

**IMPLEMENTING SQ3R STRATEGY THROUGH SHORT TEXTS TO FOSTER  
READING COMPREHENSION SKILL**

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PRACTICUM PROCESS  
PAMPLONA  
2019-1**

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**Acceptance note**

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## **Presentation**

This proposal was divided into four chapters, pedagogical component, research component, outreach component and administrative component; which described the main purposes of its procedures in detail.

Along this lines, the first chapter defined the influence of the implementation of SQ3R strategy with short text to foster reading comprehension skill in public high school in the department of Norte de Santander in Pamplona by the pre-service teacher. By the execution of this pedagogical intervention, the learning and teaching process is centered to achieve and evaluated the significant teaching process of English as a foreign language.

The second chapter described the research component and the implementation of a project related to the foreign language teaching performance as a reflective process to improve pre-service teachers practice in the pedagogical field.

The third chapter established the outreach component which is related to the work carried out in a primary school. The main purpose of this component it is to extend the pre-service teaching process as a way to support primary community foreign language needs.

Finally, the fourth chapter defined the administrative component that involved extra-activities that took place in the institution during the practicum and in which the pre-service teacher cooperated actively.

## **Introduction**

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English is considered one of the most important languages due to its communicative need, professional life opportunities and international exchange, reason why the educational curriculum assessments in public schools required the English teaching such as a fundamental learning process having an important impact on the educational field with the aim that students can face the challenges and exigencies in a globalized world. In Colombia, the National Education System states that this second language acquisition can help students in their professional and personal development of citizens facing the globalization standards.

Consequently, In the University of Pamplona, at the foreign language program encouraged its FL pre-service teachers to conduct research process as a fundamental tool to improve their practicum stage and teaching skills by composing and executing a project divided in four components: : pedagogical, research, outreach, and administrative as an involving process.

In order to stablish a project of such a magnitude, pre-service teachers must identify within an observation week potential English learner's difficulties in order to construct a proposal according to the specific need required in the EFL class.

Formerly, an adequate exam of the educational context need is done, pre-service teacher follow a research disposition to find tools and strategies to support the situation in need. Once the week observation ended, it was analyzed that students had a passive role during the learning process, the EFL classes focused on writing information from the institutional book called "way to go" to their notebooks, instead of explore the



information in the target language deeply, which made the EFL class development static in term of tools implementation.

Learning English as a foreign language is a dynamic process that should be encouraged by the use of short texts as a complement of the English institutional book that the seventh grade learners study during the English courses of “La Presentación” high school. Hence, as a pre-service teacher and researcher I proposed to implement the strategy of SQ3R (survey, question, read, recite and review) strategy as a way to improve seventh graders’ reading comprehension. As Armstrong & Lampi (2017) stated “the use of SQ3R is one of the oldest and perhaps most widely implemented study strategies, it is commonly recommended as a universal study strategy approach to students via instruction in developmental reading and study strategies courses, in tutoring and learning assistance centers, and in college success” (p.4)

### **Justification**

The context where this study will take place is in a Colombian educational field, according to the minister of education of Colombia (MEN) standard for learners of English as a foreign language achievement require its students to accomplish B1 level of language proficiency based on the European common framework of references of languages assessment when completing high school studies. Nevertheless, most of the students in public education of the country do not achieve these standards, which implicate that teachers remedy second language difficulties acquisition throughout innovative strategies.

One of the reasons why students from public institutions do not accomplish B1 level is due to the limited time of contact that they have in their English courses at high school, three hours weekly, besides the material provided by the minister of education is only used during the classes and its content focused especially on grammar and vocabulary, which restring the opportunity to practice other language skills such as reading comprehension during the EFL class.

Another negative aspect observed during the EFL class is the students passive role, student follow instructions based on teacher's command, who control the content and the guideness using the information on the book provided by the Colombian education minister "way to go" which limited additional learning experiences, reason why it is important to consider a more deep interaction between teacher and students as a way to study information throughout an strategy for developing and motivating reading while learning ESL, as pre-service teacher I consider pertinent to explore actively within short text the English language at the same time students improve their reading comprehension.

Consequently, the purpose of this study is to complement curriculum content studied with the book given by the minister of education, which is the main tool used in the EFL course, with short text implementation within a concept-oriented reading instruction, that can allow me to draw students attention to explore English language at the same time I guide students along the ESL course development.

## **Objectives**

### **General objective**

To improve EFL learners' reading comprehension throughout the implementation of SQ3R reading strategy during English course.

### **Specific objectives**

- To implement reflection as a transforming tool in one's pedagogical processes of the integral practice.
- To encourage students to develop their reading comprehension skills through short text while learning a foreign language.
- To support English formation in La Presentacion elementary school.
- To take part in all activities proposed by La Presentación High School during the integral practicum process.

### **Institutional observation**

This is an important step to complete as a way to be aware of the academic context where pre-service teachers would develop their integral practicum, this recognition allow teachers to take into account significant aspects such as general educational establishment, setting arrangements, classroom atmosphere, learners rhythm and relevant implications of the educational institutional project, coexistence rulebook,

educative authorities, school calendar, supervisor's schedule, pedagogical aspects and topographical location of the school.

### **Topographical location of the school**

“La Presentación” high school is an important public institution in Pamplona destined for ladies education, the infrastructure is owned by “Las Hermanas Dominicanas”. This female establishment promotes an inclusive education under the pedagogical philosophy of Marie Poussepin with a strong catholic nature, it was founded on February 24, 1883, and it is located in Pamplona, Norte de Santander, Colombia, in the street # 6 n ° 2-99, El Carmen neighborhood. The institution works with a full-time, offering educational services from Preschool-transection, elementary and technical media.

### **Educative authorities**

*Table 1 School authorities*

<b>CHARGE</b>	<b>NAME</b>
Principal	<b>Esp. Mireya Acevedo Mejía</b>
Principal Academic and Discipline	<b>Esp. Martha Judith Rojas Contreras</b>
Coordinator	<b>Esp. Roger Yesid Bautista Rico</b>

## **Fundamental aspects of “Proyecto Educativo Institucional” (PEI)**

### *Institutional horizon:*

This part establishes the philosophical foundation and the institution projection, the appropriation of this direction allow to construct collective objectives that serve for the institutional applications.

### *Mission*

The educational institution of the Technical School " La Presentación " of Pamplona of an official nature, it forms integrally girls and young people in the levels of preschool, basic primary, secondary and technical media in " Administrative Assistance ", from a biological psycho-social through the pedagogical model Humanistic Cognitive, research and the incorporation of technology. With the committed participation of the educational community, it consolidates a life project with identity Presentation, construction of citizenship, social responsibility, promoters of a culture of peace, respectful of life and dignity of the person, of the environment and its diversity.

### *Vision*

By 2021 to be an inclusive educational institution, with a pedagogy based on the humanist cognitive philosophy, promoter of the formation of integral human beings, competent and enterprising, with a deep sense of life.

## **Symbols of the institution**

### *Institutional anthem*

Coro

En Espíritu todas unidas  
En abrazo fraterno de amor  
Fresca savia de tronco robusto  
Sueño azul de la Presentación.

De ideales conquista gloriosa  
codiciándolo está en corazón  
cual cosecha de estrellas fulgentes  
y trigales en constelación.

Nuestras alumnas cual linfa bullente  
sean cáliz de todo sabor  
ritmo alegre y eterno que late  
al latir de la Presentación.

Juventud animad nuestro brazo  
nuestro pecho se enciende en ardor  
y marchemos todas unidas  
como hermana y hermano de Dios.

Coro

En panales de amor librar puedan  
corazones de puedan y virtud  
cuando poseen su planta  
en el mundo en sus huellas florezca la luz.

Toda alumna entronice en su vida  
está sola palabra de verdad  
sencillez el crisol de sus obras  
y el camino de su integridad.

Del deber en el yunque sagrado  
el trabajo también redentor  
puede hacer nuestra vida fecunda  
para darla y servir la hizo Dios.

Tras las huellas que suben al templo  
coloquemos del alma una flor  
ella guía, modelo y ejemplo  
y tras ella la Presentación.

Letra: Hna. Camila de la Merced

Música: Hna San Pedro

*figure 1 Institutional Flag*



The presentation is an essentially MARIAN community, hence the white and blue colors of its flag. White means: loyalty that makes the person great; transparency made of truth, simplicity, sincerity; Purity is cleansing of the soul and body, taste for the spiritual; Peace that is harmony, charity, tenderness, tolerance and forgiveness. Blue means: depth, absence of superficiality; inferiority, interior and exterior silence.

*figure 2 Institutional shield*



The shield is composed by the cross, the rosary beads and in the central part the bee that highlighted the LEMA: " Piety, Simplicity and Work ". The cross: it means love



to Jesus Christ and the Gospel. The Rosary: Symbolizes piety and for the student Presentation means: to like and love the things of God and his church; follow Maria's footsteps and place herself under her protection; charity manifested in a commitment of solidarity with the most needy; love of the Blessed Virgin as model of girl and woman.

The bee represents work and it means: industriousness, love of a serious and responsible work; perseverance in the study and intellectual discipline; valuation and good use of time with the consent of eternity; constant improvement "always the best"; Honesty, honesty and justice with himself and with others in the realization of any activity.

### **Main aspects of the rulebook**

The main objective of the rulebook is to promote and fortify the school coexistence, and the formation for the exercise of the human rights, sex education, prevention and the scholar violence mitigation throughout a politic of justice and solidarity that allows the free personal development y and the construction of a life project with “Presentación” identity.

*The coexistence handbook is divided into seven chapters:*

- Chapter I. Institutional identification, adoption, legal nature, generalities
- Chapter II. Educational population and their instances of participation
- Chapter III. School socialization
- Chapter IV. Rights, duties and responsibilities of the institutional classes.

- Chapter V. From the way to the comprehensive care to the situations and protocol of promotion, prevention, attention and monitoring of the scholar coexistence.
- Chapter VI. From the pedagogical strategies to the solution of problems
- Chapter VII. Agreements and modifications to the coexistence handbook.

