

Implementation of Reading Strategies to Enhance Reading Skills of 10th Grade Students at
Escuela Normal Superior de Pamplona.

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The use of reading strategies to improve reading skills of 10th grade students at “Escuela Normal Superior de Pamplona”: An action research.

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General Presentation of the Proposal

The present study aims at improving 10th graders reading comprehension through the use of reading strategies at “Escuela Normal Superior de Pamplona.” The current study is divided into four chapters:

Firstly, the Pedagogical Component that includes the implementation of a proposal which attempts to enhance students’ reading skills through the use of reading strategies.

Secondly, the Research Component that encompasses the teacher researcher’s self- reflection with the purpose of assess her work and attitudes during the practicum. Also, she will analyze her own teaching process experience in the educational setting to become an “Integral Teacher”.

Subsequently, the Outreach Component focuses on helping the school’s needs in teaching in elementary grades. In this component, the teacher-researcher attends to involve students in learning English vocabulary by using didactic tools such as printed material, worksheets, videos, songs and games.

Finally, the Administrative Component deals with the different extra-curricular events established by the institutional authorities, in which the teacher-researcher participates to have a significant experience of the teacher role.

Introduction

The use of English language is essential in all fields in our society, since it is the means to communicate with others countries in diplomatic relationships, business, science and education. According to Statistica (2017), English is the third language the most spoken in the world after Chinese and Spanish. For this reason, countries establish programs and policies to instruct educational institutions in the teaching of this language. In the last program stated by the national government of Colombia (2014-2018), “Colombia Bilingüe” is proposed to overtake the basic levels of English in students, so, it has provided material such as books, digital material and devices, as well as training for teachers to become refined their knowledge and their methodologies to teach language.

That is why, Colombian educational institutions need active teachers who are in constant change, innovating and improving their practice to bring to the classrooms the best methods, strategies, and tools in order to transmit to their students their knowledge, especially because learning a language requires to develop cognitive skills such as thinking, attention, memory, analysis among others to make use of communicative skills.

It is by speaking, listening, reading and writing that a student can prove their proficiency and learn new things about the world. In this sense, reading is the most common way that students and even people learn the language, for instance when they see advertisements, slogans, texts, phrases, etc. In fact, there are many schools that currently implement the traditional method to learn. That is the case of a 10th grade at “Escuela Normal Superior de Pamplona”, where it was identified through observations the lack of comprehension when reading texts.

Thus, this project proposes to provide students with reading strategies to develop cognitive processes, agility and wisdom when reading English texts. Moreover, because they are close to present “Pruebas saber“.

Justification

This project stems from the need that 10th grade students of “Escuela Normal Superior de Pamplona” have, that is to change the way they are learning English by reading. Mainly, because this activity is reduced to the translation method to understand and solve exercises of vocabulary. The purpose of providing students with reading strategies is to engage them in an active process in which they explore new forms of reading to make this activity easier, enjoyable and clever.

In addition to develop cognitive processes and improving the reading skills, they will learn vocabulary, they will improve grammar, and they will expand their knowledge through the content of the texts provided.

Objectives

General objective

- To improve students' reading comprehension through the use of reading strategies.

Specific objectives

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- Promoting the development of a critical spirit in Students-Practitioners that allows them to analyze their pedagogical work.
- Teaching English to students of primary school in Pamplona city.
- Integrate the role the foreign languages degree English and French students with the educational reality of teaching English in primary schools in Pamplona city.
- Participating in academic and administrative activities stated by "Escuela Normal Superior de Pamplona".

Institutional Observation

Before beginning with the implementation of the project, it is highly important to know the context where the practice will be developed. That is why, it was necessary to carry out a week of institutional observation to obtain information about certain aspects that are taken from the Institutional educational project. The following aspects were searched to know deeply the essence of the institution:

- Topographical school's location
- Educative authorities
- Fundamental aspects of the Institutional Educational Project (P.E.I)
- Rulebook
- Physical facilities
- Institutional organization
- Institutional calendar
- Teacher timetable

Topographical school's locación

“La Institución Educativa Escuela Normal Superior de Pamplona” is an educational institution founded in 1940 in Pamplona city by Eduardo Santos, president of Colombia at that moment and his wife Doña Lorencita Villegas de Santos who officially opened this institution. It is located in the urban area to the south of the city occupying 11.4 hectares. This property was ceded by the municipality and its physical structure was designed by the German architect Leopoldo Rother. This institution is full of large natural and agricultural environment in which it is possible to

work with project classroom. Moreover, it has sport grounds where students have places of entertainment to play, have fun, participate in events, etc.



Figure 1 Escuela Normal Superior de Pamplona

The rulebook of the institution (2016), states that most of its students are responsible and spontaneous teenagers, with a great desire to learn and improve themselves. However, external problems such as bullying, adoption, among others, are factors that affect students' motivation, causing difficulties in the relationship of students, students and teachers, and in the academic efficiency.

Regarding the aforementioned, the rulebook works as a tool to prevent these types of situations, besides, thanks to the teachers' abilities and interventions, this reality can be changed by contributing to form and educated good citizens of Pamplona and of the country.

“La Escuela Normal Superior de Pamplona” is also an inclusive educational institution, where the population with special educational needs are attended; some of them are in the AURORA headquarters and others immersed in the regular classroom with the following disabilities: infant

psychosis with autism, cognitive, severe dyslalia, Rett syndrome, Down syndrome with hyperactivity, cerebral palsy among others.

Institutional authorities

The structure of scholar authorities of Normal Superior School is made up by: the principal of the institution, followed by the directive council, the academic council and the association of parents, whose names are presented in the next chart:

Table 1
Educational authorities

Charge	Name
Principal	Oscar Fabián Cristancho Fuentes
Coordinator	Rubén Dario Jaimes Pulido

Fundamental aspects of the Institutional Educational Project (P.E.I)

The institutional PEI is created under the guidelines given by the departmental secretariat for education. This PEI aims to strengthen the institution as an establishment where teachers are able to create educational processes with the fundamental aspect of creating a culture of social coexistence.

The Institutional Educational Project has four components which guide the students learning process: conceptual component, administrative component, pedagogical component and community component. The main objective of this educational institution is to form integral and competitive professionals who are able to interact any educational environment and to train a

noble human being, engaged with their work and prepared for changes. With this purpose in mind, “Escuela Normal Superior de Pamplona” has established its vision and mission:

Mission

To form high-quality teachers, from preschool to the Complementary Training Program, with research, productive, technological and citizen competences within the pedagogical framework and social projection to perform at the preschool and primary levels of the rural, urban and marginal urban.

Vision

To lead initial and in-service training teacher programs within the framework of curricular and human integration where professionals of education re-contextualize and produce pedagogical knowledge for the improvement of educational quality since human rights in the rural, urban and marginal urban sectors, at the local, regional and national levels.

School shield



Figure 2 Shield of institution

Slogan

“Normalistas a las cumbres”

Pedagogical principles

The institutional PEI proposed numerous pedagogical principles among which it is possible to find:

Educability

La Escuela Normal Superior de Pamplona is based on the integral conception of the human person, his rights, duties and possibilities of training and learning.

Teaching

The teacher must be able to design and develop relevant curricular proposals for preschool and basic primary education.

Pedagogy

The pedagogy is seen as the reflection of the daily work of the teacher from pedagogical actions that favor the balanced and harmonious development of the learners' abilities.

Contexts

It is understood as a web of social, economic, and cultural relationships that take place in specific spaces and times approached through educational research.

Inclusive education

Inclusive education gives the possibility of receiving in the educational institution to all students, regardless of their personal or cultural characteristics.

Educational Research

This is assumed as the axis in teacher training that allows identifying potentialities among students, advancing processes that motivate reflection and develop a reflective attitude in future teachers and teachers of the institution.

Institutional objectives

- Develop research projects that contribute to the solution of the problems of the rural, urban and marginal urban sectors, from the pedagogical, the productive and the technological, developing a pertinent pedagogy through trainers, groups and networks.
- Lead from the culture of human rights and integrative pedagogy the improvement of the quality of education, the extension of coverage and the processes of coexistence and social equity.
- Strengthen the human condition of the vulnerable and disabled population by developing their abilities, respecting their learning rhythms from the curricular planning guaranteeing a relevant and quality education.

Physical facilities

In order to provide students with environments that promote a better learning process, “la Normal Superior de Pamplona” counts with 17 buildings, each one with their respective name, including classrooms, library, computer rooms, chapel, cultural room, cafeteria, restaurant, a cultural room and an English laboratory, where it was possible to develop activities in English

during the entire practice process. Additionally, there are spacious sports fields and nature environments that serve as places of entertainment to develop playful activities such as games and competitions in order to develop different and motivating English classes.

Rulebook

This rulebook, built from the mission and vision of the institution, establishes the duties and rights that will guide the actions of the members of the Educational Community; aims to form ethical principles and values for the improvement of interpersonal relations, participation, citizen culture and the exercise of human rights.

Likewise, this rulebook informs the members of the educational institution of different guidelines that must be followed in order to guarantee school coexistence: do not drink inside the educational establishment, respectful treatment, do not violate the rights and integrity of the editorial staff, do not steal, do not mistreat, do not threaten not to plagiarize, among others . In the case of breaking these rules, the complaints, wakeup calls and necessary interventions will be carried out in order to solve the infringement.

