Implementing tales through the StoryJumper software as an online instructional tool to develop sixth grade students' reading comprehension skills of an elementary school in Colombia

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2020

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2020

APPROVAL NOTE

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Practicum proposal

This proposal is divided into four chapters:

Chapter I: Pedagogic component: This section contains a proposal which would respond to a need found thanks to a school observation carried out for a week. Initially it was thought as face-to-face proposal to be developed, however, due to the sanitary emergency it had some changes which will be presented in a while. The proposal is entitled: "*Implementing tales through the StoryJumper software as an online instructional tool to develop sixth grade students' reading comprehension skills of an elementary school in Colombia"*

Chapter II: Research component: In this section, there is a macro project entitled *"The formation of the reflective spirit on PLEX' pre-service teachers, a training tool to qualify the pedagogical practice".* This project aims at implementing reflection as a tool for pre-service teachers to analyze their pedagogic duty as teachers.

Chapter III: Outreach component: This chapter contains a PBL proposal which would be implemented in an elementary school, responding to the needs found in the grade regarding English learning, however, due to the sanitary emergency, it suffered modifications which will be mentioned in a while.

Chapter IV: Administrative component: This component refers to the students' extra-curricular participation in the activities proposed by the educational institution, making pre-service teachers take the role of an actual member of the educational institution. Unfortunately, due to the sanitary emergency, this component could not be carried out.

Introduction

Learning a foreign language requires the mastering of the four communicative competences: reading, listening, speaking and writing. The reading competence is one of the first and most important competences in the learning process, being needed for developing the writing skills. In the education context, the Ministry of Education highlights the importance of the English language learning as established in 1994 through the Education General Law which sets a series of parameters to follow with the objective of contributing to the learning level. In this sense, students of sixth grade are supposed to master the English reading competence which will allow them to have a successful language learning. However, it is evident that in most cases these objectives are not completely achieved; it might cause learning-related problems with the other communicative competences, hindering learners to get English proficiency because of their weak bases in the English reading competence.

Subsequently, this study focuses on implementing tales through the StoryJumper software as an online instructional tool to improve English as a Foreign Language learners' reading comprehension skills. It looks forward to responding for the needs found in a sixth-grade students belonging to a public school in Colombia. Moreover, this study refers to offer a didactic tool for students to adopt a different perspective on learning English; making this process enjoyable, entertaining and meaningful. It is important to mention that this project had some changes due to a worldwide sanitary emergency, the covid-19 which affected people in terms of health and work, that is why the government decided to suspend the face-to-face classes in schools and universities, as a result it was not possible to implement this proposal as initially planned.

Justification

English proficiency is achieved by mastering the four communicative competences: reading, listening, speaking and writing. Reading particularly, is one of the daily-used competences which allows people to receive information, it is one of the two input sources so it is important to prioritize it before being productive in the target language. It can be said that in Colombia there is no a strong habit of reading, it makes the task of learning a new language more difficult since it is not only about learning the target language; sometimes it is necessary to reinforce specific elements of the students' mother tongue before getting into the target language itself.

My own experience as an English learner and through several observations carried out in an elementary public school in Colombia called Bethlemitas Brighton, specifically in a sixth grade, allowed me to identify that there is a situation which needs an intervention in order to make students' learning process more efficient. Besides, I consider that students should be offered a different way to develop their reading comprehension skills through meaningful texts, this is the case of tales in which kids are highly interested in this age.

In this sense, this project aims at contributing to 6^{th} graders to develop their reading comprehension skills. Furthermore, it highly benefits the two sides, the students belonging to the educational institution and the pre-service teacher. Regarding the students, they would have a different space where they would have a direct contact with the foreign language while finding out the actual use of it. Likewise, as a pre-service teacher, I wouldl be able to get familiar with the English teaching process, and the reality lived in the public educational institutions.

It is important to highlight an unexpected event which had a direct impact on this proposal, as a result the proposal had to be modified and adapted using online tools. While this proposal was

being conceived, the world went through a pandemic which affected many fields, the field of education was one of them; due to this situation this project suffered some modifications, it went from in-person implementation to an online planning for further implementation, since at the time this project would be implemented, in-person classes were not allowed by the government in order to avoid the Covid-19's propagation and not all of the participants in this project had internet connection which made impossible its implementation at this moment.

Objectives

General objective

1. To develop the 6th grade students' English reading comprehension skills through the incorporation of the StoryJumper software as an online instructional tool.

Specific objectives

1. To reflect on the practicum pedagogic processes of the pre-service teachers.
2. To integrate the foreign language training of students of the English-French Foreign Languages Degree Program into the educational reality of teaching English at the primary school in the city of Pamplona.
3. To participate in the extra-curricular activities of the educational institution.