### **Physical distribution**

“La Presentación” educative institution arrangement is divided into two: the elementary and the technical media buildings. The elementary location counts with two open-air recreation areas, one cafeteria; the technical media location counts with common areas which are: three open recreation areas, a theater, corridors, a radio station, a cafeteria, a library, a chapel, a sciences laboratory, a photocopy room, three computer rooms, bathrooms for students and teachers, a reception, a principal office, a teachers’ room and 40 classrooms.

*Figure 3 Institutional organization structures*

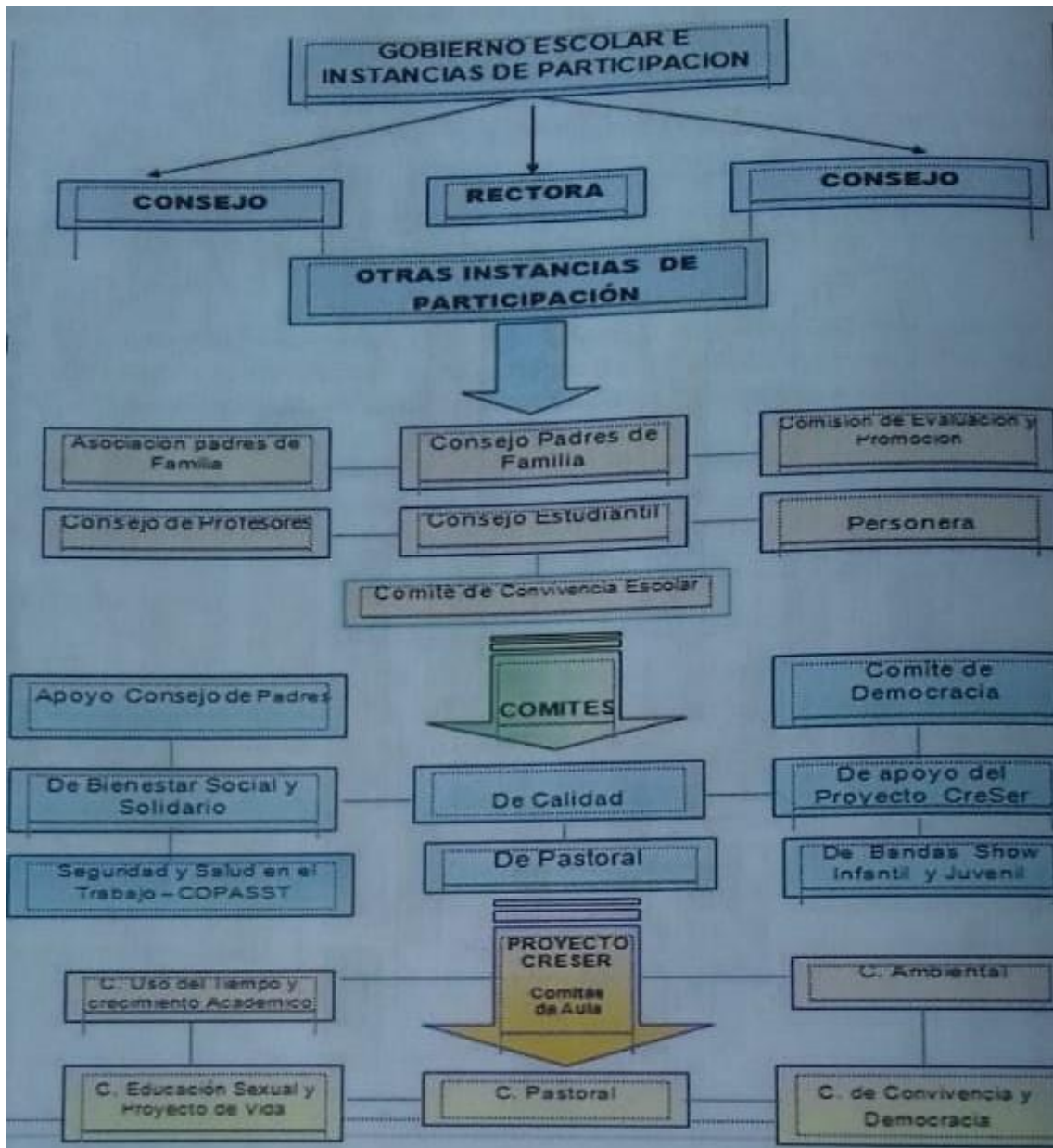


Table 2 School calendar

<b>Event</b>	<b>Date</b>
<b>11 grade retreat</b>	<b>5-6 September</b>
<b>Flag raising in charge of social sciences teachers eight grade</b>	<b>17 September</b>
<b>Open school</b>	<b>26 September</b>
<b>School week-off</b>	<b>From 7 to 11 October</b>
<b>Flag raising in charge of seven grade</b>	<b>29 October</b>
<b>Quality exams</b>	<b>From 4 to 8 November</b>
<b>Flag raising in charge of seven grade</b>	<b>19 de November</b>
<b>End of the school year</b>	<b>29 de November</b>

*Table 3 Supervisor's schedule*

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:50 to 9:45 a.m. 7-D</b>	<b>9:30 to 10:15 a.m. 7-A</b>	<b>7:00 to 7:55 a.m. 7- C</b>	<b>11:10 to 12:05 a.m 7 - A</b>	<b>12:05 to 1:00 p.m. 7 - D</b>
<b>10:15 to 11:10 a.m. 7-C</b>	<b>10:45 to 11:30 a.m. 7-B</b>	<b>7:55 to 8:50 a.m. 7- C</b>	<b>12:05 to 1:00 p.m. 7 - A</b>	
<b>12:05 to 1:00 p.m. 7-B</b>	<b>11:30 to 12:15 a.m. 7-B</b>	<b>12:05 to 1:00 p.m. 7 - D</b>		

## **Pedagogical aspects observed**

aspects to highlighted: all classes are develop in a traditional way, teacher provided the information and students copy from the book provided by the Ministry of Education of the Colombia bilingual program (Way to go 6th, 7th, 8th) to their notebook, thus all seven grades (four in total with 31 or 32 students each one) have to share 26 book between them, and they are not allow to take notes on the books, which let them to develop all activities on their notebooks, teacher gives instructions and all students follow direction with discipline and polite manners, when students have to work on the book they work in groups of two, also at the end of the classes teacher give information for the next class, like homework and quiz topics and dates. Additionally some language problems that I analyzed during the observation is the low level of English, they rate on A1 level which limited them to participate along the class, most of the time teacher have to explain concepts after giving vocabulary feedback of the topic, students hardly used their critical thinking to understand academic topic related to daily expressions and everyday situations, which requires a necessity to study throughout complement content the English subject of the class in order to help students to improve their reading comprehension skill.

# **CHAPTER I PEDAGOGICAL COMPONENT: IMPLEMENTING SQ3R STRATEGY THROUGH SHORT TEXTS TO FOSTER READING COMPREHENSION SKILL**

## **Introduction**

Foreign languages take an important place in our society, not only academically but professionally, the globalized context demand a big awareness of language knowledge, which let in formal education a necessity of forming students with solid bases on a second language. This challenge is faced by teachers with the Colombian Bilingualism National Program that provide material for schools for developing a significant learning process. However the resources are not enough to encourage students to explore and learn significantly a foreign language, and those gaps on education are the difficulties that teachers handle with innovative strategies that may help students to acquire a second language.

“la presentation” high school teachers implement the use of books called “Way to go” and “English please” that contain subjects associated to grammar, vocabulary, listening activities and exercises, the institution also implement a workbook with the same name “way to go” which contains more exercises, activities and written games. As a pre-service teacher, the objective of the integral practicum is to implement a strategy that reinforce learner foreign language knowledge.

It would be convenient to implement a dynamic form to complement the information provided on EFL classes, since the target language studied is extracted from the book, as pre-service teacher the use of short text would be an essential tool as a way

to recognize, appropriate and acquire information, which would improve the learning process and the reading comprehension skills. As Wigfield (2004) described the concept-oriented reading instruction which seeks to motivate students in reading while teachers use strategic text “). Interesting texts immediately command attention, which can be used to facilitate strategy learning in reading” (p.17)

In contracts, this action research is conducted with the intention of making readers from seven grade of a public school aware of the information that they are studying and also to give them the opportunity to share ideas, opinions regarding to the topic linked to reading activities related to the content implemented.

### **Statement of the problem**

After carrying out observations in the four groups of seven grade at “La Presentación” high school, the traditional method was the first aspect that emerged during the analysis of EFL class development, teacher was in charge of giving order based on the book “way to go” content and students work passively on their notebooks, teacher used the board to explain grammar and vocabulary, the unity worked on class was number three and the grammar topic was the modal verb “should” the subject was bulling and president class responsibilities. The exercises were related to the book content, and that were focused on vocabulary and grammar, it was evident that student’s mechanization of the information did not to allow them to analyses what they have to learn by heart, reason why the use of short text taught with a reading comprehension strategy would encourage students to acquire a deep understanding of the topic taking into account EFL richness. That is why; the following questions emerged:

## **Research Question**

How the use of short text throughout SQ3R strategy encourage the reading comprehension skill of seventh grade students

## **Specific Questions**

- What kind of short text can be implemented in EFL classes?
- What is the influence of SQ3R reading strategy on students reading comprehension?

## **Justification**

The development of reading comprehension during the classroom observation evidenced the lack of reflection of the students facing the topic during EFL courses, which make pertinent to implement within a reflective approach the use of short texts as a way to improve reading comprehension during EFL knowledge acquisition.

SQ3R reading strategy is an attractive pedagogical tool since the reading process allow students to interact with the content they are studying while inferring and making connections with background information and new information. . Additionally SQ3R strategy reinforced the reflection of the material within they are learning a foreign language.