Institutional organization

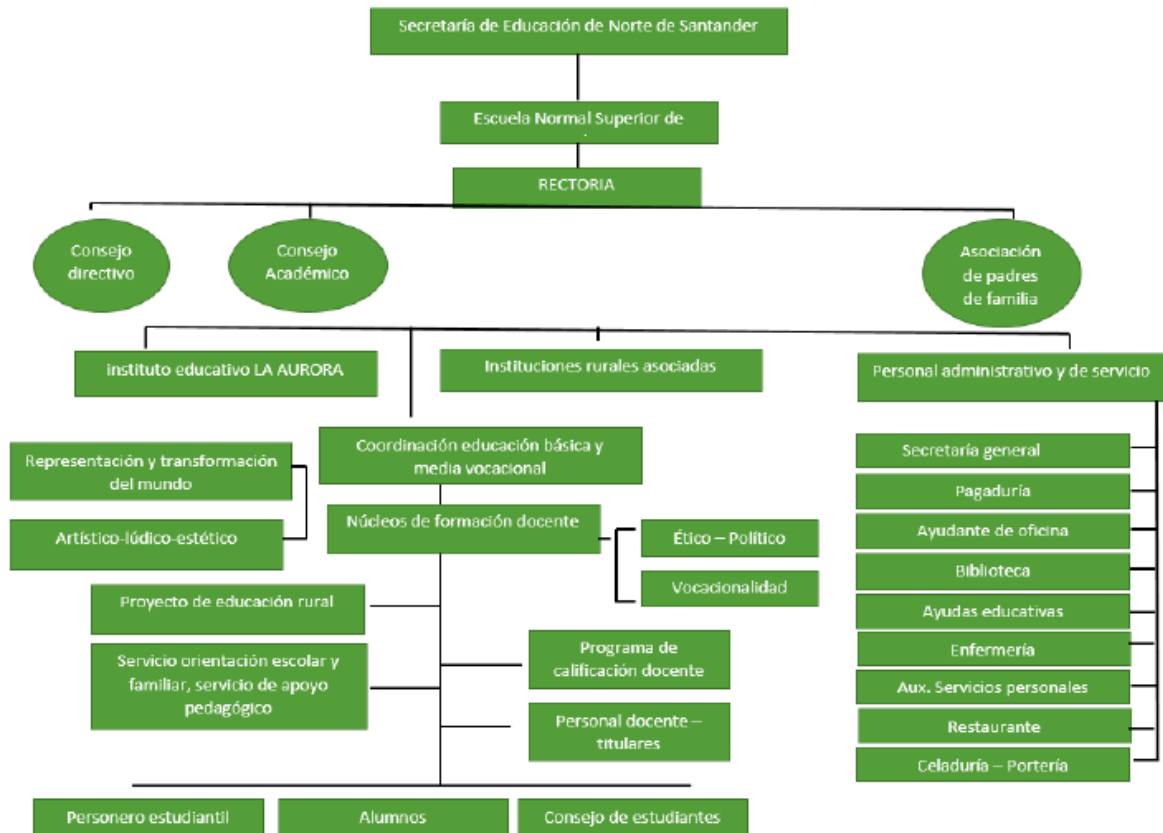


Figure 3 Institutional organization

School Calendar

Table 2
School Calendar Escuela Normal Superior

School calendar 2019-1		
Month	Date	Activities
May	6 -10	Semana cultural Efemérides, Fundación de la Escuela Normal Superior
	15 - 16	Entrega de informes académicos
	17	Día del maestro
	28	Jornada pedagógica
	29	Consejo académico
	30	Consejo directivo
June	5	Día del medio ambiente
	14	Inicio de vacaciones
	16	Presentación de pruebas saber TYT
	8	Reinicio de actividad académica
	8 - 12	Segunda revisión del planeamiento curricular
	11	Ceremonia de graduación PFC
	23	Jornada pedagógica
	23	Consejo académico

July	24	Consejo directivo Día nacional de la vida silvestre
	30	
	30	Jornada pedagógica

Cooperative teacher's schedule

Table 3
Cooperative teacher's schedule

Days of the week / Time	Monday	Tuesday	Wednesday	Thursday	Friday
1st h (7:00 – 7:50)				10th C	9th A
2nd h (7:50 – 8:40)				10th C	9th A
3rd h (8:40 – 9:30)	9th B				
4th h (9:30 – 10:20)	9th B				
(10:20 – 10:50)	Break				
5th h (10:50- 11:40)			9th A	9th B	
6th h (11:40 – 12:30)			9th A		
7th h (12:30 – 1:20)		10th C	9th B		

Pre-service teacher's schedule

Table 4
Pre-service teacher's schedule

Days of the week / Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 st h (7:00 – 7:50)	10th A		5th	Cariongo school	
2 nd h (7:50 – 8:40)	10th A	11th A	5th	Cariongo school	
3 rd h (8:40 – 9:30)		11th B	11th A	11th B	
4 th h (9:30 – 10:20)		11th B	11th A		10th B
(10:20 – 10:50)	Break				
5 th h (10:50- 11:40)		10th B			10th A
6 th h (11:40 – 12:30)		10th B			
7 th h (12:30 – 1:20)					

Pedagogical aspects

In order to identify pedagogical aspects, the institutional observation was carried out for a period of one week. The focus of this observation was centered on observing the course assigned, in this case 10th and 11th grade. This week was very useful to read documents related to the institution such as: the institution educational project, the rules and regulations of the institution, location, objective, duties and rights of each of the members of the educational establishment, the teacher's methodology to develop the class, students' material for the classes, students' participation, teacher-students interaction students' behavior and attitudes during the class were observed.

It is important to highlight that the aforementioned aspects, specifically those related to the courses were registered through a journal with the purpose of not omitting important details

during the classes. Another relevant aspect is that the courses have an English book called “English Please” provided by the Ministry of Education in Colombia, and a teacher's guide which leads the teacher on how to perform each work; additionally, there is a workbook which allows the student to reinforce everything worked in class. Even though, during the week of observation, the use of the book was not evidenced. The students were working with workshops about adjectives.

The way in which the cooperative teacher manages the courses is by taking notes; she does not format a plan for the classes, since she writes the methodology in a notebook. She also has a folder called “observador” to write everything that happened in class such as: disorder, punctuality, rudeness, indiscipline, lack of respect, absences, etc.

Interaction among students in the classes was totally in Spanish, except when the teacher was talking to them. Most of the time, she was the only one speaking in English and interaction was very scarce. The students only talked when they were asked or when they mispronounced a word.

Chapter I Pedagogical Component

Introduction

In Colombian education, the English language is a mandatory subject taught from the first grade to higher education levels, which demands that the National Minister of Education establishes programs to orientate and facilitate the teaching-learning process. Thanks to all the theories, approaches, and studies conducted by linguistics around the world, we have now numerous resources and strategies that helps us to master communicative skills.

Learning a foreign language comprises receptive and productive skills, which allow learners to understand and express their ideas through the use of the language. “For many students, reading is by far the most important of the four skills in a second language” (Carrel, 1988, p.1) since this one has an important role to succeed in medium and high education or other academic programs. Students from different institutions such as school, university or technological courses are required to have at least a B1 level of English. In fact, the most common activity in which they learn and practice the language is by reading, from shorter messages to extensive texts. Hence, the importance of developing receptive skills, mainly reading, it is by reading that they learn the most.

When reading a text, we find some difficulties such as unknown words, complex sentences, cultural context, long texts, formal register, among others that draw out our comprehension, causing flaws and different understanding from the real one that the author wants to communicate. Consequently, readers set aside a text losing interest and rejecting activities dealing with reading. Especially, if the reading method concentrates only in translate word by word to understand the text. That is the case of many public institutions in Colombia (high

school), particularly the one that I observed that is where I will do my practicum. The present project search for providing students with reading comprehension strategies that allows them to understand by being conscious and active in the reading process.

Statement of the Problem

Through the institutional observation it was possible to identify pedagogical aspects as well as some weaknesses of students and the development of the class. During this period, it was established the population, and it was known the students' routine in English classes. It was also evidenced the students' level of English. According to the Common European Language of Reference, 10th and 11th grades' students are placed in A2 level in the general scale. They can recognize and understand simple instructions if the speaker speaks slowly. Their speaking production is very short and it is at the beginning of the classes that they speak the most. They say some prayers that they know by heart. In terms of writing, they just write some words or sentences used in the class, they know vocabulary and grammar that they usually forget. Regarding reading, they know the most common words such as nouns, adjectives and pronouns. When reading a text, they spend more than an hour of class to read it. This is because they translate word by word and because of lack of knowledge of vocabulary and grammatical forms. After reading the text, they do a search word related to the vocabulary topic and then, a complete sentences exercises and that is all the assignment. So, clearly there is not a purpose for reading, they do not use strategies to understand the text, there are not reading comprehension questions after reading, and there is not a pre, and after activity concerning the contained information in the text.

Bearing in mind this strong weakness, this project contemplates the idea of providing reading strategies to make of this activity a rich experience. In this sense, the following is set out:

How to enhance the reading skills of 10th grade students using reading strategies?

Justification

The purpose of the present project is to provide reading strategies in 10th grade students of a public high school institution to improve reading comprehension and make a significant and amazing experience when they read texts. The aforementioned is set because in the population observed, reading skill is limited to the traditional method of translating to understand the text. In addition, within the activity there is not a purpose for what students go beyond the simple process of looking for new vocabulary. In other words, reading activity is identified as a monotonous and simple activity and as an independent exercise developed by students without the teacher's help. In this sense, teaching reading strategies to students will allow them to be organized, to follow a plan, to break down ideas, asking themselves questions and finding the answers, meaning handle texts with the facility.

Furthermore, there are professional reasons that encourage me to work on this matter. First, to grow up as a professional of education, putting into practice pedagogy and didactics concepts learned during my process of becoming a teacher. Second, to work with a communicative skill not-explored in my experience and third, to help my students of 10th grade to gain proficiency in reading comprehension.

Objectives

General objective

- To enhance students' reading skills through the implementation of reading strategies.

Specific objectives

- To know the reading strategies for using them when reading texts.
- To practice reading strategies through the texts provided by the teacher researcher.
- To implement workshops using reading activities to improve students' reading skills.
- To identify reading strategies while reading the texts.

Theoretical framework

Reading

Reading is a human activity that involves a cognitive process. Several authors define what reading is. Rumelhart, D (1976) expresses that “Reading is the process of understanding the written language” (p.719). Carrel, P (1988) affirms that “Reading is a receptive process”. He adds that there is an interaction between the writer and the reader because “the writer decodes thought as language and the reader decodes language to the thought” (p. 12), meaning that both requires mental processes and that the reader reflects on what he reads. Another definition of reading is given by Kaplan, R (2010), who states that reading in a second language is a mix of abilities and skills that learners put into practice as soon as they begin to read.

Reading comprehension

Snow and Sweet (2003) define reading comprehension “as the process of simultaneously extracting and constructing meaning” and they also declare that comprehension comprises three elements which are: the reader, who must poses some cognitive capacities such as attention, memory, inferencing, visualization ability and critical analysis; the text which is characterized by linguistics aspects and structure, discourse style, and the topic that are related directly with the reader’s knowledge; and the activity itself that is on the purpose as it can be an assignment or a desired generated by the reader. In any of these cases the purpose and the interest can change along with the reading. Moreover, the relationship among these elements are related and interrelated with three “micro periods”: pre-reading, reading and post-reading which can vary when they take place. In the pre-reading, the reader has expectatives, motivation, hypothesis that

can change in the reading period, and then in the last stage, his thoughts can change again. In a wide level, there is a macro developmental comprehension that changes as the reader grows cognitively.

Bottom-up and top down-processes

According to literature, bottom-up and top down-processes are two aspects that a reader does when reading. Eskey, D (1988) explains that bottom-up refers to the reader's action of recognizing language, grammar, sentences and paragraphs and the top down process is the action of constructing and giving sense to a text. Both processes take place when reading and it is suggested to do it simultaneously.

Interactive reading

This approach considers reading as a process that combines the bottom-up and top down-processes. In words of Anderson (2004), these processes are called lower-level process and higher level process. The following is a description in which he explains the processes:

Interactive models combine the lower-level processes that are needed for successful reading as well as the higher-level processes. The lower-level processes involve rapid word recognition and the ability to combine those words into syntactic and semantic units. The higher-level processes involve a reader's ability to activate prior knowledge and monitor comprehension of the text (p.13).

Giving the above, it is established the relationship among these concepts and the top down and bottom up processes, which allow the readers to make connections and going from simple hypothesis to accurate information of the text.