General conclusions of the project

This project is composed of four components, the pedagogic component, the research component, the outreach component and the administrative component. Initially, it was planned to execute all of the components in order to achieve the set objectives and goals. Unfortunately, due to the Covid-19 pandemic, the project in general and each component suffered modifications or could be executed at all.

As for the administrative component whose objective was to be part of the extracurricular activities of the educational institution, but it could not be developed because the government ordered to suspend the outdoor and crowded events. Likewise, the outreach component suffered modifications, I did not execute what I planned. Regarding the research component, most of the activities were carried out except the class recording. As for the pedagogic component, it also suffered some modifications, although we could not develop our in-person practicum, we did it online, the methodology of working was a little different but we almost had the same duties. Regarding the project, we could not implement it, however we conceived the planning for the workshops and it maintained the essence as thought before the pandemic.

General speaking, I can say that this project is useful for further implementation, it contains key aspects for working on reading comprehension skills efficiently. I took into account different authors for its conception, it gives reliability. Additionally, I considered it was boosted by incorporating technological tools which might make language learning easier for students, prioritizing audiovisual material.

Chapter I: Pedagogic component
Implementing tales through the StoryJumper software as an online instructional tool to develop sixth grade students' reading comprehension skills of an elementary school in Colombia

Introduction

Learning English in Colombia is not an easy task for students. It might be for a lack of variety on teaching strategies implemented by teachers, making the teaching/learning process not as dynamic as it should. Particularly, in the sixth grades, more teaching and learning didactic tools should be offered, since it is at this point that students have a bunch of prior knowledge which must be reinforced to continue developing the learning process successfully. This is important because what is interiorized here, might impact in the future in this process, it is expected to be a benefit, however in my own experience, in most cases it is not. For that reason, this is a key stage which we have to take advantage of to incorporate meaningful and effective tools for students to reinforce their English language knowledge. that is why through this project, the tales will be incorporated, contributing to 6th grade students' reading comprehension skills.

It is necessary to highlight that an unexpected event occurred, causing big changes, including this project, reason why I had to modify and to adapt the initial proposal to a new one which could be more suitable for a further execution, since at the time this project would be implemented, in-person classes were not allowed by the government in order to avoid the Covid-19's propagation and not all of the participants in this project had internet connection which made impossible its implementation at this moment.

Additionally, I have set a series of questions which will lead the whole project while its execution:

Questions

Main question

How does the incorporation of tales through the StoryJumper software contribute to the 6th grade students' reading comprehension skills?

Sub-questions

- What is the influence of tales' incorporation in the 6th grade students' motivation to learn English?
- What is the influence of tales' incorporation in the 6th grade students' vocabulary enlargement?

Objectives

General objective

1. To develop the 6th grade students' English reading comprehension skills through the incorporation of the StoryJumper software as an online instructional tool.

Specific objectives

2. To contribute to the 6th grade students' vocabulary improvement through the incorporation of online tales reading.
3. To encourage the 6th grade students to learn English through the incorporation of online tales reading.

Justification

Through my own experience as an English learner and through several observations carried out in an elementary public school called Bethlemitas Brighton, specifically in the grade sixth, I could identify that there is a situation which needs an intervention in order to make 6th grade students' learning process more efficient. I consider that students should be offered a different way to develop their reading comprehension skills through meaningful texts, this is the case of tales in which they are highly interested in this age. That is why this project aims at contributing to 6th graders to develop their reading comprehension skills through the implementation of the StoryJumper software. StoryJumper is an online software of the 2.0 web; this software allows to create online books individually or in group which can also be shared on all internet. When creating the book or the tale, the software offers different options to customize books, there are some backgrounds, characters and designs to be used. Likewise, the user can add images, characters and text in order to create the user's ideal book. This project benefits both sides, the pre-service teachers and the 6th grade English learners. Regarding the 6th grade English learners, they will have a different space where they will have a direct contact with the foreign language while finding out the actual use of it. Likewise, as a pre-service teacher, I will be able to get familiar with the English teaching process, and the reality lived in the public educational institutions.

Theoretical framework

Reading comprehension

"Reading is the process of communication between the reader and the writer to make sense of written or printed symbols, which involves the recognition of letters, words, phrases and clauses, and comprehension" (Sheng ,2000) quoted in (Yusuf, 2017), additionally, the author adds that interpretation, appreciation and application are much related to the process of reading. Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text) (Kirby, 2007). Different to listening comprehension, reading comprehension is not something that our brains have developed naturally over time. "Humans have been accomplished in oral comprehension for 100,000 years or more" (Donald, 1991) quoted in (Kirby, 2007) while "reading comprehension has only been practiced for 5,000 years, and for most of that time the majority of humans did not do it (Olson, 1994) quoted int (Kirby, 2007), that is why reading comprehension represents a more challenging competence to develop.