Nevertheless, in the educational context, the use of reading strategies became an essential tool for learning a foreign language, thus learners can be actively involved in the reading process and have purposes related to the text, while they analyze and elicit meanings (Bulut, 2017, p.23). Additionally, it can allow teachers to guide and reinforce students learning process.

### **General objective**

- To improve seven grade students reading comprehension with the use of short text throughout SQ3R reading strategy.

### **Specific objectives**

- To analyze the impact of short texts and activities framed under SQ3R strategy on reading comprehension skill.
- To examine students reading comprehension improvement throughout the use of short text.

## **Theoretical Framework**

### **Reading comprehension**

Reading comprehension is a complex process, as Alyousef (2006) stated that “Reader interact dynamically with the text as he/she tries to licit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up rocessing) as well as schematic knowledge (through top-down processing)” (p.63) which means that for foreign languages learners, the development of a language

competence require an involving process that reinforce the information provided during EFL classes.

When teaching reading comprehension skill teachers must be aware of many aspect that may affect the learning process during the EFL classes. Some principles in the reading course follow certain purposes as: reading for fun, reading to integrate information, reading to write and reading to learn. Teacher are in charge of being aware of learner's levels as a way to adapt the reading in an appropriate language proficiency, which allow teachers to develop language knowledge on students. (Nation, I. S. 2009, p.6).

Reading comprehension is considered one of the most important parts for a language learner to master, and it is used by teacher to help students to improve their academic process. Reason why reading comprehension is used not only by teacher but students to interact with a text in order to construct an understanding of meaning and ideas with previous knowledge while connections new information from the written text, which allow teachers to design strategies to help students to put into practice different linguistic schemas as a way to acquire a foreign language (Ahmadi, 2013).

### **Reading comprehension strategies in EFL courses**

Teacher use reading comprehension strategies to facilitate students understanding of a text, research in EFL context found that reading strategy improves the reading ability. "Students learn reading strategies to identify the main idea of a paragraph, to clarify unclear words, phrases, or sentences, and summarize their reading. The reading strategies help readers overcome difficulties when reading texts as they

plan and monitor their comprehension, and evaluate their planning and its outcome”  
(Gilani, 2012, p.81).

It is a challenge for teachers to construct an adequate reading strategy to address in the EFL course, thus most of the students have difficulties when constructing meaning from a text, reason why reading strategies beneficiate students reading comprehension, because it promotes both performance and understanding of one’s reading comprehension which facilitate teacher’s instruction and foreign language acquisition more effectively (Mourssi, 2012).

### **Texts in EFL courses**

In order to support students leaning process teachers implement a number of strategies with regards the improvement of competences, when talking about reading comprehension, teachers are in charge of encouraging and guiding learners in a successful reading. As Wigfield (2004) stated “Reading comprehension is learning from text. The reader interacts with the printed material to build new meanings. A relatively good reader can construct more, higher level meanings from a wider diversity of texts, than a relatively poor reader. Using a strategy helps students build interlinked knowledge that is taught.” (p.12)

### **SQ3R Strategy**

Teacher role is to be aware of readers conditions as a way to instruct them throughout an appropriate strategy, it is important to be aware of the text they are reading while they are achieving goals involving the text, at the same time teacher’s

instructional guidance help students to get a general sense of text material, contextual awareness and analysis. Reason why it is important to consider a strategy that may frame a process to faster the reading comprehension skill. (Armstrong & Lampi, 2017, p.6).

SQ3R (survey, question, read, recite, and review) strategy is designed for use with expository text, is best-suited for textbook reading and assignments. The "S" asks students to survey the text they are about to read. This include anything from identifying text structure and subject headings to previewing illustrations. Based on their pre-reading impressions, students should then create questions ("Q") that they expect might be answered in the reading. The 3 "Rs" stand for "read, recite, and review", to be accomplished respectively. It should be noted that the definition of "recite" is not literal, but rather means that students should periodically stop to reflect on what they've read, to interact with the text, and to answer their self-generated questions. Likewise, though "review" has students perform a post-reading review and summary, they are also encouraged to take notes by recording the information they've judged to be the most important and/or relevant. (Huber, 2004, p.108-113).

**The use of SQ3R strategy can be done following three main stages:**

*Pre-reading*

1) Survey: students only read the title and the main idea to give the reader a broad picture of the reading content and the reading structure.

2) Question: the students must use the information they obtained from the headline and the main idea for composing the question. The prepared questions should be taken from the reading section of the student's reading in the order in which the discourse is arranged.

### *Reading*

3) Read: The purpose of this reading activity is to seek information to answer the questions. Students should be accustomed to reading flexibly means reading speed is adjusted to the type of information that must be obtained from the reading.

4) Recite: This activity is very important to convince students' understanding of what they get during reading activities. To be able to remember important information, students are asked to write down key idea of the paragraph contained in the reading material (Jannah, 2018, p.4).

### *Post-reading*

5) Review: in this stage students can be text by trying to recall the main points of the reading exercise (Wooster, 1953, p.67).

## **Literature Review**

This literature review described several studies that support the problem statement and how reading comprehension strategies benefit the EFL teaching and learning process.

Guo (2012) study intended to discover the effects of reading with authentic material (real language, produced by a real speaker or writer) on fifty English students on their five year in a college in Taiwan. Findings revealed that the use of authentic material strengthens students' vocabulary development also enhanced their reading comprehension and English ability.

Davoudi & Ramezani (2014) study explored the role familiarity on reading comprehension of Iranian EFL learners. Findings showed a positive impact of background knowledge familiarity on L2 reading comprehension, since the reading comprehension can be facilitated by the understanding of the text content if it is provided knowledge during the encoding/decoding process, learners can compare and construct incoming information while assimilating text information without the need to consider all the words and phrases in the text.

Song (1998) article explored the impact of strategy training on the reading ability of EFL university students. Findings showed that EFL college students' overall reading comprehension ability was significantly improved after the training which indicated that it is important to value of including reading strategies in foreign language reading pedagogy.

Asiri & Momani (2017) study aimed at identifying the effectiveness of using SQ3R strategy to teach reading skills and how learners are capable of extracting vital information from texts and associate the new information with their background knowledge. Findings revealed that this strategy equips students for more systematic and structured reading techniques, so they comprehend the text in a better way also, authors

stressed the importance of SQ3R as reading comprehension strategy as a way to improves students reading comprehension and proficiency by collecting and assimilating information and they need during the reading comprehension process.


Al-Ghazo (2015) article sought at understanding the effects of SQ3R strategy on reading comprehension learning and how teachers and students overcome reading comprehension difficulty or to facilitate the reading process. Findings showed that through the use of specific learning strategies, students can be more successful learners and SQ3R strategy made on average considerably higher gains on the reading comprehension than those of the traditional strategies taught with traditional method.

Bulut (2017) study aimed at improving reading comprehension skills of 4th Grade Primary School Students throughout SQ3R strategy. This study sought at identifying how students inferred and understood details in written materials. Findings revealed that the SQ3R-based reading program increased students' reading comprehension skills, findings also showed that learners' skills in analyzing visual information, predicting textual content and note-taking improved.

### **Pedagogical methodology**

The pedagogical methodology is framed under an action research design, based on the implementation of short text as a complementary tool of the EFL curriculum within the use of SQ3R reading strategy. "La Presentación" high school provided its students of Colombia Education Minister books called "Way to go", thus, the short text topics for the EFL courses are adapted to student's English level A1 based on the

Common European Framework of Reference for Languages (CEFR) and the book's topics and unities.

	I. E. COLEGIO TÉCNICO LA PRESENTACIÓN PAMPLONA N de S. - 2018	Fecha de Aprobación Aprobado por Resolución No. 03119 del 7 de Septiembre de 2015 Carácter Oficial
	PROCESO. Gestión de aula COMPONENTE. Planeación de clase 2018	DOCENTE:

GRADO: \_\_\_\_\_ PERIODO: \_\_\_\_\_ AREA: \_\_\_\_\_ INGLÉS \_\_\_\_\_

ESTÁNDAR: \_

FECHA			HORAS	EJE TEMÁTICO	ACTIVIDADES METODOLÓGICAS	RECURSOS	OBSERVACIONES DE LA CLASE, COMPROMISOS Y EVALUACIÓN
A	B	C					
					WARM UP : PRE-WRITING: WHILE WRITING: POST WRITING:		

Figure 4 Lesson plan structure

## Development

Taking into account the non-participant observation carried out on seven grade course, pre-service teacher observed that learners were focused on “way to go” book content, and it only required them to copy and paste the information. “teacher indicated students to work on page 70, students have to copy a dialog between a professor and some students, then, students have to complete a worksheet and a crossword related to the information given on the dialog, finally, teacher indicated students that for the next class it will be an exam about the verbs from the book” (observation 1, seven grade A, from 11 a.m. to 1 p.m.) consequently, students did not practice in pronunciation or a communicative competence during the class. After observing these aspects, the pre-service teacher has decided to implement short text through SQ3R strategy as a tool to foster reading comprehension, learn vocabulary and integrate grammar topics, taking



out unknown vocabulary before starting reading, asking students about ideas about the title or thoughts about the topic, promoting reflection facing the text information, to develop activities based on the text content, to study grammar topic and finally to create a short text taking into account what they learn during the reading process. Equally, a post-test will be executed with the objective to grade student's advancement during the process. In the same way, the final product will be created after reading a number of short texts, students will write a reflective text taking into account information provided during the implementation.

### **Research methodology**

This project is a quantitative framed under an action research design as Creswell (2007) stated "the world and the context in which individuals live and work." Besides as pre-service teacher I will be willing to observe students experiences and interactions and also I will analyze and reflect on classroom observation, lesson planning and EFL course development action that will allow me to take an active role during the phenomenon, evaluating and assessing teaching and learning patterns that take place during the English class by capturing assumptions, sequences and artifacts.

This action research adopted Sein, Henfridsson, Puroo, Rossi & Lindgren (2011) four stages design for conducting action research:

1. Problem formulation
2. Building, Intervention, and Evaluation
3. Reflection and Learning

#### 4. Formalization of Learning

##### **Population and setting**

This project was developed in “La Presentación” high school of Pamplona, Colombia. Within this educational institution, students from seventh grade, between the ages of 13 to 14 years old, with an EFL courses week contact of three hours with a language level of A1 based on the CEFR.