Task based learning

This approach aims at working on the realization of a task through some stages. According to the Council of Europe and the European Commission (2006,) states that “task based learning is fostered through performing a series of activities as steps towards successful task realization” (p.22). Willis (1996) proposes four steps to complete the task:

- Pre-task: In the first stage, the teacher develops some activities to introduce the task to students. These activities activate language and ideas about the topic.
- Task preparation: In this one, the teacher familiarizes students with the context and students prepare themselves for accomplishing the task.
- Task realization: In this phase, students can produce the task demanded.
- Post-task: in this last stage, the teacher gives feedback which can be focus on the content or on the use of the language. There is a reflection of the task.

Reading strategies

Davis, A (2011), proposes the following strategies to be an active and a good reader:

- **Making connections:** it refers to the connection between the previous knowledge and the new information the reader is learning.
- **Monitoring:** it is the action of realizing when the information makes sense and when it does not and the reason why that is happening.

- Clarifying: it is the attempt of understanding and figuring something out when information that does not make sense for the reader.
- Predicting: it is the action of using clues from the text to make predictions or hypothesis before reading it.
- Inferring: it takes place when the reader has reason to think something is happening, but that information does not appear in the text.
- Questioning: ask questions is useful to clarify the reader's ideas. They can be asked before reading the text, while reading and after reading.
- Summarizing: it is the exercise of understanding and putting together the most important ideas of the text.
- Visualizing: the action of imagining or create images in the reader's mind at the same time he is reading the text.

The reading strategies vary from one author to another. It can be found on many sources the same strategies with different name, in a different order and with more or fewer strategies included.

Literature review

Several studies have been conducted in the field of the reading skill to discover how it works and the usefulness of the strategies on learners. In this project, five articles related to reading strategies are exposed to inform what has been studied on this matter.

Kuçucoglu conducted another action research in 2012 in Turkey, aimed at improving readings skills through the use of effective reading strategies. Findings showed that participants did not know reading strategies at the beginning of the study. But then, when the research taught the strategies, he realized that students gained proficiency in reading comprehension and he as the teacher researcher gain confidence about how to integrate strategies in his practice. A case study carried out by Lopera (2012) in a course of 26 students of a Colombian university, reported the effects of the strategy reading comprehension instruction. Students improved reading comprehension as well as motivation and a positive attitude towards English reading.

The following study was conducted by Contreras (2016), its purpose was to improve her practice while teaching reading strategies to a seven grade school. The findings shed light on the students' problem that was a lack of reading comprehension. She affirmed students were more motivated when reading as they learned the strategies and had an active participation when doing the activity. She adds that teachers should never underestimate their students' capabilities.

Gamboa, A. (2017) conducted an action research study focused on teaching strategies to 6th grade students based on the Interactive Model of Reading. Through instruments such as questionnaires, workshops and fieldnotes, she realized of the advancements her students had. She concluded that they felt confident when making predictions and doing reading comprehension exercises since they can be listened. Moreover, because through these activities they could share

their experiences and opinions about what they have read. Another action research conducted by Herdiana and Djuwairiah in 2017 showed that students improve their reading skill through the interactive model. Findings demonstrate that students show improvement since the beginning of the first class as they participate more, they made comments and asked questions to their classmates and to the teacher about the text.

Methodology

With the purpose of implementing the reading strategies proposed in the theoretical framework section by Davis (2011), I will develop five workshops to teach and practice the reading strategies.

- First workshop: explanation and activities to model each reading strategies.
- Second workshop: working in groups with the teacher's help to comprehend a text.
- Third workshop: First text - students working in groups of two.
- Fourth workshop: Second text - students working in groups of two.
- Fifth workshop: Third text – students works individually.

In the first workshop, as a teacher researcher I will teach the reading strategies by projecting PowerPoint presentation on the TV. I will model each one of the strategies for them to know and adopt as a habit of how they should work when working with their peers. After having explained the strategies, I will give students a worksheet that contains some exercises to verify comprehension. Each one of the workshop will last about 50 minutes.

In the second workshop, I recall the reading strategies briefly and then I will give time to read and solve the exercises proposed. Just in case, the activity is not finished during the class, I will pick up the workshops for them to avoid forgetting to bring it to the class.

During the third and fourth workshops, they will work in pairs. The idea here is to work cooperatively. Both review the strategies and monitoring if they are doing well or if it is something wrong to ask the teacher. It is in these two stages that they form the habit of reading strategically.

At the end, I will give them the final workshop which they will develop individually for me to know what they learned and how they applied these strategies.

This study will be carried out in a public school of Pamplona, named as Escuela normal Superior de Pamplona, more specifically in 10th grade.

Time schedule for collecting data

Table 5
Time schedule for collecting data

Date	Description of the activity
May 24 th 2019	Application of the first questionnaire to students.
June 4 th 2019	First workshop: Explanation of the reading strategies and exercises.
June 11 th 2019	Second workshop: Robots and Teachers
July 9 th 2019	Second workshop: Women's rights
July 16 th 2019	Third workshop: Drug addiction
July 23 rd 2019	Fourth workshop: Culture shock experience
July 25 th 2019	Application of the second questionnaire to students.

Regarding the instruments to gather data, I will use observation in each workshop to reflect on the process, the activities done inside the classrooms, students' behavior, etc; two questionnaires, one that will be applied before teaching the strategies and the other at the end of the workshops, with the purpose of confirming what was observed and collected in the workshops. The workshops will serve also as a tool for verification of what was learned.

To analyze the data gathered, Hatch (2002) proposes eight steps in the researcher make sense of the data in a descriptive way by reading and re-reading the information. The following chart contain each of the steps.

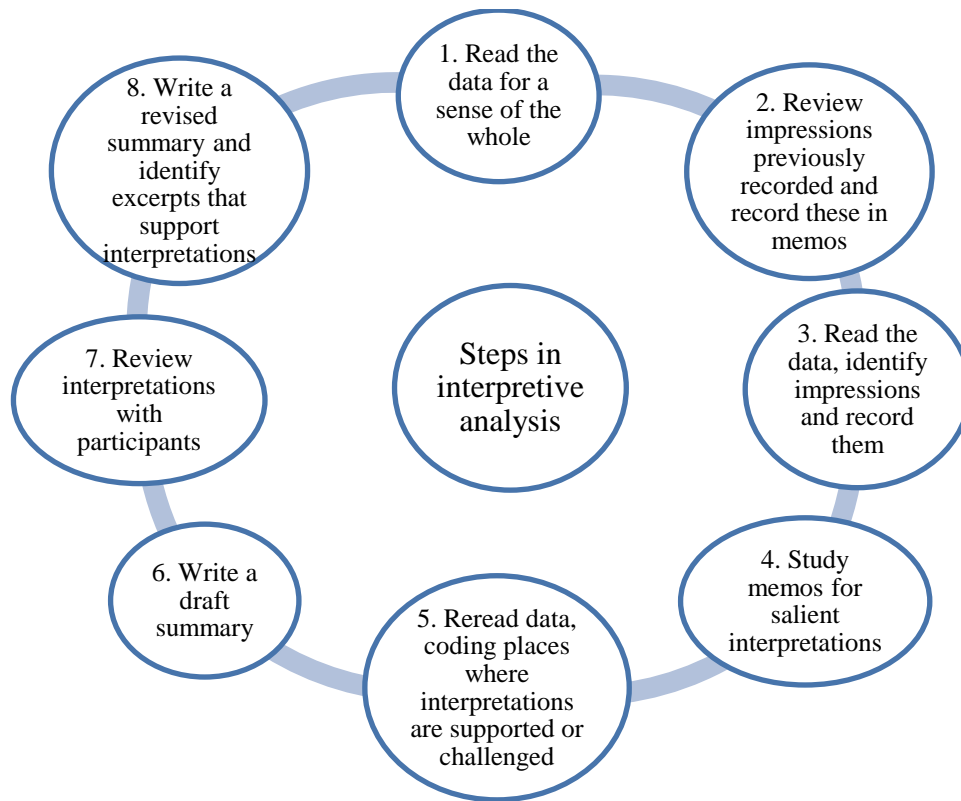


Figure 4 Steps in interpretive analysis proposed by Hatch (2002)

Implementation of the project

The dates established to develop the workshop changed because of some activities in the school. The table shows the dates and the topics of the texts.

Table 6
Topics and dates of the workshops.

Date	Topic
May 24 th 2019	Application of the first questionnaire to students.
June 4 th 2019	First workshop: Explanation of the reading strategies and exercise.
June 11 th 2019	Second workshop: Robots and teachers
July 9 th 2019	Third workshop: Women's rights
July 16 th 2019	Fourth workshop: Drug addiction
July 23 rd 2019	Fifth workshop: Culture shock experiences
July 25 th 2019	Application of the second questionnaire to students.

The workshops are based on the Task Based Learning (TBL) approach so they are divided into three parts. In the first part, the teacher researcher introduces the topic, she made some short activities to prepare the student for the topic, she gave examples and provided information about the task. In the second stage, students worked on the task, they followed instructions and completed the task assigned and in the last part, the teacher made some corrections, suggestions, and advices for students to improve.

The reading comprehension activity was also split into three parts. In the first, there were questions about the content of the text. The second one was concerned to personal facts or experiences of students related to the topic and the last part dealt with the learning of the language: vocabulary and revision of some grammar structures.

Through the process of collecting the data, the teacher-researcher was reading and analyzing the data to guide and see what were the possible categories. The following table contains the categories that emerged in this project. They are highlighted in pink color.

Table 7
Table of categories

Implementation of Reading Strategies to enhance Reading Skills		
Reading strategies	Interactive Reading (lower level and higher level processes)	Task Based Learning
Making connections: X X X Monitoring: X Inferring: X X X Clarifying: X X X X Questioning : X X X X X X Predicting: X X Visualizing: X X X X X X X Summarizing: X X X X	Top down process: making connections. Understanding the whole text. Bottom up process: grammar, word recognition, sentences, semantic units, etc.	Pre-task: Hooking activities During-task: reading using the strategies Post-task: feedback provided by the teacher.
Awareness	Learning the language	Motivation

In the second line, there are the theories in which the project is based. The third line contains the strategies, the interactive reading processes and the stages of the TBL which took part in each workshop. They were also evidenced in the questionnaires, in the journal and in the observations. The X in the column of strategies indicates the importance and its utility level according to participants' opinion. In this sense, Clarifying and summarizing were the most useful strategies after Questioning and Visualizing, which were in the first place.

The reading interactive column refers to the exercises that participants did during the workshops. In these processes, the strategies also took part. All of them, allowing the reader to make sense of the whole text (top-down) by recognizing the language (bottom-up) in its form. The column of the TBL approach summarizes the way of how it was implemented during the

workshops. The post-task was done while the during-task. This due to the lack of time and because students forgot easily the topic worked during the last workshop.

Findings

Three categories emerged from the data collection process: a) Awareness, b) Learning the language, and c) Motivation. These three categories present emerged from the information taken from the journals, questionnaires, observations and workshops. This section describes the findings that came up from the pedagogical implementation that aimed to enhance reading skills through the implementation of reading strategies of 10th grade students at “Escuela Normal Superior de Pamplona”.