Reading online

In modern times, the connotation of the term reading has changed. Traditionally, reading was attributed to reading a physical text or book, however, nowadays with the introduction of

technology in our lives and in all fields, reading refers not only to physical texts but also reading through the screen of a technological device which displays specific information about a topic.

In languages learning and education, online reading has many advantages. This is because technology allows to display information in a dynamic and in an interactive way, it means that nowadays texts are not presented statically but dynamically through software. It is positive for language learning since children are highly interested in games and interactive activities. In this way, children can practice and practice, which is required to become fluent in any foreign language (Reina, 2020). In the particular case of StoryJumper, it is an online software of the Web 2.0 in which storytelling and illustration is promoted by the creation of online written books which can be shared. It also possesses some other features that will be presented later.

Levels of processing in reading

It is important to know that there are different reading levels, and they interact. The following Figure 1 represents them:

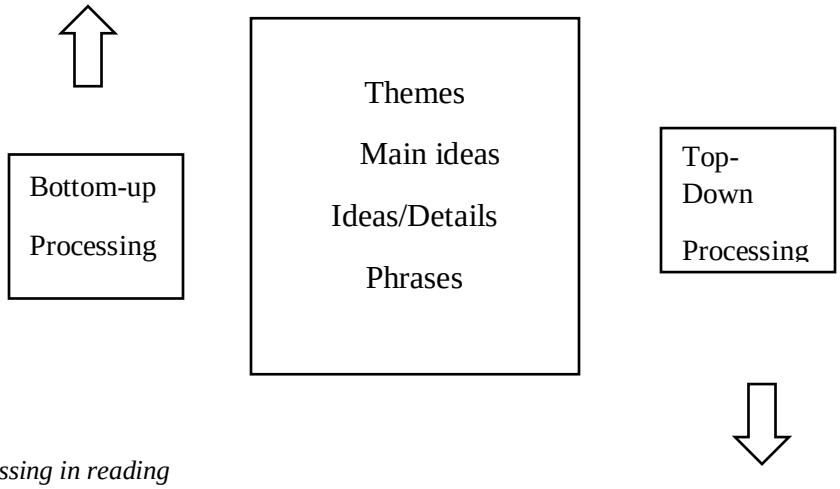


Figure 1
Levels of processing in reading

Two types of processing occur: “bottom-up” and “top-down”. In bottom-up processing, words are formed into phrases, and phrases are formed into more abstract units called propositions or ideas; these processes require knowledge of syntax (grammar). Just as several words can be processed into one phrase, several phrases can be processed into one idea. Comprehension at the phrase or idea level results in a relatively shallow understanding of what the text stated directly, often termed literal comprehension. Further processing of these ideas either selects particular ones as main ideas, or constructs main ideas from them, and then thematic generalizations or abstractions out of the main ideas. Top-down processing occurs when higher-level information, just as knowledge of the general topic of the text, helps the reader identify lower-level information. It is important to recognize that both bottom-up and top-down processing often occurs in reading comprehension. This is called interactive processing. The higher levels of processing require prior knowledge to help decide what is important, and specially to see the deeper implications of the text.

Factor contributors to the reading comprehension development

This section contains the factors which contribute to the development of reading comprehension. The Figure 2 show them:

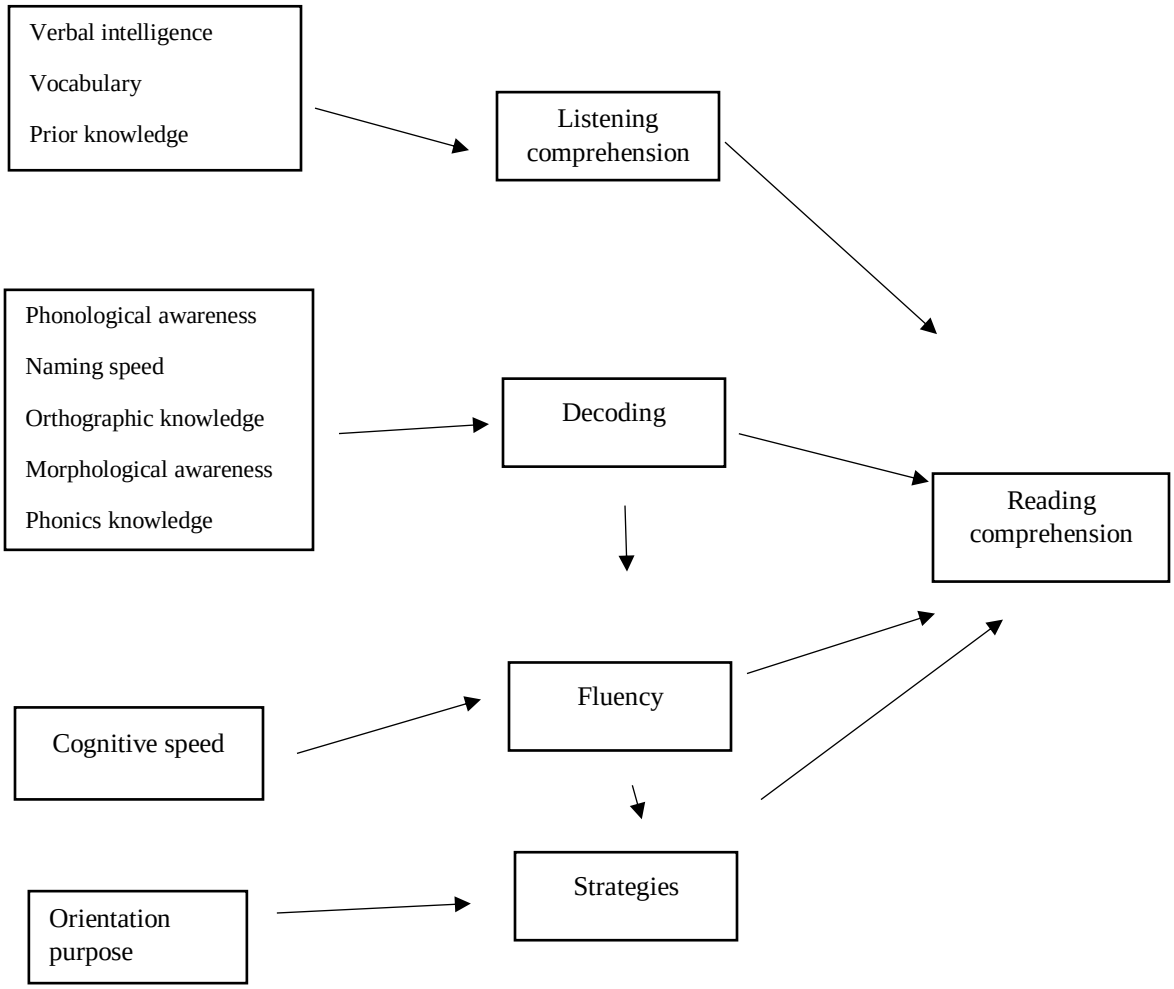


Figure 2: Factors contributors to the reading comprehension development

Figure 2: Sources of reading comprehension

Over the last 25 years, it has been learned a great deal about how the brain accomplishes the lower-level aspects of reading, especially decoding (e.g., Adams, 1990; Rayner et al., 2001). A number of factors contribute to word reading, including phonological awareness (Stanovich, 2000), naming speed (Wolf & Bowers, 1999), orthographic knowledge (Levy et al., 2006), morphological awareness

(Deacon & Kirby, 2004; Nunes & Bryant, 2006), and phonics knowledge (Adams, 1990).

Fluency influences less (Kuhn & Stahl, 2003), but it directly depends upon decoding efficiency, and cognitive and naming speed (Wolf & Bowers, 1999). As fluency decreases, it becomes less and less likely that the needed information is still active in working memory, making comprehension less and less efficient.

Reading comprehension strategies have been studied extensively (National Reading Panel, 2000, chapter 4). Dole et al. (1991) listed 5 major strategies, each of which is associated with greater reading comprehension: determining importance, summarizing information, drawing inferences, generating questions, and monitoring comprehension. None of these factors has much influence in the absence of motivation and interest. Most children are interested in reading when they begin school, but some can lose interest/motivation if their skills are not adequate or if the text content does not suit them (Kirby, 2007).

Tale

The tale is a prose work which reflects life events in an artistic way; it is characterized for being brief and understandable for readers so that they can read without interruptions (Grove, 1983).

Additionally, the author presents two types of tales. The Popular tale which is characterized by being told orally, with a worldwide view, simple and the space and time are far away and they are taught with moral purposes. The Literary tale which has defined structure, it is told in a written way, it has the author's writing style and it presents questions to the reader.

Bettelhim (1998) considers that tales possess an educational and freedom sense for children, although it captivates people from all ages. In this sense, tales provide a sort emotional and moral support for children, that is why it is one of the most important linguistic elements in childhood.

Structure of the tale

According to (Galvez, 2012) the tale is divided into three parts:

Introduction or beginning: This is the beginning of the tale, where all characters and their purposes are presented. But more important, where the reason why the crux is disrupted is presented. The introduction is what gives sense to the crux of the story.

Development or crux: This is the part where the conflict or the problem is presented, it begins to be developed and the more important events take place.

Ending or dénouement: The apart where the climax, the solution to the problem and the tale are finished. It is important to mention that there are open-ending tales.

