

Implementation of reading comprehension strategies to increase eleventh-grade students' reading
skills

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Project presentation

This proposal contains four components, each of those cover its own introduction, theory, methodology, results and conclusions. It signifies that each one has a relative autonomy. Nevertheless, this pedagogical practical project is a consist unity. Each component refers practicum experience and school life and those components play a crucial role in the teaching process, in the foreign language pre-service teacher's challenges and reflections; thereby they would contact the real context where the teaching is involved. As Edwards (1891) suggested, "thoroughly to teach another is the best way to learn for yourself" while pre-service teachers are practicing their role in a school, they will be able to improve both the teaching and learning process.

To better understand this proposal, it is important to know what each component is about. First, the pedagogical component is the project elaborated based on one institutional problem or need, identified in the pre-service teacher's observation stage. This component is also supported by the knowledge of the students' characteristics to have a better understanding of the teacher practice for example students' age or positive and negative aspects. Second, the investigative component is a macro-project, in which practice teachers will reflect on their role as a teacher applying their project based on the pedagogical component. Therefore, they will able to make a choice and to be aware of the methods and materials that are useful for the students' learning process. Third, in the community outreach component, the pre-service teacher will work with the elementary school, which allows them to know the requirements for teaching English, to improve the English learning strategies at a primary school, this reality of education in Colombia with its advantages and disadvantages, especially at the public schools. Finally, the administrative component becomes a space for the practice teacher to be familiar with extra-

curricular activities submitted by the institution, which were elaborated outside the classroom, thus they would be able to perceive the significance of these activities in the teachers' role.

Each component would be elaborated in one chapter; each chapter will show the pre-service teacher's own experience, living in her practicum as the implementation of her project, her reflection in the teaching role, and the importance of extra-curricular activities in her role.

Introduction

Over the years, human needs are constantly changing, thanks to globalization, one new need has emerged, and it is the need to communicate with others. Being English the third most spoken language in the world, its learning has become a need in the Colombian educational system. In 1994, in the General Education Law, the importance of learning English as a foreign language was widely recognized. Despite that Colombia's official language is Spanish, the Ministry of National Education stated the importance of English at working and professional levels, similarly, this language allows access to global entertainment for example music or series.

For these reasons formerly exposed, English as a foreign language is necessary and challenging for both teachers and students. It is crucial to underline the importance of the standards of competences, for this reason, the Ministry created the National Bilingualism Program that is a challenge to the students' English proficiency in formal and non-formal education, thereby establishing international standards for each level.

Furthermore, in a study conducted by Sokal et al (2013), the practicum helped a pre-service teacher in different ways; to improve pre-service teacher attitudes and to develop better classroom management. The importance of the practicum in pre-service teachers is letting them improve in their teaching role in a public institution. Similarly, it is meaningful for pre-service teachers to practice the theory that they have learned along with the studies of different courses,

for instance, pedagogy and didactic, and also what they learned about the study of foreign languages English and French languages and different components grammar rules, vocabulary, culture, among others. As well as a practicum is a space to mobilize different competences Social, pedagogical, and humanistic.

English language, as well as a practicum, plays a crucial role in the pre-service teachers, as they can improve their language and their classroom management skills at a specific institution. In this instance, the use of strategies to help eleventh-grade students to improve their reading comprehension in a language different from their own. Thus, they know the seven parts of the standardized test saber 11° and they can apply strategies to achieve better results.

Moreover, those four components changed the modality due to the health crisis presented in 24th march in Colombia when the government decreed a mandatory quarantine. Nevertheless, the health, economic, and social crisis got worst every day with more infected and dead people around the world and Colombia. Consequently, in the institution where this project was carried out decided to create a weekly workshop in every subject that could be elaborated in the hours proposed in the schedule. Moreover, this project was developed two weeks in a presence-based modality, and then it was elaborated in a virtual procedure.

Justification

As we live in a globalized world, human needs are constantly changing, thus one relevant need was the use of a common language in business, jobs, or knowledge. According to the Ministry of National Education, it is essential in Colombia in time of globalization learn at least one foreign language as a response to this need, the Ministry created the National Bilingualism Program. This includes English communication competency standards and its classification in

different levels; according to this classification, the A1 level corresponds to students from first to third grade, A2 level to students from fourth to seventh grade, and B1 level to students from eighth to eleventh grade.

The MEN has established a standardized test in eleventh grade, which is crucial for the students' future, given that a requirement to get into a University depends on the percentage on that test. In the ICFES web page where the results of 2018 were shared, the students from 2014 to 2018 got over 51 and 52 points, there was not a significant change in the English test. That is why the pre-service teacher's interest in developing a project that helps eleventh-grade students apply different strategies in their standardized test, not only in the English test but also in their reading comprehension. The beneficiaries of this project would be eleventh-grade students at the technical school La Presentación, students who are about to present the standardized test this year on the ninth august.

Objectives

General objective

- ✓ Explore and apply different strategies to increase students' reading comprehension.

Specific objectives

- ✓ Show the importance of reading comprehension in eleventh-grade students.
- ✓ Recognize the importance of reflection in the practicum.
- ✓ Infer the importance of English in the educational reality in primary education.
- ✓ Identify the teacher's role in extra-curricular activities.

Institutional observation

One-way to better know the phenomenon that was study; the pre-service teacher required recognizing the institution setting, population, and advantages or needs. For best understanding the problem in the practicum. Thus, it was essential to look for relevant information about the school where the project was developed, to strengthen the advantages and in a certain way to improve and help with the students' disadvantages or needs.

Topographical location of the school

The school La Presentacion was founded on February 24, 1883, a time of precarious situation in Pamplona town; it was plagued by violence, epidemics, and misery. At that time, health and education were the first needs to be attended. The religious of the Dominicas community arrived in Pamplona on January 27, 1883, to take care of the hospital; A few weeks later they opened a free school for 160 girls. Some years later, the hospital and the school were separated, thus independent works were established.

The Presentacion is an official and catholic school; which is directed by Marie Poussepin's pedagogical philosophy. Here in Pamplona, the infrastructure belongs to Dominican Sisters. It is located at 2 – 99 Sixth Street.

Educational authorities

The principal is Ms. Mireya Acevedo Mejia, her main roles are managing, leading, and guiding the institution. The school has two academic coordinators; one for primary and one for high school. The primary coordinator is Mr. Roger Yesith Bautista Rico, and the high school coordinator is Ms. Martha Judit Rosas Contreras. Coordinators' main role is to handle academic and pedagogical situations based on institutional rules and behavioral situations that could affect the students' coexistence.

Important facts of the Institutional Education Project (P.E.I)

Methodologic approach

According to the humanist-cognitive, the meaningful learning has an approach or similarity to personalized education, not only, the teacher would become a mediator between the knowledge and students, because he/she is the one who teaches and guide them, but also the students participate in their learning. To achieve the students' participation and interaction, the institution allows teachers autonomy, in which they can use a flexible methodology and didactic strategies that let the integral human development and students to learn collaboratively, taking into account their knowledge characteristics, styles, and rhythms.

Pedagogical model or approach: cognitivist-humanist

The basic idea of humanism is the consideration of the person in the first place, recognizing their freedom and dignity and the importance of their formation as an inalienable right for their personal and social progress. Together with this humanistic model, the cognitive one is developed, so the student will promote his learning as soon as it becomes meaningful for him. In this sense, it is very important that the student considers the topic to be treated as relevant to their objectives and that learning is promoted with participatory techniques, through which they make decisions, mobilize their resources, and take responsibility for what they will learn.

The objective of this model is based on know-how to problematize knowledge, discuss concepts, and agree with students to understand each subject regularly.

The coexistence handbook

Article 18 Rights

Every student of the presentation has the right to:

- Participate in the planning, execution, and evaluation of the PEI according to the mechanisms stipulated for this.
- Elect and be elected to integrate the school government or any committee established by the school.
- Freely express their opinions to any member of the educational community in a courteous manner and following the regular conduit established in the institution.
- Receive timely attention from managers, teachers, administrative staff, and general services of the institution.
- Be evaluated fairly and know the result of the evaluation before being registered in the form and delivered to coordination.
- Receive the incentives and awards granted by the school.
- Give suggestions or express your opinions on educational process improvement, as long as those are made with adequate respect for people and the institution.
- Know the internal regulation of all agencies and services that offered the institution, to an appropriate and rational use.

Article 19 Duties

All students that signed up is committed to:

- Know and implement behavior manual content inside the framework of the Presentacion philosophy.
- Carry materials and supplies indispensable to class to carry out the schoolwork.
- Be respectful and friendly with all members of the educational community.
- Use furniture, amenities, material, equipment, and other belongings appropriately, replying to them and considering common good.

- Act with righteousness, truthfulness, and honesty avoiding lies, deceit, gossip, and aggressiveness in words and attitudes.
- Take study as a vital necessity to achieve personal fulfillment and become useful to society.
- Respect the word and free and spontaneous participation of their partners.
- Go to school, daily, on the stipulated day, and at the end of vacation periods or cessation of activities, arrive on time on the appointed day.

Article 20 Faults and Corrections

In the integral formation of the students of the school, the most important thing is the ability to recognize the error when a fault is committed that hurts or injures the rights of other people and the institution, either inside or outside it and having the will required to avoid them later.

When a student commits a fault, a sincere dialogue is advisable in order of conciliation, and a corrective is applied in the line of her training within the respective process, seeking that this contributes to the transformation of those who have violated one or several norms of social coexistence listed in this Manual.

Article 21 Classification of offenses

Faults are the actions that by omission or contravene the ideals, principles, duties, and norms that govern the institution outlined in this coexistence agreement.

Faults for corrective purposes are classified as minor, serious, and very serious offenses, according to the aforementioned criteria.

Article 22 Minor offenses

MINOR FAULTS are considered any unjustified act that slightly disrupts the normal development of the activities of the CLASSROOM or of the School in general, the breach of the duties of Academic, Disciplinary and Social type contemplated in this Manual of Social Coexistence and the faults that do not are considered as serious or very serious in this manual.

Those faults that are an external manifestation of the hyperactivity or immaturity of the students and that do not destabilize the activities of the group, the training process, or the methodological process at the moment they occur and are temporary, not permanent, or repetitive. Three minor offenses deserve an assessment of Insufficient Behaviour in school and will be noted in the observer.

Article 23 Serious faults

Serious faults are considered recidivism in mild faults or those committed to and out of the school, infringing of people or interfere notably the efficient operation of the institution and demonstrating a state of rejection philosophy institutional and to the rules outlined in this manual.

General, common, recreational and cultural spaces

The primary school section counts with two outdoor recreation areas, meanwhile the high school counts with four, and an Auditorium.

The institution counts with common spaces for example:

- Classrooms for each grade: 40 classrooms
- Corridors
- Playgrounds: Primary and high school count with one playground each one.
- Cafeteria: Primary and high school count with one cafeteria each one.

