [an] organized and managed group [of] work in which students work *cooperatively* in small groups to achieve academic as well as affective and social goals. (p.46)

On account of the mentioned above, this was validated by **P4** in his own words:

SemsInt 4: la verdad pues... se aprende digamos en grupo. Bueno, yo aprendo mucho en grupo. Entonces el ir escuchando, el ir socializando, además pues a veces uno iba debatiendo e iba buscando así y así se retroalimentaba.

Not only students worked along, but these grouping works also promoted cooperative learning among students so they learnt together by doing the same activities at

the same time. Besides this, **P2**, **P5** and **P6** did not seem to have big boundaries on who led the group, instead, they worked to complement each other with efficacy even when misunderstanding the reading activity.

NonObs: In **P2**'s group, they worked along and with efficacy. They helped each other if they did not understand a word and asked the teacher for its meaning as last try.

Likewise, **P4** helped **P1** from time to time by giving **P1** support and encouragement when working in the group. In this way, some of the roles that collaborative grouping works perform were manifested during participants working groups, according to Rahman (2015):

Encourager: Student watches the group and gives feedback. [...] The student encourages all group members [...]. He or she evaluates how well the group has worked together and gives suggestions for improvement. (p.44)

Straightening kinship among students

Another benefit highly boosted from the implementation of CSR technique was straightening kinship among students. During journal observations, students' environment grouping was enjoyable and pleasant due to their bonding relationships previously established. This was substantiated by Mardiani (2015) in her discussion:

In the process of learning, the students created positive relationships among their group members and they were motivated in reading. (p.38)

However, this bonding relationships were limited to certain group of students owing to some disagreements occurred in the past among them. Although these boundaries did not come to an end by the CSR implementation, it was true that the grouping works already

established did straighten their kinship. When asked about working in groups straightened his classmate's relationship, P4 expressed his classmates' binding thanks to CSR implementation activities.

SemsInst 4: La verdad sí, porque es un grupo que venía muy desunido y ya el hecho de convivir así sea para un taller como que forma ambiente, ya usted empieza a socializar mejor, se empieza a llevar mejor, ya se empieza a fortalecer la confianza.

Students great performance at fourth English midterm evaluations thanks to Collaborative Strategic Reading technique implementation

Unexpected boosting results like this pooped out during the second-to-last week before finishing the pedagogical implementation. Since students were constantly working on the CSR technique strategy by strategy, not only most of the participants achieved higher scores in their fourth English midterm evaluation than the rest of the year but also the rest of 11th grader students who also put this technique into practice.

When asking participants, most of them agreed that their performance on the final English midterm evaluation was influenced by these strategies previously implemented:

SemsInt 3: Sí, porque [...] en la mayoría de materias toca realizar estos procedimientos al momento de uno hacer una bimestral, si de pronto hay varias preguntas que se enfocan en una misma lectura, toca sacar la idea principal, releer si es necesario y obviamente también se puede presentar la falencia de vocabulario, no solamente en el inglés, sino también en el español. Entonces es ahí cuando recurrimos a las cuatro estrategias para de pronto, ehh, ayudarnos a nosotros mismos.

On account of this fact, this result is also ascertained by previous studies on CSR technique implementation as Cahyawati (2016):

It was proved by the result of the students' test. In every test, their mean score was improved significantly. [...] It can be said that there was improvement on the students' ability in comprehending a reading text. (p. 17)

Due to teaching grammar and implementing readings during the pedagogical interventions, students were able to learn about different English grammar topics and reinforce them during the reading activities. Thus, this allowed them acquire new vocabulary although they manifested vocabulary issues at the beginning of these reading activities.

SemsInt 2: Sí, bastante. Porque, o sea, como le digo, tenía vocabulario y uno al momento de leer se le facilita todo, [...] y también que, como había varios verbos que ya conocía gracias a las lecturas, entonces se me facilitó.

Conclusions and recommendations

Conclusions

Thanks to the implementation of Collaborative Strategic Reading technique, eleventh graders' reading comprehension could be improved as the major objective of this pedagogical and action research. This was achieved owing to putting its four strategies into action through reading comprehension activities. On the other hand, students' writing ability was also enhanced by this implementation for the reason that students' reading comprehension was assessed by their written production. In so, they were able to acquire new vocabulary from the readings and follow the grammar structures exposed on them.

Referring to collaborative work and hence cooperative learning, these aspects were also reinforced by CSR implementation due to the dynamic of each pedagogical implementation. Since every strategy required students by working in groups, students' already existing bonding relationships were positively influenced as well as learning together in the meantime they needed each other to accomplish with the proposed activities.

Finally, a beneficial result was fostered from this implementation, such as students' great performance at fourth English midterm evaluation. In this, students were able to obtain higher scores than previous English midterm evaluations thanks to implementing Collaborative Strategic Reading technique. Besides this, they were able to recognize new vocabulary they acquired from working on the pedagogical interventions.

Recommendations

It is suggested that most of public schools in Colombia focus on providing richness in English vocabulary to students. By doing this since very early courses, not only students will be able to comprehend any reading during English classes, actively participate, nourish their knowledge about many topics proposed on the different guidebooks provided by the Colombian Ministry of Education, but also they will be able to better perform during midterms evaluations and if possible, during SABER 11 evaluation.

Chapter II: Research component

The formation of reflective spirit in PLEX practice teachers, training tool to qualify pedagogical practice.

Introduction

In the PLEX⁷ training context, developing teachers' pedagogical practices are one of the major interests to study and document for the enhancement of the teaching-learning process in order to qualify education. However, there is a strong interest in the light of the evident necessity to understand and transform the pedagogical practicum.

Therefore, it is beneficial to local studies specially focus on learning problems than in matters of teaching. It is relevantly considered the design of a project that involves a reflective approach on the practicum with the aim of developing objective knowledge, behaviour and aptitudes that help to guide the teachers' labour.

Justification

The design of this project in the foreign languages integral practicum context focuses on a more professional conception of a cutting-edge practicum so as to sharpen educative processes in rollout centres where PRADO⁸ is held. It is considered that conceding relevance to the reflection role in the teaching process is the first step to fathom the difficulties of the profession, the individual performances and to take an interest on the models and approaches.

⁷ Programa de Lenguas Extranjeras

⁸ Práctica Docente

In agreement with what the philosopher in education John Dewey, precursor in the teaching applied reflective thinking realm, the necessity of this study is justified in the sense that it provides analytic tools and self-observation to student-teachers, so that they are allowed to distinguish among a daily action and reflective action. It is considered that a reflective approach shields the agents in a traditional context of inertia and the authority they have in the school.

Statement of the Problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, as imprints, stable and invariable features that are part of the school identity and culture. When the events unfold without major alteration, the teacher is at risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking reflection does not lead to the emergence of problematic situations; thus, these realities are invisible and ignored. In this way, the pedagogical practice is assumed as reproductive codes that entails the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, that otherwise, would respond to social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, in the future teacher, encourages a critical and reflective attitude that contributes to the improvement of their pedagogical practices. So that these at the same time will be essential elements to impact and transform their work and future professional performance.

In the case of the Foreign Languages program of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their practicum, self-evaluate, retain a critical and constructive look at their work in the teaching role.

Research questions

General questions

To start this study, the following guiding questions are formulated:

- ❖ How does the implementation of reflection contribute to the transformation of the pedagogical processes inherent to the development of the practicum?
- ❖ How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

General objectives

- ❖ To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- ❖ To promote in the student-practitioner development of a critical spirit that allows them to analyse their pedagogical work.

Specific objectives

- ❖ To consolidate a group of student-teachers with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.

- ❖ To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- ❖ To identify and analyse the strategies that the student uses in her pedagogical practice.
- ❖ To implement workshops for reflection and development of didactic units that guide the reflection of student-teachers.
- ❖ To analyse one's own beliefs about the work of teachers and students.

Theoretical Framework

The theory about the teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be clear about these concepts concerning this research project, it was presented an approximation of each one of them.

The teaching profession

The teacher is one of the most important elements of every educational institution, and he/she has the function of imparting knowledge based on a science or art. But he/she also has the responsibility of his/her students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way of operating in the planning and management of human resources that facilitate a link between management, work and education. Therefore, each teacher has to meet all the teaching competences that will allow him/her to dominate the knowledge and the set of capacities of the target area. Since the first intellectual requirement of an expert is the level, on which he/she develop his/her activity. Similarly,

every teacher has to possess some competences dealing with the organization of content. It means that the pedagogical practice not only demands to organize the content to be taught but, it also provides teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

Reflection

With regards to reflection, there are different conceptions to this notion that are to be addressed. That is the reason why aspects such as reflection as a process and reflection as a theme will be considered in order to further elaborate their definition (Correa Molina *et al*, 2010).

Reflection as a process

Reflection is developed throughout a set of stages resulting in a cyclical process. According to Schön (1983) (cited by Correa Molina *et al*, 2010) reflecting on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”. The stage of the reflective process as process is evidenced in the following schema:

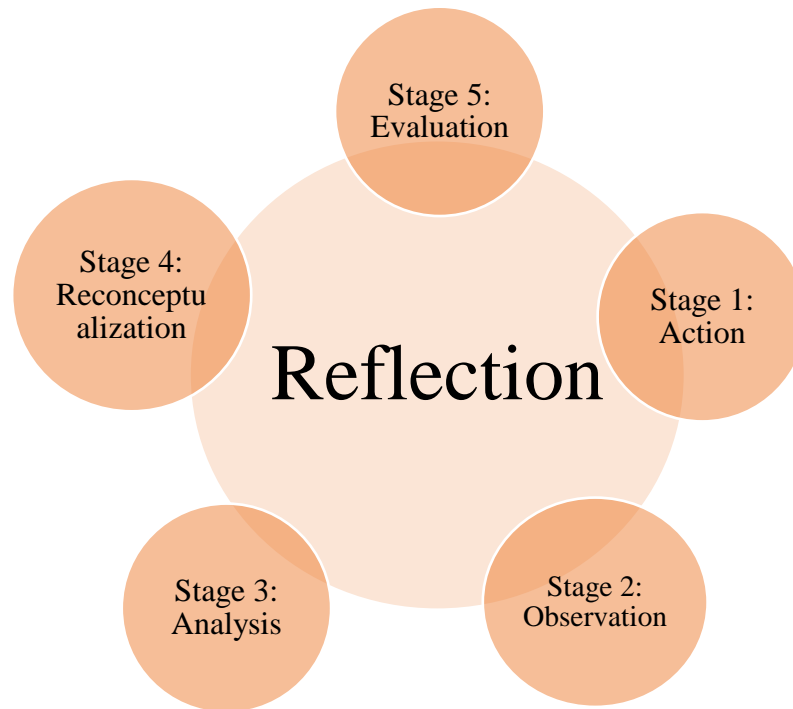


Figure n° 5: Reflection schema

Reflection as a theme

The conception of reflection is based on a theme that is related to this concept. For this and taking as reference Grimmet *et al* (1999) (cited by Correa Molina *et al*, 2010), the reflection is based on three perspectives: reflection as an instrumental mediation of the action, reflection as a deliberation and reflection a reconstruction of the experience. Being for the two first perspectives, the extern aspects, the source of knowledge which allows reflecting, and the contextual aspects what allow reflecting in the third perspective. At the same time, these perspectives have intermediaries so that this process can be held; at first instance is action, context, mates and the reflective person.

Reflective practice

To refresh and to qualify the academic proposals in the University and to guide the learners towards new manners to keep in touch with the world, it is necessary that teacher reflects about their own practice and about the repercussion that this one has generated, she/he has to be able of objectifying their behaviours and assuming the different roles in the pedagogical relation.

Teacher has an important role in the current scholar world, he is in a complex space where is subject to constant changes determined by the interaction among different factors and conditions. The teacher profession demands that they develop their professional knowledge in relation with the continuous changes (Ebutt & Elliot:1986). In this context, the biggest difficulty when teaching is that the classroom demands a particular solution addressed to the comprehension and social interaction.

The necessity of articulating the changing social reality to our pedagogical chore, it is evidenced in the existence of several efforts for trying to explain several scholar phenomena and the search of ways to do effective the scholar work.

This study will help the participants reflect about their own methodological processes, seeing the reflection as the only rational and ethical method of intervention (Sacristán, 1999). According to Van Manen (1997) there are different levels of re-flexibility, in a first level, the effective application of technical abilities and knowledge take place in the classroom; the reflection is done with the appropriate selection and use of the didactic strategies that will be implemented by the teacher.

In the second level, the reflection is on the implicit assumptions in the specific practice of the classroom. Consequences of the chosen strategies, curriculum and practices are analysed. The application of several educational criteria to the learning practice is opted, so that it can be possible to make pedagogical decisions adapted to the institutional reality and the contexts.

As third stage, Van Manen establishes a critical reflective exercise; in this stage, he proposes that the most elaborate reflection takes place, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

Pedagogical practice

For the analysis and reflection about the practice, it is considered accurate to resort methodologically to a conceptual operation of practice classification; for this, it is assumed Zeichner's proposal, he has established several modalities of practice like this:

Academic practical

It is guide to form teachers able to reflect about the groups they are working with, in such a way they can transform it into comprehensible structures for the students

Social efficiency practice

It is about to get more effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical investigation has arrived. In this case, the reflection consists of a strategic decision: to select among the available techniques the most effective.

Development

Teaching is based on the interested and the development of the students, and at the same time, it is considered the teacher's development as teacher and as person.

Social reconstruction

The purpose of reflection is the social, economic and politic context, in such a way, relations can be fomented in the classroom democratically and equally in the social context.