Elements of a tale

According to (Funes, 2013) quoted in (Ojeda, 2016) a tale is composed of several elements which have specific characteristics:

Characters: They can be people, animals or objects. The characters appear in the tale, their behavior and personality must be connected to their personification.

Setting: It refers to the particular place and time where and when the events occurred, in other words, it is the scene of the tale.

Time: It makes reference to the period of time and the duration when the events and the tale was developed.

Atmosphere: It is the particular setting where the events occurred, the atmosphere must be the emotional state that lives on during the tale.

Plot: It refers to the chronological order of events told by the narrator.

Tension: It makes reference to the intensity put by the narrator in the way he takes the reader to the what is being presented.

Tone: This is the attitude of the narrator towards what is being told, it can be in humor, sad or sarcastic sense.

Tales for children

Tales for children are characterized by the moral, the easy-to-understand plot and the freedom for their imaginative development (Castaño, 2012).

Tales have a huge educative value, since it is a great methodologic resource in child education, it works for different teaching and learning activities which contribute to this process. Through tales, many objectives can be achieved: catch students' attention, foster children's creativity, increase children's oral expression. Tales are an important to achieve the goals set, additionally, they contribute to the social development because tales allow students to understand roles, values and cultural elements. Among the creative strategies, tales is one of the most attractive activities described by observers and by the teachers. Children show to be interested in, tales are a traditional activity which must continue being privileged at the school because of the benefits provided (Motalvo, 2014)

Skimming technique

According to (Liao, 2011) quoted in Yusuf (2017) , skimming is done at a speed three to four times faster than normal reading. Readers often skim when they have masses of materials to read in a limited amount of time. In the skimming technique, readers only have to take the most important information and the main idea instead of the whole words. As skimming is related to speed, readers also need to be concentrated for improving memory and recall, and reduce sub vocalization, interruptions, procrastination and stress (Abdelrahman & Bsharah 2014). There is also provided procedure of the skimming technique, as follows:

- Read first sentence of paragraph
- Read last sentence of paragraph
- Read key words in between

Scanning technique

Scanning is the different to skimming, because readers are not concerned with the global meaning of the text, but the detail (Sutz & Weverka, 2009) quoted in (Yusuf, 2017). In this technique, the readers search specific information within a text such as dates, names, and places, among others. Moreover, the scanning is the process of quickly searching for particular piece or pieces of information in a text (Brown, 2003). The purpose of scanning is to extract specific information without reading the whole text. To do so, readers must move their eyes quickly down the page seeking specific words or phrases (Sutz & Weverka, 2009). This is the procedure for scanning technique:

- Keep in mind only the particular information to be found out.
- Make a choice, which clues would support the finding of the required information.
- Have a rush view and sweeps down the page quickly to find out the clues. If the clues are found out, read that section to get the information needed.

StoryJumper software

StoryJumper is an online software of the 2.0 Web. It is used to promote storytelling or story illustration; thus, it fosters both creativity and imagination through animation or writing.

Main features

- The software allows to turn any written story into a flash digital format, providing with some templates, images and tools the user to create his first books.
- Additionally, it provides a feature of allowing the user to upload his own images in order to broaden the creative possibilities.
- There is another feature scoping to the education field, since it is possible to sign up and sign in online classrooms, offering a guide to contribute to students' creativity.
- Finally, the software offers the option of visualizing public books created by other people, open source. Thus, users can customize and save them as they were a new book.

Signing up

Follow the next steps in order to sign up:

1. Google StoryJumper and click on the first result.
2. There will be some boxes which must filled in order to sign up. In the first box, choose an username, then set a password, type the password again, subsequently select your birthday. Finally, agree the terms and conditions and submit.
3. Once the form is filled, a verification email will be sent. Open you email and click on the verification link.
4. You are in! to create your first book, click on the create button.

Book's creation process

1. When creating a new book, the software provides with two blank sheets.
2. You can add the design you wish; you can choose among the backgrounds found on the site, or you can upload your own background from your PC.
3. You can add other images of characters or you can use some the characters offered by the software.
4. To add text, choose among the frames and insert them, choose the font and the letter's size.
5. Develop your story.
6. You have created your first book, share it with the public!

Literature review

In this section, there is a background of five articles related to study, being a support for the accurate development of itself:

Clavijo et al (2011) conducted a quantitative research whose objective was to implement information technology communication (TIC) teaching strategies to improve the reading comprehension skills of the fifth grade's students belonging to a primary basic education school in Barranquilla.

For the development of the study, the researchers used the empiric analytic paradigm as well as quasi-experimental design. First of all, the authors identified the levels of the student's reading comprehension, then they looked for possible hypothesis of why it provoked difficulties for students. Subsequently, they could conceive a proposal.