Organizational chart

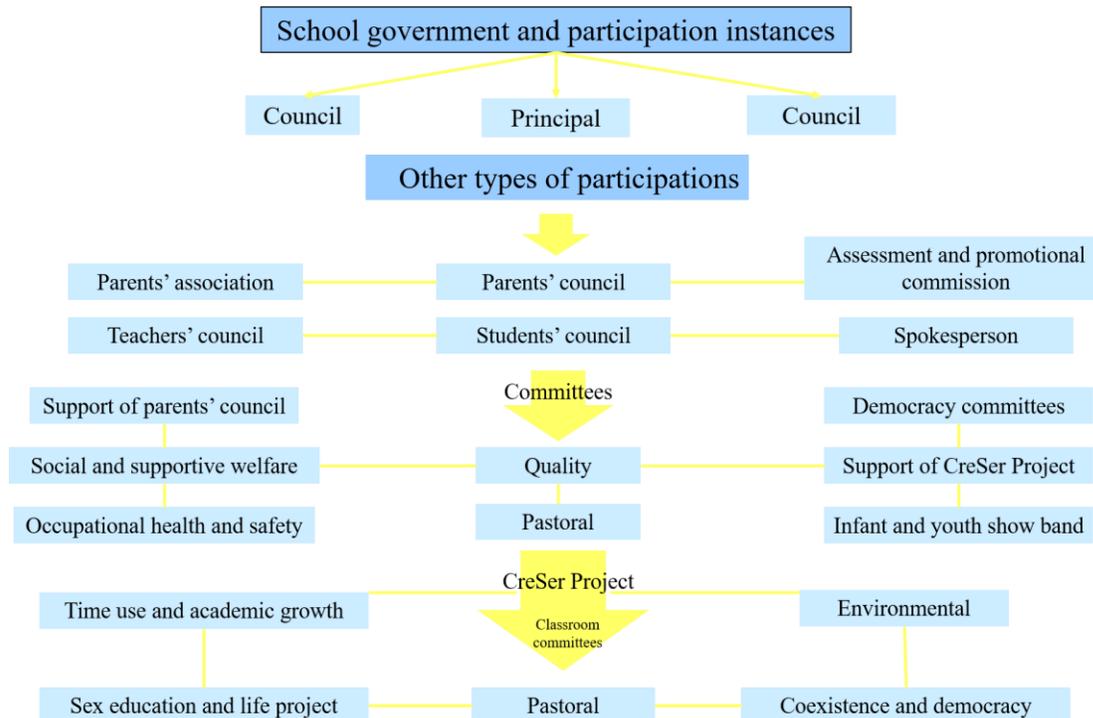


Figure 1 the organization chart of the school government instances

Academic calendar

The scholar schedule conforms to the provisions of the Departmental Secretary of Education that generally contemplates 40 school weeks, which are worked in four academic terms, 5 weeks of institutional development, 12 weeks of students recess, and 7 weeks of holidays for teachers and managers.

Table 1 Scholar semesters

Semesters	
First	From January to June
Second	From July to November

Note: in school, they work two semesters according to the scholar schedule.

Table 2 Academic terms in the institution

Academic terms

First-term	From January 20th to April 24th
First-term exams	From April 13th to April 23rd
Second term	From April 27th to August 13th
Second term exams	From August 3rd to August 14th
Third term	From August 17th to November 27th
Third term exams	From November 3rd to November 13th

Three academic terms, which are worked in the 40 school weeks.

Supervisor schedule

Table 3 Supervisor schedule

	Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	7:00 – 8:00 a.m.	10° B		11° B	5° A	
2	8:00 – 9:00 a.m.			10° B	5° B	5° C
3	9:00 – 10:00 a.m.	11° B	10° C	11° C		
4	10:30 – 11:20 a.m.	11° A	10° C	10° A	10° C	
5	11:20 – 12:10 a.m.		10° A		10°A	10° B
6	12:10 – 1:00 p.m.	10° B	11° B		11° C	11° C
			Afternoon			
7	3:00 – 4:50 p.m.			11° A		
8				11° A		

The supervisor English schedule in different groups of tenth and eleventh graders.

Pedagogical aspects observed

The material used by the teacher was the coursebook, named English, please! 11th grade.

The government gave this book to the students of public education; in order to they can count with this material. This book is composed of four modules for instance the future is in your

hands, global citizenship, love and relationships, and saving planet earth. Each module is divided into three units of three lessons. Those books was enumerated by the teachers, to the students take care of them and they would be more responsible with the book that was assigned.

Additionally, in the observation, the pre-service teacher took into account the students' behavior, level, and how the teacher taught the lessons, in those classes observed there was not planning with opening and ending activities. However, there was a sequence for each activity. For example, in the reading comprehension activity, the teacher increased the students' interest in the reading giving a general idea of it. Similarly, the teacher did the monitoring of students' work.

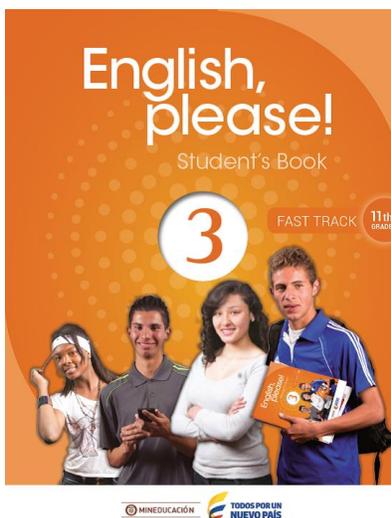


Figure 2 English please coursebook

Government book that can be found students' book, teacher's book and audio files in virtual form in the link <http://www.colombiaaprende.edu.co/es/colombiabilingue/123812>

Conclusions

This project was developed in four different components and each one there was an achievement in the practice teacher practicum, in this way learning distinct way in the learning and teaching process in the foreign language

The first component is pedagogical that was elaborated, despite the drawback presented two weeks later the practicum, in response of it in a virtual modality, there were created workshops to implement reading strategies. Additionally, those workshops could elaborate later during a presence-based modality or virtual modality, given that reading allows to work in those modalities. Furthermore, this component was focused on reading strategies to motivate students to read, not only for their standardized test ICFES 11 but also to read as a hobby. In this way, the students use these strategies, they could save time in the test and be self-confidence, giving the opportunity to better understand the topic, the reading, and the questions in that test.

The second component is the research, the use of reflection helped the practice teacher took into a count those moments that she implemented one methodology or activity, to know if those activities worked or not and improve those moments in the classroom. Furthermore, the use of narratives let the pre-service teacher expressed her ideas and share them with the tutor and look for a different perspective of her positive and negative experiences in her practicum, giving some advice on how she can act or what she can improve.

The third component allowed the pre-service teacher took into account the reality of English education in the primary school in a public institution; the students learned the pronunciation of words in the foreign language and through worksheets or songs the students could increase their interest in the English learning. Moreover, the use of different strategies as the use of songs and worksheets motivated the students to elaborate their work and learn distinctly, as the elaboration of the weekly workshops that were developed first then the other subjects and students wanted to elaborate more of those workshops.

Finally, the administrative component was influential in the pre-service teacher experience, given that this helped in distinct perspectives. These extra-curricular activities

supported the practice teacher to get closer to the students, in order to create material based on their likes, using the affective filter and they could understand better a topic. Furthermore, this approach let students feel more comfortable with the teacher and told her some doubts about the foreign language degree, the university, or problems that affected the students learning process.

Chapter I - Pedagogical component

Title: Implementation of reading comprehension strategies to help eleventh-grade students in their English standardized test

Introduction

The most powerful tool in our lives is the language because with it humans can communicate, express ideas or thoughts, and interact with others. Referring to the context, in Colombia, the use of English as a foreign language has increased throughout time and the requirements in a globalized world. In response to this challenge, the Ministry of National Education created the National Bilingualism Program that challenged students to elaborate English proficiency in formal and non-formal education, thereby establishing international standards for each level from A1 to B1 depending on the grade.

Similarly, the eleventh-grade students would present a standardized test, which result would be reflected students' educational opportunities in their university and future. According to the result published in the ICFES webpage, the English score in the test has been the same score without an increase. For this reason, the implementation of strategies in the students' reading comprehension would be helpful in their standardized test. Additionally, it could improve their students' taste for reading. Given that, reading plays a relevant role in language learning, because it helps improve vocabulary and grammar structure.

During the development of this project health, economic, and social crisis was presented, COVID 19 affected the progress of the project in presence-based modality. Consequently, the project modality changed to a virtual procedure. Thus, the practice teacher looked for a way to elaborate the project through the use of virtual platforms as the use of google classroom and google form to share instructions to the students and teacher to understand how they would use

the platform, and they would find and elaborate workshops of the project. Because of the health crisis presented in the whole world, the workshop would be elaborated later with the students to know the reading strategies and increase their motivation in their reading.

Statement of the problem

In eleventh-grade students, reading comprehension has proven to be a weakness, which was reflected in the quality of the academic process. In their previous year, the students had to present a standardized test; in this test is evident the need of working on this competence. The results of the test can be improved by implementing some strategies leading the students to better performance. As a solution, that would teach students reading comprehension strategies, would improve their reading skills, and find pleasure for reading.

For this reason, this study would be guided by four research questions:

1. What is the most significant impact of using reading comprehension strategies?
2. Which reading comprehension strategies are more useful?
3. What are the most common mistakes in the students' reading interpretation?
4. Which are the different factors that affect the students' reading comprehension?

Justification

In Colombia, there is a standardized test in eleventh grade, which is crucial for the students' future; given that the result of that test is a requirement to get into a University. To better know-how is the standardized test composed, it has five tests, critical reading, mathematics, social and citizen competence, natural sciences, and English. Focusing on the English test that is divided into seven parts, this test measures the communicative competence

based on the common European framework of references through reading, grammar, and vocabulary exercises.

Regarding the results in the standardized test results from 2014 to 2018 published in the ICFES webpage, English test at the national level there were no significant changes or increases in this test. As the English test is emphasized on communicative competence, it is indispensable that students know and apply different strategies to better understand questions and improve their reading comprehension.

The results in the reading comprehension have a problem that has been presenting in the standardized test Saber 11 in different subjects. These results can be reflected in different consequences for instance anxiety, nervous or their lack of understanding the question or the text. The pre-service teacher wanted to give eleventh-grade students some strategies to save time and to avoid stress reading a text or the questions in the standardized test Saber 11.

Objectives

General objective

- ✓ To apply some strategies to improve students' reading comprehension.

Specific objectives

- ✓ To demonstrate the importance of reading comprehension in eleventh-grade students.
- ✓ To determine which of the reading comprehension strategies proves to be most useful.

Theoretical framework

To better understand the research project, it is relevant to define three key terms: learning strategies, reading strategies, and reading comprehension.

There are different learning strategies that students use depending on their point of view and results obtained from the use of these. According to Hasanbegovic (2006) “learning strategies refer to Students’ self-generated thoughts, feelings, and actions, which are systematically oriented toward the attainment of their goals”. To achieve a goal, the students apply different strategies in their learning process improving their results. For this reason, it is necessary to implement some strategies in the reading comprehension of eleventh graders students to achieve good results in their standardized test.

Reading strategies are essential in the students’ reading comprehension when they develop a standardized test, thanks to the use of these strategies, the students can spend less time reading and it is more likely they will choose the right answers. According to Pani (2004), the reading strategies are “the mental operations involved when readers approach a text effectively to make sense of what they read [...] Good readers apply more strategies more frequently [...] and more effectively than poor readers”. The reading strategies most apply in the students’ reading comprehension is their effectiveness in the text sense and choice, while presenting their standardized test.

Finally, Reading comprehension plays an essential role in language learning. Thanks to it, learners would be able to acquire vocabulary or grammar and improve their language acquisition. According to Harris and Hodges (1995) reading comprehension, “is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message [...] the content of the meaning is influenced by

the person's prior knowledge and experience". Likewise, reading comprehension could vary depending on the people that are reading or interpreting a text, based on their own experience they could change the meaning of the text.