Generic

Programs mention to the reflection in a generic way, but with no specifications about the pretensions of the programs or contents on which it is necessary to reflect, neither the strategies to foster the reflective learning.

Promotors of the reflection

According to Schulman (1987), these promotors are the cognitive foundations of the teacher about life in the classroom; they are essential given that they form the element of the reflective thinking that contributes in the process of the specific knowledge that a good teacher contemplate when making decisions in the classrooms.

Critical element on reflective element

This element of the reflective thinking is related to the moral and ethical aspects of the compassion and social justice according to Sparks-Langer and Colton (1991;39). The interest for all related to the social justice and ethics in education

These authors stablished several classificatory categories of the knowledge:

1. Knowledge of content.

2. General pedagogical knowledge.
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional.
5. Students' knowledge and their characteristics.
6. Knowledge of educational contexts.

According to Spark-Langer and Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

Methodology

The main objective of the proposed methodological strategy is the continuous reflection that additionally contemplates the holding of meetings to strengthen the practice collective as an initial space for tackling the educational and labour problems. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the reflection proposal on this practice process, a process of socialization and systematization of the same took place. This study is part of the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification and analysis of the pedagogical practice itself.

For the collection of data in this project, the application of the following instruments is proposed:

Reflection workshops

The fundamental purpose of the reflection workshops is to guide the process of reflection of the student-practitioners, but at the same time to socialize and share their own experiences in order to enrich their process and insert new tools to transform their pedagogical practices.

Objectives

- ❖ To consolidate a group of teacher-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problems of their pedagogical practice.
- ❖ To socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- ❖ To qualify, facilitate and effectively insert the educational centre.

Self-observation card

The main objective of the self-observation card is to guide the student-practitioner towards a view of her practice as a teacher and of her role in the classroom and in the environment of the educational community of which she is a part.

Narrative

The reflection exercise will allow the student to express himself about his work from the narrative of his experience as a way of giving meaning to the daily life of the teacher.

Class records

Having evidence of the actions of student-practitioners in the classroom, will allow reflection on different aspects of the teaching / learning process of foreign languages that may have been considered or not by the teacher in training in their exercise of reflection. These registers will allow an external and constructive view of their pedagogical practicum.

Context

The city of Pamplona, founded in 1549, is the oldest city in the Norte de Santander department. It is located in the Valley of the Holy Spirit, in the Colombian Andes. Founder of cities during colonial times, it has been a centre of confluences and religious influences throughout its history; It welcomed a large number of religious communities among which we can mention: the community was Franciscans, Clarisas sisters; Brothers of San Juan de Dios, the Society of Jesus, the Community of the Sallista, likewise, female religious communities: Sisters of the Presentation, Bethlemitas Sisters, among others. The presence of these communities in the city brought with it the creation of educational institutions with projection of their beliefs and values. It is in this geographical context, that this study is located, that the school has as an agency in which the school actors develop: PLEX⁹ Practitioners.

The school is understood as a specific educational community that as an organ is responsible for institutionalized education, that is, the school is the place where education is carried out, where education is fulfilled and where education is ordered. Nowadays, the school is considered as the way of life of the community, that is, the school transmits those

⁹ Programa de Lenguas Extranjeras

learning and values that are considered necessary in the community and that leads the students to use and improve their abilities for the benefit of both society as its own.

At school, we always find a series of fundamental elements that intervene such is the case of teachers and students whose actions and ways of acting are subject to a social and cultural order from which the school itself takes its organization.

The school is an organ dependent on society, a social institution intended, within the specific area of education, to administer systematic education and which conditions the formation and organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution fulfils specific functions, among which are:

Socializing Function

It deals with the learning of young people, values, norms, behaviours, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context they belong. This function covers all socialization processes, in which the members of the school participate.

Instructional Function

The instructive function uses two functions, the improvement of spontaneous processes of socialization, to guarantee the formation of human capital, which requires the functioning of the labour market. Tries a higher level of culture, knowledge, values, etc., there is a greater possibility of adaptation.

Educational Function

The educational function requires a community of life, of democratic participation, of an intellectual search for dialogue and learning. An educational community that breaks the radical barriers between the school and the society, a space of culture where the concepts, technical tools and codes of the culture of the humanity are learned. As a result of active participation in the exchange of meanings, desires and behaviours with peers and adults (Vizcaino, 2010).

Population

The total population of the present study is constituted by thirteen students of tenth semester, practitioners of the Program of Foreign Languages English - French of the University of Pamplona.

The direct beneficiary population

- ❖ Teachers in training.
- ❖ Supervising Teachers.
- ❖ Student community of the Integral Practice implementation centres.

The indirect population benefited

It is composed of the teaching community of the Foreign Languages Program; the results will feedback the vision of the agents of the Program on their collective practices of Practicum.

Institutional dependencies linked to the Project

- ❖ Foreign Language Program Department of Languages and Communication Faculty of Education

External institutions linked to the Project

- ❖ Institución Educativa Colegio Técnico Águeda Gallardo de Villamizar
- ❖ José Antonio Galán School
- ❖ Brighton School
- ❖ La Normal High school
- ❖ La Presentation High School
- ❖ José Rafael Faría School
- ❖ Cristo Rey Educational Institution
- ❖ CER (Centro Educativo Rural) Guayabales

Expected Results

The expected results are derived from the objectives proposed for this experience as follows:

- ❖ The formation of reflective spirit in PLEX practitioners, as a training tool to qualify pedagogical practicum.
- ❖ To analyse the environment and the realities and social representations of teachers in training, notions and concepts about the school world.

Implementation of the research component

Narratives

In order for pre-service teachers to implement narratives as a reflective tool, practicum coordinators established to sending one narrative per week, meaning that ten narratives were to be sent at the end of the practicum process. However, the pre-service teacher did not accomplish this goal. Instead, the pre-service teacher sent seven narratives only at the end of the process owing to forgetting to send these narratives on the expected timing.

In these narratives, the pre-service teacher has reflected about situations and aspects that affect positively and negatively her practicum process. Moreover, these narratives have helped her noticed the improvement of situations thanks to the suggestions and comments her supervisor has given to her when doing any class. For example, by implementing an opening, developing and closure stage in every class suggested by her supervisor, classes were more dynamic and students were more active in classes. Besides, by going around students' desks when doing any activity helped the pre-service teacher manage the duration of these and reinforce her authority role with students.

In the same way, these narratives have helped her realized the amount of time she dedicated to the explanation of the grammar topics, which was too much and also understand that students would not understand every detail she wanted to explain at a higher level due to their low proficiency level in English. The pre-service teacher found out that doing "reviews" in classes, before doing any quiz increases their possibility to

pass and that it was important to assess students' work during classes owing to they would not be prone to work at home.

Besides these facts, the pre-service teacher expressed on her narratives how approaching students when facing conflictive situations within the classroom helped her change her mind about conflictive students and understand some of the reasons why they behaved like that. Finally, she also reflected about her own "teaching role", in which she came up to the conclusion that it was important to avoid having preferences among students. ([See annex 13](#))

Self-observation cards

Self-observation cards were proposed as a reflective tool in order to help pre-service teachers auto-assess her practicum process. For this reason, three self-observation cards were implemented within the ten weeks of this stage. Nevertheless, the pre-service teacher could only serve from one self-observation card at the end of the practicum stage as a result of forgetting the due times to carry them out.

In this, she auto-assessed several aspects covering the practicum itself as: lesson planning, doing classes according to the lesson planning, activities in the classroom, resources and classroom arrangement, students' motivation at the beginning and at the end of the classes, given instructions to students, diversity attention and general assessment.

This was made via online, allowing the pre-service teacher do it at home. When doing this, the pre-service teacher realized that she left aside some important aspects

that come together when doing a class. For that reason, she tried to improve in those aspects in order to make her practicum stage process even better.

Reflection workshops

As established before starting the practicum process, three reflection workshops were meant to be carried out in order to follow and assess pre-service teachers' advancement in High Schools. However, two reflection workshops could be implemented owing to not having access to the university establishments as view as this went on national strike. For this reason, it was difficult for practicum coordinators to establish a proper date and place to carry them out.

Although these impediments, during the two reflection workshops done, the pre-service teacher had the opportunity not only to express herself about her practicum process, feelings, doubts and things she was thankful for but also, she got to listen to her pre-service teacher colleagues. This helped realize that during the practicum stage, pre-service teachers had to face different and difficult situations. Besides this, that most of her colleagues' experiences were related to hers so she was on the same page as them and that made her feel relief.

The pre-service teacher considered that reflection workshops was the best reflective tool owing to it led to construct a cooperative reflection about the process, listen to new suggestions and experiences from pre-service teachers like her, which did not seem far away to implement and take into consideration.

Class recording

The pre-service teacher was able to record one of her classes thanks to her tutor's demand of recording one since it was complicated for her to observe in the established dates of classroom observations.

Due to this, the pre-service teacher counted with her supervisor's help at the moment of recording her essential moments of the class. This exercise allowed the pre-service teacher to see an image of herself as accomplishing the role of a teacher in front of students. By this, she could reflect that it was important to keep a good tone of voice in order to be heard, to know every student's name with aims of having more classroom management and discipline, besides, bonding a healthy relationship with students and most importantly, to be confident during classes so students would not take advantage of the teachers' insecurity to do whatever they pleased.

Implementation of data gathering schedule

Below, the schedule according to the data gathering process within the ten weeks the pre-service teacher had in order to implement this research component.

Table n° 14: Data gathering implementation

Weeks	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Instruments										
Narrative	x	x	x	X	x	x	X			
Self-observation card					x					

Class recording			x							
Reflection workshop					x				X	

Conclusions

Although pre-service teacher’s failings when accomplishing at its fullest this research component, she was able to reflect on her practicum process thanks to the provided tools by the practicum committee at university. In fact, she was able to not only reflect on the good aspects she accomplished week by week during her practicum process but also, she reflected on aspects to improve as a future teacher. She was able to open her mind to the possibility of approaching students in order to get a better picture of them, she was able to recognize her own flaws when doing classes and got suggestions in order to overcome them. And most importantly, she was able to know she was on the right page of her journey as being a teacher, as well as to know that there was a long path to walk through, and by doing this she would be able to improve and become a better role modelling for society.

Chapter III: Outreach component

Outreach component: “Awareness raising project to English language in primary schools in Pamplona, Colombia”

The use of flashcards and songs to enhance English acquisition in students from primary school, El Escorial

Presentation

When reading this proposal, readers will have two goals: on the one hand, to organize into a project the social impact of the Foreign Languages Program from the implementation of the outreach component of pre-service teaching process and on the other hand, to raise awareness of primary schools’ students to the essential foundations of the English language.

Subsequently, the justification, main objectives, some characteristics and the guidelines of contribution will be presented as well. Afterwards, the theoretical framework used for the proposal, the beneficiary population, the chronogram and will be presented as well.

Introduction

The participation in the global policies in terms of culture and economics has motivate the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: “Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness”. This is why the National Ministry of Education has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this. Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all.

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regards to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector.

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

The governmental policies identify the problem; however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of “*Colombia the most educated*”.

Justification

Nowadays, learning and acquiring a foreign language allow us to be at the vanguard of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area.

This project aims to raise consciousness of the English teaching process in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a

way to contribute to the consolidation of teaching of English in the primary basic sector. The implementation of this project favours both the institutions and the student population of Pamplona, as well as the Foreign Languages Program and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

General objectives

The implementation of this outreach project, from the foreign language degree English and French of the University of Pamplona seeks:

- ❖ To serve the needs of English formation of children in primary schools in Pamplona.
- ❖ To integrate the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools in Pamplona.

Specific objectives

For a better understanding of the previous aspects, this proposal aims at:

- ❖ Familiarizing children from primary schools in Pamplona with the essential foundations in English.

- ❖ Engaging students from the Foreign Languages program English - French in the teaching English processes in primary schools in Pamplona.
- ❖ Articulating the students from the Foreign Languages program English - French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Typology of the project

This one is a formative project open to the institutions that offer primary education in which the pre-service teaching process will be carried out in Pamplona. This project is part of the formation of the foreign languages program English - French. This proposal is articulated to the outreach which goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Pamplona community.

Contribution lines

Contribution to the academics formation in the foreign languages areas.

- ❖ Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)
- ❖ Outreach towards the educational community in terms of University and program.

Methodology

Crucial activity to be done at Escorial headquarter is the implementation of English classes to second grade students till fifth grade students. In order to accomplish this, the

pre-service gives a day of the week to be immerse in executing this labour as pictured below. This is the schedule the pre-service teacher must follow.

Table n° 15: Pre-service teachers' teaching schedule

	HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
7:30 – 8:25	1		OUTREACH		10°C
8:25 – 9:20	2		OUTREACH		10°B
9:20 -10:15	3	FIELD	OUTREACH		
10:15 – 10:45 BREAK TIME					
10:45 – 11:40	4		OUTREACH	11°A	11°A
11:40 – 12:30	5				10°A
12:30 – 2:00 LUNCH TIME					
2:00 – 2:55	6	10°A		CONTINUED STAYING	
2:55 – 3:50	7	10°B		10°C	
3:50 – 4:45	8			10°B	

	HOUR	FRIDAY
7:00 – 7:55	1	
7:55 – 8:50	2	
8:50 -9:45	3	10°A
9:45 – 10:15 BREAK		
10:15 – 11:10	4	11°A
11:10 – 12:05	5	10°C
12:05 – 1:00	6	

However, a timing arrangement

with principal teachers had to be done as shown above, in order to not interfering with students' schedules with other areas and hence the English teaching process would not represent a trouble nor for teacher nor for students.