Awareness

The participants used the Reading strategies throughout the development of the workshops. In the beginning, it was unusual for them to adopt the strategies. So, the teacher-researcher worked with them to they saw how they had to do it. First, the teacher did it alone and students paid attention, and then, she did it with students’ help. To do so, the first and the second workshop served as the model of practice.

The participants affirmed to use just some of the strategies, even though all of them were implemented through the activities. For instance “Making connections”, this strategy was not mentioned by participants as the most useful but it was employed in the first stage of the workshops, where participants related personal experiences or previous knowledge to the topic of the text.

The most useful strategies according to participants were “Questioning” and “Visualizing”. “Questioning”, referring when students ask themselves about the sense of the text or the meaning

of unknown words, etc. And “Visualizing”, when they imagined what they were reading. In the second place, “Clarifying” means answering questions, dealing with doubts and wrong perceptions. “Summarizing”, on the contrary was not practiced in all workshops but just in two of them.

The fact of having used the strategies when they read, arouse participants’ and students’ awareness of the text they were reading. They read with purpose, monitored their reading and were able to understand the text without using the translator.

Learning the language

The Top-down and Bottom-up processes by Eskey, D (1988), were evidenced during the reading that participants did. In the first and second workshop, the teacher read with students slowly to give interpretations to each sentence. In this way, she made that participants asked questions about unknown words or expressions or for the meaning of a whole sentence. The students had to underline these words or sentences for them to take notes, to remember and write down the meaning. It can be said that the most common words they did not know were adjectives ending in –ful and –ly, some connectors such as “even”, “in fact”, and some adverbs such as “Perhaps”. Additionally, through the reading text they found some sentences with the grammar structure we were working on, Present Perfect tense and Future Perfect tense. On the whole, they read doing the two processes simultaneously as it is suggested by Anderson (2004). The students read, interpret, ask questions, visualize, and continue with the reading.

Apart from practicing these processes, in the second and third part of the reading comprehension activity, they practiced the vocabulary they learned by writing their personal opinion or by summarizing the text. The following is a written production of P5 answering a

question about the social status of women in Colombia. The underlined words are part of the vocabulary learned in the Women's rights workshop.

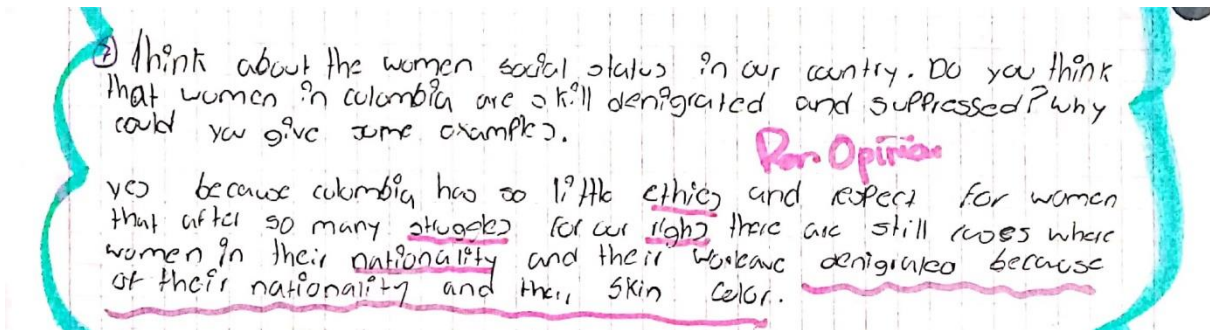


Figure 5 Personal opinion of P5

Motivation

The implementation of the TBL approach allowed participants learned pleasantly and satisfactorily. Reading can be a boring exercise for students that are not used to it or that merely do it to accomplish a task. Taking into account TBL approach is composed by three stages, each one of them was interesting for students, mainly the first one in which was essential to capture students' attention. That is why, the topics chosen were somehow controversial or attractive for them.

In the first stage, the teacher-researcher began the workshops with a hooking activity. All of them required students' participation. So, she used a video, a game, a short debate, mind maps, and telling facts or stories. Therefore, the teacher started giving her own example and then students complement or gave their opinions. There was a high level of participation from students, even those who were not commonly viewed as good in English subject. This fact gives

to the teacher-researcher the impression that students likely dare to express their opinion out the regular activities they did, in other words, when learning through different activities and topics.

The during-task and the post-task were done at the same time. While students were reading, the teacher was going around the classroom to help students and to observe participants. So, she gave corrections and explanations of the things they don't understand in the text or even in the reading comprehension activity. The post-task was done within the during-task because it was the best way to give an explanation to students. Moreover, because of the limited time given for the workshops.

Conclusions

The purpose of this project was to improve the reading skills of 10th graders, which was accomplished thank to the implementation of the reading strategies. The results were convincing with all the previous studies presented in the literature review section. In the first category, Awareness, demonstrated that participants and students were conscious of the use of the strategies as the first step they should do to improve their reading skills. Besides, they learned to control their reading by recognizing when they did not understand any part of the text.

As Gamboa (2017) stated in his study, the teaching of strategies through the interactive model made students felt confident when expressing their opinions since learning the two reading processes (Bottom-up and Top-down) made possible to understand the whole text and had command of it.

Concerning the third category, Motivation, one of the participants (P6) declared that s/he had learned a lot and had improved their reading skills since s/he had never had success in the language, which made it feel proud of her/him. Furthermore, in the present study students gained

motivation towards reading and become more active when they participated. This was a significant change because some of the participants did not like reading in English.

Recommendations

Having in mind the findings and the limitations of the present project, three recommendations are given to future studies in the matter. The first one is to have much time in terms of the implementation of the workshops and more than five workshops with the purpose to strengthen the strategies and the processes learned. The second one is to concede a section for the post-task, as this stage is a key element to correct students' mistakes, to give suggestions and to recognize their good job. As a third recommendation, it would be marvelous to include longer texts with reading comprehension activities as soon as participants improve their reading skills and their English level.

Chapter II Research Component

Introduction

In the context of formation in the foreign language program, the pedagogical practices of pre-service teachers are seen as important aspects to study and research for the improvement of the learning-teaching processes for the education quality.

Additionally, it exists an interest to understand and change the pedagogical practicum; it is beneficial that local studies especially focus on the learning problem than in the matter of teaching.

It has been considered pertinent to develop a project that establishes a reflective approach about the pre-service teaching process as a source of knowledge, behaviors and attitudes that guide the educational work; as well as an internalization exercise, immersion and conscious exploration of the teacher's own subjectivity through questions and search of information for solving the problems and for the self-recognition as well.

Justification

The design of this project in the foreign languages integral practicum context focuses on a more professional conception of practice as a spearhead to improve educational processes in the application centers where PRADO1 is carried out. It is considered that providing importance to reflection in the teaching process is the first step to understand the difficulties of the profession, one's actions and interest towards the knowledge of the different models and approaches to address a problematic situation and establish an analytical look on any action.

From what was exposed by the educational philosopher John Dewey, the precursor in the cognitive thinking field devoted to the learning process, it was justified the necessity of carrying it out this project to give students analytic and self-observation tools to establish a difference between a daily action and a reflective action. It is considered that a reflective approach prevents the agents of the traditional context and the authority that pervades the school.

Statement of the problem

At school, some essential aspects of the subject constitution and the institutional life are seen as stable and unchanging features that are part of the identity and scholar culture. When the events are solved without modifications, the teacher is at risk of setting up in a logical of performances who do not allow the pedagogical evolution and the renovation of the school culture. A practice lacking reflection does not lead to the emergency of problematic situations; realities that are being ignored, invisible. Seen in this way, pedagogical practice is assumed from reproductive codes that place teachers in a traditional work, becoming cultural reproduction into a barrier to the emergence of rising practices that tend to generate transformations of thought and knowledge, to come out and meet the social needs.

Because of this situation that affected teachers in varying degrees, it is crucial that the teacher training process promoted a critical and reflective spirit in the future teacher, that contributes to the improvement of their pedagogical practices, to then become into core elements that impact and transform their work and future professional performance.

In the case of the degree in Foreign Languages of Universidad de Pamplona, the reflection is conceived as a fundamental exercise for the students, who carry out their integral practice, self-evaluate, retail a critical and constructive look at their work in the teaching role. To begin this study, the following questions are asked:

How does the implementation of reflection contribute to the transformation of the pedagogical processes proper to the development of integral practice?

How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

Objectives

General objectives

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- Promoting the development of a critical spirit in Students-Practitioners that allows them to analyze their pedagogical work.

Specific objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.
- To socialize criteria, to share ideas and guidelines to assume their pedagogical practice and to take part in the institution effectively.
- To identify and analyze strategies that students use in their pedagogical practice.
- To develop reflective workshops and didactic units as a guide towards pre-service teachers' process of reflection.

Theoretical framework

Theories about teachers' labor, reflection, reflective practice and pedagogical practice constitute the theoretical framework of this study. To be clear about the concepts highly related to this research project, an approximation to each one of them is going to be presented.

The teaching profession

The teacher is one of the most important elements of every educational institution, who has the function of sharing framed knowledge in a determine science or art, but also who is responsible for the integral formation of the students.

The teaching profession demands a series of competencies 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. In such a way, it is possible to find that all the teachers must get several competencies that allow her/him to control of a group of knowledge and skills in a specific area, given that the first intellectual requirement of a professional is the level of their activity. Similarly, every teacher has to possess some competencies dealing with the organization of content, in other words, the pedagogical practice does not only requires to order their components to be learnt by the students, but also to provide the learning conditions in the educational or out of it. The main function to be developed by teachers is to design and provide teaching practice.

Reflection

Regarding reflection, it is claimed that it implies an approach to different conceptions about this notion. For this reason, to get deeper into its definition, two aspects will be taken into account: reflection as a process, and reflection as a thematic (Correa Molina et al, 2010).

Reflection as a process

The reflection is developed through a series of stages in a cyclical process. According to Schön (1983) as cited by Correa Molina et al (2010), to reflect on experience implies “A type of reflective dialogue regarding the situation, where language facilitates access to the experienced and do a new structure of the situation”.

The stage of the reflective process as process is evidenced in the following schema:

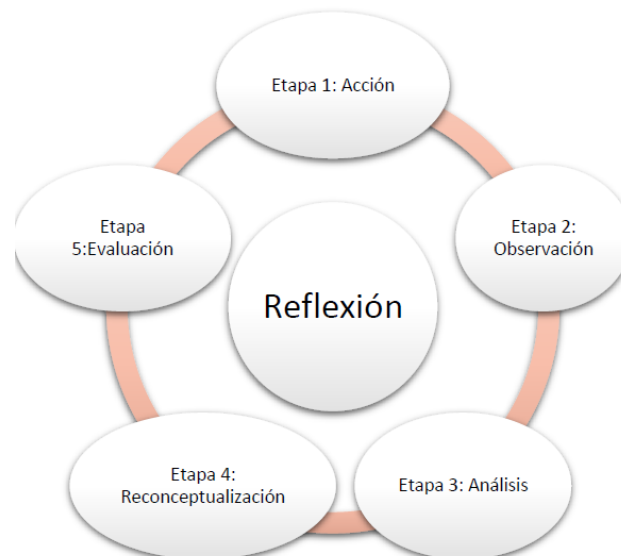


Figure 6 Reflection as a process

Reflection as a thematic

The conception of reflection is based on a theme 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 external aspects, the source of knowledge which allows reflecting, and the contextual aspects that allow reflecting in the third perspective. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

Reflective practice

To update and qualified the academic proposals in the University and to guide the pre-service teachers through new ways of relate 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 behaviors 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 teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the problems of the practicum and the classroom setting required a particular treatment addressed to comprehension and social interaction.