Literature review

This literature review would be comprised of previous studies worked about reading comprehension strategies and those used in the eleventh-grade students' standardized test Saber 11 to improve their results.

Most of the studies showed the importance of strategies in the students' reading comprehension, Zara and Othman (2013) demonstrated that training was significant to the language learners to employ the appropriate strategies and use them the most they can, thus allowing students a different understanding of the reading. Similarly, Tunaz and Tum (2019) revealed that the students that used strategies obtained a score higher than the ones who did not; interviews showed that strategy-training program improved the student's confidence while dealing with reading test.

Furthermore, Mahecha et al (2010) showed in their study the main achievements with the use of strategies, and they saw an improvement in the level of reading comprehension using different colors to identify the vocabulary, grammar categories, and finding the relation among them. Besides, Bojovic's (2010) study demonstrated that intensive training and positive motivation had a positive influence on students, especially on beginners. Not only have the strategies guaranteed good results, but also the students' interest and teacher's motivation.

Additionally, different factors could affect the students reading comprehension, for instance, anxiety, nervousness, or lack of self-confidence. In Lien's (2011) study, anxiety is a

key factor in reading comprehension, where the participants with more reading anxiety used fewer reading strategies.

Methodology for implementing the proposal

The methodology for this research was changed due to the health crisis presented called Covid 19, the modality from being presence-based modality to virtual modality, thus the practice teacher used virtual platforms as google classroom and google form, the former to publish material to the teacher, and the latter to build on the workshops of reading strategies.

Furthermore, this project was not implemented due to the drawback presented.

This study would be elaborated in three different workshops with standardized test Saber pro 11 simulations, those simulations would be focused on reading comprehension. In Gruca and Cuq's book, there are four steps to accomplish a reading comprehension as pre-reading, text observation, silent reading, and after reading. Therefore, the students not only would understand better the text but also encourage students to enjoy reading; thereby students could leave the anxiety when reading and allowing for better understanding.

Moreover, as Gruc and Cuq suggested a pre, while post-reading activities, according to Antoni's (2010) research, there are some strategies that teachers used during pre, while and post-reading that were useful in the students' reading comprehension. For this reason, the pre-service teacher will use some of those strategies in her research project; in Antoni's research, the teachers employed four strategies in the pre-reading stage, five strategies in the while-reading stages, and four strategies in the post-reading stage. Meanwhile, the pre-service teacher will use three strategies from each stage, to employ them three times and analyze how these strategies influence the students' reading comprehension. The pre-service teacher would employ in pre-

reading stage strategies as brainstorming, discussing text types, and predicting, where students will increase their interest in the text; in the while-reading stage, she would employ strategies as reading aloud, direct reading activity and discussing unknown words. Finally, in the post-reading she would implement the strategies as evaluation comprehension in particular tasks, clarifying and justifying the students' answers and asking questions for specific information or scanning strategy.

Due to this proposal would be focused on students' reading comprehension in their standardized test Saber pro 11, the practice teacher would use only three strategies in each stage that are more suitable for students test and increase their interest in the reading. Furthermore, every workshop was divided into four sections, the first section the students would fill in the name, last name, and grade. The second section is the pre-reading stage where students would look at the title, the image of the reading to identify the topic, and would add their previous knowledge in the topic. The third section is the while-reading stage the students would read the text, look at the unknown vocabulary, listen to the pronunciation of it, and lastly record their selves reading the text. To conclude, the last section is the post-reading stage where there are questions with skimming and scanning strategy, and in the end, there is a written production related to the topic. ([Annex A](#))

The planning of the workshops is in the virtual platform google classroom, in order to the teacher that wants to use these workshops, this planning explains how the workshop is divided into the three stages of the reading strategies according to Gruca and Cruq pre, while and post-reading comprehension. Additionally, each stage has three strategies stated in the Antoni's (2010) research as brainstorming, discussing text types and predicting, reading aloud, direct

reading activity and discussing of unknown words, and asking questions for specific information or scanning strategy. ([Annex B](#))

Provisionary timetable

Activities	March				April				May			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Material collection before the use of reading strategies. (Simulation)			■									
The use of three stages of reading (pre, while, and post-reading) I activity.				■								
The use of three stages of reading (pre, while, and post-reading) II activity.							■					
The use of three stages of reading (pre, while, and post-reading) III activity.												■

Methodology

This research project was not implemented due to the health, economic, and social crisis presented called Covid 19, this epidemic affected education too. In 25th March 2020, the Colombia government stated quarantine as a preventive measure to avoid the spread of the virus. Thus, the institutions were closed and the government proposed to move midterm break forward, where teachers worked and build on three institutional weeks and two weeks of rest for them. As the epidemic was getting worst every day, the students started virtual classes through weekly workshops on every subject. For this reason, there was no time to implement the project during virtual work, nevertheless three workshops were created to be implemented later by the teacher.

This proposal was guided by mixed methods, according to Kane and Trochim (2007):

“Rather than integrate quantitative and qualitative research, it is essential to know the differences between them to go deeper. In some sense, it is a method that supports the notion that qualitative information can be well represented quantitatively and that quantitative information rests upon qualitative judgment” (p. 177).

This research allowed learning about the phenomenon through people's activities, experiences, and situations. At the same time, it allows analyzing quantitatively the simulations, which will be implemented in this study, to identify which of these strategies will work better in the students' reading comprehension. Additionally, this study is active research that allows the pre-service teacher to practice the teaching role, evaluate and change it depending on her practice in her role, according to Koshy 2010 “Action research is a method used for improving practice. It involves action, evaluation, and critical reflection and – based on the evidence gathered – changes in practice are then implemented”.

Data would be gathered from six eleventh-grade students, two students of each grade, through interviews, and unobtrusive data as students' standardized test simulations. The interviews are useful to know other's mind or point of view about the phenomenon, as Hatch (2002) stated, “When used with unobtrusive data collection, interviews can reveal the meanings and significance of artifacts collected in the field”. In this way, the use of interviews would be a complement of the data collection process. The pre-service teacher not only would analyze unobtrusive data or students' results but also would know the students' thoughts about the subject, to identify differentiating factors that could affect students reading comprehension. Additionally, Hatch (2002) considered that unobtrusive data “provide insight into the social phenomenon under investigation without interfering with the enactment of that social phenomenon”. The use of unobtrusive data would not affect students' learning process; however,

Expected results

At the beginning of this proposal some objectives were designed, however due to the health crisis presented there were some changes and the workshops were not elaborate. The expected results of these workshops when they are used, the students would increase their interest in their reading, not only in their English test but also as a hobby. Thus, the students would read and they would lose their fear at reading, doing this they will use the strategies of these workshops and they will save time during the standardized test.

In addition, the students would increase their interest in reading, since it helps in different aspects for learning a foreign language as learning new vocabulary, synthesis, and sentence structure. Reading is a tool that can change minds and allows students to understand better a specific topic, allowing them to express their previous knowledge and learn more about different subjects.

Conclusions

Reading is a tool that allows students to know the language in a better way, learning new vocabulary, sentence structure, and culture that sometimes it is not implicit. Despite the drawback presented two weeks after the beginning of the stage, the use of the virtual platform to build on the workshops helped as a solution to teach while this ongoing of health crisis (COVID 19), students could elaborate those workshops later during a presence-based or virtual procedure, given that reading allows working in those procedures.

Furthermore, is important to highlight the three stages in the students reading comprehension, motivating them to read as a hobby or lose the fear of reading during their standardized test ICFES 11. Thus, if students do not allow anxiety and fear of failure, they could

save time in the test and be self-confident, giving the opportunity to better understand the topic, the reading, and the questions in that test.

Finally, most students practice reading comprehension, the most they can understand different topics, learn vocabulary, and some facts related to culture, not only Anglophone culture but also their own culture. Hence, the importance of reading in students, they could learn aspects of their own culture of facts related to health care, politics, science, or biography of important people related to these subjects.

Suggestions for future research

As an advice of the work elaborated, it is indispensable continue working with this project of reading strategies in the foreign language. Additionally, the more students practice the reading strategies the most they understand the text in the standardized test ICFES 11, those activities with the reading strategies workshop help students use those in the exam and save time. For instance, the understanding of images or title in the reading to have a preliminary idea about what is the text about. Moreover, it is possible to work with ICFES, however, it would be amazing to elaborate a different project that allows students to build on it and forget about their academic load in their last year of school. In this way, students would increase their interest in the foreign language and its importance in our globalized world.

Practicum development

Presence-based modality

The presence-based modality was from second to thirteen march, during those two weeks in high school, the classes elaborated were planned from topics that were in the coursebook

English, please. ([Annex D](#)) For example, the use of tenses presents simple to express students' activities, likes, and daily routine; present perfect to express activities that students did in the past and still doing in the present, and present perfect continuous to express one action change or progression at the past.

Moreover, the skills that were assigned were reading comprehension, listening, and writing production; however, eleventh-grade students classes were more centered in reading skills, due to the upcoming standardized test ICFES 11, that is divided into seven parts and most of them are emphasized in reading comprehension or fill in the gaps with connectors or prepositions. During those two weeks, the students translate some phrases of the text and answer some questions related to it. For example, students read about the technology advancement to get news nowadays, as students were talking about the progress it was necessary to learn the use of present continuous.

Besides, students complete a survey about social media or platforms where they could find news and how much time they check them. Finishing the survey, the students would write a short paragraph according to the result of the survey, using some connectors and vocabulary learn in that class. The students liked a different activity in the classroom, thus using a reading comprehension at the beginning and a written production at the end.

Virtual modality

A period of health, social, and economic crisis was given in the world; in Colombia has presented this inconvenience and affected health, social and economic factors, additionally education was involved in this inconvenience. Consequently, the government declared preventive isolation to avoid the spread of coronavirus; this implies that presence-based classes were suspended.

In addition, as a pre-service teacher looks for solutions to this inconvenience, the class modalities changed from presence-based to virtual modality, signifying a contrary operation of the presence-based modality. As a result, during the virtual modality the institution where the practicum was carried out, they developed weekly workshops of the first quarter topics that were postponed due to the coronavirus.

Thus, the material and planning designed were essential for this virtual modality. As the first instance, the principal of the institution ordered to practice teachers gives teachers a hand with the quarterly evaluation. As the time went by, as a second instance the principal decided that pre-service teachers create a guide with three sections (inquiry, conceptualization, and implementation) for the students that would elaborate a weekly workshop with topics of the first quarter, for example, present simple, continuous, perfect, past perfect, connectors, word families, and prepositions. Besides, during this process of the virtual procedure, the practice teacher created some material to be used in those workshops or the teacher use those materials later in the presence-based procedure.