Table n° 16: Pre-service teacher's outreach timetable

	HOUR	TUESDAYS	COURSE
7:15 – 8:00	1	X	Second graders

8:00 – 8:45	2	X	Third graders
8:45 – 9:30	3	X	Four graders
10:15 – 10:45 BREAK TIME			
10:45 – 11:30	4	X	Fifth graders
11:30 – 12: 25	5	CONTINUED STAYING	

Having this schedule, the pre-service teachers was asked to work on English subjects such as:

Second graders:

Colours, numbers, animals, clothing, days, months, greetings, family members and short dialogs.

Third graders:

Reinforcing directions such as: up, down, left, right. Besides this, enhancing WH questions.

Fifth graders:

Reinforcing the use of translation with aid of the dictionary, working on the construction of short phrases, verb TO BE in past conjugation, affirmative, negative and interrogative way. Summarizing numbers, fruits and vegetables and housework duties.

Outreach component implementation

At the end of the ten weeks of practicum process, students from second to fifth grade have been taught about different topics in English. Even though different topics for each group were proposed at the beginning of the proposal, the pre-service teacher realized that other pre-service teachers were teaching these topics and that students

were getting saturated by so many information. For this reason, the pre-service teacher decided to work the same topic with all groups by taking into consideration that this topic was different to the topics already learnt with the other pre-service teachers.

In this way, the topics that were covered are: Seasons, clothing, activities during summer, family members, professions, classroom objects and demonstrative pronouns, nationalities and body parts. However, the level of complexity varied according to students' group. Inasmuch as this, the pre-service teacher elaborated a worksheet for second and third grade, and then a different worksheet for fourth and fifth. Besides this, second and third students' worksheet always had an activity to do. Instead, fourth and fifth students' worksheet contained between two and three task which involved writing and translating activities. ([See annex 14](#))

Moreover, the use of songs and video clips have been used during the explanation stage in order to enhance students' better understanding of the topic. With this, not only students have been able to learn in a fun way the different topics proposed by the pre-service teacher but also, they have improved their listening and speaking skills by listening to native speakers and pronouncing the words in the right way. Unfortunately, the pre-service teacher did not implement any flashcard material with students since she considered it was better to work with video clips and songs in order to first, catch students' total attention and second, assure their comprehension of the topics, especially with harsh and disruptive groups such as third and fifth grade.

Conclusions

Finally, by doing this outreach work with the younger members in the community of Pamplona, the pre-service teacher's pedagogical practicum has improved immensely due to she did not have any clue on how to work with children from a very young to an older age. Besides, she has learnt how to use dynamic resources in order to catch students' attention and motivate them to work.

Furthermore, she has also learnt how to approach conflictive students in order to get a better overview of students' situation and avoiding jumping on mistaken ideas conceived by first impressions. Finally, she has dealt with students' proficiency level of English to avoid teaching in a complicated way and saturating them with so many information. From this, the pre-service teacher has got an opened overview of how to teach English according to students' and people's age and proficiency levels.

Chapter IV: Administrative Component

Getting immersed into administrative roles at Águeda Gallardo de Villamizar High School in Pamplona, Colombia.

Given that the pre-service teacher was at the end of her formation process as teacher, it was important that she got involved with the administrative functions followed

by educational establishments in Colombia. For this reason, this component aimed at letting the pre-service teacher know and therefore perform different administrative roles at the institutions she did during her practicum stage.

On account on this, the pre-service teacher got informed of the following activities and roles to assume in the institution since the very beginning and the last phase of her practicum process thanks to the institutional observation week provided by the integral practicum committee of foreign languages degree. In this extend, the pre-service teacher played the role as a principal teacher during classes in front of the students in charge as well as participated, guided, planned and executed every activity done by the high school administration.

With this, this component expected providing pre-service teacher a proper scenario in which she fosters her abilities as beginner teacher. Besides this, the needed guidance on how to behave as beginner teacher whether she worked on this profession or not.

Objectives

General objective

- ❖ To participate actively in extra activities proposed by the administrative organism at Águeda Gallardo de Villamizar High School.

Specific objective

- ❖ To attend to all the events responsibly and according to procedure established by the educational institution.

- ❖ To acquire experience from the integral practicum process by performing administrative roles in the educational institution Águeda Gallardo de Villamizar with the aim of assuming a beginner teacher role in nearly future.

Methodology

The pre-service teacher accomplished the responsibilities given by the administrative organism of the educational establishment. In so, she performed the role as a guide to students, teachers and people working there who wanted to participate in any English event or want to perform English songs, piece of theatre, role plays, etc. Furthermore, the pre-service teacher was one of the principal responsible of such development of events since that was the area she taught to students.

Implementation of the administrative component

While developing her role as a pre-service teacher at Águeda Gallardo de Villamizar High School, she has attended and participated from the events that her supervisor has asked her to. It is important to mention that these activities were not planned ahead as most of educational institutions do before-hand, instead, these events were programmed weekly. For this reason, the pre-service was expectant of every activity and event that she should attend to in order to accomplish with her administrative role at Águeda Gallardo de Villamizar High School.

In the following chart below, these were the events attended.

Table n° 17: Events and activities the pre-service teachers' attended

Event or activity attended	August	September	October	November
Second science event.	22 nd			
Math contest and celebrating friendship love day with Salesian family.		20 th		
Delivering grades and meeting with students' parents.		27 th		
International Columbus Day.			17 th	
Piloting the delivery of symbols from tenth graders to eleventh graders.			19 th	
Attending the "Carrera de observación".			21 st	
Parents meeting "Curricular n°2" by supplanting my supervisor and taking the principal teachers' role.				1 st

Delivering symbols from tenth graders to eleventh graders.				7 th
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As for the first four events headed at the beginning, the pre-service teacher's role consisted of supporting these events, ensuring discipline and good behaviour among students and assisting my supervisor while she delivered grades to students' parents.

Image n° 2: Math contest

Image n° 3: Friendship and love day



Image n° 4: Columbus Day



However, since the delivery of symbols was a ceremony in which students will sing catholic hymns in English, this part was carried out by the teachers belonging to the English area as well as the pre-service teacher who has been in charge of helping students practice the songs, correcting pronunciation and motivating them to do a great performance.

Image n° 5: Piloting delivering symbols



Once more, the pre-service teacher supported and assisted to an event arranged by the Águeda Gallardo de Villamizar High School aiming at raising funds. Since one of the activities of this event, “Carrera de observación” was headed by her supervisor she attended to this and helped her out with this activity.

Image n° 6: "Carrera de observación" activity



Surprisingly, the pre-service also accomplished with her role as a temporary administrative member of Águeda Gallardo de Villamizar High School by supplanting her supervisor on a general parents’ meeting with the aim of socializing the “curricular n° 2” and for parents doing an auto-institutional assessment to every single organism of the Águeda Gallardo de Villamizar High School. The pre-service guided parents when doing this assessment and finally brought them the “curricular n°2”.

Image n° 8: Delivering symbols event



Conclusions

Being a temporary administrative member from Águeda Gallardo de Villamizar High School was a meaningful experience to the pre-service teacher in terms of knowledge and adaptation, owing to she could have the basis of what her new working environment would be like in the near future.

Attending, participating and assuming teachers' role helped her understand the magnitude of teachers' commitment. She learnt that being a teacher was not only about planning classes and grading homework and evaluations, it was indeed, being in charge of administrative role in educational establishments, attending management meetings and performing extra roles that would contribute to the high school and teachers' experience growth.

For this reason, it was very important to her attending and getting involved in these events roles, in order to take the best advantage of it, bonding relationships with teachers, pre-service teachers, administrative members, students and family members belonging to the Águeda Gallardo de Villamizar High School.

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Annexes

[Annex 1](#)

CUESTIONARIO

Estimado estudiante,

Por medio de este cuestionario se pretende conocer su proceso de lectura, estrategias e intereses en cuanto a esta competencia de comprensión. Para ello, le solicito responda las siguientes preguntas. Es importante mencionar que toda la información aquí recolectada será tratada bajo la más estricta confidencialidad.

1. Al momento de leer, usted...

- a. Prefiere hacerlo en compañía
 - b. Prefiere hacerlo a solas
- ¿Por qué?

2. Antes de leer cualquier texto de un tema que no conoce, usted...

- a. Busca información referente al tema a tratar para potenciar la comprensión de éste.
- b. No busca ningún tipo de información ya que suele entender fácilmente lo que lee.

¿Por qué?

3. Cuando encuentra una palabra desconocida en el texto, ¿usualmente qué hace?

- a. Suele buscar el significado de ésta para lograr entender mejor.
- b. Contextualiza su significado de acuerdo a lo que ya ha leído.
- c. Prefiere continuar la lectura, aunque no la entienda.

4. Marque con una X sus hábitos de lectura más frecuentes para potenciar su comprensión lectora.

- a. Escribir apuntes de lo que comprende.
- b. Subrayar los aspectos más importantes del texto.
- c. Hacer un resumen o un comentario de lo que comprende de la lectura.
- d. Socializar con otra persona lo que comprende de la lectura.

5. ¿Qué tipo de lectura realiza usted en su tiempo libre y sobre qué temas?

[Annex 2](#)

NON-PARTICIPANT OBSERVATION RUBRIC

Collaborative Strategic Reading Technique: PREVIEWING

Date: September 27th

Course: 11th grade

Number of students: 3

Institution: Águeda Gallardo High School

Teacher: Yolima Parra

Pre-service teacher: Ingrid Robledo

OBJECTIVES

- ❖ Fostering and assessing 11th grade students' reading comprehension by using Previewing strategy from the Collaborative Strategic Reading technique.
- ❖ Enhancing Collaborative work among 11th grade students.
- ❖ Fostering students writing production by using likable topics and resources.

Students

COLLABORATIVE STRATEGIC READING TECHNIQUE: Previewing

Pre-reading entry:	None	Low	Medium	High
Participant 1: Group B				
Participant 2: Group C				
Participant 3: Group B				
Students reading comprehension without fully vocabulary interpretation.	P1	P3	P3	
Students' accuracy when giving ideas and answering questions related to the reading topic.	P1	P2	P3	

PROCESS:

In order to do this pre-reading activity, the pre-service teacher made students do groups of three people. After having formed the groups, the teacher named its members with letters A, B and C, corresponding to a short reading text found in the “English, please 11th” guidebook which they would read. Then, she read every text out loud asked students what they comprehended about it. These were the results:

Due to the **P1** has cognitive learning issues, it was pretty difficult for him to understand the text without interpreting its vocabulary so he did not answer when asked. For this reason, this participant was expectant to what his classmates did and said during the activity.

Referring to **P2**, she was pretty confident when answering questions about the text. However, her interpretation in the given context was mistaken due to she knew what the word meant in a general context. Besides, her interpretation of some sections of the text was limited by some unknown words.

P3 was able to understand most of the vocabulary from the text and her ideas were closed to the meaning of it, however, she seemed to have some doubts about the topic considering that its ideas were specific and shorts.

Students reading by themselves and acquiring new vocabulary:				
Participant 1: Group B				
Participant 2: Group C				
Participant 3: Group B				
Students’ understanding of the vocabulary given on the texts during the reading process.		P1	P2	P3

Students' necessity of looking for the meaning of vocabulary during the reading process.		P3	P2	P1
Students' mastery of the vocabulary given on the texts during the reading process.		P1	P2	P3

COMMENTS:

In this stage, students looked for the unknown vocabulary while doing the reading exercise by themselves. This helped them to get rid of wrong conceptions about it and build their understanding of the text together.

As noticed, **P3** barely had to look for the meaning of words since she got to get the sense of them, instead, she guided her classmates to understand the text and go a step ahead.

However, **P2** looked in repeated times for the unknown words in order to better comprehend the reading. While doing this, it was noticed that she understood what the text was about by socializing with her classmates.

Referring to **P1**, he did his best to cooperate in groups, he asked for the pre-service teacher's help in order to comprehend the text. Nevertheless, he seemed stressed out because he constantly grabbed his hair and looked everywhere else but the reading text.

PERCEPTIONS: When forming groups, students worked along with the ones they get on well. This fact helped them to work better, due to there was cooperative understanding and they seemed to know what to do together.

In **P3**'s group, it seemed that she was the one leading. As she finished her reading text first, she helped her classmates understand theirs.

In **P1**'s group, as he tried to accomplished the activity, he was left on the process and his classmates were ahead of him in the reading.

In P2's group, they worked along and with efficacy. They helped each other if they did not understand a word and asked the teacher for its meaning as last try.

NON-PARTICIPANT OBSERVATION RUBRIC

CSR Technique : PREVIEWING

Date: September 27th

Course: 11th grade

Number of students: 3

Institution: Águeda Gallardo High School

Teacher: Yolima Parra

Pre-service teacher: Ingrid Robledo

OBJECTIVES

- ❖ Fostering and assessing 11th grade students' reading comprehension by using Previewing strategy from the Collaborative Strategic Reading technique.
- ❖ Enhancing Collaborative work among 11th grade students.
- ❖ Fostering students writing production by using likable topics and resources.

Students

COLLABORATIVE STREATEGIC READING TECHNIQUE: Previewing

Pre-reading entry:	None	Low	Medium	High
Participant 4: Group A				
Participant 5: Group C				
Participant 6: Group C				

Students reading comprehension without fully vocabulary interpretation.		P5 – P6	P4	
Students’ accuracy when giving ideas and answering questions related to the reading topic.		P5 – P6	P4	

PROCESS:

In order to do this pre-reading activity, the pre-service teacher made students do groups of three people. After having formed the groups, the teacher named its members with letters A, B and C, corresponding to a short reading text found in the “English, please 11th” guidebook which they would read. Then, she read every text out loud asked students what they comprehended about it. These were the results:

P4 could comprehend the idea of the text, and was accurate about the main idea of it.