The need for articulating the changing social reality to our pedagogical work, it is evidenced in the existence of several efforts for trying to explain the scholar phenomenon and the search of ways to meet those phenomenons, to do effectively the scholar work.

This study will help the participants to reflect on their 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, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes place; the reflection is done with the appropriate selection and use of the didactic strategies that will be implemented by the teacher.

In a second level, the reflection brings implicit budgets in the specific teaching practices. Consequences of the chosen strategies, curriculum and practices are analyzed. 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.

Thirdly, Van Manen establishes a reflective exercise, in this level the reflection is more elaborated, a reconsideration of ethic, normative and moral criteria related directly or indirectly to the classroom.

Pedagogical practice

To analyze and reflect on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practice, to meet this purpose, it is assumed Zeichner's proposal, who has established various modalities of practice such as:

Academic practice

It is focused on preparing teachers who were able to reflect on the courses they teach so that they are transformed into comprehensible structures for the students.

The Practice of social efficiency

It is about to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which pedagogical investigation has arrived.

In this case, reflection consists of a strategic decision: “seleccionar entre la gama de técnicas disponibles la que se considere más eficaz”. This was the way of proceeding from the technical rationality.

Development

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

Social reconstruction

The objective of reflection is the social, economic and politic context, so as to propitiate democratic relationships in the classroom and equality and fair in the social area.

Generic

The programs allude to the reflection in a generic way, but without specifying the contents or the programs on which it is necessary to reflect, neither the strategies to foster the reflective learning.

Reflection triggers

According to Schulman (1987), these triggers are the teacher's cognitive foundation for classroom life; they are essential given that they form the elements of the reflective thinking that contributes to the process of the specific knowledge that a good teacher take into account when making decisions in the classroom.

Critical element on reflective thinking

This element of the reflective thinking relates to “los aspectos morales y éticos de la compassion y la justicia social” according to Sparks-Langer and Colton 1991:39. The interest for all related to social justice and ethics in education.

These authors established the following categories of knowledge:

1. Knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration
5. Students' knowledge and their characteristics
6. Knowledge of educational contexts
7. The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflexive that is included in the present study as an instrument. This element was related to the teacher's narratives to encourage short stories about his/her experience in the classroom which came in different forms but accomplished 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 proposed methodological strategy has a central axis, the ongoing reflection that, besides, contemplates the organization of meetings intended to strengthen the group of student practitioners as an initial path to address educational and professional issues. The principles of organization are autonomy, planning and self-observation.

To reviewing the impact of the reflective proposal about this process of practicum, it was carried out a socialization process as well as a systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as a professionalizing space that contributed to the description, identification, and analysis of the pedagogical practice itself.

For collecting the data of this research, the following instruments are proposed:

Reflective workshops

The fundamental purpose of the reflection workshops is to guide the process of reflection of the student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practice. Reflective workshops were carried out three times during the ten weeks of practicum.

Objectives

- To consolidate a collective of practitioners with a critic spirit that reflect and present solutions to the issues presented in their teaching practice.
- To socialize criteria, share ideas and guidelines to assume their teaching practice.
- To qualify, facilitate and join effectively to the academic community.

Self-observation sheet

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

Narrative

The exercise of reflection will allow the student to express him/herself about her/his chose from the narrative of her/his experience as a way to provide meaning the routine of the teachers' lives.

Class recordings

To have evidences of the practitioners' actions in the classrooms, it is necessary to reflect about different aspects related the teaching-learning processes in the Foreign Languages context that are taken into account by the training teacher in his/her reflection exercise. Those records allowed teachers to have an external and constructive look at the teaching practice.

Conclusions

The instruments proposed in this component helped the teacher-researcher to collect information and guide her practice. Especially, they allowed her to reflect on her work and narrate the experiences lived in classes. The reflective workshop served to share experiences about the teaching practice; the self-observation sheet helped to assess the teacher-researcher work; the narratives were a really good instrument since it becomes the teacher-researcher diary in which the most relevant aspects of the week were told and the class recording instrument that was used with the purpose of being assessed by a classmate-colleague.

This table shows the activities and the dates in which they were conducted.

Table 8
Time Schedule for the data collected

Activity/ Week	Narratives	Self-observation sheet	Class recording	Reflection workshops
May 13 th – May 17 th	X			
May 20 th – May 24 th	X	X		
May 27 th – May 31 st	X			X
June 4 th – June 7 th	X	X	X	
June 10 th – June 14 th	X			
June 17 th – June 21 st			X	X
June 24 th – June 28 th				
July 1 st – July 5 th				
July 8 th – July 12 th	X	X		
July 15 th – July 19 th	X			
July 22 nd – July 26 th	X	X		

The self-observation was done on-line and it asked about a series of aspects such as the development of classes, creation and creativity of lesson plans, materials and strategies used, etc. It was carried out every two weeks and it must be answered until Friday. The narratives were sent via e-mail to the mentor. The experience of being a teacher-researcher was impressive since her expectations were so low with reference to the management of the groups. On the contrary, she got good results working with students, even though the cooperative teacher has recognized

this ability. Sometimes it was a little difficult for the teacher-researcher to feel comfortable and free during her classes because she was suggested to do it in another way. Anyway, she always tried to find a balance between her beliefs and the cooperative teacher's beliefs.

In terms of the development of the classes, several aspects must be mentioned. The teacher-researcher's methodology consisted of the evaluation system of the institution, the contents and dynamic of the class suggested by the cooperative teacher. It was based on two methods: the Grammar Translation method and the Oral approach. Each topic had duration of a week, and because of the topics proposed, most of the activities students did are repetition and pronunciation of words, reading, and grammar exercises. Within the students' daily routine, they started the classes with prayers that they know by heart, then, there was always an inspirational message that they read, translate and finally, they reflect on it.

The teacher-researcher planed the topic and she sent it via e-mail on Fridays to the cooperative teacher who made corrections and suggestions to the lesson plan. So, she corrected the lesson plan and delivered it printed on Mondays to the cooperative teacher.

Students were informed of the topic as soon as they were finishing classes. For instance, they knew that they were working with Perfect tenses which comprise three tenses and then, they would learn conditionals: zero, first, and second.

The teacher-researcher developed good communication with students. First, she gave the impression of being so serious and a little bit authoritarian but then, she changed and she established a middle point of interaction with students. What she did to achieve that is to make students talk and participate during the classes, if there was a joke it was ok to laugh but without losing the direction of the class. So students felt sympathy towards the teacher-researcher. They

asked questions about grammar rules, the meaning of words, pronunciation and also about the teacher's life when she told personal experiences to give examples about something.

To control discipline, the teacher-researcher drew students' attention if any unpleasant situation happened. She always remained students to be respectful towards the teacher and their classmates. She made students reflect on their actions to avoid repeating a bad situation. There was also a book called "El Observador" in which the teacher reported students' misbehavior or any other act of indiscipline.

The teacher took advantages of the English lab that was a special classroom where all the classes take place. This room had a TV which the teacher uses to show slides, play music, images, etc. Students sat in pairs in a desk, and each desk had a computer. There were two whiteboards but only one of them was used because of the organization of the classroom. In this lab, there was also material such as flashcards, books, and headphones that were used by the teacher. This material was provided by the Ministry of Education.

Most of the times, the teacher-researcher spoke in English to students and then, she translated for students to understand. There were a few students who had good English level but most of them had basic English, so it was a challenge for the teacher to keep the balance. The teacher gave clear explanation of the topic, she gave keys and strategies for students better understand and master the topic, she asked always if they had doubts, but the problem of their low grades lied on their lack of engagement to study. Even the teacher told students they could ask for a tutorial class at the break, just two or three asked for it.

Through this practicum process, reflection took an important role in the teacher-practitioner since it allowed considering positive and negative aspects, recognizing what was good and what was not so good. As it is personal, there is no need to lie when writing and there is freedom to

express the experiences. Reflection transformed the teacher-researcher practice as it worked like a process of control in which the teacher was honest with herself about her performance and started up a plan to work on her weaknesses.

Conclusions

All the instruments implemented in this component were useful tools that facilitated the teacher-researcher to start with her role as a teacher. They helped to guide her practice, to assess herself and to realize about the strengths and weaknesses. Reflection was viewed as the most important instrument because it allowed the teacher to think about their actions, their work, and especially to be honest with herself to continue with the process of transforming the teaching practice.

Chapter III Outreach component

Presentation

When reading this proposal, the reader will find a double objective: to organize the social impact of the Language Program in a project from the implementation of the extension component to the Integral practice community, and to sensitize students of primary school to the basics of the foreign language, English.

At first instance, it is presented the justification of the project, the objectives, its characterization and the contribution lines to the project. Next, the theoretical framework that guides the proposal, the population that will benefit, the schedule and the budget estimate table that will be filled out by each participant will be presented.

Introduction

Participating in global, academic, cultural and economic policies, encouraged the Colombian National Government to promote foreign languages learning in the different educative sectors of the country; so that all citizens have the opportunity to participate in cultural exchanges that allow them to get access to more equitable conditions regarding the personal and social development of the country.

With the aim of promoting the learning of English language in Colombia as well as creating competitive citizens, the National Ministry of Education launched in 2004 its policy of bilingualism which has as a main objective “to have citizens 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 how the National Ministry of Education has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. For example, it was created some standards of quality in English for primary and high school, a system of solid and coherent assessment, the description and the development of training planes.

This program has been developed around the country and has integrated the job of the educational secretary, the public and private universities and languages institutions; moreover, the results obtained have not been highly altered because of the lack of impact in some educative institutions around the whole country.

About primary school, the National Government advocates for the augmentation of the English language teaching to children coverage, since many educational institutions do not often count on an English teacher that guides the teaching and learning processes and, consequently, the evaluations applied nationally do not be very encouraging.

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

Taking into account the reality and the issue originated from it, the present proposal of this social projection attempts to fulfill the necessities of training in English of the child population at the primary school in Pamplona. Moreover, integrate the formation in foreign languages of the students of the bachelor program in foreign languages English- French into the educative reality of that sector, to decrease the gap generated between the public and private school in the English subject.