Moreover, those weekly workshops were created with a review of the previous topic, the explanation of the new topic, and the mechanization of the topic with a different exercise. For example, the past perfect workshop had a crossword, fill in the gaps exercise with the past participle of the verb in the brackets, a matching exercise, and reading comprehension with vocabulary unknown and questions related to the text. ([Annex E](#))

Finally, for the teacher to find those workshops, materials, and activities created in the virtual procedure, the pre-service teacher uploads that material to the virtual platform Edmodo. Nevertheless, the teacher preferred the use of the Google classroom platform, where the practice teacher upload those materials and the project workshops, there are two worksheets of the first

workshop, in case it would implement later in the presence-based modality for the supervisor (Google classroom account: karinasuarez0212@gmail.com, password: zhafir02). Moreover, there is a YouTube channel called English everywhere, in which there are explanatory videos of different topics for instance connectors, past perfect, relative clauses, and phrasal verbs. ([Annex E](#))

Table 4 Material designed

Type of material	A short description of material designed	Topic	Tutor and supervisor accompaniment
ICFES Simulation	The quarterly evaluation created as a simulation of ICFES with announcements, relationships, and reading comprehension exercises.	Present perfect and present perfect continuous.	The tutor and supervisor checked the material.
Fill in the gaps exercise	Reading comprehension with blank spaces to complete with connectors.	How to get news nowadays	The supervisor checked the material.
Reading comprehension	Vocabulary, reading comprehension, and classify types of connectors exercises.	Culture diversity	The tutor and supervisor checked the material.
Word families chart	A chart with different verbs to look for the Word family and its meaning.	Word Family	The tutor and supervisor checked the material.
Workshop	Exercise as reading comprehension, vocabulary, and grammar of past perfect.	Events in the past	The supervisor checked the material.
Workshop	Exercises as reading comprehension and vocabulary of connectors.	Link your ideas	The supervisor checked the material.
Workshop	Explanation of prepositions, and some mechanization exercises.	Locate in your place	The supervisor checked the material.
Quiz past perfect	Some questions of the workshop elaborated in a google forum to check the students' work.	Past perfect	The supervisor checked the material.
Virtual word cards connectors	Some word cards with the connectors and its meaning in Spanish with the use of the platform Quizlet.	Connectors	The supervisor checked the material.

Matching exercise	A matching exercise of past simple with the past participle of 10 verbs in the platform Educaplay.	Past participle	The supervisor checked the material.
Assessment of some past participle workshop	Assessment of 57 workshops of the past participle giving some feedback about the auxiliary have in the past.	Past perfect	The supervisor checked the material.
Assessment of connectors workshop	Assessment of the workshop of the connectors and giving feedback in the students' written production.	Connectors	The supervisor checked the material.
Explanation of connectors	Explanation of what is a connector, why is it important, types of connectors, and some examples.	Link your ideas	The supervisor checked the material.
Explanation of past perfect	Explanation of past perfect, its use, structure, and examples of this tense.	Past in the past	The tutor and supervisor checked the material.
Explanation of relative clauses	Explanation of what is a relative clause, an example of relative pronouns and relative adverbs, and the difference between defining and non-defining relative clauses.	Relative clauses	The tutor and supervisor checked the material.
Explanation of phrasal verbs	Explanation of what is a phrasal verb, if they are intransitive or transitive, and some examples and meaning of those phrasal verbs.	Phrasal verbs	The tutor and supervisor checked the material.

These materials and activities were established as a response to the implementation of virtual procedure; the evidence for this material was uploaded in a virtual cloud created by the pre-service teacher to the class
<https://drive.google.com/drive/folders/1iB3RfI9E6vNsiyB1AnrEDOZNpeSKvBei?usp=sharing>

The table number four presents a description of type of material and activities designed to accompany the virtual procedure that was carried out due to the health crisis presented.

Moreover, due to the disadvantage some materials were not use for the pre-service teacher,

however these materials and activities were uploaded in google drive link, in order to be used later on by the supervisor.

Chapter II – Research component

Introduction

In the Bachelor of Arts in Foreign Languages, pre-service teachers' practicum is defined as one of the focal points of interest and updating to study, and document for the improvement of the teaching-learning processes, for the qualification of education.

Moreover, a clear interest in the need to understand and transform the teaching practice, many local studies focus especially on the learning issue rather than teaching.

It has been considered relevant to carry out a project that establishes a reflexive approach to the practicum as a way to objectify knowledge, behaviors, and attitudes that guide the teaching process. Likewise, this reflective approach is also regarded as a conscious internalization, immersion, and exploration exercise of teachers' subjectivity itself, through the formulation of questions and search for information for problem solving and self-recognition.

Justification

The proposal of this project in the context of Foreign Languages students' practicum is part of the professionalizing concept of the practicum as a "spearhead" to improve the educational processes in the institutions where the teaching practice is carried out.

It is considered that giving importance to the role of the reflection in the teaching process is the first step to understand professional issues, own actions, and to be interested in knowledge of models and approaches to address a problematic situation and establish an analytical look at facts.

According to the philosopher of education Jhon Dewey, a pioneer in the field of reflexive thought applied to teach, the need for this project is to provide students with analysis and self-

observation tools that let them distinguish a routine from a reflexive action. It is considered that a reflective approach protects the actors from the traditional context of inertia, and authority that permeates the school.

Statement of the problem

Schools assume core aspects of individuals' training and institutional life without questioning that are seen as imprints, stable, and invariable traits that are part of the school identity and culture. When events are elaborated without major disruption, the teacher takes the risk of performing in a way that hinders the pedagogical development and the renewal of school culture. A non-reflective practicum does not encourage the emergence of problematic situations; those realities are ignored or invisible. Viewed this way, the practicum is assumed from reproductive codes that make teachers perform traditionally, for example, cultural reproduction, becoming a barrier to the arising of emerging practices aimed at generating transformations of thought and knowledge to attend social needs.

Due to this situation, which affects teachers to a greater or lesser extent, the process of teacher training must encourage a critical and reflective spirit in future teachers that contributes to the improvement of their pedagogical practices, to become essential elements that influence and transform their work and future professional performance.

In the case of the Bachelor of Arts in Foreign Languages degree at the University of Pamplona, reflection is conceived as a fundamental exercise for students who carry out their practicum, for them to self-evaluate and look critically and constructively at their work in the teaching role.

To initiate this study, the following guiding questions are asked:

How does the implementation of reflection contribute to transforming the pedagogical processes inherent to the development of the practicum stage?

How does the exercise of reflection influence the development of the critical spirit of pre-service teachers in the analysis of their pedagogical work?

General objectives

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

Specific objectives

- To consolidate a group of pre-service teachers with a critical spirit that reflects and presents proposals and alternatives for solving problems that are present in their practicum.
- To exchange criteria, ideas, and guidelines to take into consideration in the practicum and integrate them effectively into the institution.
- To identify and analyze strategies used by students in their pedagogical practice.
- To implement reflective workshops and the development of didactic units that guide pre-service teachers' reflections.
- To analyze one's own beliefs about teachers' work and students.

Theoretical Framework

The theory about the teaching profession, reflection, reflective practice, and pedagogical practice, constitutes the framework of this study. To clarify the concepts addressed, all in close relation to this project, they will be thoroughly defined.

Teaching profession

One of the fundamental members of every education institution is the teacher, who is in charge of providing knowledge framed in a certain science or art, and who also educates integrally students as part of his responsibilities.

The teaching profession demands a series of competencies, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating the relationship between management, work, and education. This is how every teacher must reach some competences in the discipline that allows him to have mastery of a set of knowledge and skills in the specific area since the first intellectual requirement of a professional is the level at which he elaborates his activity. Likewise, every teacher must have competences related to the organization of the contents, which means that the pedagogical practice does not only require ordering its components to be learned by the students, but also foresee for teaching conditions in and out the educational context. The most immediate function that teachers must elaborate on is to design or anticipate the practice of teaching.

Reflection

Reflection implies addressing different conceptions of that definition. For this reason, as an attempt to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as thematic, both proposed by Correa Molina et al. (2010).

Reflection as a process

Reflection is made from a series of stages that cyclically result in a process. According to Schön, reflecting on experience implies “a type of reflective dialogue with the situation, in which language would favor access to the experiences of the individual, which would allow extracting a new structure of the situation” (1983, as cited by Correa Molina et al., 2010).

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



Figure 3 Reflection schema.

As explained before, this schema shows every single step that must be followed to accomplish reflection as a process as proposed by the aforementioned author.

Reflection as thematic

The conception of reflection is based on a theme that is related to that concept. For this, and taking as a reference to Grimmet et al. (1999), as cited by Correa Molina et al. (2010), the

reflection is based on three perspectives: Reflection as an instrumental mediation of action, reflection as deliberation and reflection as a reconstruction of experience.

The first two perspectives are considered as external aspects, sources of knowledge that allow reflection; and contextual aspects, which allows to carry out an exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed. Firstly, the action, the context, the colleagues, and the same person who reflects are taken into account.

Reflective practice

Updating and qualifying academic proposals at the University and orienting students towards new ways of interacting with the world, teachers must question their practice and the impact it has generated. Likewise, teachers must be able to objectify their behaviors and to assume different roles in the pedagogical relationship.

The teacher takes on a central role in the current educational world. He acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that: “teachers develop their professional knowledge in relation to changing circumstances” (Ebutt and Elliot, 1986). In this context, the problem of the practicum and class space requires a particular treatment oriented towards social interaction and understanding.

The need for assembling the changing social reality to our pedagogical work is evidenced by the existence of numerous attempts to explain school phenomena and in the search for ways to address these phenomena, to make effective work at the school.

This study will serve the participating teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention (Sacristán, 1999).

According to Van Manen (1997), there are different levels of reflexivity. In the first place, the effective application of skills and technical knowledge is carried out in a classroom. The reflection is applied to the appropriate selection and use of the teaching strategies that the teacher will use.

On a second level, reflection is found in the implicit budgets of the specific classroom practices. Therefore, the consequences of the adopted strategies, curricula, and practices are analyzed. It is then necessary to apply educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

As a third, Van Manen (1997) establishes an exercise of critical reflection; at this level, the author stated that a more elaborated reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom are presented.

The pedagogical practice

For the analysis and reflection of the practice, it is considered appropriate to methodologically use a conceptual operation of classification of the practice; to this end, the proposal of Zeichner is assumed. The author established some modalities of practice, as follows:

Academic practice

It is focused on the training of teachers who can reflect on the courses they work in so that they transform them into understandable structures for the students.

Social efficiency practice

It is about a way to achieve effective teaching through the application of didactic techniques that are deduced from general principles that pedagogical research has reached. In this case, reflection consists of a strategic decision: “To select among a range of available techniques, the one which is considered the most effective”.

This is the way of proceeding from the technical rationality:

Developmental

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

Social reconstruction

The object of reflection is a social, economic, and political context to promote real democratic relations in the classroom, and egalitarian and fair in the social field.

Generic

The programs generically refer to reflection, but without specifying the claims of the programs or the contents on which to reflect, nor the strategies to encourage reflexive learning.

Reflection activators

According to Schulman (1997), these activators are the cognitive foundations of the teacher about the life of the classroom; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs to make decisions in the classroom.

The critical element of reflective thinking

This element of reflective thinking relates to “moral and ethical aspects of compassion and social justice” as proposed by Sparks-Lander & Colton (1991, p. 39). The interest of aspects related to social justice and ethics in education.

These authors established some classification categories of knowledge:

1. Knowledge of content.
2. General pedagogical knowledge.
3. Curriculum knowledge (programs, material, etc.).
4. Teaching knowledge and own professional configuration.
5. Knowledge of students and their characteristics.
6. Knowledge of educational contexts.
7. Knowledge of fundamentals: philosophical, historical, and axiological.

According to Georgea Spark-Lander & Amy Colton, the narrative element is another element of reflective thinking included in this study as an instrument. This one is related to the teacher’s narrative to encourage the stories of their experiences in the classroom they go through in many forms and fulfill various functions in subjectivity, and, in the constitution of subjectivity. In this component, it is found the teaching journals in which the writing triggers the elaboration of the teacher’s reflective thought, about objective and subjective or intersubjective practice experiences.

Methodology

The central axis of the methodology proposed is a process of constant reflection while it also includes the carrying out of a meeting that allows the strengthening of the practicum stage as

an initial point to address the labor and educational phenomena. The methodology organization's principles are autonomy, planning, and self-observation.