The researchers worked with population of 86 students composed of fifth graders from the Institución Educativa Distrital el Pueblo, the authors decided it was convenient to work with the whole population to have a greater amount of data. The first instrument was a reading comprehension diagnostic, the contents of the test were chosen taking into account the study plan of the school, then they were incorporated to the TIC to make the experimental process. The strategy being implemented included the conception of chronogram of activities on Word and Power Point, they arranged in Units with all subjects. Likewise, the researchers elaborated some reading comprehension worksheets based on texts for the students' stage suggested by different authors. The authors proposed the development of a workshop which aimed at working on literal,

inferential and intertextual critic, composed of multiple-choice question for the first level. Then, for the second level, students are asked to infer details, sequences and comparisons of the text. As for the critic level, students were asked to determine the intention of the text.

Findings showed that for the pre-test the control group and the experimental group present weak reading comprehension skills, however, after the implementation of the project, there was an improvement in both groups. As for the control group, students had better scores; students answered among 8 and 13 questions correctly. Likewise, as for the experimental group, students also had better scores; students answered among 11 and 16 correctly.

Baquero and Ortiz (2017) conducted a qualitative study whose objective was to implement storytelling as a didactic tool to improve the levels of reading comprehension (literal, inferential and critic).

The authors worked with 25 students of fifth grade from the Centro Educativo Aguas Vivas Sede Central from Colombia. They implemented observations, interviews and questionnaires as instruments to collect data during the process.

The authors concluded that at the beginning of the process, the students' reading comprehension level was not positive in none of the types (literal, inferential and critic). Regarding the inferential level, the 70% of the students answered incorrectly to the questions asked. Similarly, the critic level was also affected since students answered 50% of the questions asked wrong. Finally, the level that the authors suggest to work in the most is the literal level since students do not understand what they are reading, it is worrying because 76% of times

students do not understand the text well, only 16% they understand it and 8% do not understand anything.

Furthermore, Molano (2014) conducted a qualitative research whose objective was to design and to implement a pedagogic software called Flash Macromedia for contributing to the reading comprehension skills of the Colegio Alemana Solidaria. The software was used as a tool which allowed students to develop their reading comprehension skills in a dynamic way, letting the users have an interaction with the pedagogic content through the software.

The authors divided the project into four phases, the first one was to design and to plan the proposal. The second phase was to apply the pre-test, the third phase was to implement the software and the last phase was to determine the results of the post-test. The researchers worked with three groups, students cognitive disability (CD) , students having learning problems(LP) and students who did not have any difficulty(ND). The CD group was composed of 16, 5 kids and 11 girls. Similarly, the LP group was composed of 16 students, whose ages oscillated among 8 and 13. Finally, the ND group was composed of 7 kids and 9 girls.

The results showed that, concerning the CD group, students felt comfortable and easy using and developing the activities through the software. Likewise, only 31% of students were surprised or shocked with the implementation of the software, this shows that this was a friendly user software easy to use allowing to achieve the objectives set.

Regarding the LP group, 60% of students felt calm, comfortable and happy when using the software, while 40% of students felt troubled using the software, however there were no sign of hostility.

Finally, the ND group, 88% of students felt comfortable and happy using the software, similarly, regarding the difficulty for using the software, 50% of students showed low difficulty and only 25% of students presented high difficulty level.

Moreover, Busaidi et al (2016) conducted a study in which the describe the findings of a national research project which sought to evaluate the design and application of purpose built software for teaching reading in Arabic in the first cycle of basic education (grades 1-4) in Oman. The objective of the research was to determine the effectiveness of using instructional software in teaching reading.

The study followed a quasi-experimental approach. The research was composed of four phases, in the phase I , education technology linking and its application in teaching Arabic language was surveyed. In the phase II, the content of the software was measured and prepared in its final form. Further, the software was produced using different animation and multimedia tools. In the phase III, the software was implemented through pre and post tests. In the phase IV the data was analyzed and the findings were shown. The population for the research was composed of four fourth-class students' groups with 52 students for two experimental groups and 53 students for two control groups.

The results showed that the experimental group students produced significantly better post-test scores and this was success was mirrored by their positives attitudes of the use of the software. Findings also showed the improvement of the occurred to the reading comprehension skills of the experimental group's students. Findings indicate that the experimental group exceeded the control group in terms of their preference for using software in the learning of Arabic. Therefore, software is a major contributing factor in the improvement of the reading comprehension skills in Arabic.

Furthermore, Ballesta et al (2015) conducted a qualitative research whose objective was to implement a strategy based on asking questions as central to improve levels of reading comprehension using ICT as a pedagogical strategy of first grade students of School Isabella. This was a mix study, the authors worked with 21 students of first grade whose ages oscillated among 6 and 9. The instruments implemented were a survey, observations and interviews. The authors implemented the PHVA method, consisting of Planning, Doing, Checking and Acting.