##### **Instruments for data collection**

The data has been collected and evaluated throughout the following four instruments: non-participant observation, Semi-structure interviews, questioners, and reflective journal.

##### **Non-participant observation:**

According to Creswell (2017) observation gives to the researcher the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals, which allowed me as pre-service teacher to gather important aspects before proposing and completing the strategy suggested as a way to foster student’s English learning process. Additionally, non-participant observation it is an essential tool to become familiar with students experience, while being a “outsider” who records the phenomenon under study, which was English class development without affecting the real setting atmosphere: “A non-participant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants” (Creswell, 2017, p.215).

### **Semi-structured interviews:**

Interviews allowed me as pre-service teacher to interact with participants as a way to know their perceptions and opinions about the learning process in which they took part. I carried out one interview, I adopted Hatch (2002) design for conducting quantitative research which classified three kind of questions that comprised my interviews: the ice breaking questions, which sought to make informant feel comfortable, more as a conversation instead of an interrogation; background questions, which helped informant to reflect about his/her academic process and also background questions are helpful as a way to intrinsically prepare informant to share information related to the central questions; central question, which helped to achieve the main objective of the interview; follow up questions which depends on participants answer, this questions helped interviewer to elicit more information and also helped informant to share their unique perspective on their own words.

### **Questioner**

In order to explore participant's perceptions, I decided to carry out a questioner in which participants share their ideas and opinions, not only about the implementation of short text during the English class and the strategies, but also their unique reflection about their language learning process. Additionally, as Creswell (2017) stated, open ended questions allowed me to explore responses and identify comments to analyze, taking into account the context where participant study and where the strategy was implemented.



*Table 4 Data collection schedule*

<b>Date</b>	<b>Text</b>	<b>Objective</b>
Lunes 16 a viernes 20 sep	How do we care about the environment? World environment day!	To introduce the environment topic, to acquire vocabulary about the environment
Lunes 23 a Viernes 27 sep	Reduce, reuse and recycle!	To learn about how to reduce, to recycle and to reuse, to learn how to use the modal verb "should" and "must"
Lunes 23 a viernes 27 sep	Water: Without water, we don't exist!	To reflect about the importance of the water, to learn about the future simple tense
Lunes 28 a Viernes 1 oct	What is renewable and Non-renewable energy?	To learn about the difference between the renewable energies and the non-renewable energies and its impact in the planet, to learn about the future simple tense
Lunes 28 a Viernes 1 oct	Eco-friendly solutions	To learn about the renewable energies and to learn about the future simple tense.
Lunes 21 a Viernes 25 oct	City life Vs country life	To learn adjectives to describe situation of the daily life, to learn about comparative, to compare city life and country life
Lunes 28 a 1 de nov	This is my country: Colombia	To learn about the most important aspects of Colombia, to learn how to compare and how to do a superlative sentence

*Table 5 Schedule project development*

## **Methodological intervention**

### **First text:**

To start with the implementation of the project I asked supervisor teacher and she suggested me to start with activities and information related to the environment, also she stressed the importance of the grammar topic that was modal verbs, more specifically the use of “must” and “should”.

The first step was to search for information, I found interesting information about “the world environment day” thus, I decided to construct a short text.

During the first week of classes I reflect about in which of the four courses of seventh grade I could implement my project, on 7th group b I started my planning, so students first worked on the book, which explained the three “r” (recycle, reduce and reuse) then we worked on a listening exercise and finally I asked students to work individually in the text, first I asked them to search for new vocabulary, then I explained them the meaning of each one of it, I also asked them about what were the main idea of the text and what did they think about this celebration, I also stressed the importance of those activities that people do during the world environment day to take care of the planet, like “planting trees, cleaning local beaches, recycle” since it is a necessity to take care of our planet due to the environment crisis we have.

I worked on this text only on two groups, 7<sup>th</sup> b and 7<sup>th</sup> c, because teacher suggested me to implement the whole planning class on those groups because they were up to the day according to the sequences that supervisor teacher was working on. During this

week I decided to implement my project on 7<sup>th</sup> a, because students worked faster than the other groups and also because of the classroom atmosphere, in this group students were very respectful and very attentive to my indications and activities developed during the class, in the other groups students were a little more difficult to manage.

During the implementation of this text I try to make students aware of our responsibility with the planet and also to give them of new information about interesting topic that would help them to interact with the language that they are learning at the same time they are learning vocabulary and information about how can we take care of the earth and how people around the world face this situation.

### **Second text**

For the second text teacher suggested me to develop a text that were easily understandable for the students, and she also told me that in the book that the minister of education provided were some text that would help me to create a short text, so I search for information in different places like internet, other books and the book that institution had for the 7th grade students called “way to go”.

Taking into account the information from the unit number 3, “environment” I decided to adapt the text related to “recycle, reduce and reuse” since during the first text implementation I worked on a listening exercise related to this topic.

The text was about different statements that stressed the importance of saving and taking care of the planet, also the text showed from where the paper and the plastic

comes from, showing the importance of the three “R” and how some materials like plastic pollutes the planet.

The first part of this sequence was related to the global understanding of the text.

Taking into account the sequence that the reading comprehension strategy suggested “SQ3R” I developed the following sequence:

Survey: I used flashcards to show vocabulary related to the text, i also asked students to remember what the three “r” meant, I asked them about what kind of activities they do to help our planet.

Question: they asked me about the meaning of some vocabulary, for example “oil” I explained that in the environment context oil means petroleum, I also explained the meaning of unknown words.

Read: taking into account the previous student’s question, I asked “what objects can we make with oil?” and then I asked to complete a chart with the object “plastic” in which they had to extract from the text and answer: where the plastic came from, in which it can made into, and the benefits of recycling it, and to repeat the exercise with “paper”.

Recite: in this part I help students to read the whole text, I made some pauses to stress important information like “ we can even make t shirts with recycled plastic”, I also asked them about the meaning of some sentences and I helped them to understand the information from the text.



This stage was the largest during this text, because supervisor teacher asked me to work on modal verbs, so I decided to make students recite the information taking into account the grammar rules to use the modal verb “should” and “must”. The first exercise was about giving advices to reduce, reuse and recycle, in which I suggested students to used vocabulary and information from the text. Some student’s examples are: “you should recycle plastic” “you should reuse paper bags” “you should separate rubbish”

I also create an exercise in which I gave some instructions to recycle and reuse a plastic bottles to create a pencil case, the purpose of this exercise was to show students that we can recycle a lot of materials that we usually have at home, I brought a real example of a pencil case that I made with two plastic bottles, and then I asked students to complete the exercise with “must” or “mustn’t” taking into account the information on each statement. At the end I read the text and I asked students to translate the instruction orally.

The last exercise was to give some orders as a way to practice the modal verb “must” and the information from the text.

For the last stage, I decided to work on more short texts because it would complement the information they need to complete the writing production product.

### **Third text**

The third text was about the water, thus I read from different sources of information on internet to construct a short text about water, taking into account the

most interesting facts about it. This text gave interesting information of the hydric condition we have, the purpose of this text was to complement the information from the previous text, and also this text gave some advices of how we must protect our environment, I read different online pages and I adapt some advices to construct four different advices to protect the planet.

Survey: I asked students to search for new vocabulary from the text, and I used some flashcards to help them understand the meaning of the text. i asked students if they knew that we only have 1% of fresh water from all the hydric resources, and I asked them If they make any of the advices that the text suggested.

Question, I created a “true” “false” exercise in which students had to read the statements and say if they were true or false, and if they were false students had to say the reason why.

Read: during this stage I asked students to read what they wrote on the previous exercise. Also we practice all together pronunciation and some vocabulary meaning.

Recite: the purpose of this stage was to show that there were a lot of ways to express an idea in English to support an answer related to the information from the text studied and the exercise proposed. For example. Some students stated that we are not plenty of water because there is only 1% of fresh water in the world, and some other stated that we are plenty of water because we have oceans, lakes, rivers and streams.

Review: Then, I explained the grammar topic related to the future simple, so I took information from this text to asked questions, so students not only had to put into

practice the future simple tense but also extract important information from the text. For example: what will you do to recycle? What will you do to save water? What will you do to save energy? Students not only used information from the text, they also asked me some new information related to the topic that they wanted to include on their answer, for example, how can we say in English “manualidades” to answer that they will create handicraft as a way to recycle in the future.

During the implementation of this text, students were surprised about the information related to the text, they started to be aware of the hydric condition of the planet and it was shocking for them to know that only 1% of the water in the earth is fresh water. I also realized that student’s information appropriation also can be evidence when they elicit new information from their own perception to complete the task studied on class.

#### **Fourth text**

I design this text to expose two important concepts: renewable and non-renewable energy. In this text, I read the book and different online pages to construct the short text, taking into account the most important information.

In this text I include only the shortest and simplest concept of energies, and also I stressed the importance of the renewable energy as a way to protect our planet.

Survey: I asked students to search for new words. Then I asked them about the renewable energy, I also asked them if they know any of those, I also asked them if they

knew what kind of energy we used in Colombia, I explained them that we have a lot of hydroelectric because our richness of hydric resources.

Question: This text include a worksheet with images to match with their right energy, then classify the energies into renewable and non-renewable energy. Then it had a crossword and a “false and true” exercise as a way to test student’s text understanding.

Read: during this stage students had to complete the two last exercises, the crossword and the false and true exercise.

Recite: during this stage students translated the statements from the true false exercise as a way to correct their answers and also to learn by heart the vocabulary and information related to the exercise.

Review: For this stage students had to use the information from the second, third and fourth text. During this exercise students had to take information they got on their exercises to create a text in which they stressed the importance of being aware of the world environment crisis, they gave some advices and orders of how help the planet.

They also had to create a title, and a message to close the information of their written production.