To review the importance of this proposal on reflection for the practicum process, a set of "socialization" and systematization of the process itself will be done.

This study falls within the qualitative research approach, taking as a starting point the perspective of reflecting as a professional space that will contribute greatly to the description, identification, and analysis of the teachers' pedagogical practicum.

In the process of gathering data for this research, the following instruments are used:

The pedagogical practice

The main purpose of the reflection workshops is to guide the process of reflection carried out by the practitioner teachers. Besides, it is also about sharing and communicating experiences that are an intrinsic part of their professional activities. The idea behind this is that they get to enrich their process and to implement new tools that will allow them to transform their pedagogical practicum.

Objectives

- To strengthen the organization of teachers and practitioner teachers as a group of individuals endowed with a critical spirit, able to reflect and to present alternative solution proposals when facing an educational issue in their pedagogical practice.
- To communicate the criteria, to share ideas and guidelines for students to take over their pedagogical practicum.
- To qualify students for them to effectively join the educational establishment.

Self-observation sheets

Self-observation sheets' main aim is to guide the practitioner teachers towards elaborating a perspective of their practicum as teachers and their role in the classroom and the educational community in which they have been included.

Narrative journal

The reflection exercise will allow the student to express themselves about their professional activity through a narrative of their experience as a way of providing some meaning to the teacher every day's life.

Class recording

Evidence of the practitioner teacher's actions inside the classroom allows reflecting on different aspects, related to the foreign language teaching-learning process. These aspects may have noticed or overlooked by the teachers; therefore, such records are useful to obtain outside, constructive view of their pedagogical practicum.

This research was guided by the procedure of the mixed methods; during this study, the instruments used were twelve narratives ([Annex G](#)), one self-observation datasheet, and one reflective workshop. One weekly narrative about experiences of the practicum in the course of the presence-based and virtual modality. In the presence-based procedure, this tool allows the practice teacher reflect on her practice as a teacher, which activities applied were successful, or were not. In the virtual procedure, this tool helped the practice teacher express her feelings throughout COVID 19 in her practicum and her tasks, due to this drawback the practice teacher did not recognize how the practicum carried on. Additionally, there was elaborated one self-observation datasheet through virtual platform google form, and one reflective workshop for a

group video call in Zoom, where the practice teacher reflected on her practicum during two weeks of presence-based modality, the roll as a teacher and new challenges with today students.

Finally, the class recording was one instrument in this project, nevertheless, this instrument could not implement in this study due to the drawback of Covid 19, because the government stated a preventive quarantine and the institutions were closed, for this reason, this instrument was not carried out.

Population

Participants in this study were pre-service teachers of the tenth semester, belonging to the Bachelor of Arts in Foreign Languages degree at the University of Pamplona.

Direct beneficiary population

- Pre-service teachers.
- Supervisor teachers.
- Student community from the educative institutions for practicum implementation.

Indirect beneficiary population

This population comprises the teacher community of the Bachelor of Arts in Foreign Languages degree since the results of this will provide useful feedback for the view of the program members about their practice as the Practicum group.

Institutional departments articulated to the project

- The Bachelor of Arts in Foreign Languages degree.
- Language and communication department.
- Faculty of education sciences.

External institutions linked to the project

- José Antonio Galán School

- Brighton School
- La Presentación School
- Pamplona Normal Superior School
- José Rafael Faría School
- Cristo Rey Educational Institutional

Setting proposed for the execution of activities, first semester 2020

Education institutions from Pamplona city in which proposals related to the practicum stage were implemented.

Timetable

Activities	March				April				May			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Narratives												
Self-observation worksheet												
Reflective workshop												
Class recording												

The time table is divided into two colors, the light grey was the preliminary timetable expected at the beginning of the practicum in the self-reflection activities. However, due to the drawback presented the class recording was the activity that was not develop. Moreover, the dark grey color represents the activities carried out in presence-based and virtual procedures.

Conclusions

In the course of the practicum in the presence-based procedure, the use of narrative, self-observation worksheet, and reflective workshop is a way to express experiences and feelings, which were characteristic of the two weeks of on-site practicum, like classroom management, students' behaviors or activities that were successful, or not in the classroom.

Moreover, in the virtual procedure, those instruments helped also the pre-service teacher to express her emotions during the drawback after the two weeks of practicum, the use of workshops as a solution of this inconvenient, calmed down the practice teacher of her doubt about the practicum, despite her job during the early weeks when the drawback happened.

The practice teacher procedure changed related to the communication with the students and the classroom management that were developed in presence-based modality, due to the virtual procedure only a few students communicated and asked the pre-service teacher some doubts related to the topic. Nevertheless, the planning and other activities that were elaborated in the same way that in-site modality, because in the explanatory videos the pre-service teacher used the foreign language. Thus, the students listened to the pronunciation; additionally, the feedback about the workshop allowed monitor the learning and teaching process, in this way the practice teacher gave feedback or an explanatory video if it was necessary depending on the students' needs.

Finally, the use of reflection helped the practice teacher took in to a count those moments that she thought that one methodology, attitude, or activity was not working and improve it to feel comfortable next time while teaching in a class. Furthermore, the use of narratives let the pre-service teacher talk with the tutor and look for a different perspective of her positive and negative experiences in her practicum, giving some advice on how she can act or what she can

improve. Thus, the tutor gave her more self-confidence to the practice teacher, and she can reflect on her practicum, doing better planning or choice in the activities.

Chapter III – Outreach component

Project to raise linguistic awareness of the English language in primary schools in Pamplona

Presentation

During this proposal, the reader will find a twofold objective: to organize in a project the social impact of the Languages Program from the implementation of the outreach component to the community of Integral Practicum and to raise awareness students of the elementary school to the basics of the foreign language, English.

It presents in the first instance, the justification, and the objectives of the project, its characterization, and the lines of contribution to which it contributes.

The theoretical framework guiding the proposal, the target population, the timetable, and the budget estimate table to be prepared by each participant are presented below.

Introduction

Participating in world policies in the academic, cultural and economic fields impelled the Colombian National Government to promote the learning of foreign languages in the different educational areas of the country so that citizens have the opportunity to participate in cultural exchanges that allow them to access more equal conditions for the personal and social development of the country.

Intending to promote English language learning in Colombia and make Colombian citizens more competitive, the Ministry of National Education launched its bilingual policy in 2004. The main objective of which is “To have citizens able to communicate in English, with

internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and the cultural openness". In this way, the Ministry has been implementing a wide range of strategies at the distinct levels of education to achieve this goal, a prime example of which is the creation of English quality standards for basic and secondary education, the definition of a sound and logical evaluation system and the description and development of training plans.

This program had been elaborated throughout the country and has integrated the work implemented by the secretariats of education, public and private universities, and language institutes. However, the results obtained so far have not been very heartening since many educational institutions of the nation had not implemented yet. Concerning primary education, the Government is advocating the coverage extension of English language education for boys, girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching-learning processes, and therefore the results of evaluations implemented at the national level are not very optimal.

In the Bachelor of arts at the University of Pamplona, which purpose is overcoming the challenges of teaching English in the primary school; Many of the educational institutions in Pamplona, only have one teacher that educates on all the subjects, and they do not know the correct pronunciation of some words.

Therefore, facing this reality and the problems that it generates, the present proposal for community outreach component seeks to meet the needs of training in English, of the primary school la Presentacion, to integrate the foreign language training of pre-service teachers and reducing the gap between public and private schools in the foreign language field.

Government policies identify the problem; however, their attention is not sheltered by legislation. The foreign languages pre-service teachers need effective support, in the foreign language teaching to primary school students, in order to help teachers in this subject, so that the tests and their results will change in primary school and avoid a difference between students of private and public schools.

During two weeks of development of this project in a presence-based procedure, there was health, economic, and social crisis called COVID 19, it affected the progress of the project in presence-based modality. Consequently, in order to continue with this project changed to virtual modality, due to the health emergency presented the project was carried out in the virtual procedure with the use of weekly workshops of first quarter topics.

Justification

Foreign language learning and acquisition allows being updated in this globalized world, thanks to the foreign languages it is possible to fulfill their own needs that today's world demands. This is why, it is necessary to help students with their process from primary education so when they complete this process they will have a basis in their secondary education, where they will use more the foreign language.

This project aims to raise awareness about English teaching in primary schools. Thus, contributing to the pre-service teacher training that is required and essential at these levels. For this reason, it is carried out as part of the community outreach component of the practicum elaborated by students of the last semester of the Foreign Languages program of the University of Pamplona, as a way of contributing to the strengthening of English teaching in the primary education field.

The development of this project benefits both institutions and the students of the city of Pamplona, as well as the Foreign Languages Program and the students who are doing an internship. This benefit results in the possibility for primary school children to have contact with the foreign language and for the pre-service teacher to know primary education reality. Additionally, the practice teacher will intervene in processes that impact on the improvement of these needs.

General objectives of the proposal

The development of this community outreach component in the Bachelors' of art is heading through the following objectives:

- To attend the needs of the primary school children in the school La Presentación.
- To integrate the foreign language practicum of the Foreign Languages English-French pre-service teachers to the educational reality of teaching English at one public primary school.

Specific Objectives

Looking toward a better understanding of the aspects mentioned above, this proposal would attempt:

- To familiarize the children of the primary school La Presentación with basic knowledge of English.
- To involve Foreign Languages pre-service teachers in the processes of teaching English in primary school.
- To join the Foreign Languages pre-service teachers practicum with the community outreach component.

Typology of the project

This is a formative project, disciplinary in the area of curriculum; open to the institutions where the Integral practicum is carried out, and offers basic training in primary education in the city of Pamplona. It is part of the training project of the Foreign Languages program at the University of Pamplona.

This proposal is articulated in the pre-service teachers' practicum, transcends the institutional space, and makes possible the articulation of the PLEX to Pamplona's community. The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and community outreach component to the University and the program.

Contribution lines

- Contribution to academic training in the subject of the foreign language.
- Citizen preparation (attention to issues of the educational setting aimed at reducing the inequity of the educational system)
- Projection to the school community to university and program level

Theoretical framework

Language teaching

International Linguistic Policies

“UNESCO has been concerned for several years about the role of languages in the global context. At a 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 language. This resolution was based on the idea that the requirements of national and global participation, and the special needs of culturally and linguistically distinct

communities, can only be catered through multilingual education. Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) considers that languages are not just a mean of communication, but they represent a true sector of cultural expressions; they are bearers 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, as well as, support the learning of international languages that provide access to global communication and information exchange. To accomplish this, UNESCO suggests the promotion of multilingualism and intercultural dialogue, together with the development of policies for the translation, by all possible means, of written and visual materials to promote the circulation of ideas and artworks.

According to Lima M, (2006). The learning process of foreign languages is now a real necessity, but so is the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet highlights; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they delate distances and also bring us closer to science and technology. All types of learning are of vital importance for the sociability of the human being as long as it allows it to have a proper development in different contexts; The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

National Bilingual Program

Colombia as 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

bilingualism program established in 2004 with three specific lines of work: institutions of primary, secondary, higher education, programs of education for work and human development; ethno-education; and flexible models of education. This program aims at training competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

The following table shows the levels sought by the national bilingual program for the year 2019:

Table 5 Expected language levels in the PBN

Population	Target language level
3 rd grade students of basic primary education.	A1 (beginner)
7 th grade students of basic secondary education.	A2 (basic)
11 th grade students of basic middle education.	B1 (pre-intermediate)
Graduates of higher education	B2 (intermediate)
Graduates of foreign languages or related careers.	C1 (advanced)
Current primary school teachers and teachers in other areas.	A2 (basic)
English teachers.	B2 (intermediate)

Being taken from: Cárdenas, R.; Miranda, N. (2014).