According to the results obtained and the performance of the students, it is evident that the implementation of the didactic sequence mediated by the TIC throws positive transformations in the improvement of the students' reading comprehension skills. Regarding the perception of the students on the usage of the software, they stated that it was an interactive game and an amusing way of learning. This was corroborated through the interviews carried out with the participants during the process of research, since according to their testimonies, the software evoked only nice emotions.

Pedagogic methodology

Unfortunately, due to the sanitary emergency of the Covid-19 which affected people from all over the world, this project could not be implemented as planned initially, however, in this pedagogic methodology section, I will find the theory I followed when conceiving the planning of each workshop:

Working on reading comprehension

(Brown, 2001) proposes a series of stages in which he explains how to work reading comprehension activities:

Pre-reading activities: In this stage, the teacher must activate the students' imagination by letting them predict what is next in the tale. The teacher can show images for students to have a clue what is the tale about and to have a context to work on.

While-reading activities: In this stage, the teacher must implement scanning activities, this will allow the students to better understand the tale. The students can search unknown words and verbs which are essential for having a good understanding of the tale.

Post-reading activities: This stage offers students to go beyond of the tale, they can discuss and analyze critically about the content of the text. In this way, they can have a full understanding of the tale. The students can create a different ending, to add or to delete any character to the tale.

Working with tales

According to (Pearson, 2003), reading comprehension learning distinguishes two key elements. The first one is focused in way and the pronunciation of the signs of codes, it means that it is centered in the skill of students to pronounce words. The second element is focused on

the content of the message or text and it is directly linked to the cognitive strategies. Particularly, this study will be focused on the second level.

The author calls the second level "global"; it is based on texts, mainly in tales. The process of working tales with this approach is the following: the teacher starts by reading the tale aloud, meanwhile the students follows the reading mentally, little by little the students will begin to link the words pronounced with the written words. The objective of this approach is to make the students connect ideas and find a global sense of the text. However, there is an important aspect to consider regarding the English itself. Unlikely Spanish, English is not syllabic language, more than 50% of words in English do not follow a rule as for phoneme and letters Gjerlow (2001 p. 82).

In order to successfully work tales in class, Pérez (2009) suggests that teachers must be enthusiastic, so this attitude will be transmitted to children and the class environment will be adequate for learning. The author states that before the reading, students' prior knowledge must be stimulated through simple questions. Then, while the reading, the teacher must modulate his/her voice according to the situation being presented, likewise he/she must use corporal language, in this way students' attention will be caught. Once the reading time has finished, activities must be focused on the language development. Additionally, Barreras (2010) proposes some activities for executing the sequence. First of all, for the pre-reading the author suggests to begin by asking students about the topic, assuming the plot of the tale through the title, making predictions, guessing the characters or events which will occurred in the tale. The idea is to make students get involved in the theme to be worked. During the reading, the teacher can continue implementing prediction spontaneously, similarly, it is important to verbalize the actions of the

tale, share ideas, feelings or opinions provoked by any specific event presented in the tale, in this way, the teacher is sure students understands the sense of the story. After the reading is finished, students can rebuild the story together with their own words and give a general opinion of the tale. Finally, during the post-reading activities, the teacher can propose to create an alternative ending, prolonging the story or even, dramatize the tale in groups.

As this project could not be implemented due to the pandemic, I have made the planning for further execution. I divided the planning into two guides, one of them is the teacher's guide, where there is a series of instructions to do during the workshop, it also contains the reading activities proposed and the answer key. As for the student's guide, it contains some questions and the test to be developed during the workshop. The workshops planning were created with the StoryJumper software by me. The diagnostic test was not created with the software on purpose, since the idea was to have a measurement of the reading comprehension skills of the students before the implementation of the software and after implementing it. The other workshops planning follow a similar structure but with different content, to work on the reading comprehension, I followed Pérez's (2009) recommendations on taking advantage of the body language, being enthusiastic, likewise Barreras' (2010) recommendations to stimulate students' prior knowledge, activate imagination and to guess what is next, emotions evoked by a specific event occurred in the tale …

I created a public blog in blogger.com (see annex A). This site allows to create own blogs where we can post information about a topic of interest, besides we can make it public, it means, if someone writes the key words of the blog, the Google engine will redirect him to the blog. Additionally, I created a Drive folder called "Project planning" (see annex B) where I consolidated all the planning and the material. The first planning is a diagnostic test, the second

planning is about the Snow-White's tale, the third one is about the Goldilocks and the three bears' tale, and finally about the three little pigs' tale. The following link contains the planning just mentioned:

Link to the blog: https://projectimplementation2020.blogspot.com/2020/06/working-with-tales-reading.html

Expected results

When conceiving the proposal and the workshops planning, I was also planning the expected results, trying to calculate how much the students' reading comprehension skills could be improved after the implementation of this project. I expect to contribute to the students' reading comprehension skills in a significant way; I am aware that the improvement will not be the same for all of the students, for some it will be more and for some others it will be less. Nevertheless, general speaking, I expect students' reading comprehension skills will be improved somehow, being able to execute identification tasks such as: main characters, main events and some settings. Additionally, I expect that the students get familiar with some new words worked in the workshops which are commonly used in tales, they can be single words such as forest, house etc. or they can be phrases such us once upon a time, the end etc.