During this stage I was surprised because the students work, I only commanded them to write a text, but they also made drawings and creative work, and I did not asked them to do it, they just did it autonomously on the title and on the messages they wrote, this unexpected aspect made me realized of students appropriation of the information,

and text understanding within their creative work that was an evidence of their unique perspective of the planet environment condition.

### **Fifth text**

This text took important information from the previous text (renewable and non-renewable energy) the purpose of this text was to prepare students for a quiz related to all environment topic studied so far and the grammar topic related to the future simple tense.

In this text untitled “eco-friendly solutions” it is showed the renewable energies took advantage of different methods constructions to produce energy at the same time we can help our planet. This text also explained that non-renewable energy produces a lot of pollution and that renewable energy is eco-friendly.

Survey: during this stage students search for unknown vocabulary and I helped them to understand their meaning.

Question: I asked students if they knew what is the green-house effect, so I explained them with a draw how the pollution and gases go to the atmosphere and glace off against the ozone layer and produces what we call, the green-house effect.

Read: after that explanation, I encourage students to keep on reading to answer what will the greenhouse effect cause, and also to complete the other questions, taking into account the future simple tense.

Recite: in this stage I help students to practice pronunciation.

Review: during this stage students did not produce a text, they just complete the task and after they presented a quiz related to what they learn during the two previous text (renewable and non-renewable energy and eco-friendly solutions) to test the vocabulary they learn, the use of the future simple tense and the concepts studied on class.

### **Sixth text**

The purpose of this text was to introduce a new topic: comparative and superlative.

Survey: for this stage I prepared an activity in which students had to classify on the list of adjective that I made those they thought corresponded to the city of the country respectively. I also helped them to remember the meaning of the adjective and I also add some news to the list.

Then, I started a full explanation of how we compare in English, during this explanation I used all the information to make comparisons and also I classify all the adjective from the list when I exposed each rule (4 in total: Adjectives of one syllable that end in -e: add -r, Adjectives that end in a vowel + consonants -t, -d, -g, -m, -n : double the consonant and add -er, Adjectives of two syllables that end in -y: change the -y to an -i and add -er, Long words(2 / 3 / 4 syllables): add more and irregulars: good, bad, far and less).

I only explained the comparison form, at the end of the explanation students had to complete a table in which they had to write the adjective, the comparative form and

its meaning in Spanish, only they left a column without information because we only the comparison form and not the superlative form so far.

Question: During each rule explanation, I also asked students to create an example with an adjective that I commanded, for example, I explained the second rule in which if the adjective in “y” we have to change the “y” for a “I” and then add “er” to make a comparison. After giving an example: city life is busier than country life, I asked students to write the sentence: “la vida en el campo es mas saludable than la vida en la ciudad”

Read: I asked students to complete the exercise in which they had to read a statement and complete with its right adjective taking into account the explanation, and all the information during the survey and question instructions.

### **Seventh text**

The previous text was the introduction to comparative, with this text, the main purpose is to use the information learned during the previous exercise to make more comparisons and also to learn how to make superlative sentences.

This text is related to general information about Colombian culture, the main purpose of this text is to put into practice the grammar explanation from the previous classes, and to make comparison with information related to our own context (Colombian sports, celebrations, typical dishes and music among other).

Survey: during this stage students search for unknown vocabulary and I helped them to understand their meaning, also I asked students to print out some pictures about

Colombia culture, I encourage students to choose images that they consider that would describe the best of Colombia for them.

Question: I asked students about some general information about Colombia: how many regions do Colombia have? What do you think about our diversity, about our music and festivals? Which sport do you think it is the most famous?

Read: in the next class, we worked on the questions I made for them, all questions were related to the information given in the text about Colombia.

Recite: during this stage I explained the superlative form, taking into account the information given during the comparative explanation (rules and examples) I explained how to do a superlative sentence, then I asked students to form superlative sentences with information about Colombia for example: what is the most famous sport in Colombia? What is the most exciting festival in Colombia? What is the most important product in Colombia industry? Among others.

Review: in this stage students had to use the information given from the text and the images I asked them to print out at the beginning to this text implementation to construct a text about Colombia culture using superlative sentences. During this stage I indicated students to create a title, and also I explained how they may construct the short text, for example, the first sentence could be about sports, then about Colombia industry, eco-tourism, Colombia nature, typical dishes, festivals and music.

At the end, students handed a poster with a short text about Colombia decorated with images and colors.



## **Data analysis**

In this section, pre-service teacher create three categories based on hatch (2002) interpretive data analysis, which consists in classifying the overall data set into groups based on predetermined statement generated from a theory, common sense or research objective. Similarly, hatch (2002) suggested that “using interpretive technique will make studies richer and findings more convincing when interpretive analyses process are used along with this” (p.181).

First, all the recorded interviews and questioners were transcribed to organized the participant’s responses, additionally, through the interpretation of the analytic memos, I collapsed into three categories using coding color technique: **reading comprehension skill**, **short text implementation** and **SQ3R impact**.

The questioner were transcribed first in a matrix which comprised: question, participant response and memos, this questioner was carried out with all group (7 A) I collected 31 students’ responses, then I collapsed those responses into a table to classify differences perception and opinions in each question, finally I identified within the color coding technique responses connected with the project objectives.

The interviews were recorded and transcribed, I carried out one interview with three participants, once the answers were transcribed in a matrix I analyzed each response and finally I used the color coding technique to connect each analysis with the project objectives.

After analyzing the information with both, questioner and interview, the information was transcribed into a matrix which comprises: category, codes, participant's response (interview) and Analysis.

*Table 6 Interview and questioner analysis and codification process*

Interview and questioner analysis and codification process.			
Category	Codes	Participant's response (interview)	Analysis
Reading comprehension skill	Reading, study, information	A veces por internet, en el mi computador tengo Duolingo... y pues yo estudio leyendo mucho los textos, me gusta traducir y así los entiendo mas (part 3)	Each student have a different form to study, some of them repeat the information, some others use internet, and all agree that reading help them to study
	Grade improvement	En el primero 38 y en el segundo como 45 (part 3)	Students agree that they improved their grades
	Grade improvement	Me sentí muy bien y mejore, porque las primeras notas eran como de 3 y ya luego fueron de más de 4 (part 1)	Student considered that she improved her English language based on the good result of her grades
Short text implementation	Learn, culture, environment, Colombia	Me parecieron muy buenos por que aprendimos mucho vocabulario nuevo, a pronunciar muy bien las palabras, también porque los temas son muy importantes, por ejemplo ver lo de Colombia es muy importante, cuáles son nuestras comidas típicas, los bailes y nuestros deportes, mi	Students agreed that they learn with topic about culture like, the environment and Colombia.

		texto favorito fue el de Colombia. (part 1)	
	Colombia, understand information,	<p>Me gusto, por ejemplo ese texto de Colombia, porque entendimos todo, hablamos de Colombia, los platos típicos, los bailes, la música y los deportes...</p> <p>Y de los del medio ambiente me gusto que nos enseñaron como cuidar el medio ambiente, como está el mundo de hoy... (part 1)</p>	Student liked to talk about Colombia, because she could understand all the information provided
	Learn, environment	<p>Me gustaron los textos, me enseñaron mucho por mi parte aprendí mucha cultura y mucho vocabulario que no conocía.... (part 2)</p> <p>Por ejemplo, lo de eco-friendly, y lo de las tres “r” por qué yo no tenía idea de lo que estaba pasando más o menos en nuestro planeta que se está acabando por el efecto invernadero? (si) y por el calentamiento global y pues lo aprendí (part 3)</p>	Students liked to learn about the planet and its condition, also because they learned about how to take care of the environment and the green-house effect damages.
		Questioner	

	<p>Positive perception, help, understanding, reading improvement, read</p>	<p>Buena herramienta para aprender, ayuda a comprender frases y palabras y su significado y la pronunciación. Es más fácil entender y aprender  Los textos se podían leer sin diccionario, mejora la lectura, se puede interpretar y traducir el texto, se comprende más.  Que podemos tener más habilidad para poder interpretar y traducir el contenido del texto de forma más rápida</p>	<p>Student's perception was positive facing the use of short text during the English class, thus it helped them to get a better understanding of the language, as participant stated "I could read the text without dictionary, my reading improved, I could translate the content faster and easier" (answer took from the questionnaire)</p>
	<p>environment, help, reflect, environment, Colombia, learn, culture, read</p>	<p>Me ayudo a reflexionar sobre el medio ambiente, a cuidar el planeta, nos enseña cómo realizar actividades diarias sin hacer tanta contaminación.  Aprender mucho sobre Colombia, sobre nuestra propia cultura  Me ayudo a comprender el idioma, a leer más fluido, a aprender nuevo vocabulario y pronunciar bien.  Que podemos escribir textos cortos.</p>	<p>Students thought that text about the environment helped them to reflect about the planet and how to do daily activities that would take care of the earth, they also expressed that the text about Colombia helped them to learn more about our own culture, correspondingly the content allowed them to learn English language as participant stated "it helped me to understand the language, to read fluently, to learn new vocabulary and to pronounce correctly" (answer took from the questionnaire)</p>

SQ3R strategy impact	Learn, explanation, vocabulary, understand	Este año, las clases en otros años pues si entendía, pero no eran didácticas, y pues casi uno no entienden las palabras. La profesora ponía las palabras, nosotros teníamos que buscarlas, pero no las pronunciaba ni nada, era aburrido. (part 3)	Students agreed that they felt that they started learning English during this year, they also agreed that the explanation and the vocabulary is easier to understand and learn.
	Learn, vocabulary, pronunciation	Bien, porque ud todo nos lo explico bien, lo entendimos, eran fácil de comprender y el vocabulario que no entendíamos ud nos lo explicaba, y me parecía muy creativo, divertido, porque ud nos lo explicaba, siempre, no era tan difícil entenderlos. (part 2)	Students agreed that they learn vocabulary and pronunciation.
	Explanation, understand	Me pareció muy chévere, muy interesantes porque aprendí nuevas palabras, aprendí de nuestra cultura, por ejemplo sobre la naturaleza, eso que tenemos volcanes, lagos, ríos, flores...	Students thought that thanks to the explanation they could understand (text and topics in English)
	Vocabulary, explanation, activities.	Una sopita de letras, el de las preguntas de verdadero y falso (part 3)  Hacer unas oraciones con los verbos modales, y también completar unas imágenes con el nombre (part 1)	Students remembered activities related to vocabulary, (matching the word with its meaning, word search) images and concepts, false and true activity and making sentences with the grammar topic explained.