Bilingualism

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

Teaching English in primary school

According to Yesser A, & Chacon C, (2011) “The acquisition of a foreign language is a complex process which involves multiple variables of cognitive and affective character inherent in the individual as well as specific factors to the socio-cultural and educational context as curriculum, methodology and training and updating of foreign language teachers, among others”.

Thus, the importance of reaching the point of understanding how the child learns and incorporates a foreign language makes it necessary to analyze the theoretical basis that explains the process of learning or acquiring a second language. (L2) o LE and how this process is related to the mother tongue”. Based on what was written above Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning concerning the LE. “language acquisition is natural and unconscious in form of an understandable 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 discussion, the terms learning and acquisition interchangeably because the LE can be acquired through inductive recreational activities and naturally which also involves learning processes”.

“It is important to note, however, that the contributions of Krashen and Terrel (1983) regarding the natural approach of language are relevant to the process of acquisition of LE in children and nourish the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), a child acquires a language in three stages:

Pre-production. It is the stage in which the child elaborated the ability to listen and understand language through gestures and actions, it is a period characterized by silence. Therefore, at this stage, it is advisable to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing in the oral production.

Early Production. It begins to produce one or two words and/or phrases. It is recommended to focus on meaning by avoiding grammatical errors.

Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations. Now, the teacher must help the child to improve fluency in the foreign language”.

To support the aforementioned about the process of acquiring an LE, it can be said that regarding Berko and Bernstein (1999), quoted by Yesser A & Chacon C, (2011) “The children ability to learn, understand, discover and formulate communicative forms in a foreign language mainly underlies the need to establish new social approaches” (p. 467). Consequently, children build meanings of the world around them through the language and establish their criteria of semiotic interpretation of each concept they discover. For this reason, learning the LE must be based on prior knowledge and schemes mother tongue since the representations elaborated in prior learning and previous experiences are the scaffolding to build by LE, new mindsets, or expand the existing ones”.

Yesser A & Chacon C, (2011), quote Ausubel (1986) who establishes “from the point of view of cognitive psychology, explains that there are differences between child and adult cognitive abilities concerning cognition and emotions, which are manifested in motivation, creativity, spontaneity, and flexibility that characterize children and far from the adult, who

usually is more prone to emotional blockage at the time of expressing themselves in another language”. “From the above statements, it appears that age is a factor that affects learning English as LE, particularly in the acquisition of pronunciation. That is to say, at a younger age, the greater the probability of the child to develop the pronunciation of a native”.

Why learn LE in elementary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) quote Madrid and McLaren (1981) who claim “there are different kinds of reasons for learning a foreign language at school. Noting that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who begin studying a foreign language in school tend to achieve a more positive performance than others.
- Children show not only a special ability to imitate sounds and colloquialisms but also great flexibility, spontaneity, and audacity that surpasses those of young and adults.
- Children not only tend not to be afraid of committing failures but often acquire and transmit meaning through gestures and pantomime.
- Children are in a stage of their life in which the plasticity of their brains makes it easier for them to learn languages”.

To summarize, the learning process of the human being is based on experiences with their context, in which his/her is influenced by prevailing cultures, and identify their idiosyncrasies and autonomy. Especially among young people in the life cycle of childhood, wherefrom many theories from the psychological, sociological area it is argued that learning takes place through the observation and listening of sounds that focus on the main attention of

the senses of each individual. Emphasizing mental processes of cognition that direct and bring to fruition significant learning in children who are at the beginning of learning especially of a LE.

Pamplona's context

Pamplona's city has institutions of basic and secondary education, being mainly public.

General Colleges group most of them as follows:

Escuela Normal Superior, which has as headquarters "Escuela Rural Cariongo, Instituto Aurora".

Colegio Provincial San José, which has as headquarters "Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez".

Colegio Águeda Gallardo de Villamizar, which has the "Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional".

Institución Educativa San Francisco de Asís: which is in charge of "Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII".

Likewise, two institutions do not have the nature of a General College but that provide basic and secondary education of a public nature. Those are:

Colegio Técnico la Presentación

Institución Educativa Brighton Betlemitas.

In these institutions where the students of the Foreign Languages program of the University of Pamplona carry out their integral practice and doing social projection in primary schools.

Subprojects

This space aims at establishing a line of action for the Languages Program regarding social projection. In this regard, in the implementation of the extension component to the community, each practitioner will adapt the general guidelines of this proposal to the educational reality of the institution in which the integral practice is carried out.

The objective of this proposal is part of the concept of social interaction of the university with Pamplona's community through the design of a project to support training in English.

General Project Schedule

Activity	February				March				April			
	Month 1				Month 2				Month 3			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Institutional observation												
Formulation of subprojects												
Implementation of subprojects in each institution												
Activity	May				June							
	Month 4				Month 5				Month 6			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Implementation of subprojects in each institution												
Consolidation of the report												
Evaluation of results and the impact of the proposal												
Socialization. Interaction with the benefited community												

Benefited population

The direct beneficiary population:

It is composed of the student academic community of the La Presentacion School, in which the integral practice will be implemented. The benefited audiences are mentioned below; the number of participants were defined when the observation period ended. It was estimated a population that can range between 57 and 77 students per institution.

Elementary students

- Teachers of the courses of the Primary elementary language area
- Students-Practitioner of the Foreign Languages Program

The indirect population benefited:

- Foreign Languages Program Community
- Pamplona educational community

Institutional dependencies articulated to the Project

- Foreign Languages Program
- Department of Languages and Communication
- Faculty of Education
- Social Interaction Department

Subproject

Worksheets to learn English new vocabulary in transition and fifth-grade students

Justification

The purpose of this project is to promote a new form of teaching English through teaching cards. These cards will allow a new teaching strategy for students to acquire new

vocabulary in English, thus teaching cards to learn vocabulary at La Presentacion will allow students to become familiar with the language through drawings and relationships with the new vocabulary.

Consequently, in March, April, and May 2020, the pre-service teachers in their practicum will grant 3 hours a week, in which they will help the teachers at La Presentacion in their classes with the worksheet, allowing students a new teaching methodology. Additionally, the pre-service teacher will guarantee the repetition of new vocabulary, to the students will focus on the pronunciation of each word.

General objective

- ✓ To apply the use of teaching cards in the teaching of the foreign language (English) in the school La Presentación.

Specific objectives

- ✓ To determine the influence of worksheets on primary school students to allow interest in learning English.
- ✓ To contrast the use of images of flashcards with the new vocabulary in English that allows students to appropriate it.

Theoretical framework

Valero (1975, p. 71) defines the worksheets as "The system that is eminently psychological because it responds to the true interests and needs of the child", which allows children to appropriate a new English vocabulary in a didactic way, without being the same

vocabulary repetition classes. Worksheets for primary school allow children to cut, paint, and paste some drawings that represent the vocabulary of English and learn it concurrently.

To use worksheets as working tools, there is important to take into account the children's rhythm, if some of them resolve activities faster than others do, and take into account the affective filter. The use of worksheets should be taken in different ways to also draw the attention of children while explaining, this means that teaching cards can be used as a complement to what is being taught, with these you can make games and activities, depending on the taste of the student.

Methodology

English is currently seen as a tool for dealing with a globalized world. Since 1994, the Ministry of Education in Colombia has recognized the importance of learning a foreign language through a General Education Act, one of the compulsory areas. However, the bilingualism project given by the State does not resemble the reality of schools, since some teachers give them responsibility for teaching English at the primary level without being certified with an English level. Therefore, the program of foreign languages through the integral practice by students of the sixteenth semester 2020 - 01, presented the use of worksheets and flashcards to fill the need in a public school La Presentación, These worksheets and flashcards offered to fifth-grade teachers who want to implement a new model of teaching a foreign language as English.

Furthermore, the use of worksheets and flashcards in fifth-grade students motivated the students to learn the foreign language and they were working in English differently. However, the pre-service teacher was focused on the pronunciation of words and how the students could

learn new vocabulary. Moreover, there was not a change between the presence-based procedure and the virtual procedure, because the students elaborated on the workshops in the same way.

In the presence-based modality, the pre-service teacher worked with fifth grade and transition with the use of worksheets, in these worksheets the students can paint, draw or complete a crossword, in this way teacher will explain their topic, the students will repeat some words pronunciation. Thus, students will develop different activities to enjoy and learn concurrently. The use of worksheets or mechanization exercises allows students being focus on the topic and increasing their interest in learning English.

Additionally, the use of songs to the transition students, where they will listen and mimic what the pre-service teacher is doing. In this way, students enjoy singing and moving their bodies, for example, the body parts song, the students touched their body part when the song named it when the students learn how to do it, they do it in front of the classroom and they enjoyed doing the mimic. These activities were developed during two weeks of face-to-face practicum, where fifth-grade students repeat the pronunciation of words and the use of worksheets with mechanization exercises.

In the virtual modality, students learned the vocabulary without the accompaniment of its pronunciation. Nevertheless, the weekly workshops elaborated during this period with crosswords, word search, matching, and unscramble exercises, that motivated the students to develop them first then the other subjects. Furthermore, the use of videos would help students pronunciation of words, verbs, or letters, in the case of the alphabet video, where the students could hear the letters sound to spell their names or last names.

Finally, the pre-service teacher created those weekly workshops with three sections inquiry, conceptualization, and implementation, those were focused on the topics of the first

quarter for instance verb to be, moods, and daily routines, those topics were established in the English area plan. Moreover, those weekly workshops were created with an explanation of the topic and the mechanization of the topic with a different exercise. For example, the body parts workshop had a crossword, an unscramble exercise and a place exercise with the body parts in a drawing. ([Annex H](#))

Timetable

Activities	March				April				May			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Transition worksheets		■				■				■		
Fifth-grade worksheets	■	■			■		■	■				

Conclusions

The practicum let that the pre-service teacher took into account the reality of English education in the primary school in a public institution; the students learned the pronunciation of words in the foreign language and the teachers appreciated the help of the pre-service teacher in a subject that they had no knowledge about as words pronunciation. Moreover, the use of different strategies as the use of songs and worksheets motivated the students to elaborate on their work and learn distinctly.

This component helped primary teachers complement English teaching for example the pronunciation of vocabulary and words. Therefore, the practice teacher used worksheets and songs in this component during two weeks from 2nd to 13th March, then the use of workshops in virtually students' work after the health crisis presented. Thus, those workshops helped students

distract from that problematic and learn English concurrently, those were created with dynamic exercises for instance crossword, search word, and match an image with an English word.

Furthermore, fifth-grade students developed the first English workshop that others, thanks to the exercises and images.

Material created

Table 6 Materials and activities created

Type of material	A short description	Topic	Tutor and supervisor accompaniment
Domino cards	A domino to print and use it with the students to review daily routines.	Daily routines	No
Verb to be	Match; fill in the gaps, and short description exercise.	Nice to meet you	The supervisor checked the material.
Workshop	The vocabulary of daily routine in English one match exercise, and Word search.	Wake up and get out your bed	The supervisor checked the material.
Workshop	Body parts workshop with cartoon body parts, a crossword, unscramble exercise, and number body parts in the image.	My body	The supervisor checked the material.
Cardboard for painting	Shapes made of cardboard to paint.	Shapes	The supervisor checked the material.
Matching exercise	Match the image with the daily routine in the virtual platform Educaplay.	Daily routines	The supervisor checked the material.
Workshop	Workshop to draw the amount of the number, trace the number and match the number with English writing.	Count from 0 to 5	The supervisor checked the material.
Quarterly exam	Crossword, unscramble and matching exercise related the topics of the first quarter.	Verb to be, daily routines, family members and body parts.	The supervisor and the tutor checked the material.