The governmental policies identify the problem; nevertheless, the care of those needs are not fulfilled properly, there is a lack in the effective support, 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

Learning and acquiring a foreign language provide us with the opportunity to be up with the requirements of today's world current needs. It is therefore necessary to implement and work on it from the beginning of children's schooling in order to finish their basic education cycle, they have foundations that allow them to continue learning in high school, vocational and higher education to achieve more people to be trained in this area.

The proposal aims to raise awareness towards English teaching in elementary schools in Pamplona city, contributing to the essential formation in foreign language which is necessary and central in these levels. For this reason, this project is carried out as part of the outreach component to the community of the integral practice that was developed by the last semesters students of the Foreign Languages program of Universidad de Pamplona, as a way to contribute to the strengthening of English teaching in elementary schools.

The implementation of this project benefits greatly and reciprocally, the institutions and the student population of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. This is an opportunity for children in primary schools in which they can be in touch with a foreign language and in the same way, for students who are at the end of their training process at the university so that they get to know the realities and educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

Objectives

General objectives

The setting in motion of this outreach project by the bachelor program in foreign languages English- French of the University of Pamplona, it is led by the following guidelines:

- To address the English Teaching demands from the child population in the elementary schools in Pamplona city.
- To integrate the role of the foreign languages degree English and French students with the educational reality of teaching English in primary schools in Pamplona city.

Specific objectives

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

- To familiarize children of the elementary schools in Pamplona to essential knowledge of English.
- To involve students from the Foreign Languages program in English teaching at elementary schools in Pamplona.
- To articulate the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Typology of the project

This is a training project, disciplinary in the curriculum area; open to all the institutions in which the practicum was developed and that offered elementary education in Pamplona.

Theoretical Framework

Languages teaching

International language policies

"UNESCO has been concerned for several years about the role of languages in the global context. In its general conference in 1999, it adopted the term "multilingual education" to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international one. This resolution departed from the idea of that the requirements of national and global participation and the cultural attention of the particular needs of communities and linguistically different, only it can be attended across the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

UNESCO (2003) considers that languages are not only means of communication, but represent the true factory of cultural expressions; they are holders of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time, support the learning of international languages that offer access to global communication and exchange of information. To achieve what is previously stated, UNESCO suggests to promote the multilingualism and the intercultural dialogs, as well as to develop policies for the translation, in all the possible means of written and visual materials to promote the traffic of ideas.

According to Lima, M. (2006), nowadays, learning a foreign language is fairly important, but always taking into account the cultures they represent. Languages are the spirit and conscience of the people, says the poet; they are the best instrument for accessing other cultures, other stories,

other ways of seeing and understanding the world; they erase distances and also bring us closer to science and technology. All types of learning are of vital importance in the sociability of the human being because it allows him/her to act adequately in different contexts. Learning a second language or other languages focuses on personal and professional life of an individual to be successful at make and know-how.

National Program of Bilingualism

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at spreading the English language as a foreign language, through the national program of bilingualism launched in 2004 with three specific lines of work: primary education institutions, secondary education, higher education, education for work and human development programs; ethno-education; flexible models of education. This program aims at the formation of competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p.6).

Bilingualism

Bilingualism refers to the different degree of mastery by which an individual communicates in more than one language and culture. This degree depends, mainly, on the context in which this individual is. Therefore, according to how a language is used, different from the native one, these languages are considered as second languages or foreign languages. MEN (2006).

English teaching in elementary schools

According to Yesser A, & Chacon C, (2011) the acquisition of a Foreign Language is a complex process involving multiple cognitive and affective variables inherent to the individual

as well as factors of the sociocultural and educational context such as the curriculum, the methodology used and the training and updating of the Foreign Language teacher, among others. In such a way, the importance of getting to the point of comprehending how children learn and incorporate a foreign language, it is necessary to analyze the theoretical foundations that explain the learning or acquisition of a second language (L2) or a FL (Foreign Language), and how this process relates to the process of the mother tongue". From this statement, Krashen (1991) cited by Yesser A & Chacon C, (2011) make a distinction between the concepts of acquisition and learning regarding the FL. "The acquisition of language is done naturally and unconsciously in the form of comprehensible input, which is processed and internalized, while learning involves consciously learning the rules of the language."

This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996). The authors present their point of view on the subject and differ that for purposes of this dissertation, the terms learn and acquire indistinctly because the LE can be acquired through playful activities inductively and naturally that also involves learning processes. it is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983) a child acquires the language in three stages:

Pre-production is the stage in which the child develops the ability to listen and understand language through gestures and actions is a period characterized by silence. Therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order

to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Extended speech, in this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child improve fluency in the foreign language. "

To support the aforementioned on the process of acquiring a LE it can be said that according to Berko and Bernstein (1999), Quoted by Yesser A & Chacon C, (2011) the ability of children to learn, understand, discover and formulate forms of communication in a foreign language lies mainly in the need to establish new social approaches (p.467). Consequently, children construct, through language, meanings of the world that surrounds them and establish their own criteria of semiotic interpretation to each concept they discover. For this reason, LE learning should start from the previous knowledge and the mother language schemes since the representations developed in previous learning and previous experiences constitute the scaffolding to build through the LE, new mental schemes or expand the already existing.

Yesser A & Chacon C, (2011), cite Ausubel (1986) who states that "from the point of view of cognitive psychology, explains that there are differences between the cognitive abilities of children and adults in relation to cognition and affectivity, which are manifested in the motivation, creativity, spontaneity and flexibility that characterize children and that are far from the adult, who is more prone to emotional blockage at the time of expressing himself in another language ". From the previous approaches, it is clear that age is a factor that affects the learning of English as LE, particularly in the acquisition of pronunciation. That is, the younger the child, the greater the probability of the child to develop the pronunciation of a native.

Why to teach a Foreign Language in elementary schools?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid and McLaren (1981) who affirm that “there are different kind of reasons that justify the learning of a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on various studies, it is indicated that:

- Children who start studying a foreign language at school tend to keep a level of performance more positive than others.
- Children show not only the capacity of imitating sounds and colloquialisms but also a great flexibility, spontaneity and the audacity that overcome teenagers“ and adults“.
- Children not only tend not to fear to make mistakes but also to acquire and transmit meaning through gestures and pantomime.
- Children are in a stage of their lives in which the plasticity of their brains makes it easier for them to learn languages.

To sum up, it is noted that the learning process of the human being is based on experiences with the environment in which it is influenced by cultures that predominate and identify their idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that the learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

School context

This proposal will be developed at Escuela Normal Superior de Pamplona located a public educational institution located at Carrera 7 12-633 Av. Santander, Pamplona, Colombia; and Cariongo elementary school that is part of Escuela Normal Superior. This school is located in a rural zone of Pamplona city called “Vereda Monte dentro”.

Benefit Population

The direct benefited populations of this proposal are students from 5th grade of Escuela Normal Superior and students from 1st, 2nd, 3rd, 4th and 5th of Cariongo school.

Time table

The table below show the schedule assigned to work with the two populations. This schedule will be implemented to carry out the Outreach component which last eight weeks. A total of four hours per week will be given: two in 5th grade and the other two in Cariongo School.

Table 9
Time schedule for Escuela Normal Superior

Days of the week / Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 st h (7:15 – 8:05)			5 th		
2 nd h (7:50 – 8:40)			5 th		

Table 10
Time table Cariongo School

Days of the week / Time	Monday	Tuesday	Wednesday	Thursday	Friday
2h (7: 00 – 8:40)				Cariongo School	
				Cariongo School	

Methodology

The main objective of this proposal is to teach English to students of 5th grade at Escuela Normal Superior de Pamplona and to students at Cariongo School. This proposal is focused on students from Cariongo rural school, so it aims to implement printed materials, word searches, and video songs to learn vocabulary about their nearest environment that is “Country”. In this sense, the vocabulary they will learn will be related to animals and country landscapes.

Development of the Outreach Component

The teacher worked in the rural primary school Cariongo with students of 1st, 2nd, 3rd, 4th, and 5th grade. They worked for four weeks with adjectives, numbers, and plural and singular nouns, and time. She used videos, songs, slides to explain the topics, worksheets, and she also worked with TPR technique that was one of the activities students most like.

The teacher introduced animals of the countryside through the topics, for instance adjectives to describe animals and number to count animals. The methodology she followed to assess students is qualitative because of the pedagogical model of this primary school. The following table includes the topic studied.

Table 11
Topics taught in primary school

	Cariongo primary school	5 th grade ENSP
Adjectives	X	X
Numbers	X	
Singular and plural nouns		X
Telling time	X	

Conclusions

Teaching English in this primary school served to know what the real necessities of students who live in the countryside were since it is a very different structure of education in this context. The teacher-researcher learned to be more patience to teach English to children from different ages at the same time and she has become in a more creative teacher in the development of the classes. Evidences are included in the annexes.

Chapter IV

Administrative Component

Introduction

The role of a teacher can be understood as the job of teaching in a classroom, preparing lessons, assessing, among other pedagogical aspects. However, this profession implies being involved in cultural, academic, and directive activities carried out outside the classroom to improve personal skills and other professional skills. Thanks to this fact, the pre-service teacher takes an active role in the institution. So, he is taken into account as a teacher who takes part in the educational, administrative and extra-curricular events.

That is why, the pre-service teacher has to attend all the extra-curricular activities proposed in the school calendar during the practicum process. Some of the activities established are: Cultural week and foundation of Escuela Normal Superior, teachers' day, delivery of academic reports, among others events.

Objectives

General objective

- To participate actively in all the academic and extracurricular activities proposed by “Escuela Normal Superior de Pamplona”

Specific objective

- To help in the organization of events or projects that involve students and teachers
- To be creative when including the English language when it is required.

Methodology

From the beginning of the practicum to the end, the practitioner will participate actively in all the activities and events proposed by the institution. To accomplish the objectives of the administrative component, the pre-service teacher will voluntarily accept to help with organization and implementation of events such as those proposed in the school calendar activities.

School Activities Timetable

This schedule holds all the activities in which the practitioner will be involved.

Table 12
School calendar activities

School Calendar activities		
Month	Date	Activities
	6 -10	Semana cultural Efemérides, Fundación de la Escuela Normal Superior
	15 - 16	Entrega de informes académicos
	17	Día del maestro
	28	Jornada pedagógica
	29	Consejo académico
	30	Consejo directivo
June	5	Día del medio ambiente
	14	Inicio de vacaciones
	16	Presentación de pruebas saber TYT
	8	Reinicio de actividad académica
	8 - 12	Segunda revisión del planeamiento curricular

July	11	Ceremonia de graduación PFC
	23	Jornada pedagógica
	23	Consejo académico
	24 30	Consejo directivo Día nacional de la vida silvestre
	30	Jornada pedagógica

Development of the Administrative Component

During the time of practicum, there were some extra-curricular events or activities in which the teacher was involved.

The Escuela Normal Superior de Pamplona usually did on Mondays “Formación” which is a meeting in which students made lines per grades. In this meeting, the teacher and the coordinator informed students about their behavior, academic activities, they talked about discipline, meeting for parents, etc.