	Learn	Pues ud siempre llegaba feliz, nos explicaba muy bien las palabras, a veces con imágenes... como juegos, y eso no era aburrido (part 2)	Student considered that teacher attitude during the class its “didactic” she also explained that using images (flashcards) was funny and it was good for her in terms of learning English.
	Activities, help, learn, information, understand, vocabulary	Es que esa de unir las palabras, y según el texto responder las preguntas porque eso hace que uno comprenda lo que estamos leyendo para responder a la pregunta correctamente (part 2)	Students remembered activities because it helped them to learn about new information and to understand the new vocabulary related to the text.

## Findings

After have analyzed and interpreted data, pre-service teacher was able to concept findings related to the implementation of SQ3R strategy to foster the reading comprehension skill within the use of short text. Three categories emerged from the data encoded: reading comprehension skill, short text implementation and SQ3R impact.

### Reading comprehension skill

The reading comprehension skill is one of the most important aspects to take into account during EFL classes, because it provide learners of important linguistics structures of the language. Within the intervention of this project pre-service teacher realized that students did not like to read because it was considered very difficult for them to understand a text in English. for this reason I decided not only to use an strategy

as a way for helping them to read, I also decided to adopt and adapt text in English for them, each text implemented were directly related first, to the grammar instruction, second, to the main topic of the class.

Based on the objective proposed in this project, the purpose was focused on implementing short text for developing reading comprehension. Hence, after implementing seven texts and constructing two evidences, students had a positive perception facing the use of text during EFL course. As Guo (2012) stated in his study, reading strengthens student's vocabulary, the reading comprehension and English ability, therefore the short text implemented were chose and adapted to the students level and necessities, which allowed to construct content around a topic at the same time students learn grammar structures. Students agreed that reading is a way of studying and learn English, also Students expressed that they improved in terms of reading comprehension, based on the good result of their grades in two different exams: *Part 1, interview: 1 Me sentí muy bien y mejore, porque las primeras notas eran como de 3 y ya luego fueron de más de 4; Part 3, interview: En el primero 38 y en el segundo como 45.*

Additionally, pre-service teacher reflections on the journal indicated that reading comprehension allowed pre-service teacher not only to improve student's achievement but to help them to acquire vocabulary and practice pronunciation.

### **Short text implementation**

As it was evidenced in the questioner and the interview, that student's perception face to the implementation of short text was positivist since they liked to talk about the environment and Colombia, thus they could understand all the information provided,

also students agreed that the text implemented during the EFL classes helped them to reflect about the planet and how to do daily activities that would take care of the earth, they also expressed that the text about Colombia helped them to learn more about our own culture, correspondingly the content allowed them to learn English language at the same time they liked to learn about the planet and its condition and the green-house effect damages. As participants stated “it helped me to understand the language, to read fluently, to learn new vocabulary and to pronounce correctly” (12 students answer similarly in the questionnaire).

As this project expected to help students foster their reading comprehension skill, the content provided on the text was focused on help students to learn English. as Davoudi & Ramezani (2014) study showed, facilitating reading comprehension by the understanding of a text by giving information during the process as a way to compare and construct incoming information.

### **SQ3R strategy impact**

It must said that, as Asiri & Momani (2017) stated, SQ3R strategy equips students for more systematic and structured reading techniques, so they comprehend the text in a better way. Thus, I was evidenced on interviews that SQ3R stages impacted positively the learning process since they got a better understanding thanks to the explanation, activities related to the vocabulary, images and concepts, true and false exercises and making sentences with the grammar topic. Consistently, students remembered activities because it helped them to learn about new information and to understand the new vocabulary related to the text.



Further, due to the implementation of the SQ3R strategy students showed a better understanding of the texts implemented, which evidenced successfully the use of this strategy as a learning help during the EFL course. As Bulut (2017) study stated, SQ3R-based reading program increased students' reading comprehension skills in analyzing visual information and predicting textual content.

### **Conclusion**

Throughout the implementation of SQ3R strategy students from seven grade from La Presentación high school improved in terms of reading skill, grammar understanding and vocabulary acquisition, at the same time they learn about important topics like the environment and about our own country. Thanks to SQ3R strategy students had the opportunity to explore in a better way the text in English during the course which allowed pre-service teacher to enrich students with interesting topics and grammar structures, since students were able to create a short text with their own ideas, using the information and the grammar structure learnt during the class, also students used their creativity to share their ideas with draws, messages and colors in their written productions. It must be mentioned that reading comprehension skill was reinforced following different activities which had a positive impact since students improved their grades and reading comprehension.

### **Recommendation**

It is important to consider use more deeply the use of texts during early English courses, encouraging students to develop reading competences at the same time they learn a foreign language. Additionally, it is important to motivate students to reflect

about they are studying, using previous knowledge to enrich the understanding of their own and the foreign language. Also as pre-service teacher it was very important to take advantage of the time and plan all sequences and activities in advance due to the short amount of time and the suggestions made by the supervisor for improving lesson plans designs each week before carried out the classes.

## **CHAPTER II: RESEARCH COMPONENT: THE FORMATION OF REFLECTIVE SPIRIT IN PLEX PRACTICE TEACHERS, TRAINING TOOL TO QUALIFY PEDAGOGICAL PRACTICE.**

### **Introduction**

In the PLEX training context, developing teachers' pedagogical practices are one of the major interests to study and document for the enhancement of the teaching-learning process in order to qualify education.

However, there is a strong interest in the light of the evident necessity to understand and transform the pedagogical practicum. Therefore, it is beneficial to local studies especially those that focus on learning problems than in matters of teaching.

It is relevantly considered the design of a project that involves a reflective approach on the practicum with the aim of developing objective knowledge, behavior and aptitudes that help to guide the teachers' labor.

### **Justification**

The design of this project in the foreign languages integral practicum context focuses on a more professional conception of a cutting-edge practicum so as to sharpen

educative processes in rollout centers where pre-service teachers' practices are held. It is considered that conceding relevance to the reflection role in the teaching process is the first step to fathom the difficulties of the profession, the individual performances and to take an interest on the models and approaches.

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

### **Statement of the Problem**

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

process, in the future teacher, encourages a critical and reflective attitude that contributes to the improvement of their pedagogical practices. So, at the same time, these will be essential elements to impact and transform their work and future professional performance.

In the case of the Foreign Languages program of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their practicum, self-evaluate, retain a critical and constructive look at their work in the teaching role. To start this study, the following guiding questions are formulated:

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

### **General objectives**

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

### **Specific objectives**

- To consolidate a group of student-teachers with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.
- □ To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of student-teachers.
- To analyze one's own beliefs about the work of teachers and students.

### **Theoretical Framework**

The theory about the teaching profession, reflection, reflective practice and pedagogical practice, constitutes the conceptual framework of the present study. To have a greater degree of clarity about the concepts covered, in close relation with this research project, we present an approximation to each one of them.

### **The Teaching profession**

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within his responsibilities the integral formation of the students.

The teaching profession requires a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must comply with some competencies in the discipline that allow 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 in which he develops his activity. Similarly, every teacher must have some skills in the organization of content, which is the pedagogical practice not only requires ordering its components to be learned by students, but forecasting for the conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or forecast the practice of teaching.

## **Reflection**

Talking about reflection implies addressing different conceptions about this notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010).

### **Reflection as a process**

The reflection is made based on a series of stages that cyclically result in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflecting on experience implies "a kind of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow extracting a new structure of the situation". The stages of the process of reflection as a process are evidenced in the following scheme:



*Figure 5 reflection as a process*

### **The reflection as a theme**

The concept of reflection is based on a topic that is related to this concept. For this and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation and reflection as reconstruction of the experience. Being for the first two perspectives, the external aspects, the source of knowledge that allows reflecting; and the contextual aspects that allow the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in the first instance there is the action, the context, the colleagues and the same person who reflects.

## **Reflective practice**

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

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

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

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



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

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

### **Pedagogical practice**

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

#### **Academic practical**

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

#### **Social efficiency practice**

It is about to get more effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical

investigation has arrived. In this case, the reflection consists of a strategic decision: to select among the available techniques the most effective.

### **Development**

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

### **Social reconstruction**

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

### **Generic**

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

### **Promoters of the reflection**

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

## **Critical element on reflective element**

This element of the reflective thinking is related to the moral and ethical aspects of the compassion and social justice according to Sparks-Langer and Colton (1991;39).

The interest for all related to the social justice and ethics in education

These authors established several classificatory categories of the knowledge:

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

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

## **Methodology**

The methodological strategy proposed has as a central axis the continuous reflection that additionally contains some meetings to strength the practicum as an initial space to aboard the teaching and labor problematic. The principles of organization are the autonomy, planning and self-observation.

This study is developed under a qualitative approach, from the reflective perspective as a professional space that will contribute widely to the description, identification and analysis of the own pedagogical didactic. This concept is back up by Cottrel 2011, who states that the reflective. Perspective refers to “the active, persistent and careful consideration of any belief form of knowledge in the light of the grounds that support it” to collect the data in this study, some instruments will be applied.

## **Reflective workshops**

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practice

## **Objectives**

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

### **Self-observation checklist**

The main objective of the self-observation checklist proposed is to guide the student- practitioner towards a perspective on their own teaching performance and their role inside the classroom and the environment as part of the educational community.

### **Narrative**

The reflection exercise will allow students to express themselves about their labor through the narrative of their experience as a way to provide meaning to the teacher's everyday life.