P5 and **P6** due to these participants worked along with **P2**, they had the same comprehension issues.

Students reading by themselves and acquiring new vocabulary:				
Participant 4: Group A				
Participant 5: Group C				
Participant 6: Group C				
Students’ understanding of the vocabulary given on the texts during the reading process.			P6	P4 – P5

Students' necessity of looking for the meaning of vocabulary during the reading process.		P4 -P5	P6	
Students' mastery of the vocabulary given on the texts during the reading process.		P6	P4 – P5	

COMMENTS:

In this stage, students looked for the unknown vocabulary while doing the reading exercise by themselves. This helped them to get rid of wrong conceptions about it and build their understanding of the text together.

P4 improved his comprehension of the text due to he could put the pieces together, this means, the missing words in some sentences. However, he was way too hesitated due to he repeatedly asked the pre-service teacher for the meaning as a way to confirm if it was right or wrong.

P5's comprehension of the text improved immensely due to she realized her misconception of the words in the first reading. As she comprehended better, she worked faster and helped **P6** in her reading.

P6 could get the right idea of the text by looking for the unknown vocabulary. Although she took some more time to understand, she did a good job and was willing to receive help from the other members of the group.

PERCEPTIONS:

P4 was diligent when doing the reading, he even helped **P1** doing his reading from time to time. However, he was a bit hesitating as mentioned previously. I think this was a mixed blessing for him because when doing a reading alone, he would not continue until being pretty sure, but in case he would not get this assurance from someone else, he would be stopped in his reading process.

Participants **5** and **6** could get the right idea of the text after looking for the unknown vocabulary. It was perceived that P5 was ahead of P6 when doing the reading activity and looking for vocabulary. Indeed, P6 needed more help from their classmates in order to make some progress in the activity.

[Annex 3](#)

JOURNAL: GET THE GIST strategy

October 25th 2018, Thursday

Students were asked to read “a town contaminated by coal” reading, from their guidebook English please 11th. They seemed to be used to working with it. However, as the reading was quite extended for them, most of students took the whole class to read it.

The town that was contaminated by coal

Everyone was delighted that day in 1995. To the people in a small town in Colombia, it seemed like they had won the lottery. Why? A major US mining company was going to open a mine right there, near their homes.

At the time, people were optimistic. ‘We thought that the mine was going to solve our problems,’ one resident remembers. Unemployment had been high in the area for years but now that was going to change. The mining company was going to end poverty in the area.

Unfortunately, it didn’t work out quite like that. The mine operation proved to be a major source of contamination. Every ton of coal that was removed from the mine led to ten tons of waste materials.

To the surprise and horror of the residents, people started to suffer from lung diseases and other diseases of the eyes and nose which were caused by the activities at the mine.

Eventually, the situation became so unbearable that people had to be moved from their homes. In 2010, just fifteen years after the announcement of the mining company’s arrival, three whole towns were relocated with 2,000 people forced to leave their homes. Many people were in a state of despair at saying goodbye to the places where they had lived their entire lives.

As time goes by, that despair has turned to fury. The local people never dreamt that the mining company was going to cause so much damage and questions have to be asked about how this situation was allowed to occur.



Glossary

- delighted: *encantado/a*
- unbearable: *insoportable*
- forced: *obligado/a*

During the reading, **P3** was the first one to finish since every participant works on their own guidebook. For this reason, she helped her group of classmates reading and understanding the text.

On the other hand, **P2**, **P5** and **P6** took the whole hour to read. It seemed that **P2** and **P5** unknow the same words so they complimented each other. **P6** payed attention to them to continue her reading. **P1** and **P4** worked in the same group as well.

By his own, **P4** read and explained **P1** from time to time the meaning of some words. To facilitate his work, **P4** translated the text as long as he read it in order to know the meaning of words and what was the text about in his mother tongue.

October 26th, Friday

During this hour, students were asked if they finished the reading last time and most of them say they did not. For this reason, they were given 10 minutes more to read and finish. **P1**, **P2**, **P4**, **P5** finished the reading

After this, the pre-service teacher provided them a “Get the gist” assessing reading comprehension sheet. In the first part, they had to write the main ideas of the text by indicating the main events from the text in the sections: “who” “when” “why” “what” “where” and “how”.

Get the gist exercise

Names: _____ **Date:** _____

Heading: _____ **Textbook Page:** _____

1. Read the text

2. Fill out the following aspects:

Who: _____

What: _____

When: _____

Where: _____

Why: _____

How: _____

While doing this first part, participants demanded the pre-service teacher's assurance and aide. For example, **P4** asked if in section "what" it was necessary to write down health consequences only or the other consequences mentioned in the text. Again, by the question of **P4**, the pre-service teacher confirmed that his comprehension is good but when doing the activities, he tends to hesitate a lot so he needs to ask (what he already knows) to step in the activity. For this reason, he slows down and **P1**, who works by his side, is also left behind in the development of the activities.

P6 did not attend school. On the other hand, **P2**, **P5** and did not have any doubt about this part of the activity. Even if the pre-service teacher asked them if they had any doubts about it, they said they did not. As observed, they got along really well, they complemented each other work and the working environment was enjoyable and friendly.

Referring to **P3**'s group, she seemed to be the one ahead in the development of the activity. In order to express her ideas, she often asked the pre-service teacher which word was convenient for what she wanted to say. However, the pre-service teacher noticed that **P3** tended to think what she wanted to say in her mother tongue and then tried to translate it into English. Once she finished, her classmate took her production to guide themselves in their own.

Almost at the end of the class, students were ready to finish the comprehension activity by doing the last part.

3. Write the gist of what you have read in 40 words.

In this time, the pre-service made sure to establish a limit of words. She barely had time to explain what to do in this section. When checking what students and participants were doing, she noticed that **P3** had already finished and she was helping her classmates. Soon after that, other students finished as well and the class hour finished.

Knowing it was Friday and the pre-service teacher would not see them again until next Wednesday, her supervisor helped her out by telling her she would make students finish the written production on Monday and she would hand them in to the pre-service teacher on Wednesday.

Annex 4

ENTREVISTA FRENTE AL USO DE LA TECNICA: LECTURA ESTRATEGICA COLABORATIVA

La presente entrevista tiene como objeto conocer las percepciones del estudiante frente a la pertinencia de la técnica de comprensión lectora: “Lectura estratégica colaborativa” implementada durante el proceso de práctica integral de la practicante de inglés durante el periodo 2018-2. La información del estudiante será tratada bajo anonimidad.

1. ¿Recuerda usted cuáles fueron las actividades que se desarrollaron para implementar la técnica de lectura estratégica colaborativa en las clases de inglés?

Sí

No

¿Qué recuerda?

2. ¿Cuál de estas estrategias ha sido la más significativa para usted?
 - a. Previewing
 - b. Click and clunk
 - c. Get the gist
 - d. Wrap up

¿Por qué?

3. ¿Consideró usted que la estrategia “*Previewing*” fue útil al momento de realizar la lectura en inglés encontrada en el libro del estudiante?

Sí

No

¿Por qué?

4. Durante la implementación de la estrategia “*Click and clunk*” ... ¿Sintió usted que la falta de apropiación de vocabulario en inglés fue un impedimento al momento de realizar la lectura?

Sí

No

¿Por qué?

5. Teniendo en cuenta que la tercera estrategia, “*Get the gist*”, se basa en obtener la idea central de la lectura que se hace... Mencione **los aspectos positivos** que usted tuvo al momento de hacer la lectura “A town contaminated by coal”.

6. Teniendo en cuenta que la tercera estrategia, “*Get the gist*”, se basa en obtener la idea central de la lectura que se hace... Mencione **los inconvenientes** que usted tuvo al momento de hacer la lectura “a town contaminated by coal”.

7. Durante la implementación de la estrategia “*Wrap up*” ... ¿Tuvo usted y su grupo dificultades al formular preguntas de acuerdo al texto previamente leído?

Sí

No

¿Por qué?

8. ¿Tuvo usted dificultades al responder las preguntas formuladas por sus compañeros?

- a. Sí, porque no fueron específicos al formularlas y resultaron confusas.
- b. No, ya que fueron específicos y estaban gramaticalmente bien estructuradas.
- c. Sí, porque comprendimos el texto.
- d. No comprendimos el apartado del texto donde estaba la respuesta de la pregunta.

Justifique su respuesta

9. ¿Considera usted que la técnica “lectura estratégica colaborativa fue pertinente durante las clases de inglés?

Sí

No

Justifique la respuesta.

10. ¿Cree usted que su desempeño de comprensión lectora en la bimestral de inglés fue influenciado por la técnica previamente implementada por la practicante?

11. ¿Cuál fue su percepción al hacer lecturas en inglés en grupo?

- a. Fue agradable porque me entendía con mis compañeros y aprendimos en conjunto
- b. Fue estresante porque era difícil trabajar con ellos y no podía concentrarme.

Si su respuesta difiere de lo propuesto anteriormente, ¿cuál sería?

12. ¿Cuál fue su percepción al hacer actividades de escritura en inglés en grupo?

- a. Fue agradable porque me entendía con mis compañeros y aprendimos en conjunto
- b. Fue estresante porque era difícil trabajar con ellos y no podía concentrarme.

Si su respuesta difiere de lo propuesto anteriormente, ¿cuál sería?

13. Al momento de hacer las lecturas y desarrollar las actividades de manera grupal, ¿desempeñaron usted y sus compañeros roles para hacer el trabajo más llevadero?

Si es así, mencione dichos roles y sus beneficios...

Si no es así, mencione la manera en cómo trabajaban en grupo...

14. Al momento de hacer actividades de escritura de manera grupal, ¿desempeñaron usted y sus compañeros roles para hacer el trabajo más llevadero?

Si es así, mencione dichos roles y sus beneficios...

Si no es así, mencione la manera en cómo trabajaban en grupo...

15. ¿Cree usted que el trabajo en grupo realizado en clases fortaleció las relaciones entre sus compañeros?

16. ¿Cómo la lectura y comprensión de textos en inglés le ayudó a las actividades de escritura?

17. ¿Adquirió usted nuevo vocabulario de los temas y las lecturas vistos en clase?

Sí

No

¿Por qué?

18. Siente usted que su habilidad para escribir en inglés como idioma extranjero...

a. Mejoró

b. Empeoró

c. Siguió igual

Justifique su respuesta

19. ¿Cómo cree usted que practicó la gramática vista en clase por medio de actividades de lectura y de escritura?

¿Esto le ayudó a mejorarla? ...

Sí

No

¿Por qué?

20. ¿Considera que al final del desarrollo de estas actividades en la clase de inglés usted es capaz de dar un punto de vista referente a la contaminación y sus consecuencias?

Sí

No

¿Por qué?

|

Consent letter

Pamplona, Norte de Santander 22 de noviembre 2018

Estimados,
ESTUDIANTES ONCE GRADO, COLEGIO TECNICO ÁGUEDA GALLARDO DE
VILLAMIZAR.

Cordial saludo,

Yo Ingrid Paola Robledo, identificado con C.C 1040373602 de Carepa, Antioquia; estudiante practicante del programa de Licenciatura en Lenguas Extranjeras con énfasis en Inglés-Francés, de la Universidad De Pamplona; durante este semestre desarrollé un proyecto titulado “**The Use of Collaborative Strategic Reading technique as a way to improve Reading comprehension and enhance written production in eleventh graders at Águeda Gallardo High School: an action research**” Me dirijo a usted con el fin de solicitarle la participación en dicho proyecto, ya que unas de las etapas es de vital importancia la participación de ustedes en la grabación de una entrevista relacionada con la implementación del proyecto ya mencionado. Es importante mencionar que la información suministrada será tratada bajo total confidencialidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Documento de identidad

Cordialmente,
Estudiante practicante
Licenciatura en Lenguas Extranjeras con énfasis en inglés-francés
Universidad de Pamplona

Agreement evidences



Tels: (7) 5685:

Pamplona, Norte de Santander 22 de Noviembre 2018

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Agradeciendo su atención.

JEFFERSON FABIAN MONTAÑE MONTAÑE, C.C 1044285017 P.M.
Documento de identidad

Cordialmente,
Estudiante practicante
Licenciatura en Lenguas Extranjeras con énfasis en inglés-francés
Universidad de Pamplona



Formadores de líderes comprometidos con la región en la
construcción de un nuevo país en paz.



Pamplona, Norte de Santander 22 de Noviembre 2018

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Agradeciendo su atención.

Laura Karina Jamioy

1003314792.

Documento de identidad

Cordialmente,
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Licenciatura en Lenguas Extranjeras con énfasis en inglés-francés
Universidad de Pamplona



Pamplona, Norte de Santander 22 de Noviembre 2018

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Agradeciendo su atención.

Sandra Sánchez 1002160475
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Cordialmente,
Estudiante practicante
Licenciatura en Lenguas Extranjeras con énfasis en inglés-francés
Universidad de Pamplona



Pamplona, Norte de Santander 22 de Noviembre 2018

Estimados,
ESTUDIANTES ONCE GRADO, COLEGIO TECNICO ÁGUEDA GALLARDO DE VILLAMIZAR.