Material created, in the virtual procedure with primary students.

Chapter IV – Administrative component

Introduction

The teacher role exceeds the class space; the activities that a teacher proposes to her students outside their classes play a significant role in a pedagogical process and improve the teacher-students relationship. Pre-service teachers must know the significance of those activities in their practicum. As Massoni stated, “the first effect that extracurricular activities have on education is behavior”. That would mean that extracurricular activities are important, both teachers and students share spaces outside the classroom to allow encourage spaces for those students to get closer to the teachers, strengthening the relationship teacher-student, and improving students' behavior, likely be positive.

To the pre-service teachers is needed to know the extracurricular activities and the teachers' role as much as possible when they arrive in the work environment, be prepared for every situation and allows the students space to get closer, know a bit about them and create a solid relationship with them.

General objective

- ✓ To know the importance of the teacher's role in different extracurricular activities.

Specific objectives

- ✓ To compare the different teachers' roles in different extracurricular activities.
- ✓ To know the students' behavior by the extracurricular activities.
- ✓ To examine the teacher-student relationship in those extracurricular activities.

Methodology

In order to get closer to students, improve their relationship with them, and know the teachers' role in the extra-curricular activities the pre-service teacher was involved with them. The first extra-curricular activity was done in 21st February official and representatives' election where the parents and students congress positioned as members of the school government, the practice teacher would like to get closer to the students and allow them to express personal comments or ideas that can help in my teaching process. The second activity 6th March the women's day high school, where the pre-service teacher would approach to the students and talk with them. Thus, knowing likes and use them in the classroom activities. The third activity was in 12th March the women's day in primary school, where the practice teacher spent time with students having fun, in order to celebrate the women's day with them. The third extra-curricular activity was accountability, in 12th march in the afternoon, where the practice teacher learned what are the school expenses and needs. The fourth extra-curricular activity is the language day that was done in 24th April 2020, in which I will help the most I can with the Spanish pre-service teachers to build on the activity, some phrases, poems, or songs in English and integrate the Anglophone language in the activity.

Finally, the last activity that I would elaborate is in 21st May 2020 a flag-raising where the pre-service teacher would like to get closer to students and teachers, in order to know the teachers' role in the flag-raising and the importance of this role for the students.

Timetable

Activities	February			March				April			May			
	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III

Official and representatives' election	Dark grey				
Women's day high school		Dark grey			
Women's day primary			Dark grey		
Accountability				Dark grey	
The language day					Dark grey
Flag-raising					Dark grey

In the practicum, the administrative component and virtual modality, due to a health crisis the modality changed, in the timetable there are different activities, which light grey is the activities that were originally planned at the beginning of the practicum. However, these activities and modality changed and the four extra-curricular activities in dark grey, the practice teacher participated in the presence-based procedure. First, women's day this extra-curricular activity was developed in two days, the one-day high school celebrated their day. This extra-curricular activity helped approach to the students and know their likes as a tool to look for activities with affective filter, in this way the students appropriate topics or they have more confidence with the pre-service teacher. In this activity, the students gave a pencil with the name of teachers and pre-service teachers, this gift showed that students looked at practice teachers as teachers. Additionally, the practice teacher felt confident when students look at them as teachers.

[\(Annex I\)](#)

Second, official and representatives' election, this democratic activity let students know their rights, for example, choose who represents them, this extra-curricular activity allowed practice teacher controls discipline and spend time with students. However, students did not pay

attention to teachers and practice teachers, only when the principal talked they paid attention and they were quite. ([Annex J](#))

Third, women's day in primary school was developed 12th march this activity allowed students to sing, dance, and reflect on the importance of being a woman, during this activity the pre-service teacher helped with discipline control and get closer students dancing and talking with them. On the other hand, that day some students got sick and the practice teacher takes them to the cafeteria to give them an aromatic, due to at the institution there is not an infirmary.

Fourth, accountability that was in 12th march in the afternoon where the principal invited parents, students, teachers, and the practice teachers to know all funds collected and spent in 2019. In this extra-curricular activity, the practice teacher learned what are the school expenses and needs. ([Annex K](#))

Finally, amid the virtual procedure, the practice teacher did other activities as the generation of a virtual cloud in google drive, and an Edmodo and a google classroom account, in the virtual cloud the material, planning, and workshops was upload there. Moreover, the Edmodo account was created to upload all files elaborated during this virtual modality. However, the teacher requested a google classroom account, in which students could write their doubts and access the supplementary material or the quarterly exam to know the numbers of students that elaborated on the exam. Additionally, the pre-service teacher communicated with the teacher about different activities to implement in a video o workshop, to consolidate ideas to add in the virtual platform.

Conclusions

The administrative component is influential in the pre-service teacher experience before her in-service stage because it helped in distinct aspects. These extra-curricular activities supported the practice teacher to get closer to the students, in order to create material based on their likes, using the affective filter and they could understand better a topic. Furthermore, this approach lets students feel more comfortable with the teacher and tell her some doubts about the foreign language degree, the university, or problems that affected the students learning process.

Amid the extra-curricular activities, the pre-service teacher took into account the significance of those activities in a scholar setting, how students got closer to the teachers and spent time with them and their colleagues, giving a pleasant atmosphere and strengthening the coexistence of a community as the institution where the practicum was carried out. Besides, the use of virtual platforms and the communication with the teacher let the practice teacher continue with her practicum, because of the health crisis presented called Covid 19. Thus, the explanation of the use of virtual platforms or the creation of Edmodo and google classroom accounts allowed the practice teacher to continue with the development of the administrative component in a distinct mode.

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Annexes

Annex A student workshop

 COLEGIO TÉCNICO LA PRESENTACIÓN	Workshop 1	Date:
	Topic: Past perfect	Grade: eleventh
Subject: English	Teacher: Liliana Parada	
Student's name:		

First part

Pre-reading stage

1. Look at the title of the text and write down the possible topic of the text

The town that was contaminated by coal

2. Look at the image and write down the possible topics of the text that you will read.



3. What do you know about the use of coal? Is it good for the environment?

Second part

While-reading stage

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

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

Unfortunately, it didn't work out quite like that. The mine operation proved to be a major source of contamination. Every ton of coal that was removed from the mine led to ten tons of waste materials. To the surprise and horror of the residents, people started to suffer from lung diseases and other diseases of the eyes and nose which were caused by the activities at the mine.

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

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

4. Vocabulary unknown

Environmental problems					
<i>English</i>	<i>Spanish</i>	<i>English</i>	<i>Spanish</i>	<i>English</i>	<i>Spanish</i>
Delighted	Encantado	Coal	Carbón	Arrival	Llegada
Seemed	Parecido	Removed	Eliminados	Relocated	Reubicada
Mining	Minería	Led	Llevar	Forced	Obligado
Solve	Resolver	Waste	Gastar	Despair	Desesperación
Unemployment	Desempleo	Suffer	Sufrir	Turned	Convertido
Poverty	Pobreza	Lung	Pulmón	Fury	Furia
Unfortunately	Lamentablemente	Diseases	Enfermedades	Allowed	Permitido
Proved	Demostró	Eventually	Finalmente	Occur	Ocurrir
Major	Principal	Unbearable	Insoportable		
Ton	Tonelada	Announcement	Anuncio		

5. Listen to the pronunciation of the text.

6. Read the text aloud.

Third part

Post-reading stage

7. Answer the following questions according to what you understand about the text.

- a. Why were people delighted in 1995?
- b. What did people think about mine?
- c. What kind of diseases did people get?

Read the text again and answer the following questions.

1. Why was there so much pollution from the mine?
 - a. The mine left many tons of waste materials.
 - b. The mine left much money.
 - c. The mine was contaminated.
 - d. The mine left many diamonds.

2. Are the local towns still next to the mine today?
- a. Yes, they still living in their towns.
 - b. No, three whole towns were relocated.
 - c. Yes, they like their lifestyle next to the mine.
 - d. No, the asked another big house.

8. Mark with an X, true or false depending on the sentence.

The mine caused lung and other diseases.

The mine left lots money.

At the beginning people was happy about the mine.

The mine operation helped the environment.

People was happy about how the mine changed their lives.

True	False

9. Write a short paragraph about the lesson that you learned of this story.

Annex B first workshop planning

Date:

Course: eleventh grade (11th grade)

Topic: The use of coal (environmental problems)

Linguistic objectives

- To learn vocabulary related to environmental problems.
- To identify the use of past perfect in the text.

Communicative objectives

- To express their ideas about the text looking at the title and the image.
- To share their opinion about the topic is written.

Social-cultural objective

- To identify the problems that happen in Colombia.

Pre-reading stage

- The students look at the title of the text and they write the possible topics that the text is related about, there is not an incorrect answer in this section, this pre-reading stage is a brainstorm.

Title: *The town that was contaminated by coal*

Look at the title of the text and write down the possible topic of the text.

- Then, the students look at the image and rectify the topics already written in the first point related to the title and write topics.



Look at the image and write down the possible topics of the text that you will read.

- Finally, in this section the students will write down the previous knowledge about the topic with the question.

What do you know about the use of coal? Is it good for the environment?

While-reading stage

- The students read the text in order to identify the unknown vocabulary and the tense past perfect. Then, the students look at the chart with that vocabulary to understand better the topic and the text.
- The students listen to the pronunciation of the text the town that was contaminated by coal, to identify the pronunciation of each word before their reading aloud.

- Finally, the students record themselves in order to check the pronunciation of the text.

Post-reading stage

- The students look for the answers of the three questions using the reading strategy skimming, which means students can find the answers implicitly. The next point of true and false, the student select if the affirmation is true or false with the same strategy skimming.

Why were people delighted in 1995?

What did people think about mine?

What kind of diseases did people get?

- The students answer the multiple-choice questions using the strategy scanning, that answers are not implicit as the previous ones, for this reason it is necessary that students reread the text, in order to look for the answers of these two questions.

Why was there so much pollution from the mine?

Are the local towns still next to the mine today?

- Finally, students will write a short production about the moral of this topic of the mine and the problems that it caused.

Write a short paragraph about the lesson that you learned of this story.

Annex C letter of consent



I.E. COLEGIO TÉCNICO LA PRESENTACIÓN

Pamplona N. de S.

Aprobado por Resolución No.5288 del 25 de octubre de 2019

Pamplona, marzo 11 de 2020

Estimados,
PADRES DE FAMILIA 11º
Colegio Técnico La Presentación
Pamplona

Cordial saludo.

Yo, AURA KARINA SUAREZ NIÑO identificada con c.c. 1.094.278.380 de Pamplona, estudiante -practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Frances, de la Universidad de Pamplona; durante este semestre estoy realizando mi practica integral en los cursos de transición, Quinto A-B-C, y Undécimo A-B-C acompañada de la supervisión de la docente Liliana Parada Granados.

Me dirijo a usted con el fin de solicitarle la autorización para que su hija participe en mi proyecto de practica titulado **"Implementation of reading comprehension strategies to increase eleventh grade student's Reading skills"**. Esta autorización se presenta a usted, ya que para una de las etapas de mi proyecto las estudiantes serán grabadas durante las presentaciones de dichas tareas. Es importante mencionar que la información por ellas suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradezco su atención.