Figure 7 Day of “Formación”

Another activity, in which the teacher was part of, was in the religious events offered by the institutions for students and teachers when a special date is celebrated. In this event, the teacher was in charge of the organization of 11th grade.



Figure 8 Day of Eucharist

The last activity was a pedagogical journey carried out by psychologist students of the University of Pamplona. This was a space created especially for students to have fun and to get relaxed of any stress situation. In this event, the teacher helped with the management of the groups and in the game students wanted to play.



Figure 9 Pedagogical Journey

The teacher was in the institution from 7 am to 1:20 pm working as a teacher even if she had not class. This period is called “Permanencia”, and all the teachers must be in the school during this time each day. The relationship with other teachers was respectful and kind. It was thanks to this activity of “Permanencia” that the teacher-practitioner felt as a teacher of Escuela Normal Superior since she had to be as responsible as her colleagues.

Conclusions

Despite there were a few events in which the teacher-practitioner could be part of, she learned how the environment in a high school is and all the work and commitment that it requires. She was aware of the responsibility of dealing with groups of students, of being in charge of the English laboratory, being responsible for using other rooms and facilities of the school. She was part of the “Formación” where all the teachers, coordinators were presented. She considered this experience very significant as it was the first contact she had with the teachers’ real life. Evidenced are attached in annexes.

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Annexes

Pedagogical component
Annex 1 Third reading workshop

Third workshop - Women's Rights

Name: _____ Date: July 9th, 2019 Grade:
10th E

Women's Rights



Women won their present status through struggle and sacrifices rather than through men's kindness. Women and their supporters have fought and in some places continue to fight for the same rights as men. Laws were made to replace local customs which denigrated and suppressed women's rights. Women have gained higher positions in the world at all levels: political, economic and social.

Historically, whether in Hindu, Greek or Roman civilizations women were always minors and subject to men. It was only during the Islamic civilization, between 610 and

661, that the early reforms were undertaken. The reforms gave women greater rights than Muslim women in pre-Islamic Arabia and medieval Europe. These reforms included greater rights in marriage, divorce and inheritance. Women were not accorded with such legal status in other cultures until centuries later.

During the middle ages women were enslaved and were denied all rights in Europe. In the late 18th century, however, women's status became a subject of political debate. In the 19th century women started their fight for equal rights. In the late 19th century they won the right to vote (suffrage) in various countries in the world. More gigantic steps were taken during the following years. Women gained more economic, social and political status in various degrees and in different countries.

Reading Comprehension Activity

1. Read the text aloud with your classmate. While you are reading, use the reading strategies to understand the text.
2. Once you understand the text, write down which reading strategies did you use.
3. Answer the following questions
 - The first reforms occurred in Europe.
a. True b. False
 - Political debate over women's status started in the 18th century.
a. True b. False.

Women gained the right to vote during the 19th century.

- a. True b. False.

1. Make a list of the civilizations that appear in the text.
2. Look for the meaning of the following words: **struggle – law – reform – enslaved - suffrage**
3. Write down the unknown words and the meaning.
4. Think about the women social status in our country. Do you think that women in Colombia are still denigrated and suppressed? Why? Could you give some examples?
5. Summarize the text by writing a short paragraph.

Annex 2 Lesson Plan

THIRD WORKSHOP	
DATE:	Tuesday, July 9th 2019
TIME:	50 minutes
GRADE:	10th B
TOPIC:	Women’s rights
OBJECTIVE:	To use the reading strategies while reading a text. To develop the reading comprehension activity.
ACTIVITY:	<ol style="list-style-type: none"> 1. Video trailer of “Suffragette” movie. 2. Questions and opinions about the movie. 3. Reading activity using the reading strategies 4. Reading comprehension activity.
Pre-task: Trailer of Sufragette	The teacher tells students that they are going to watch a trailer of a movie and they have to pay attention to it. The teacher asks some questions to students, for instance what words they listen in the video, what was the video about, the topic, the characters, etc. She writes on the board those words for students to construct a possible story of the movie.
Read the text using the reading strategies.	After given opinions, the teacher gives instructions and gives students the text they are going to read. They read in pairs and help each other to understand the text by using the strategies.
Answer the reading comprehension questions.	Students start doing the reading comprehension activity in a sheet that they will deliver at the end of the class. Meanwhile the teacher passes for their places to verify if everything is clear or to clarify doubts. The last stage of the task based learning approach will be made the next class before starting the next workshop.

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Annex 3 Classroom observation

Third workshop observation	
Date:	Tuesday, July 9th 2019
Time:	50 minutes
Grade:	10th B
Topic:	Women's rights
Objective:	To observe how students implement the reading strategies in the development of the third workshop.
ACTIVITY DESCRIPTION	NOTES
10:55 Pre-task	<p>The teacher began the class as usual. After the greeting, she told students they would watch a trailer of a movie. She told them to pay attention to it and to take notes of any words they could hear in the video.</p> <p>Then, she asked some questions: what words did you listen in the video but just few students talked. Then, when the rest of the class saw their classmates participate, they felt brave to talk.</p> <p>The words they listen were: women, fight, death, of, people.</p> <p>After that, the teacher asked what the video was about, what the topic was or the main idea of the movie and they said "something related to women and violence".</p> <p>So, as they said the topic, the teacher wrote it in the middle of the whiteboard and wrote the words they heard around it.</p> <p>The teacher explained the trailer of the movie. She told them that it was a movie about the women's rights to vote, the history, the fight they had to get the right to vote.</p>
11: 10 Development of the reading activity	The teacher gave instructions to students to start with the workshop. They worked in pairs, they read aloud and the teacher was going around the classroom to observe the activity.
11:15	They read in English and explained themselves in Spanish. The five participants were working well, even though one of them was easily distracted by anything.
11:20	Lots of students were asking for the meaning of some words. The teacher helped them but she said that they must bring the dictionary to the class to work well.
11:25	Some students called the teacher to ask about some sentences they did not

11:35	understand, for example even, unlikely, partly, like as a preposition, the verb leave, the translation of would into Spanish, among others.
11:50	Students did not finished the reading activity. So they had to bring to the next class the workshop finished.

Annex 4 Reflective journal of Women's rights

REFLECTIVE JOURNAL

Tuesday, June 4th 2019

- I noted that the first workshop was found interested by students as they used and followed all the directions given, especially followed the strategies that it could be kind of boring using them if they worked alone but fortunately, they worked in groups.
- One participant finished first than the others. He is good at English classes and I suppose he has a higher level than the rest of the classmates. I assigned extra-activity for him to do while the workshop finished. He had to look for connectors in the text.
- I have to prepare more exercises for him if he finishes first in the next workshops.
- As the first workshop was very short, I left students to read in pairs and not with me. Next time, I planned to read with them because texts are going to be a little longer.

Annex 5 First questionnaire

PB

Primer Cuestionario

Fecha: Viernes 24 de mayo 2019

Título del proyecto: El uso de estrategias de lectura para mejorar la habilidad de lectura de los estudiantes de décimo grado.

Objetivo:

- Conocer las percepciones de los estudiantes de décimos sobre la lectura en inglés.
- Conocer un poco más la forma como se trabaja la lectura en inglés.
- Identificar que conocimientos previos tienen los estudiantes sobre las estrategias de lectura.

Las respuestas proporcionadas en este cuestionario serán de gran ayuda para el desarrollo y la implementación del proyecto. Así mismo, se garantiza la privacidad y la anonimidad de la opinión de los participantes.

Colegio: Escuela Normal Superior de Pamplona

Grado: Décimo B.

Nombre:

Responda las siguientes preguntas marcando con una x su respuesta.

1. ¿Le gusta leer en inglés? Si: No:
2. ¿Le gusta las actividades de lectura que realiza en clase de inglés? Si: No:
3. ¿Las actividades de lectura que se desarrollan durante la clase de inglés se hacen de manera individual o grupal? Individual: Grupal:
4. ¿Cuándo lee textos en inglés comprende fácilmente los textos? Si: No:
5. ¿Usa el diccionario? Si: No:
6. ¿Usa el traductor? Si: No:
7. Cuáles de las siguientes actividades realizan cuando lee textos en clase de inglés:

Sopa de letras: _____

Traducir oraciones: _____

Completar oraciones: _____

Preguntas de comprensión de lectura: _____

Escribir párrafos: _____

8. ¿Los textos en inglés son largos? Si: _____ No: _____

9. ¿Los textos en inglés son cortos? Si: _____ No: _____

10. ¿Los textos en inglés son de su interés? Si: _____ No: _____

11. ¿Cuándo lee textos en inglés, demora más de una hora en leerlos?

Si: _____ No: _____

12. ¿Cuándo lee textos en inglés, demora menos de una hora en leerlos?

Si: _____ No: _____

¿Conoces estrategias de lectura? (predecir, inferir, resumir, etc.)

Si: _____ No: _____

13. ¿Cuáles de las siguientes estrategias utiliza cuando está leyendo:

Predecir _____

Inferir _____

Resumir _____

Leer en voz alta _____

Buscar palabras claves _____

Buscar vocabulario desconocido _____

Monitoreo _____

Tomar apuntes _____

Volver a leer el texto _____

Conoce usted alguna otra estrategia de lectura?

NO

Considera que es importante aprender estrategias para mejorar la comprensión de lectura en inglés? Si: No: _____ ¿Por qué?

porque quiero aprender y quiero participar en clase y puede ser para mi futuro

Annex 6 Pre-task of the third workshop



Annex 7 Matrix of the first questionnaire

CUESTIONARIO 1						
FECHA: May 24th 2019	Conocer las percepciones de los estudiantes de décimo sobre la lectura en inglés.					
	Conocer un poco más la forma cómo se trabaja la lectura en inglés.					
	Identificar que conocimientos previos tienen los participantes sobre las estrategias de lectura.					
	P3	P4	P5	P6	P7	
1	¿Le gusta leer en inglés?	si	si	No	si	si
2	¿Le gusta las actividades de lectura que realiza en clase de inglés?	si	No	No	si	si
3	¿Las actividades de lectura que se desarrollan durante la clase de inglés se hacen de manera individual o grupal?	Individual	Individual	Individual	Grupal	Grupal
4	¿Cuándo lee textos en inglés, comprende fácilmente los textos?	No	si	No	No	si
5	¿Usa el diccionario?	si	No	No	si	No
6	¿Usa el traductor?	si	si	No	No	No
7	¿Cuáles de las siguientes actividades realiza cuando lee textos en clase de inglés? Sopa de letras Traducir oraciones Completar oraciones Preguntas de comprensión de lectura Escribir párrafos	Sopa de letras Traducir oraciones Completar oraciones	Sopa de letras Traducir oraciones Completar oraciones Preguntas de comprensión de lectura	Traducir oraciones Completar oraciones	Sopa de letras Traducir oraciones Completar oraciones Preguntas de comprensión de lectura	Sopa de letras Traducir oraciones Completar oraciones
8	¿Los textos en Inglés son cortos?	No	No	No	No	si