Cordial saludo,

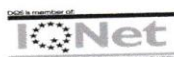
Yo Ingrid Paola Robledo, identificado con C.C 1040373602 de Carepa, Antioquia; estudiante practicante del programa de Licenciatura en Lenguas Extranjeras con énfasis en Inglés-Francés, de la Universidad De Pamplona; durante este semestre desarrollé un proyecto titulado "**The Use of Collaborative Strategic Reading technique as a way to improve Reading comprehension and enhance written production in eleventh graders at Águeda Gallardo High School: an action research**" Me dirijo a usted con el fin de solicitarle la participación en dicho proyecto, ya que unas de las etapas es de vital importancia la participación de ustedes en la grabación de una entrevista relacionada con la implementación del proyecto ya mencionado. Es importante mencionar que la información suministrada será tratada bajo total confidencialidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Sergio Andrés Isidro López.
C.C. 1005062226

Documento de identidad

Cordialmente,
Estudiante practicante
Licenciatura en Lenguas Extranjeras con énfasis en inglés-francés
Universidad de Pamplona



Annex5 1st written production, Previewing rubric

Sociolinguistic and pragmatic competences											
1. Respecting instructions Students are able to link their written production with the problematic asked Maintaining the instruction quantity of words from 40 to 80	0	0.5	1	1.5	2	2.5	3	P2 exceeded the number of words. 93.			
2. Image pertinence and association with the topic Pertinence of the imagen when addressing the problematic in the post.	0	0.5	1	1.5	2	2.5	3				
3. The use of hashtag on social media (Facebook) Using hashtag in order to promote social diffusion about the problematic	0	0.5	1	1.5	2	2.5	3				
4. Ability to present facts Students are able to describe facts related to the problematic asked.	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
5. Ability to express their thoughts Students are able to express their ideas, feelings and reactions in order to give their opinion about the problematic. Students incite readers to fight against the explained problematic.	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
6. Coherence et cohesion Students are able to use “cause and effect” clauses in short sentences amid in their written discourse.	0	0.5	1	1.5	2	2.5	3	3.5	4	4,5	
Lexical competence / Lexical orthography											
1. Vocabulary scope Students boast sufficient vocabulary to express themselves about current problematics	0	0.5	1	1.5	2	2.5	3	3.5	4	4,5	Simple phrases
2. Mastering vocabulary Students are able to master elementary vocabulary; however, they still make some mistakes. Students are able to express thoughtful points of view.	0	0.5	1	1.5	2	2.5	3	3.5	4	4,5	
3. Mastering lexical grammar Orthography, punctuation and page setting are easy to identify in students’ written production	0	0.5	1	1.5	2	2.5	3	3.5	4	4,5	
Grammar competence / Grammar orthography											
1. Elaboration of phrases Students master simple and complex phrases structure	0	0.5	1	1.5	2	2.5	3	3,5	4	4,5	Difficulties when writing words in plural mode.
2. Grammar time and mode choices Students demonstrate a proper mastering of grammar time and mode although clear influences of their mother tongue.	0	0.5	1	1.5	2	2.5	3	3,5	4	4,5	
3. Morphosyntax and orthographic Students are able to master adjectives, plural words, verbs conjugation in present and past, possessive pronouns and pronouns and verbs accord in their written production.	0	0.5	1	1.5	2	2.5	3	3,5	4		
TOTAL	P2 = 38/50p										

Second rubric “Click and clunk”, P1

Lexical competence / Lexical orthography										
1. Vocabulary scope Students use vocabulary from the short excerpt to express their ideas	0	0.5	1	1.5	2	2.5	3	3.5	4	
2. Mastering vocabulary Students are able to master elementary vocabulary; however, they still make some mistakes.	0	0.5	1	1.5	2	2.5	3	3.5	4	
3. Mastering lexical grammar Orthography, punctuation and page setting are easy to identify in students' written production	0	0.5	1	1.5	2	2.5	3	3.5	4	
Grammar competence / Grammar orthography										
1. Elaboration of phrases Students master phrases structure	0	0.5	1	1.5	2	2.5	3	3,5	4	4,5
2. Grammar time and mode choices Students demonstrate a proper mastering of grammar time and mode although clear influences of their mother tongue.	0	0.5	1	1.5	2	2.5	3	3,5	4	4,5
3. Morphosyntax and orthographic Students are able to master adjectives, verbs conjugation in present and past, possessive pronouns and pronouns and verbs accord in their written production.	0	0.5	1	1.5	2	2.5	3	3,5	4	
TOTAL			6/25p							

Formulating and answering questions rubric, wrap up P2 and P5

FORMULATING QUESTIONS stage:										
Sociolinguistic and pragmatic competences										
1. Respecting instructions Students formulated the number of questions asked	0	0.5	1	1.5	2	2.5	3			
2. Questions pertinence and relationship with the topic Students' questions were linked to the subject exposed on the previous reading.	0	0.5	1	1.5	2	2.5	3			
3. The use of WH's and H's clause to formulate questions and their accuracy Students are able to formulate correct questions by using WH's and H's clauses	0	0.5	1	1.5	2	2.5	3	Why How Where		
4. Students' versatility when formulating questions Students are able to formulate deeper and hypothetical questions related to events occurred in the reading	0	0.5	1	1.5	2	2.5	3	3.5		
5. Ability to reflect their comprehension of the reading Students' questions reflect the higher degree of comprehension they had from the reading	0	0.5	1	1.5	2	2.5	3	3.5		
ANSWERING QUESTIONS stage:										
Lexical competence / Lexical orthography										
1. Vocabulary scope Students use vocabulary exposed in the reading to answer their classmates' questions.	0	0.5	1	1.5	2	2.5	3	3.5	4	Grammar tenses "was going to"
2. Mastering vocabulary Students are able to master elementary vocabulary; however, they still make some mistakes.	0	0.5	1	1.5	2	2.5	3	3.5	4	
3. Mastering lexical grammar Orthography, punctuation and page setting are easy to identify in students' answers.	0	0.5	1	1.5	2	2.5	3	3.5	4	
ANSWERING QUESTIONS stage: Grammar competence / Grammar orthography										
1. Elaboration of phrases Students master simple and complex phrases structure in past simple and future in the past verbal times.	0	0.5	1	1.5	2	2.5	3	3,5	4	Simple phrases "Because they thought the mine was going to solve their problems"
2. Grammar time and mode choices Students demonstrate a proper mastering of grammar time and mode although clear influences of their mother tongue.	0	0.5	1	1.5	2	2.5	3	3,5	4	The people/people, problems/issues,
3. Morphosyntax and orthographic Students are able to master adjectives, verbs conjugation in present and past, possessive pronouns and pronouns and verbs accord in their written production.	0	0.5	1	1.5	2	2.5	3	3,5	4	The/their, started suffer/started suffering from
TOTAL				30/40p						

Annex 6



Análisis de datos de diarios de campo

Word interface showing a document titled "Análisis de datos de diarios de campo, producciones escritas y entrevistas - Word". The ribbon includes Inicio, Insertar, Diseño, Formato, Referencias, Correspondencia, Revisar, Vista, Ayuda, Foxit PDF, Diseño, and Presentación. The font is Times New Roman, size 11. The document content is a table with the following structure:

Análisis de datos de diarios de campo (journal)						
Categoría general	Subcategorías	Descripción teórica	Frases literales del diario de campo (journal) N°1	Frases literales del diario de campo (journal) N°2	Frases literales del diario de campo (journal) N°3	Frases literales del diario de campo (journal) N°4
Reading comprehension improvements and difficulties	Previewing	Reading comprehension process covering the four strategies of CSR technique in order to see the improvement and difficulties in each one.	<p>Difficulties when reading: P2, she was pretty confident when answering questions about the text. However, her interpretation in the given context was mistaken due to she knew what the word meant in a general context. Besides, her interpretation of some sections of the text was limited by some unknown words.</p> <p>P1, he did his best to cooperate in groups, he asked for the pre-service teacher's help in order to comprehend the text. Nevertheless, he seemed stressed out because he constantly grabbed his hair and looked everywhere else but the reading text.</p> <p>Improvement: P2 looked in repeated times for the unknown words in order to better comprehend the reading. While doing this, it was noticed that she understood what the text was about by socializing with her classmates.</p>			
	Click and chunk			<p>Difficulties when reading: Students told her that it was difficult for them to do the "click" in every sentence due to their lack appropriation of vocabulary; for this reason the pre-service teacher asked them if they considered it was essential to possess proper vocabulary when doing a reading in English and all of them agreed by saying that if they know the word and most importantly the</p>		

Análisis de datos de diarios de campo, producciones escritas y entrevistas - Word

Herramientas de tabla

Inicio Inserir Diseño Formato Referencias Correspondencia Revisar Vista Ayuda Foixt PDF Diseño Presentación ¿Qué desea hacer? Compartir

Portapapeles Fuente Párrafo Estilos Edición

Análisis de datos, análisis documental (producciones de estudiantes)							
Categoría general	Subcategorías	Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 1 Fabian Montañez	Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 2 Laura Jamioy	Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 3 Sandra Sánchez	Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 4 Sergio Iidro	Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 5 Valentina Tapias	Frases literales de las producciones ya sean escritas u orales (por favor escribir el nombre del participante quien lo dijo y el número de la producción). Se hace un análisis de errores. PARTICIPANTE NÚMERO 6 Dayana Tapias
Writing improvements and issues		Participant did not send the written production.	Orthography mistake: mistaking words letter and order <i>Pollution About Environmental Radioactive Motorbike Awareness Motorbike</i>	Orthography mistake <i>Appearance = Appearance</i> Good aspects: <i>affecting not only its appearance, but also people's health as a result of the filth and garbage</i>	Wrong use of nouns when giving ideas <i>The best part of current pollution comes from human activities.</i> Orthography mistake <i>Wast = waste Watis = water</i> <i>Mother tongue interferences</i>	There was not any mistake. Good aspects: <i>The intelligent and effective use of energy, renewable energies and the conservation of forest are the real situation.</i> P5 expresses real facts, and	Using wrong preposition: <i>These are real photos of my people = from my people</i> Good aspects: <i>people please be aware of the damage we do to the ecosystem, to neighboring cities</i>

Página 3 de 14 7514 palabras Español (Colombia) 80%

Análisis de datos de diarios de campo, producciones escritas y entrevistas - Word

Herramientas de tabla

Inicio Inserir Diseño Formato Referencias Correspondencia Revisar Vista Ayuda Foixt PDF Diseño Presentación ¿Qué desea hacer? Compartir

Portapapeles Fuente Párrafo Estilos Edición

improvements and issues	Previewing	and order <i>Pollution About Environmental Radioactive Motorbike Awareness Motorbike</i> Mistaking words by their writing similarity <i>Polluted = polluted</i> Mother tongue interference <i>No say no, you can save land planet!</i>	Good aspects: <i>affecting not only its appearance, but also people's health as a result of the filth and garbage</i> P3 masters using connectors such as: not only... but also	Orthography mistake <i>Wast = waste Watis = water</i> Mother tongue interference Second, we can contribute to take care of it with <i>small details</i> = small changing actions Good aspects: <i>First of all, I think we have to help to get water pollution over</i> P4 expresses his ideas in a correct way, and the structure of a phrasal verb tense is right.	The best part of current pollution comes from human activities. Orthography mistake <i>Wast = waste Watis = water</i> Mother tongue interference Second, we can contribute to take care of it with <i>small details</i> = small changing actions Good aspects: <i>First of all, I think we have to help to get water pollution over</i> P4 wrote in his mother tongue.	Good aspects: <i>The intelligent and effective use of energy, renewable energies and the conservation of forest are the real situation.</i> P5 exposes real facts, and the sentence structure is ok. <i>Please, think not only about your health and well-being, but also about future generations</i> P5 uses imperative sentences to get people's attention. Its structure is correct.	These are real photos of my people = from my people Good aspects: <i>people please be aware of the damage we do to the ecosystem, to neighboring cities and to the wildlife that lives on the edge of this area</i> P6 uses imperative sentences and exposing real facts in a correct sentence structure. <i>the change begins with you, and remember that this water will be for your future children</i>
	Click and clunk	*misunderstanding of meaning according to the context /Dates/ *mother tongue use in replacement of unknown words /Sobre/ P1 only wrote three words: "Dates sobre Dubai"	*/Water/ = water */misconception of the word */Be/ */lacks of conjugation of the verb in present simple	*/Ambient/ = weather, climate *misunderstanding of meaning according to the context	P4 wrote in his mother tongue.	Dubai is a very hot city and is in the middle of the desert. *lack when adding articles and placing prepositions <i>but is a city most popular = but it is the most popular city</i> *missing subject to better comprehend the idea /it/	*missing subject to better comprehend the idea /it/ <i>The climate in Dubai was incredible because it was very hot</i>
		P1 did not hand in the activity although he worked on it during classes.	Omitting prepositions in a sentence	There was not any mistake Good aspects:	<i>In the people!</i> = on people... <i>forced to leave!</i> = were forced to leave	<i>But with the passage of the time!</i> = but as time went by	P6 did not attend school the day of this activity implementation.