VoBo Esp. MIREYA ACEVEDO MEJIA – Rectora


LILIANA PARADA GRANADOS
Docente Supervisora – Área de Ingles


AURA KARINA SUAREZ NIÑO
Estudiante Practicante

Con mi firma autorizo:

Padre de Familia – acudiente

Annex D the planning of the presence-based modality



Gobernación de Norte de Santander
Secretaría de Educación Departamental

I.E. COLEGIO TÉCNICO LA PRESENTACIÓN

Resolución de Aprobación
Nº 4452 - 28 de Octubre de 2016

AREA: INGLES GRADE: 11th A –B – C TRIMESTRE: PRIMERO
IHS TRES

Eje temático: Global citizenship Presente simple y Presente continuo

Week from 9 to 10 march

Class 21, 22

INDICADOR DE DESEMPEÑO	ACTIVIDADES METODOLÓGICAS
<ul style="list-style-type: none"> ✓ Understand and use adequately the present simple and present continuous. ✓ They can distinguish between the present simple and present continuous use. ✓ Understand the use of present perfect and past simple. 	<p>The teacher asks the students to open their book on page 66 and she will write on the board the vocabulary relates to technology. Then the students will pronounce and say the meaning of each word.</p> <p>The teacher will tell them an overview related to the text and will ask the students to read it.</p> <p>Taking into account the text already read, the students will say the differences between the present simple and present simple continuous. Then the students will complete point number 10 on page 66, taking into account what the teacher explains and the sentences at that point.</p> <p>The teacher will explain the adverbs of frequency to the students, then she will give the students a survey related to the text already read.</p> <p>As homework, the teacher will ask the students to develop the exercises on page 72</p> <p>Homework correction, the teacher will ask the students the vocabulary related to page 72, and then she will correct their homework and finally pick it up.</p> <p>Assessment of the used to and vocabulary related to places of the city.</p> <p>The teacher will give the students a worksheet with the audio of page 71 with blank spaces to the students complete with past simple or present perfect depending on the sentence.</p>

	<p>The teacher will explain the differences between the past simple and the present perfect, when they can use those tenses.</p> <p>The teacher will explain the meaning of some conjunctions as since, for, yet and already, in order to know when use those tenses depending on the conjunctions.</p> <p>The teacher will ask the students to complete the point number 10 in the page 71, and the teacher will ask the students the answers.</p> <p>The teacher will give to the students a reading comprehension to know if they understand when they can use of the present simple or the present continuous. After the students read, the teacher will explain the new vocabulary and then they will complete the blank spaces with the verb depending on the tense.</p> <p>The teacher will review the verbs in present, past and past participle in order to the students learn the past participle of those verbs.</p>
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Annex E second workshop

 COLEGIO TÉCNICO LA PRESENTACIÓN	Workshop	Date:
	Topic: Linking words	Grade:
Subject: English	Teacher: Liliana Parada	
Student's name:		

1. Review some words already learnt about the environment.
 Repasar algunas palabras ya aprendidas sobre el medio ambiente.



Gridlock



Delays



Factory



Pollution



Smog



Fog

2. Learn the following vocabulary.
 Aprender el siguiente vocabulario.

Environmental problems			
English	Spanish	English	Spanish
Threat	Amenaza	Whales	Ballenas
Interfere	Interferir	Seals	Focas
Source	Fuente	Dropped	Abandonado
Disasters	Desastres	Blown	Fundidas
Trillion	Trillón	Decompose	Descomponerse
Expensive	Caro	Food chain	Cadena alimenticia

Landfill	Basurero	Consuming	Usando / Consumiendo
End up	Terminar	Deeply	Profundamente
Trapped	Atrapado / Capturado	Concerned	Preocupado
Dangerous	Peligroso	Address	Dirigirse / Abordar

3. Match the definition with the word.

Relacionar la definición con la palabra.

- a. Any of numerous carnivorous marine mammals that live mainly in cold regions
- b. A position or situation from which it is difficult or impossible to escape
- c. A series of living things that are connected because each group of things eats the group below it in the chain
- d. To move with speed or force
- e. An expression of intention to inflict evil, injury, or damage
- f. Involving possible injury, pain, harm, or loss
- g. A system of trash and garbage disposal
- h. To destroy something by breaking it into smaller parts

_____ blown

_____ landfill

_____ threat

_____ seals

_____ food chain

_____ dangerous

_____ decompose

_____ trapped

Annex F YouTube channel

The screenshot shows the YouTube channel page for 'English everywhere' by Karina Suárez. The channel has 2 subscribers. The main banner features the text 'English everywhere' and 'Karina Suárez' next to a cartoon character. Below the banner, there are buttons for 'PERSONALIZAR CANAL' and 'YOUTUBE STUDIO'. The navigation menu includes 'INICIO', 'VÍDEOS', 'LISTAS DE REPRODUCCIÓN', 'CANALES', 'COMENTARIOS', and 'MÁS INFORMACIÓN'. The 'Subidas' section shows five video thumbnails:

Video Title	Duration	Views	Upload Date
Spell your name	7:23	4 visualizaciones	Hace 1 semana
Relative clauses	9:09	5 visualizaciones	Hace 1 semana
Past perfect	5:49	9 visualizaciones	Hace 3 semanas
The town that was contaminated by coal	2:16	8 visualizaciones	Hace 4 semanas
Connectors	14:35	19 visualizaciones	Hace 1 mes

Annex G narrative

Aura Karina Suárez Niño

Narrativa del 9 al 13 de marzo

Las clases que se llevaron a cabo entre la semana del 9 al 13 se desarrollaron de una manera diferente a la primera semana, ya que tuve el contacto con las estudiantes y tuve más confianza al momento de enseñar cómo se me había aconsejado, lo cual hizo que la enseñanza en esa semana fuera más agradable. Los salones siguen siendo algo incómodos al momento que paso a monitorear el trabajo, pero ya voy pasando por más puestos a ver el proceso de cada estudiante.

Por un lado, he presentado un poco de problemas con el ritmo de las estudiantes, porque son muy diferentes y no hay un punto medio, la gran parte trabaja más rápido que los otros compañeros y otros trabajan muy lento. En ese caso no sé cómo trabajar, para poder respetar a los estudiantes que trabajan más lento.

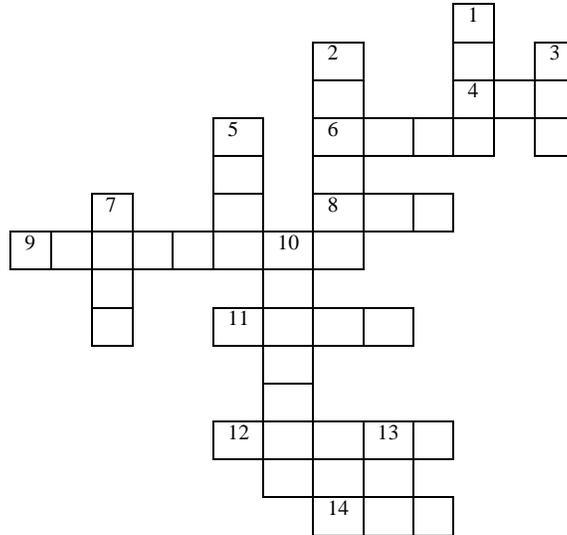
Por otro lado, la actitud repetitiva de las estudiantes de un curso de undécimo, por recomendaciones pensé que eran actitudes de adolescencia, pero se vuelven actitudes muy repetitivas que ya se nota que lo hacen adrede, lo cual lo he dejado pesado, pero la última clase de con ese grupo se presentan casos como llamarme practicante y muchacha, cuando ya saben mi nombre, en especial una estudiante que cree saber más que la profesora y empieza hablar en clase o explicar mientras estoy dando un tema, dejando una confusión a las estudiantes. Normalmente me gusta ese curso, porque puedo hablar en inglés y no hay problemas.

Del mismo modo, esa estudiante llama a la profesora para sus dudas y a veces me llama para hacerme preguntas de otras cosas que no estoy haciendo en la clase o buscar hacerme quedar en algún momento con sus preguntas, lo cual hace mostrar ante las demás compañeras del curso que sí sé del tema. Entiendo que no debería molestarme por el hecho de que me llamen practicante porque lo soy, pero la actitud de ese undécimo si me indispone un poco, también sé que no puedo dejarme llevar por comportamientos de ese modo porque son menores que yo por 4 o 5 años, solo que siento que están menospreciando lo que sé y lo que hago y no sé cómo solucionar o cómo mejorar ese aspecto para controlar ese tipo de situaciones y no entrar con indisposición al curso.

Annex H body parts workshop

 COLEGIO TÉCNICO LA PRESENTACIÓN	GUIA 3	Date:
	Topic: Body parts	Grade:
Subject: English	Teacher: Liliana Parada	Pre-service teacher: Karina Suárez
Student's name:		

1. Complete the following crossword.
Complete el siguiente crucigrama.



Across (Horizontal)

4. Oreja.
6. Nariz.
8. Ojo.
9. Hombro.
11. Cabeza.
12. Boca.
14. Pierna.

Vertical (Vertical)

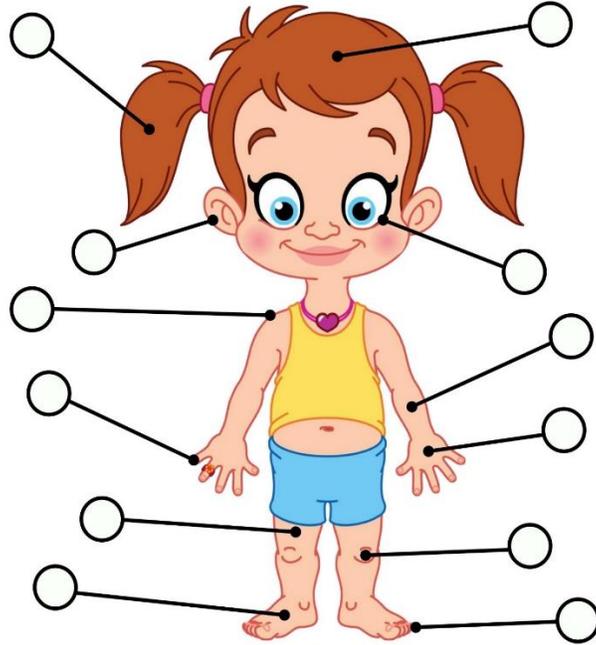
1. Rodilla.
2. Dedo.
3. Brazo.
5. Mano.
7. Pie.
10. Ceja.
13. Dedo del pie.

2. Unscramble the body parts vocabulary and number the image.

Organice el vocabulario de partes del cuerpo y coloque el numero en la imagen.

1. lerduhos
2. ftoo
3. nrfgie
4. Ihra
5. hadn
6. eto
7. aer

8. elg
9. ahead
10. rma
11. nkee



Annex I women's day

Women's day, during this activity the students lined up to tell the activities designed for this day, the teacher played volleyball and basketball with the students. In the end every course with their teachers and they expressed the importance of the women in the world and give the students snacks. In that day, the students gave teachers and pre-service teacher a pencil with their names.



Annex J official and representatives' election

In the official and representatives' election, the students had all day to choose their representative and official, in the school platform.



Annex K accountability

During this extra-curricular activity the principal showed the school needs and expenses for events and sport groups that represent the institution La presentación.