Activar
Wax.com

10	¿Los textos en inglés son de su interés?	No	No	No	si	si
11	¿Cuándo lee textos en inglés demora más de una hora en leerlos?	No	No	si	No	No
12	¿Cuándo lee textos en inglés demora menos de una hora en leerlos?	Si	si	si	si	si
13	¿Conoce estrategias de lectura? (predecir, inferir, resumir, etc)	Si	si	No	si	si
14	Cuáles de las siguientes estrategias utiliza cuando esta leyendo: Predecir Inferir Resumir Leer en voz alta Buscar palabras claves Buscar vocabulario desconocido Monitoreo Tomar apuntes Volver a leer el texto	Leer en voz alta Buscar vocabulario desconocido Tomar apuntes Volver a leer el texto	Resumir	Resumir	Resumir Leer en voz alta Buscar palabras claves Buscar vocabulario desconocido Tomar apuntes Volver a leer el texto	Predecir Inferir Resumir Volver a leer el texto
15	¿Conoce usted alguna otra estrategia de lectura?	No, no conozco otra estrategia de lectura	No	No	Cuando leo textos busco la manera de entenderlos, buscar palabras desconocidas y resumir	No
16	¿Considera que es importante	Si, ya que al momento	si, porque hay que	si, porque quiero	Porque se facilita más	si porque al usar dichas

Annex 8 Matrix of the second questionnaire

CUESTIONARIO 2						
TITULO DEL PROYECTO: El uso de estrategias para mejorar la habilidad de lectura de los estudiantes de décimo grado.						
FECHA: July 25th 2019	Conocer la opinión de los participantes acerca del mejoramiento de sus habilidades de lectura en inglés, así como el aprendizaje y conocimiento de la lengua.					
	Conocer la percepción de los participantes hacia los talleres, el desarrollo y la utilidad de las estrategias.					
	P3	P4	P5	P6	P7	
1	¿Considera usted que mejoró sus habilidades de lectura por medio de las estrategias que utilizó?	si	si	si	si	si
2	¿Considera usted que gracias a las estrategias logró comprender mejor los textos en inglés?	si	si	si	si	si
3	¿Cuáles de las siguientes estrategias utilizó durante los talleres? Monitoring: Making connections: Predicting: Clarifying: Inferring: Questioning: Summarizing: Visualizing:	Predicting Clarifying Questioning Visualizing	Monitoring Making connections Predicting	Making connections Clarifying Inferring Summarizing Visualizing	Predicting Questioning Summarizing Visualizing	Making connections Clarifying Visualizing
4	¿De todas las estrategias cuales consideró las más útiles? Por qué? Monitoring: Making connections: Predicting: Clarifying: Inferring:	Questioning Visualizing Porque siento que son las que más utilicé cuando leí los textos	Making connections Predicting Porque fueron las que mejor me ayudaron a comprender los textos.	Making connections Inferring Questioning Summarizing Visualizing Porque gracias a estas estrategias me	Questioning Summarizing Visualizing Para mi las más útiles son estas tres porque preguntandonos a nosotros mismos	Predicting Clarifying Inferring Considero estas estrategias las mejores ya que me ayudan a comprender más

6	Si sí, ¿cuál de las siguientes categorías aprendió? Adjetivos: Adverbios: Conectores: Tiempos verbales:	Adjetivos Adverbios Tiempos Verbales	Adjetivos Tiempos Verbales	Adjetivos Tiempos verbales	Adjetivos Adverbios Tiempos Verbales	Adjetivos Conectores Tiempos verbales
7	Además de aprender nuevo vocabulario, ¿adquirió conocimiento en otras áreas?	si Historia Cultura Salud Tecnología Derechos de las mujeres	si Historia Cultura Salud Tecnología	si Historia Cultura Salud Tecnología Derechos de las mujeres	si Historia Cultura Salud Tecnología Derechos de las mujeres	si Historia Cultura Salud Tecnología Derechos de las mujeres
8	En cuanto al desarrollo de los talleres, ¿encontró interesante el tema de los textos?	si	si	si	si	si
9	¿Las actividades realizadas antes y después de los talleres fueron de su agrado?	si	si	si	si	si
10	¿Cree usted que seguirá utilizando las estrategias de lectura para comprender mejor los textos en inglés? ¿Por qué?	si porque en verdad son útiles si uno las pone en práctica	Si, porque fueron buenas herramientas de lectura.	si, porque me ayudaron en mi formación académica y vocacional.	si, porque me va ayudar mucho en mi educación académica para comprender mejor los textos	si, porque en un futuro me ayudarán mucho en mis estudios
11	¿Desea agregar algo más?	La verdad me gustó que la profe me haya tenido en cuenta para el proyecto. Además también fue muy útil para nosotros porque	Si, me hubiera gustado que tuvieramos más talleres para seguir	Lastimosamente el tiempo fue muy corto para terminar los textos de este proyecto sin embargo pude	Todas las estrategias que vimos me sirvieron mucho y gracias a todas esas actividades mejoré	Fue una lástima el poco tiempo que tuvimos para aprender las estrategias pero igualmente lo que aprendí me sirvió mucho.

Research component

Annex 9 Reflexión #7

Estudiante practicante: Aura Cristina Castellanos Suarez
Colegio: Escuela Normal Superior de Pamplona
Séptima semana

Reflexión #7

En la séptima semana de clase me fui preparando para cerrar mi trabajo. Califiqué todos los cuadernos y las tareas acumulativas que daban como resultado una sola nota. También, terminamos temas, con décimo el primer condicional y con once hasta el segundo.

En la revisión de los cuadernos se tenían varios aspectos en cuenta como el orden, la letra, la completitud de los apuntes y las tareas bien hechas, evaluaciones pegadas en el cuaderno con su respectiva corrección. La mayoría de los estudiantes tuvieron una nota baja puesto que sus

cuadernos no cumplían con la mayoría de los criterios. Un porcentaje medio con nota básica y solo unos pocos con alto o superior.

Mediante este ejercicio me di cuenta que los estudiantes no se esfuerzan por aprender y que no solo influye el profesor como el agente que motiva a los estudiantes sino también el contexto social, la responsabilidad y los buenos o malos hábitos de los estudiantes. Sigo pensando que calificar cuadernos es una tarea demasiado desgastante donde el propósito principal es formar al estudiante a ser responsable y ordenado. Solo por esta razón considero relevante la revisión de cuadernos aunque a estas alturas donde los estudiantes cursan los grados más altos de la secundaria, se supondría que es algo que ellos ya deben tener después de tantos años de formación.

De la misma forma considero que es difícil para el profesor estar pendiente todo el tiempo de cada estudiante si está copiando o no en clase ya que el profesor debe estar pendiente de muchos aspectos al mismo tiempo, como la explicación, lo que escribe en el tablero, si se distraen o no, controlar la disciplina, tomar la asistencia, revisar que estén haciendo bien las actividades, etc.

Finalmente, los estudiantes se exaltaron por la nota obtenida. Pero debo ser estricta y valorar el trabajo de aquellos que tienen todo muy completo. Lo que hice entonces fue dar una retroalimentación y unas observaciones de lo que ellos debían tener en el cuaderno, aunque ya lo había hecho semanas antes cuando les mencioné mi metodología.

Annex 10 Reflexión #8

Estudiante practicante: Aura Cristina Castellanos Suarez
Colegio: Escuela Normal Superior de Pamplona
Octava semana

Reflexión #8

En esta última semana se hizo el examen trimestral, se entregaron las últimas evaluaciones hechas, se hicieron algunos juegos, y vimos unos videos cortos para el cierre del trimestre. Mi supervisora me recomendó hacer una revisión de los temas vistos para repasar con los estudiantes antes del día del examen que se hizo un miércoles.

Yo estuve encargada de cuidar el examen de los onces. Los estudiantes lo leían en el pc y marcaban sus respuestas en una hoja de respuestas que se les dio. Los resultados fueron de acuerdo al rendimiento conocido de los estudiantes, aunque algunos sorprendieron con su buen resultado.

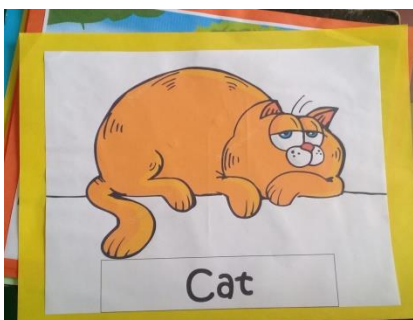
También hice el empalme de notas y ausencias con mi supervisora, lo que tomó varias horas de trabajo. En general sobre mi trabajo realizado creo que el punto que más afectó la enseñanza fue el escaso tiempo designado para un tema, es decir un tema equivalía a una semana (tres horas de clase), y como muchos de los estudiantes tenían bases muy débiles de temas básicos como presente y pasado simple, se hacía más difícil para ellos dominar los temas avanzados que vimos.

Finalmente con mi supervisora también creamos los desempeños que se colocarán en el reporte académico de los estudiantes. Para eso tuvimos en cuenta los temas vistos, las actividades que se hicieron, las evaluaciones, también el comportamiento y la disciplina de los estudiantes.

Puedo decir que fue una experiencia muy significativa y que me ayudo a crecer en muchos aspectos pero sobre todo a nivel profesional, y a comprender a los estudiantes, su contexto, las necesidades, etc. Debo decir que me siento agradecida con mi supervisora por todo el acompañamiento durante el proceso, por los consejos y sugerencias, también con el colegio, los demás colegas profesores y con los estudiantes quienes me permitieron desenvolverse con tanta confianza.

Outreach Component

Annex 11 Cariongo primary school students



Annex 12 5th grade

Dylan, Juan David, Juan Carlos

100/5

Change to the plural. Complete the crossword.

sheep fly bus dress tomato
wolf tornado box church candy

1. sheep ✓
2. fly ✓
3. bus ✓
4. dress ✓
5. tomato ✓
6. wolf ✓
7. tornado ✓
8. box ✓
9. church ✓
10. candy ✓

1. S h e e p ✓
2. F l i e s ✓
3. B u s e s ✓
4. d r e s s e s ✓
5. T o m a t o e s ✓
6. w o l v e s ✓
7. T o r n a d o e s ✓
8. B o x e s ✓
9. C h u r c h e s ✓
10. C a n d i e s ✓

© anglomaniac

Escuela Normal Superior de Pamplona
Teacher: Crisina Castellanos / Ariel Mogollón

Name: Josepato Andro

Date: _____

1. Write the plural of the following nouns:

- Bus: buses ✓
- Fly: flies ✓
- Pencil: pencils ✓
- Desk: desks ✓
- Woman: women ✓
- Window: windows ✓
- Children: children ✓
- Mouse: mice ✓
- Toy: toys ✓
- Potato: potatoes ✓

2. Find the plural nouns in the search word and write them in front of the corresponding noun.

PLURAL NOUNS

Baby: babies ✓
Car: cars ✓
Flowers: flowers ✓
Foot: feet ✓
Man: men ✓
Pant: pants ✓
Sheep: sheeps ✗
Tomato: tomatos ✗
Tooth: tooths ✗
Wolf: wolf ✗