Página 3 de 14 7514 palabras Español (Colombia) 80%

Analisis de datos de diarios de campo, producciones escritas y entrevistas - Word

Herramientas de tabla Ingrid Moreno

Inicio Insertar Diseño Formato Referencias Correspondencia Revisar Vista Ayuda Foxit PDF Diseño Presentación ¿Qué desea hacer? Comparar

Times New Roman 11 A Aa

1 Normal 1 Sin espa... Título 1 Título 2 Título Subtítulo Énfasis sutil

Portapapeles Fuente Párrafo Estilos Edición

Análisis de dato, análisis de la entrevista						
Categoría general	Subcategorías	Questions	Frases literales de entrevista (por favor escribir el nombre del participante quien lo dijo). PARTICIPANTE NUMERO 1 Fabian Montañez	Frases literales de entrevista (por favor escribir el nombre del participante quien lo dijo). PARTICIPANTE NUMERO 2 Laura Jamioy	Frases literales de entrevista (por favor escribir el nombre del participante quien lo dijo). PARTICIPANTE NUMERO 3 Sandra Sanchez	Frases literales de entrevista (por favor escribir el nombre del participante quien lo dijo). PARTICIPANTE NUMERO 4 Sergio Isidro
Reading comprehension improvements and difficulties	Previewing	¿Consideró usted que la estrategia "Previewing" fue útil al momento de realizar la lectura en inglés encontrada en el libro del estudiante? Si - No - ¿Por qué?	No porque... en veces uno no entendia lo que estaba leyendo.	Si, porque nos ayuda al momento de nosotros de leer otra lectura que no sea la del libro y que estemos más al pendiente de los verbos, de los tiempos de la lectura, para poder entender mejor.	Si, porque la mayoría de mis compañeros de pronto estaban distraídos, entonces con el "previewing" la profesora nos podía indicar, más o menos, de qué se iba a tratar el texto o socializaba alguna situación que estuviera relacionada con el tema de la lectura.	Si, porque, esto... pues es una lectura previa y eso da como unas ideas sencillas y ya al volverse a reforzar pues ya se comprende mejor el texto.
	Click and chunk					

		Entiendo en cuenta que la técnica estrategia "Get the gist", se basa en obtener la idea central de la lectura que se hace. Menciono los aspectos positivos que usted tuvo al momento hacer la lectura "A zero comment on cool".	Algunos si, que fue la... por Esperar, se me olvidó la del link cierto. No, ese no fue, ese lo hicimos en clase, en grupo, que era del libro. Ah, no recuerdo esa parte.	En cuanto a la lectura había verbos que uno no comprendía muy bien pero ya leyendo lo que decía lo anterior uno creía lo que podía hacer. O sea, contextualizar, por ejemplo, de la primera línea hacia la segunda. Si.	Si, entonces, que pudimos de pronto, entonces hacer una síntesis de lo que quería tratar el texto y no leer completamente toda la lectura, sino hacer un breve resumen porque se tenía la idea central.	Pues, como decía, pues la idea central pues se hace un bosquejo, usted puede ir desplazando las demás y así en más fácil responder las preguntas, entonces a mí me sirvió demasiado por eso. Algunos otro aspecto positivo. Eh, mayor comprensión. Eh, también pudo responder las preguntas en menos tiempo.
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Página 3 de 14 7514 palabras Español (Colombia) 80%

5:47 a. m. 5/12/2018

<u>GROUP</u> 11 th A graders	<u>LEVEL</u> B1	<u>CLASS N°</u> 1.1
<u>PRINCIPAL TEACHER</u> Yolima Parra	<u>PRE-SERVICE TEACHER</u> Ingrid Robledo	<u>DATE/DAY</u> September 26th 2018
<u>LINGUISTIC OBJECTIVE</u> ❖ To learn most common terms that express Cause and Effect.	<u>COMMUNICATIVE OBJECTIVE</u> ❖ To express Cause and Effect of environmental issues.	<u>SOCIO-CULTURAL OBJECTIVE</u> ❖ To use social media such as: Instagram to expose the cause and effects of environmental problems.
<u>GENERAL COMPETENCE</u> Communicative competence Linguistic competence Socio-cultural competence Listening comprehension Reading comprehension	<u>PREVIOUS SEQUENCE</u>	<u>TOPIC</u> Cause and Effect

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	PEDAGOGICAL-RESEACH OBJECTIVE	MATERIAL
OPENING	The teacher is going to start the class by greeting students. Then, she will ask them to remind her the previous topic and the activities worked last class. After that, she will introduce them what is Collaborative Strategic Reading technique about and its advantages when learning a foreign language such as English. After, she will announce they are going to start with the first strategy which is “Previewing” by the	5	Listening Speaking	-Introducing to students the use of Collaborative Strategic Reading technique as a way to improve their reading comprehension in English and starting to work on the first strategy (Preview).	

	use of their English guidebook focusing on some activities proposed on it.				
WARM-UP (Pre-Reading Entry: Together)	Then, the teacher will ask students to make groups of three people. Later, she will ask students to get their “English, please” guidebook and go to the page 134. Appendix A After that, she will tell them she is going to make a quick reading of the three paragraphs on that page and they will tell her their pre-conceived ideas at the end of this reading.	10	Reading Listening	-Assessing students first reading comprehension without a proper interpretation of the vocabulary given in the guidebook. -Enhancing Collaborative work among 11 th grade students -Working on 11 th students’ pronunciation.	English , please 11 th guidebook Board Markers
EXPLANATION OF THE TOPIC (Vocabulary Acquisition)	In this stage, the teacher will ask each group to use their dictionaries in order to look for the unknown vocabulary they have heard and seen from the reading done previously. After having done this, the teacher will ask students to share this new vocabulary out loud so each group will learn new words together.	10	Writing Reading Listening	-Fostering students vocabulary acquisition with the aim of strengthening their reading comprehension process in English.	Dictionaries Notebooks Pens
PRODUCTION ACTIVITIES	The teacher will assign each student in groups a letter: A, B, or C. According to each letter, they will read each text on the guidebook. After having read, they will have to complete the chart proposed for activity number 7. Appendix B.	15	Reading Writing Listening	-Assessing students’ reading comprehension after having interpreted some vocabulary.	English , please guidebook Notebooks Pens
	Subsequently, the teacher will ask them to do activity number 8 on the English guidebook by copying the table on their notebook. Appendix C. Teacher will assess the activity per group.	10		-Assessing students’ knowledge about last grammar topic worked on class “Cause and Effect”.	

CLOSURE	<p>The teacher will thank students' participation and attention during the class, then she will ask them to post a picture with a comment among 40 to 80 words about environmental pollution on their social media, especially on Facebook.</p> <p>At the end of this comment, they will put the following hashtag. #NoMoreContributionToWaterPollution</p> <p>Finally, the teacher will say goodbye to them and will wish them a good day.</p>	5	Listening Speaking	<p>-Fostering students writing production by using likable topics and resources.</p> <p>-Creating awareness of environmental issues by using social network as a big mean of communication.</p>	Net Social networks

Appendix A : Reading

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- b. Tell your partners about your problem. Which one is the worst? Why?
- c. Now read all three texts quickly. Did your partners forget any of the information?



A What can you do? Our village was always close to the rainforest and we used to see birds and even monkeys running up and down the trees outside our homes. Today there's nothing. A construction company got permission to build several blocks of flats in the area. They cut down all the trees around our village. The disappearance of our local wildlife is a result of the logging. It's crazy. Protecting the forest gives a home to thousands of different species. I used to see hummingbirds outside my front door. I never see any now.

B The food of the future is already here. Scientists have created genetically modified (GM) salmon. The genetic modification results in bigger fish that need less food to grow. It is one solution to the world's growing appetite for seafood. However, protestors are concerned about the innovation. At the moment, the GM fish do not come into contact with rivers or the sea. However, a hurricane could cause an escape of the GM animals into the natural environment. If that happens, the GM fish may destroy the wild salmon population because they are bigger and can compete better for the same food source.

8. Read the sentences from the texts in exercise 7 and classify the expressions in bold. Complete the table.
- a. The genetic modification **results in** bigger fish.
 - b. A hurricane could **cause** an escape of the GM animals.
 - c. The disappearance of our local wildlife is a **result of** the logging.
 - d. Protecting the forest **gives** a home to thousands of different species.
 - e. At first we thought the smoke **was**

C The first sign of the crisis was a smell of smoke. At first we thought the smoke was caused by cooking in someone's house. Then we looked out of the window and saw a huge smoke cloud over the mountains. We knew then that we were facing an ecological disaster. The fire led to the destruction of fifteen square kilometres of land in the nature reserve. The tragic thing is that it started so stupidly. Some tourists were having a picnic in the mountains and they started the fire accidentally.

[Appendix B](#) :

3

Lesson 3

 Read

7. a. Work in groups of three. Student A, read text A. Student B, read text B. Student C, read text C. Copy the table in your notebook and complete it for your text.

Problem	Cause	Effect

- b. Tell your partners about your problem. Which one is the worst? Why?
- c. Now read all three texts quickly. Did your partners forget any of the information?



[Appendix C](#) : YouTube video: "Causes and effects of water pollution"

8. Read the sentences from the texts in exercise 7 and classify the expressions in bold. Complete the table.

- a. The genetic modification **results in** bigger fish.
- b. A hurricane could **cause** an escape of the GM animals.
- c. The disappearance of our local wildlife is a **result of** the logging.
- d. Protecting the forest **gives** a home to thousands of different species.
- e. At first we thought the smoke **was caused by** cooking in someone's house.
- f. The fire **led to** the destruction of 15 square kilometres of land.

Cause → Effect:	Effect → Cause
<i>results in</i>	

Glossary

- hummingbird: *colibri*
- nature reserve: *reserve natural*

Annex 9

<u>GROUP</u> 11 th A graders	<u>LEVEL</u> A2	<u>CLASS N°</u> 2
<u>PRINCIPAL TEACHER</u> Yolima Parra	<u>PRE-SERVICE TEACHER</u> Ingrid Robledo	<u>DATE/DAY</u> October 4th 2018
<u>LINGUISTIC OBJECTIVE</u> ❖ To learn the grammar structure of “Past Perfect” tense.	<u>COMMUNICATIVE OBJECTIVE</u> ❖ To use “Past Perfect” tense when talking about previous actions occurred in the past.	<u>SOCIO-CULTURAL OBJECTIVE</u> ❖ Learning some aspects of international places such as Dubai.
<u>GENERAL COMPETENCE</u> Communicative competence Linguistic competence Socio-cultural competence Listening comprehension Reading comprehension	<u>PREVIOUS SEQUENCE</u> Cause and Effect	<u>TOPIC</u> Past perfect

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	PEDAGOGICAL-RESEACH OBJECTIVE	MATERIAL
OPENING	The teacher is going to greet her students and write the Agenda to be developed during the class. After that, she is going to announce that they are working on the second strategy of CSR technique called “Clink and Clunk?”. Finally, she is going to practice the song along with students for the micro English event that is due to October 24 th .	5	Listening Speaking		

Appendix E					
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[Appendix A](#) : English excerpt using “past perfect”.

I wrote Carla an e-mail to thank her for the present **she had given** me on our last trip to Dubai. But as soon as *I pressed* the “send” button *I realized* that **I had made** a mistake and *sent* the e-mail to her sister instead.

I wrote Carla an e-mail to thank her for the present **she had given** me on our last trip to Dubai. But as soon as *I pressed* the “send” button *I realized* that **I had made** a mistake and *sent* the e-mail to her sister instead.

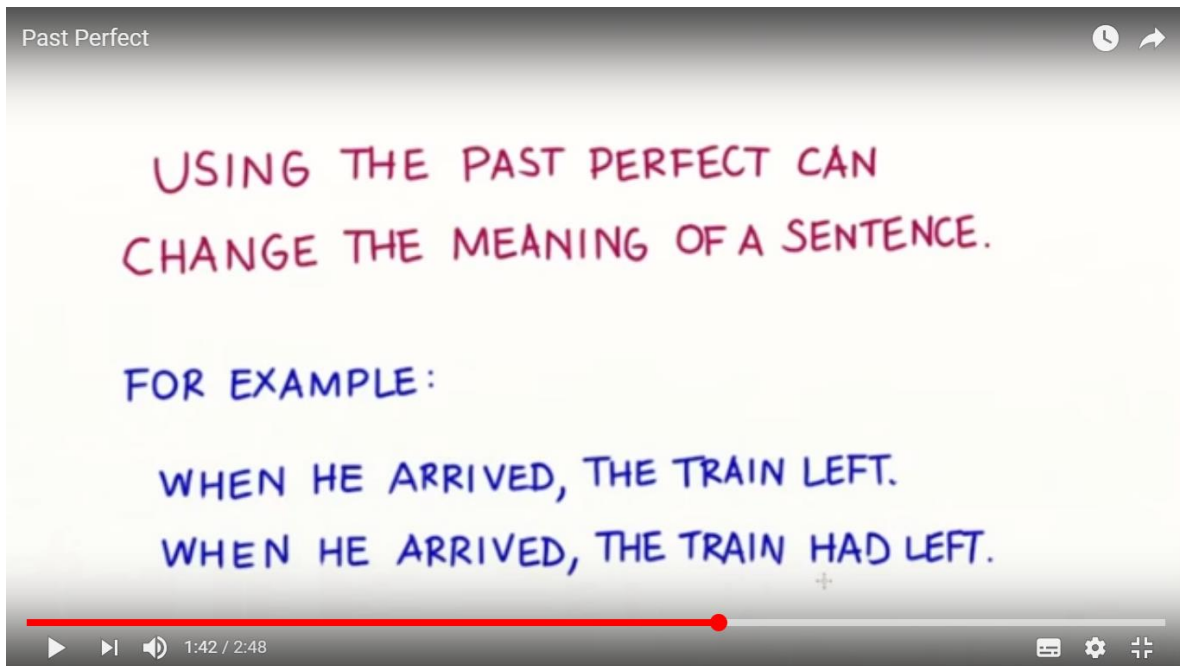
I wrote Carla an e-mail to thank her for the present **she had given** me on our last trip to Dubai. But as soon as *I pressed* the “send” button *I realized* that **I had made** a mistake and *sent* the e-mail to her sister instead.