### **Class recordings**

By keeping a track record of student-practitioners performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices.

## **Context**

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

The school is understood as a specific educational community that as an organ is responsible for institutionalized education, that is, the school is the place where education is carried out, where education is fulfilled and where education is ordered. Nowadays, the school is considered as the way of life of the community, that is, the school transmits those learning and values that are considered necessary in the community and that leads the students to use and improve their abilities for the benefit of both society as its own.

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

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

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

### **Socializing Function**

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

### **Instructional Function**

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

### **Educational Function**

The educational function requires a community of life, of democratic participation, of an intellectual search for dialogue and learning. An educational community that breaks the radical barriers between the school and the society, a space of culture where the concepts, technical tools and codes of the culture of the humanity

are learned. As a result of active participation in the exchange of meanings, desires and behaviors with peers and adults (Vizcaino, 2010).

## **Population**

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

The direct beneficiary population:

- Teachers in training.
- Supervising Teachers.
- Student community of the Integral Practice implementation centers.
- The indirect population benefited

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

## **Institutional dependencies linked to the Project**

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

External institutions linked to the Project:

- José Antonio Galán School



- Brighton School
- La Normal High school
- La Presentation High School
- José Rafael Faría School
- Cristo Rey Educational Institution

### **Expected Results**

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

❖ The formation of reflective spirit in PLEX practitioners, as a training tool to qualify pedagogical practicum.

❖ To analyze the environment and the realities and social representations of teachers in training, notions and concepts about the school world.

*Table 7 Research component instruments implementation*

<b>Instruments</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Holiday week</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
<b>Narratives</b>	x	x	x		x	x	x	x	x		
<b>Reflective workshops</b>				x					x		
<b>Class recording (observation)</b>			x								
<b>Self-observation card</b>		x	x		x			x			

## **Conclusion**

When writing the narrative I observed that my methodology has changed along the process, at the beginning when I just took into account the observation week aspects and my supervisor advices, I expected that my students would develop everything I design for them, but during the first week, the text that I suggested was too difficult and I started to changed my mind around my methodology, also because I framed in my imagination that students would work fast, and during the classes, I had to bring them many ways to expose the topics, and the explanations, that's why I have been implementing different materials during the survey stage in my classes, to help students in many different ways to acquire the information.

During the first planning sequence, I sent to my supervisor the whole planning via e-mail, and I didn't receive any correction, so I supposed that all the activities, explanation, material and instruction were right. Supervisor only read my planning during the classes, and she gave me some little advices before like for example: "change the order" after the first week, I decided to present her during the week before my ideas and material, in that way I felt much comfortable with my planning, because it is kind of frustrating to received correction during the implementation and not before. I adapted myself to supervisor way of working, and after the first week it has been getting better, also I realized that students worked slowly, and I had to be very patient and dynamic in the moment of explaining and giving instructions, and also when giving material, I usually worked with flashcards, questions and a lot of examples, and I try to make them practices after giving examples to put into practice what I explained in that way I could

worked in any doubt, correction or different explanation to help students to get a better understanding.

I try to be all the time very polite, I also try to ask all the time how they are, not only academically, but personally, I try to show a lot of empathic, they are adolescents and sometimes I don't know what kind of problems they are facing, and it is important to be very tolerant and kind with all, even with rude students I am very polite and kind. Sometimes I am very tired or, students don't allow me to explain because they are talking a lot or they interrupted the class in many occasions, so I breath and try again and again, I also learned to don't take anything personally, they are still like little girls, I had to be all the time very tolerant and also I learned to have extreme patience.

In terms of my contents, and how I present them to the students, I try to do something different, I usually try to make a lot of questions and I also encouraged my students to ask many questions as possible about the content. Since I have been working on short text through SQ3R strategy to faster reading comprehension skill, I design different materials to help students to interact with the content, the grammar explanation and the text, for example: flashcards, crosswords, search words, activities, worksheets, true-false exercises, posters, matching activities, charts, among others.

When talking about activities, I try to develop different activities along the class, because when i implement different activities and not only one, I usually catch students attention during different moments and that's very positive, I try to implement different activities before star reading a short text, for example listening exercises, or a session of questions, I realized that students likes to work on word search and they understand

more easily with images, that's why I try to search for items to teach them for example what kind of energies we have, I search for six items that describe easily 3 renewable energies and 3 non-renewable energies. Another aspect, it is that I took into account any break if it is necessary, for example, if it is a class of two hours at the end of the workday, I stopped the class and make them sing with me a little song, or I command exercises to stretch our muscles.

Before the exams that I have made, I suggested students what topics they have to study, I also make many examples in the board to solve any doubt, I consider that I am very coherent with the things that I test, because I only test in the exam the things that I have been toughing, also before any test I make different examples of structures to help students to remember for example, the grammar structures and rules that they have to take into account.

I have to teach in 4 courses, all of them are 7<sup>th</sup> grade, and I also teach on 3 courses in primary school, all three are 5<sup>th</sup> grade. In high school it is a little bit more difficult to teach, they used to talk a lot during the class, and in one group in particular some students are rude, so it has been a challenge to face that kind of situations, I have been very polite and kind even when the students is rude, I try to ask for help to my supervisor, and she took the respective observation.

In general the classroom atmosphere is good, I try to worry about my students state, I am very tolerant and serious at the same time, because the discipline and a good behavior it is something that it is very important to encourage on the students.

When any students has any difficulty I try to ask them kindly the reason why, I try to stress the importance of responsibility, when a student make any mistake I try to make them aware of them and also I try to make them realize of how they can correct themselves, when I am explaining I try to make a lot of examples with them, and when they are working I am always monitoring the classroom, walking around and making questions to help them.

Normally, when they don't allow me to explain or to develop pan activity I try many times, then I decided to say that I have to make an exam immediately because they are talking too much and that means that they understand everything, then they retook the silence and start to be quiet again, when a student is talking too much I walk and I stand next to her, or I asked kindly to make silence.

I also encourage students to be reflective during the lessons, when working on reading comprehension skill, the main idea it is to interact with the text, I try to ask students about information about our own context, for example, how do they recycle? What kind of energy do we use in Colombia? Do you know what the green-house effect is and how I affect us? All those questions are related to the different shot text that I have been implementing.

### **How this does reflection contribute to my integral practice process?**

As a pre-service teacher it is very important to take into account not only the learning process but the humanistic aspects, before and after teaching a lesson it is important to keep in mind the importance of getting better in anything that I am doing, I think that there is always something to fix, to improve that's why the reflective process

help me as a way to evaluate myself, to test my knowledge and to face different challenges when teaching in a high school.

When I met with my classmates we realized that we are facing similar situations, and we also share different opinions and we teach or expose each other different advices to face a number of situations, which helped us to give and receive important information to take into account in our practicum.

### **CHAPTER III: OUTREACH COMPONENT: OUTREACH COMPONENT: “AWARENESS RAISING PROJECT TO ENGLISH LANGUAGE IN PRIMARY SCHOOLS IN PAMPLONA, COLOMBIA”**

#### **Presentation**

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

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

#### **Introduction**

The participation in the global policies in terms of culture and economics has motivate the Colombian government to promote the learning of a foreign language in all

the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

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

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this.

Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the

teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all.

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regards to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector. Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

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

### **Justification**

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



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

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

### **General objectives**

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

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

## **Specific objectives**

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

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

## **Typology of the project**

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

## **Contribution lines**

- Contribution to the academics formation in the foreign languages areas.
- Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)

- Outreach towards the educational community in terms of University and program.

## **Theoretical framework**

### **Teaching languages**

Languages international policies The UNESCO has been concerned since many years, for the role of the language in the world. In 1999, it adopted the term multilingual education to make reference to the use of three languages: mother tongue, regional or national language, and international. This emerged from the idea that the particular needs from communities with different cultures which speak different languages, they just can be understood through the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

The UNESCO (2003) considers that languages not only are ways of communication but they also represent the culture, identities and values of the world. For this reason, the UNESO suggest enhance the diversity of languages, and at the same time to support the learning of international languages that offer access to the global communication and information exchange. To achieve this, the UNESCO proposes to foster the multilingualism and the intercultural dialogue, policy for translation, written and visual material aiming at promoting new ideas and works of art.

According to Lima M, (2006), nowadays, learning a foreign language is fairly important, but always taking into account the cultures they represent. All kind of learning is extremely important for the human being sociability, given that it allows

him/her to function properly in different contexts; learning a foreign language involves as professional as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir-faire.

National bilingual program Colombia, as other countries in Latin-American and the world, has adopted academics policies addressed to foster the English language as a foreign language, through the National bilingual program created in 2004 with three specific guidelines: institutions of basic, intermediate, higher education, educational programs for human development, the ethno-education and flexible models of education. This program aims at the formation of the competitive and productive human talent in a global setting in different fields of action. (MEN, 2006, p. 6

**Bilingualism** It refers to the different degree of domination by which a person can communicate in more than one single language and culture. This degree depends mainly on the context in which the individual is. Hence, based on how a different language is used, different from the native, these languages are considered second languages or foreign languages. MEN (2006)

**Teaching English in primary School** According to Yesser A, & Chacon C, (2011) the process of acquiring a foreign language is a complex process in which there are cognitive and educational factors including the curriculum, the methodology and the formation of the foreign language teacher, In such a way, the importance of understanding how the child learns and incorporates a foreign language, it becomes necessary to analyze the theoretical foundations which explain the learning process or acquisition of a second language (L2) or foreign language and how this process is

related to the native language. From the previous statement Krashen (1991) cited by Yesser A and Chacon C, (2011) makes a distinction between acquisition and learning in terms of LE. “la adquisición del lenguaje se hace de manera natural e inconsciente en forma de input comprensible, el cual se procesa e internaliza, mientras que el aprendizaje implica aprender de manera consciente las reglas de la lengua” “Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard-Amato 1996)”. Authors show their point of view regarding the topic and they differ in saying that the terms, learn and acquire are too similar given that the foreign language can be learnt naturally but it also involves learning processes. It is important to highlight, however, that Krashen and Terrel (1983) contributions in terms of natural approach are relevant for the acquisition of a foreign language in children and they support the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-Production, is the phase in which the child develops the ability of listening and comprehending the language through gestures and actions; it is a period distinguished by the silence. Therefore, at this stage it is advisable to implement the Total Physical Response (TPR) method proposed by Asher (1976) for stimulating the development of a foreign language through psychomotor activities without stressing on oral production.