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[Appendix B](#) :

Video: <https://www.youtube.com/watch?v=bGvDiyGoOg>



[Appendix C](#) : Paragraph adapted from the guidebook “English please 11th”, page 138.

1The first thing we noticed when we had arrived in Dubai was the extreme heat. **2**It was incredible, burning, often over 40 degrees Celsius in the summer months. **3**Actually, Dubai is a city in the middle of the desert. **4**Where the pavement ended, sand began and it stretched for kilometers and kilometers into the distance. **5**Despite this harsh climate, the people of Dubai have turned their city into one of the world’s most popular tourist resorts.

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1The first thing we noticed when we had arrived in Dubai was the extreme heat. **2**It was incredible, burning,

Assessing “Click and Clunk” strategy process piece of paper.

***Did we understand every sentence from the paragraph? (1Click or 2clunk)**

1 Write down the number of sentences you understood _____

2 Write down the number of sentences you didn't understand. _____

***What did the paragraph want to transmit? Write down the ideas you understood as a couple. (Click)**

***Do we remember what the paragraph wanted to explain? (Comprehension after teacher reading aloud)**

Names: _____

Date: _____

Course: _____

***Did we understand every sentence from the paragraph? (1Click or 2clunk)**

1 Write down the number of sentences you understood _____

2 Write down the number of sentences you didn't understand. _____

***What did the paragraph want to transmit? Write down the ideas you understood as a couple. (Click)**

Names: _____

Date: _____

Course: _____

[Appendix D](#). Key words:

- ❖ Had left
- ❖ Had used
- ❖ Had kept
- ❖ Had loved
- ❖ Had cooked
- ❖ Had travelled
- ❖ Had made
- ❖ Had changed
- ❖ Had inspired
- ❖ Had arrived

[Appendix E](#) Evaluation worksheet.

Name: _____ Date: _____ Grade: _____

Turn the following sentences from past simple to past perfect sentences.

I lived in Barranquilla six years ago. _____

She called her parents to know about them. _____

They travelled to Bogotá last week. _____

We drunk tequila with our family before. _____

He taught her karate since high school. _____

Arrange the words to form a negative sentence in past perfect.

She/not/had/the/taken/umbrella: _____

Had/rain/to/stopped/not/It: _____

You/not/gotten/a/had/ticket: _____

Name: _____ Date: _____ Grade: _____

Turn the following sentences from past simple to past perfect sentences.



Participants' production

*Did we understand every sentence from the paragraph? (1Click or 2clunk)

1 Write down the number of sentences you understood 3,4

2 Write down the number of sentences you didn't understand. 1,2,5

*What did the paragraph want to transmit? Write down the ideas you understood as a couple. (Click)

DESPITE DUBAI HAS HIGH TEMPERATURE IN COUNTRY VERY POPULAR BY THE VISITERS OF TOURISTS

*Do we remember what the paragraph wanted to explain? (Comprehension after teacher reading aloud)

DATE) [?] SUBRE DUBAI.

Names: W Jefferson M.

MOJIBANE

Date: 12/10/2018

Course: 11A

*Did we understand every sentence from the paragraph? (1Click or 2clunk)

1 Write down the number of sentences you understood 1,2,3

2 Write down the number of sentences you didn't understand. 4,5

*What did the paragraph want to transmit? Write down the ideas you understood as a couple. (Click)

The writer in Dubai

*Do we remember what the paragraph wanted to explain? (Comprehension after teacher reading aloud)

The ^{desert?} writer in Dubai is very hot, because this city ^{is} in the middle of the desert. 3.5

Names: Laura Jamiou

2ambrano

Date: 24-October 2018

Course: 11^aA.

Annex 10

<u>GROUP</u> 11 th A graders	<u>LEVEL</u> A2	<u>CLASS N°</u> 3
<u>PRINCIPAL TEACHER</u> Yolima Parra	<u>PRE-SERVICE TEACHER</u> Ingrid Robledo	<u>DATE/DAY</u> October 24th 2018
<u>LINGUISTIC OBJECTIVE</u> ❖ To learn the grammar structure of “Future in the past” tense.	<u>COMMUNICATIVE OBJECTIVE</u> ❖ To use future in the past to express plans that they intended to carry out and predictions.	<u>SOCIO-CULTURAL OBJECTIVE</u> ❖ To learn the sided effects of pollution in a town of Colombia.
<u>GENERAL COMPETENCE</u> Communicative competence Linguistic competence Socio-cultural competence Listening comprehension Reading comprehension	<u>PREVIOUS SEQUENCE</u> Past perfect	<u>TOPIC</u> Future in the past

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	PEDAGOGICAL-RESEACH OBJECTIVE	MATERIAL
OPENING	The teacher is going to greet her students and write the Agenda to be developed during the class. After that, she is going to announce that they are working on the third strategy of CSR technique called “Gest the gist”. Finally, she is going to practice the song along with students for the micro English event.	5	Listening Speaking		

WAR M-UP	<p>The teacher will explain students what “Get the gist” is about and its importance when doing any reading.</p> <p>Then, she will write down on the board the following phrases:</p> <ul style="list-style-type: none"> ✎ We were going to buy chicken for dinner, but we remembered we had some at home ✎ Yulissa was going to travel to Medellin last week. Unfortunately, she got robbed yesterday. ✎ They were going to get married in two months, however the bride found out her fiancée cheated on her. <p>With these, she will ask students to recognize the grammar tense they will learn in class, which is “Future in the past”.</p>	5	Reading Listening	-Introducing the third collaborative strategic reading strategy to students and explaining its importance when doing any reading.	Board Marker
EXPL ANAT ION OF THE TOPIC	<p>In this stage, the teacher will use the board to explain “Future in the past with was/were going to”. Appendix A</p> <p>She will give students some examples to reinforce this topic and make sure they understand.</p>	10	Listening Reading	-Enhancing students’ acquisition of English as second language by learning grammar topics.	Board Markers
PROD UCTI ON ACTI VITIE S	<p>The teacher will ask students to work in groups of four people. Then, she will ask them to open their guidebook “English, please 11th” on page 142. Appendix B.</p> <p>Once students have read the text, she will ask them to fill the sheet with the information demanded. Appendix C.</p>	10 15	Reading Writing Listening	<p>-Assessing students’ reading process and analyzing how “Get the gist” strategy is put into practice by them.</p> <p>-Assessing students’ writing production.</p>	English guidebook Get the gist assessing sheet Pens
CLOSURE	<p>The teacher will hand in an evaluation worksheet to students in which students will write down three sentences using “future in the past” was/were going to tense. Appendix D</p> <p>Finally, she will thank students’ participation in the class and will say goodbye to them.</p>	5	Listening Speaking	-Fostering students writing production by using likable topics and resources.	Net Social networks

[Appendix A](#) : “Future in the past” was/ were going to

Use of *be going to*

"[T]he **future-in-the-past**... is used where the speaker wishes to refer to a past time at which a particular event was still in the future, even though now, at the moment of speaking, it is past. This particular combination frequently makes use of the [semi-modal](#) expression *be going to* since this is readily [marked](#) for the past. It is frequently used where some anticipated event does not occur or an expectation is canceled. Consider these examples:

- I was going to tell him, but he didn't give me a chance.
- I thought we were going to eat out tonight.
- She was going to qualify next year, but now it will take longer."

“was going to” is used to plan. Moreover, it can be used to make predictions about the future.

- Jane said Sam **was going to bring** his sister with him, but he came alone. *plan*
- I had a feeling that the vacation **was going to be** a disaster. *Prediction*

[Appendix B](#) :

The town that was contaminated by coal

Everyone was delighted that day in 1995. To the people in a small town in Colombia, it seemed like they had won the lottery. Why? A major US mining company was going to open a mine right there, near their homes.

At the time, people were optimistic. 'We thought that the mine was going to solve our problems,' one resident remembers. Unemployment had been high in the area for years but now that was going to change. The mining company was going to end poverty in the area.

Unfortunately, it didn't work out quite like that. The mine operation proved to be a major source of contamination. Every ton of coal that was removed from the mine led to ten tons of waste materials.

To the surprise and horror of the residents, people started to suffer from lung diseases and other diseases of the eyes and nose which were caused by the activities at the mine.

Eventually, the situation became so unbearable that people had to be moved from their homes. In 2010, just fifteen years after the announcement of the mining company's arrival, three whole towns were relocated with 2,000 people forced to leave their homes. Many people were in a state of despair at saying goodbye to the places where they had lived their entire lives.

As time goes by, that despair has turned to fury. The local people never dreamt that the mining company was going to cause so much damage and questions have to be asked about how this situation was allowed to occur.



Glossary

- delighted: *encantado/a*
- unbearable: *insoportable*
- forced: *obligado/a*

Appendix C : Assessing “Get the gist” strategy process piece of paper.



Collaborative Strategic Reading technique
Third strategy implementation

Get the gist exercise



Names: _____ **Date:** _____

Heading: _____ **Textbook Page:** _____

1. Read the text

2. Fill out the following aspects:

Who: _____

What: _____

When: _____

Where: _____

Why: _____

How: _____

3. Write the gist of what you have read in 40 words.

Appendix D. Evaluation worksheet.

Name: _____ **Date:** _____ **Course:** _____

Write down three sentences using “Future in the past” was/ were going to

✍ _____

✍ _____

✍ _____

BIBLIOGRAPHY:

Appendix A: Information retrieved from:

- ❖ <https://www.thoughtco.com/future-in-the-past-grammar-1690811>
- ❖ <https://www.englishpage.com/verbpage/futureinpast.html>

Participant’s production



Get the gist exercise

Names: Sandra Catherine Sánchez Date: 26-10-18

Contreras.

Group: Diana, Paola, Dayana M.

Heading: The town that was contaminated by coal. Textbook Page: 142

1. Read the text

2. Fill out the following aspects:

Who: US mining company and townspeople.

What: The mining company was going to end poverty in the area.

When: In 1995 A major US mining company was going to open a mine right. In 2010 the people had to be moved from their homes.

Where: In a small town in Colombia.

Why: The mine operation proved to be a major source of contamination. The people had to be moved from their homes.

How: It didn't work out quite like that.

3. Write the gist of what you have read in 40 words.

In "The town that was contaminated by coal" presents a fake illusion made by an US mining company in 1995 to townspeople in Colombia, promising work and solve of problems, but that's just caused problems of contamination and in 2010, demobilization.

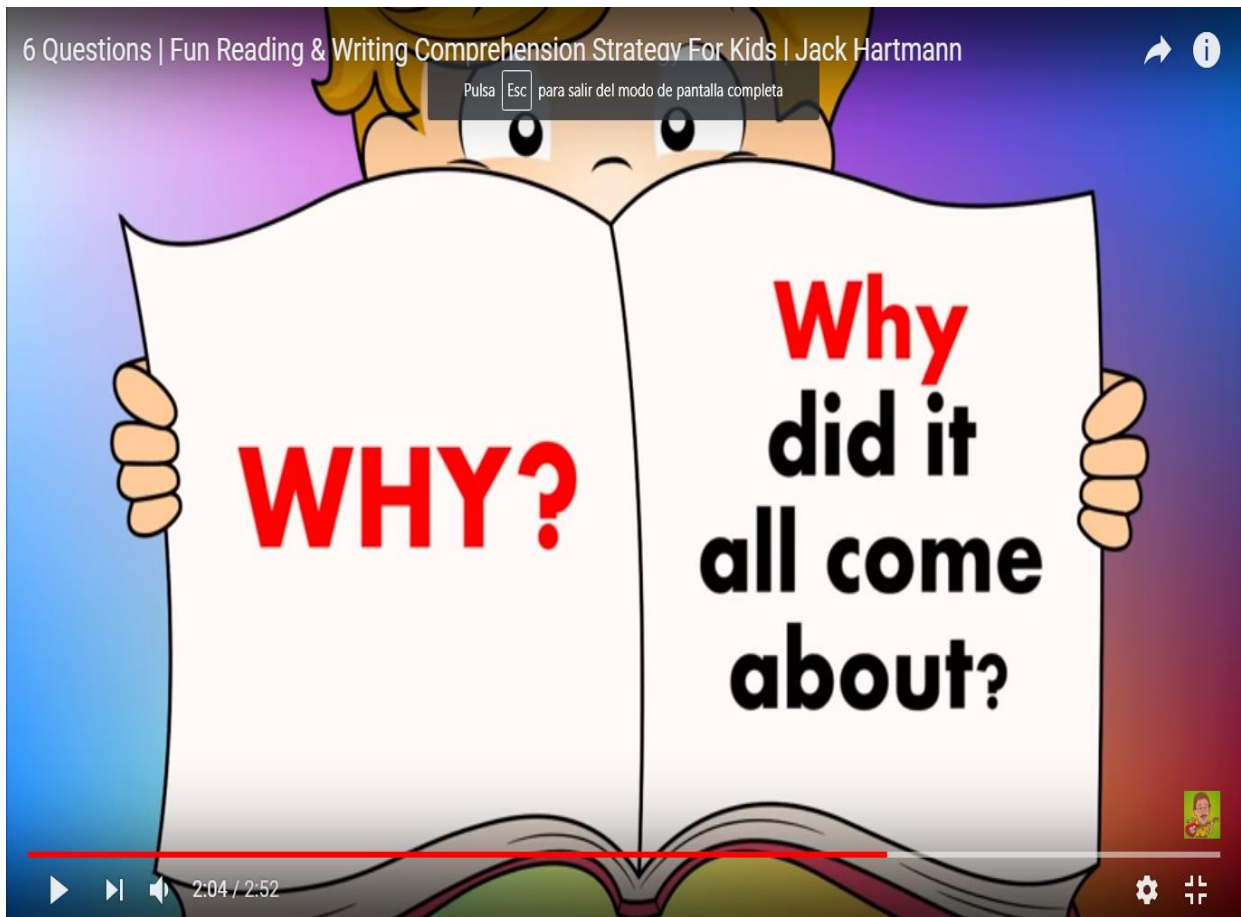
Annex 11

<u>GROUP</u> 11 th A graders	<u>LEVEL</u> A2	<u>CLASS N°</u> 4
<u>PRINCIPAL TEACHER</u> Yolima Parra	<u>PRE-SERVICE TEACHER</u> Ingrid Robledo	<u>DATE/DAY</u> October 31st 2018
<u>LINGUISTIC OBJECTIVE</u> ❖ To learn how to formulate WH's and H's questions in English.	<u>COMMUNICATIVE OBJECTIVE</u> ❖ To pose WH's and H's questions to their classmates related to mining effects.	<u>SOCIO-CULTURAL OBJECTIVE</u> ❖ To be aware of the different consequences of mining in Colombia.
<u>GENERAL COMPETENCE</u> Communicative competence Linguistic competence Socio-cultural competence Listening comprehension Reading comprehension	<u>PREVIOUS SEQUENCE</u> Future in the past	<u>TOPIC</u> Formulating questions

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	PEDAGOGICAL-RESEACH OBJECTIVE	MATERI AL
OPENIN G	The teacher is going to greet her students and write the Agenda to be developed during the class. After that, she is going to announce that they are working on the fourth strategy of CSR technique called "Wrap up".	3	Listening Speaking		Board Markers

WARM-UP	<p>The teacher will show students a video called: “Six questions” Appendix A. After that, she will pose the following questions:</p> <ul style="list-style-type: none"> ✎ What was the video about? ✎ What kind of questions do you normally use? <p>With these, she will introduce how to formulate questions in English to students.</p>	5	Reading Listening	-Inducing students on how to formulate questions that will serve them when implementing the last CSR strategy “Wrap up”.	TV USB-driver Video
EXPLANATION OF THE TOPIC	<p>In this stage, the teacher will stick some flashcards words on the board. With these, she will explain how to formulate WH’s and H’s questions with some examples using different verb tenses. Appendix B.</p>	10	Listening Reading	-Enhancing students’ acquisition of English as second language by learning its structure and grammar topics.	Flashcards Board Markers
PRODUCTION ACTIVITIES	<p>The teacher will ask students to work in groups of four people and open their guidebook “English, please 11th” on page 142. Then, she will ask them to answer the questions from that page on a worksheet she will hand in to them. Appendix C.</p> <p>After that, the teacher will ask students to formulate four different questions using the WH’s and the H’s question structure in a white sheet. Appendix D</p> <p>Once students have finished, she will ask them to pass their questions to another group and answer the new questions. Finally, students will share their answers with their classmates.</p>	15 20	Reading Writing Writing Reading Speaking	<p>-Assessing students’ writing related to the previous reading comprehension proposed by the guidebook.</p> <p>-Assessing students’ implementation of the fourth CSR strategy and students’ mastering of formulating WH’s and H’s questions.</p>	English guidebook Answering sheet Pens Sheets Pen
CLOSURE	<p>The teacher will thank students’ participation in the class and will say goodbye to them.</p>	2	Listening Speaking		

[Appendix A](#) : “6 Questions | Fun Reading & Writing Comprehension Strategy For Kids | Jack Hartmann” YouTube video



[Appendix B](#) : Questions

- ✎ What diseases have been caused by the mining activity?
- ✎ Who were the most benefited from the mine?
- ✎ Where did the US company locate its new mine site?
- ✎ When did the US mining company arrive to the small town?
- ✎ Why did people want the mine?
- ✎ How were people from the town going to get a better life thanks to the mine?

The town that was contaminated by coal

Everyone was delighted that day in 1995. To the people in a small town in Colombia, it seemed like they had won the lottery. Why? A major US mining company was going to open a mine right there, near their homes.

At the time, people were optimistic. 'We thought that the mine was going to solve our problems,' one resident remembers. Unemployment had been high in the area for years but now that was going to change. The mining company was going to end poverty in the area.

Unfortunately, it didn't work out quite like that. The mine operation proved to be a major source of contamination. Every ton of coal that was removed from the mine led to ten tons of waste materials.

To the surprise and horror of the residents, people started to suffer from lung diseases and other diseases of the eyes and nose which were caused by the activities at the mine.

Eventually, the situation became so unbearable that people had to be moved from their homes. In 2010, just fifteen years after the announcement of the mining company's arrival, three whole towns were relocated with 2,000 people forced to leave their homes. Many people were in a state of despair at saying goodbye to the places where they had lived their entire lives.

As time goes by, that despair has turned to fury. The local people never dreamt that the mining company was going to cause so much damage and questions have to be asked about how this situation was allowed to occur.



Glossary

- delighted: *encantado/a*
- unbearable: *insoportable*
- forced: *obligado/a*

7. Put the emotions of the local people in the town in order 1-4. Why did they change?

- anger happiness sadness shock

8. Read the text again. Answer the questions.

- Why did people want the mine?
- Why was there so much pollution from the mine?
- What health problems did the mine cause?
- Are the local towns still next to the mine today?
- What lessons could be learned from this story?
- Who won in this case: people, nature or big business?

[Appendix D](#). Formulating and answering worksheet.



UNIVERSITY OF PAMPLONA
FACULTY OF EDUCATION
FOREIGN LANGUAGES PROGRAM
ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL



Collaborative Strategic Reading technique: Wrap up strategy

Each member of the group will formulate one question about the reading “The town that was contaminated by coal” on the guidebook “English, please 11th” on page 142.

Names

¿ _____

¿ _____

¿ _____

¿ _____

The next group will answer the previous questions.

Names

¿ _____

¿ _____

¿ _____

¿ _____

Participant's production



UNIVERSITY OF PAMPLONA
 FACULTY OF EDUCATION
 FOREIGN LANGUAGES PROGRAM
 ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL



Collaborative Strategic Reading technique: Wrap up strategy

Each member of the group will formulate one question about the reading "The town that was contaminated by coal" on the guidebook "English, please 11th" on page 142.

Names

JEFFERSON FARIAN
 JEFFERSON FANTILLA
 FARIAN SANTIAGO
 DAYADA TAPIAS

- ✗ WHAT WOULD HAVE HAPPENED IF THE FACTORY HAD NEVER ARRIVED? 3.5
- ✗ what good things did the factory bring? ✓
- ✗ who won more money... the company or the people? same question
- ✗ when people had to leave their homes? ✓

The next group will answer the previous questions.

Names

Rola Barrera
 Dayanita Montañez
 Catharina Sánchez

- ✗ Maybe they didn't have contamination in the city that used to be theirs. ✓
- ✗ The factory did bring work and opportunities. ✓
- ✗ The factory won more money than the people. ✓ 3.5
- ✗ The people left their homes in 2010. ✓

Annex 13 Sample of narratives

Fecha: 26 de octubre de 2018

Ejercicio de reflexión durante la práctica integral

En esta semana de práctica he podido reflexionar sobre mis falencias sobre mi qué hacer docente-practicante.

Debido a que el domingo de la semana precedente el colegio realizó una actividad para recaudar fondos, el día lunes no hubo clases. Consiguientemente, el día martes no hubo clases en ningún colegio a nivel nacional debido a la marcha de los docentes exigiendo la abolición de un proyecto que afectaría el presupuesto destinado a los colegios y adecuaciones de aspectos esenciales en el qué hacer docente.

Por este motivo, el día miércoles comencé la semana de práctica enseñando al grado once y a dos décimos. La dinámica fue sencilla, comencé nuevo tema gramatical y terminé con el grupo de décimo A que me hacía falta. Terminamos de organizar aspectos sobre la entrega de símbolos a nivel general y los estudiantes se mostraron receptivos a los cambios hechos.

Para el día jueves, sucedieron acontecimientos que me hicieron reflexionar sobre mi qué hacer pedagógico. Debido a que ese día mi estado de ánimo no era el mejor, tuve mucha predisposición al enseñar. No me sentía segura para enseñar los temas y esa misma predisposición e inseguridad se reflejó al momento de explicar temas. En repetidas ocasiones me equivoqué enseñando la estructura gramatical del presente perfecto continuo con el grado décimo B, y la forma en que enfrenté esa situación no fue la adecuada pues los estudiantes notaron mi frustración y desanimo e hicieron comentarios al respecto. Luego

hablé con mi supervisora, quien me dio varios consejos si la situación se volvía a presentar y fue comprensible.

Sin embargo, después de descanso, reflejé la misma inseguridad con el grado once, donde ejecuto el componente pedagógico, y noté que mis estudiantes estaban dispersos en la clase, no prestaban atención, hablaban, ya que en varias ocasiones no supe responder a dudas que tenían sobre vocabulario y manejo del idioma. Durante la clase, lo único que pensaba era en que se acabara la hora e irme para la clase. La situación mejoró con décimo A ya que con ellos terminé tema gramatical y evalué competencia lectora y escrita.

Finalmente, hoy viernes tuve una mejor disposición. Y por este motivo, las clases fueron más dinámicas y productivas. Con el grado once A comencé la puesta en marcha de la estrategia número tres, “get the gist” y debido al tiempo, quedamos en la mitad de esta. Noté que la mayoría de estudiantes pudieron cumplir con el tiempo establecido para leer un texto complejo y extenso y que raramente presentaban complejidad al entender el vocabulario en la primera lectura. También que como grupo funcionan bien siempre y cuando trabajen con los compañeros con más afinidad entre sí, y que saben desempeñar sus papeles dentro de grupo.

Habiendo dicho esto, me he dado cuenta que como docente practicante debo mejorar la incidencia de mi estado en mi qué hacer pedagógico, pues mis estudiantes no deberían ser afectados por mis asuntos personales y mucho menos su proceso de aprendizaje debería verse afectado de manera negativa.

Annex 14: Outreach component: teaching material



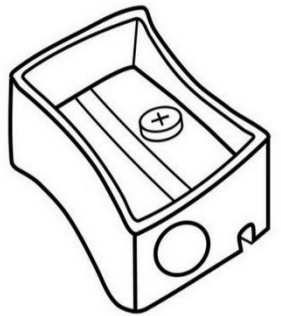
Pre-service teacher: Ingrid Paola Robledo Moreno
 Practicum
 Grades: 2nd and 3rd

CLASSROOM OBJECTS AND DEMONSTRATIVE



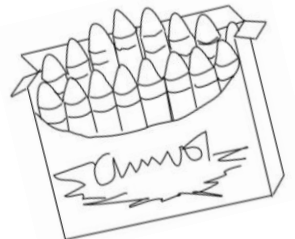
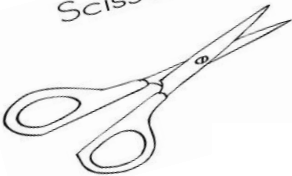
W F O M W P E N C I L A C
 S C H O O L B A G T I H Q
 D R R T T P O I H A A D Z
 E T B A C N R A W I S S A
 R S B H M N T R R Q H A K
 B L A C K B O A R D A P R
 E L V C R R E B B U R R Z
 K B V O L E E C T E P P G
 Q Q B N W I L L E K E N L
 D P S I H T C U G S N L U
 E H G H P R U N R R E I E
 S L E S O H T P E N R H N
 K N O T E B O O K P A M T

BLACKBOARD PENCIL
 NOTEBOOK THOSE
 PEN SHARPENER
 THIS GLUE
 SCHOOLBAG RUBBER
 DESK CHALK
 THAT
 CHAIR
 TABLE
 RULER
 THESE
 PENCILCASE
 BOOK



www.dogmascorapets.com

Scissors



Write down the classroom object you use the most in English classes.

Translate the meanings of: That, This, These, Those.

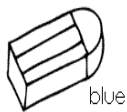
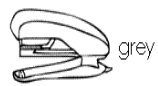
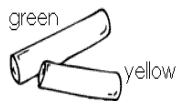


ENGLISH



Pre-service teacher: Ingrid Paola Robledo Moreno
Practicum
Grades: 4th and 5th

CLASSROOM OBJECTS My name is _____ CLASSROOM OBJECTS AND DEMONSTRATIVE



clock _____ lck

_____ nik

_____ lge

_____ hlc

_____ ke

_____ sre

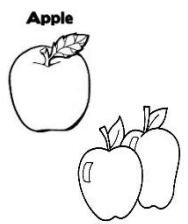
_____ patserl

_____ isscssro

_____ oobk

W F O M W P E N C I L A C
S C H O O L B A G T I H Q
D R R T T P O I H A A D Z
E T B A C N R A W I S S A
R S B H M N T R R Q H A K
B L A C K B O A R D A P R
E L V C R R E B B U R R Z
K B V O L E E C T E P P G
Q Q B N W I L L E K E N L
D P S I H T C U G S N L U
E H G H P R U N R R E I E
S L E S O H T P E N R H N
K N O T E B O O K P A M T

BLACKBOARD PENCIL
NOTEBOOK THOSE
PEN SHARPENER
THIS GLUE
SCHOOLBAG RUBBER
DESK CHALK
THAT
CHAIR
TABLE
RULER
THESE
PENCILCASE
BOOK



Songs and videoclips