Early production, in this phase one or two words/ phrases are said. It is recommended to focus in the meaning omitting grammatical mistakes.

Extended speech, in this period, the child is able to say complete phrases and also to participate in conversations. Now, the teacher must help the boy to improve fluidity in the foreign language.

To support the aforementioned about the acquisition process of a foreign language acquisition it is possible to say that according to Berko and Bernsteins (1999), children who can learn, comprehend, discover and formulate forms of communication in a foreign language, they do so because they need to integrate with the rest of society. Consequently, children can learn a language throughout the sense they make of the world, they have their own judgment for every aspect they discover. For this reason, learning a foreign language must begin from the prior knowledge and the structure of the native language, given that these aspects give way to begin learning a foreign language.

Yesser A and Chacon C, (2011) cite Ausubel (1986) who state that in terms of the cognitive psychology are many differences among the cognitive skills of children and adults in relation to the cognition and affectivity which are presented in motivation, creativity, spontaneity and flexibility which differentiate children from adults, generally adults have more problems when talking in a foreign language. Consequently, it is possible to say that the age is a factor that affects learning English as FL

### **Methodology**

in the primary school I was in charge of 3 groups, all 5th courses, teacher in charge gave me the topic that I have to develop along the last period in which I have to develop the class on those courses, the main grammar topics were, verb to be and

present simple tense, and she stressed the importance of teacher vocabulary. Taking into account the topic and the competences that I had to teach, I decided to use worksheets to improve student's vocabulary. The use of worksheets help me to show students a different way to learn vocabulary, some worksheets used images to faster vocabulary acquisition, and some other used games and images like a crossword with pets vocabulary. Also worksheets allowed me to help students to put into practice the grammar topics, like the present simple tense, in which students have to complete sentences in affirmative, negative and interrogative way, taking into account the grammar explanation studied on class.

The pedagogical intervention was develop with the following topics and activities:

1. Adjectives: for developing this topic, I used a song in English and a worksheet in which students had to complete the information related to the song played during the class, then students had to complete a chart with the adjectives learnt during the class, and finally learners write a short text with personal information and some characteristics (e.g. hair, eyes and personality) taking into account what we studied during the class.
2. Verb to be: it was taught the verb to be, its use and rules, the students also made different activities such writing short phrases, translation and conjugation with each one of the pronouns.
3. Present simple: for this topic I explained the use and rules of the present simple tense, also I designed a worksheet with the objective of putting into practice what it was taught, the worksheet comprised the following steps:

questions in which students had to write the right auxiliary verb, exercises in which students had to complete the phrases with the right conjugation of the verb and to rewrite positive phrases into negatives.

4. Hobbies: in this topic, I presented a short list of hobbies, then students had to write phrases with the hobbies they did in their free time taking into account the grammar explanation about the present simple tense.
5. Adverbs of frequency: for this topic I only taught four adverbs of frequency (always-siempre/usually-usualmente/sometimes-a veces/ never-nunca) as a way to put into practice the present simple tense and the hobbies explanation, the students had to write phrases in present simple with the activities they always, usually, sometimes and never did.
6. Worksheets: it was given three different worksheets to the students along the intervention, in which they had to complete different activities such drawings, crosswords and especially vocabulary exercises, worksheets developed were: food, animals and pets, my clothes.

Date	Activity	Objective
September Monday 16 to Friday 20	Adjective: complete the chart. Worksheet about clothes	To describe myself with basic adjective
September Monday 23 to Friday 27	How can we describe our clothes?	To describe our clothes
September Monday 23 to Friday 27	Worksheet about pets, crossword	To learn vocabulary about pets
September Monday 28 to Friday 1 October	Worksheet about food	To learn vocabulary about food
October Monday 21 to Friday 25	Worksheet about present simple tense, and hobbies.	To learn how to use the present simple tense, to describe my hobbies



*Table 8 activities schedule in primary school*

**Conclusion:**

**How do the practicum on primary school contribute to my pedagogical process and practice?**

When working on primary school, I have to adapt all my knowledge to teach girls from 11 to 12 years old, the pedagogical practice is complemented as a way to improve my teaching skills, in primary schools it is very important to take into account dynamic activities and different materials to catch students attention, also it is very important to be patient and to show with each explanation different ways of instructions and commands, because each students has a different way of learning. To teach in a primary school complement my integral practicum since it require me to face different students with different necessities.

## **CHAPTER IV: ADMINISTRATIVE COMPONENT**

### **Introduction**

This component has as objective to provide pre-service teacher of awareness in terms of educative institution context, as a way to guarantee a dynamic and outstanding experience during the performance of the practicum stage. Accordingly, the educative institution “La Presentación” high school held along the third term of the scholar year a variety of events in which teacher, students and administrative take part towards an integration of the academic community in cultural spaces, which allow pre-service teacher to assume an active role to construct an integral professional and academic profile.

### **Objectives:**

#### **General objective**

- To participate in all activities proposed by “La Presentación” high school.

#### **Specific objective**

- To motivate students to participate in extra-curriculum activities to integrate themselves with the institution

- To be part as a guide and active participant of the organization and development of activities
- To acquire appropriation and awareness of the educative context throughout my integration in the institution and my integral training as a future professional teacher.

### **Methodology**

As pre-service teacher one of the responsibilities is to be aware of the institution necessities as a form to give any kind of help not only to the students but to the organization, reason why the pre-service teacher in charge have to encourage students to participate as a team in different activities, and also guide them during the process, in order to perform actively in songs, theatre, arts, among others. Also, it is important to highlight the active involvement of the pre-service teacher in the learning process of its students, towards the participation in the “Open School” which seeks to follow the academic achievement of each student to provide parents of important information that would help their children to improve their academic performance.

*Table 9 School calendar of events*

<b>Sep 26<sup>th</sup></b>	Parents school
<b>October 22<sup>th</sup></b>	Congregational moment
<b>Nov 1<sup>st</sup></b>	The band show 15 birthday
<b>Nov 4<sup>th</sup> to 15<sup>th</sup></b>	Quality exams
<b>Nov 7<sup>th</sup></b>	Flag raising in charge of seven grade
<b>Nov 5<sup>th</sup> to 15<sup>th</sup></b>	Christmas eve. (novena de navidad)
<b>Nov 15<sup>th</sup></b>	Symbols delivery in charge of 10 and 11 grade
<b>Nov 19<sup>th</sup></b>	Flag-raising sixth grade  Congregational moment 6 <sup>th</sup> grade  Presentation's party of the Virgin Maria

### **Parents school**

During this activity parents and girls (only all 4 7th grades) have to go to the school during the afternoon and the school psychologist prepared for them different activities. The psychologist exposed information related to the adolescent, she explained what kind of adolescent exists and asked parents to classify and analyze their girls. During this intervention I took some list, where parents and girls had to sign. Then, psychologist gave parents and students different instructions: she gave to the parents a

piece of paper with a song and asked them to go to the school church, some teacher went with them, while she gave to the students a piece of paper in which students had to complete a letter for their parents in which they express different dilemmas about parents-child relationships, they also had to express different feelings and situations that marked their life with their parents, during this activity I had to monitor the students, also I answer some questions related to the activity and I also helped teachers with students discipline and instructions.

### **Congregational moment**

This event took place once a month, during this event I helped seven grade teacher to indicate students discipline and good behavior during the congregational moment. Bearing in mind that La Presentación High school is a catholic institution, it is very important to remember the life and teaching of Marie Poussepin. This moment was in charge of pastoral committee, teachers and some students, they read bible passages, they sang praise songs and finally, they encourage students to remember good values like compassion, responsibility and respect as Marie Poussepin did.

### **The band show 15 birthday**

This was a celebration day, the school recognized the band show work during 15 years of foundation. During this day, directives and teachers invited students, teachers and parents that worked and cooperated during these years on raising the band show, also there was a symbolic moment to students that left the band this year, because they passed the leadership to another member of the band. During this event my role was to help teachers to control discipline.

### **Flag raising in charge of seven grade**

For this raising flag students and teachers from seven grade were in charge of celebrate Pamplona City, so they organized the event for all the school and also they prepared poetry and a video with a complete description of Pamplona history and important places and people. During this event I was in charge of helping during the preparation, I commanded students during the entry, I also helped during the event to control student's discipline.

### **Christmas eve (Novena de navidad)**

La Presentación high school has a strong sense of catholicism, reason why this school celebrate during nine days the Christmas eve by doing the "novena", this event was in charge of the different courses, teachers and administrative, each day was organized by a different group, so I participated in the first and the last day, I helped teachers to organized the event and to control students discipline.

### **Symbols delivery in charge of 10 and 11 grade**

During this day, students and teachers from 10<sup>th</sup> and 11<sup>th</sup> grade delivered symbols of Colombia, Norte Santander and La Presentación high school from 11<sup>th</sup> grade to 10<sup>th</sup> grade as a symbol of farewell. During this day I only helped seven grade teachers to organize students, and I stayed with them all the journey controlling discipline.

## **Conclusion**

By taking part of all this events I helped the institution to carry out different situations, as a way to integrate my labor as pre-service teacher and to reinforce the sense of membership, this moments also helped me to consolidate my relationship with other teachers. While being involved in this events I learnt about the institution in which I carried out my practicum, taking part of this activities made me feel part of the institution at the same time I encouraged students to participate and be part of activities that reinforced the sense of being part of this institution. Personally this experience helped me to work as a team with other teachers, which enrich my knowledge as a future teacher.

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