Conclusion

As a conclusion, I can say that working with tales is a good way to teach English to kids and teenagers, it has many benefits, benefits in terms of imagination, creation and the language itself. Although I could not implement the project, I have had some experiences working with kids and short stories, I could see that this is efficient for them, actually that is why I opted by this proposal. Another aspect to highlight is that, due to the pandemic I had to modify some things of my project, I had to incorporate the tics to it as an alternative to carry out it. I do not consider it as a disadvantage, on the contrary I think it boosted the proposal by integrating the tics since students can take advantage of it in language learning, in this way they can have different tools to make language learning more efficient and easier.

Recommendations

General speaking, I would like to make some recommendations and suggestions about working on this topic. I want to say that working with tales is suitable for students, it stimulates their imagination and creativity, also it is a good way to catch their attention. I think teachers should incorporate and prioritize in their lessons since the four communicative competences can be worked through tales, there are a lot of strategies and activities different to the ones I used, so I recommend to take a look at it and implement them if possible.

Research methodology

This project would adopt an action research design. “the action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning”. (Mills, 2011) quoted in (Creswell, 2012, p.577).

This design would allow me to have two roles, as a teacher and as a researcher. Talking about the role of a teacher, I would have the opportunity to teach students the topics established by the educational institution. Concerning the role of a researcher, I would apply the project with the sixth-grade students since I have the space to implement it along the classes, to do so, I would take into account the theory proposed by (Brown, 2001) of how to work reading comprehension successfully. The population is 6-01 grade; however, I use a sample of five students, the students are chosen by convenience. Through the class observations carried out for a week, I could identify some specific students who have a good or a bad English level, so my plan is to work with the two types of students.

In the other hand, this project aims at contributing to the enhancement of the fifth-grade students’ reading comprehension skill belonging to a public school in Colombia. For this reason, this study will be a practical action research, “a practical action research’s purpose is to research a specific school situation with a view toward improving practice”. (Schmuck, 1997) quoted in (Creswell, 2012, p. 580).

Subsequently, for the development of this project, there are several instruments for collecting data such as participant observations, tests, questionnaires and audiovisual materials. As for observations, I plan to implement participant observations in all sessions, besides I apply a test at the beginning, it will be a sort of diagnostic test. At the end of the process, I will implement a final test which will allow me to contrast the students' reading comprehension level, and determine if there was improvement or it stayed the same. Talking about the audiovisual material, I plan to record some of the workshops developed, in order to see the students' participation over the sessions, and take other aspects of the workshops that might not be observed in the participant observations. Finally, I will apply a questionnaire containing open questions related to the emotions experienced by the students during the process and to evaluate the content of using tales when working on English reading comprehension.

Regarding the data analysis, I will use the inductive technique. "all qualitative research is characterized by an emphasis on inductive rather than deductive information processing", (Hatch, 2002). Additionally, for Hatch the "inductive thinking proceeds from the specific to the general. Understandings are generated by starting with specific elements and finding connections among them. To argue inductively is beginning with particular pieces of evidence, then pull them together into a meaningful whole" (2005, p. 161).

Timetable

Table 1: Project implementation timetable

Tale/Week	Duration	Week 1	Week 2	Week 3	Week 4
Diagnostic test: Pinocchio's tale	30 minutes	**X**			
Snow White and the Seven Dwarves	2 hours		**X**		
Goldilocks and the Three Bears	2 hours			**X**	
Final test: The three little pigs	2 hours				**X**

Development of the practicum

Face-to-face practicum

During the two weeks of the face-to-face practicum I developed a series of activities to execute my role as a pre-service teacher. Among the activities I developed we find the class planning for the 4th, 5th and 6-01 grades (see annex C), and I executed them. Also, I did an accompanying work to my supervisor by helping her to check the homework and attributing grades, every class, she assigned me to sign every students' notebooks to know who did the homework, at the end of the week she collected all the students' notebooks and asked me to

revise them . Finally, I designed and I applied an accumulative quiz for the 4th, 5th and 6th graders about the topics worked on the classes.

Virtual practicum

Due to the sanitary emergency suffered by the world by the time this project was expected to be implemented, many modifications and adaptation were necessary for this project to continue being developed. The government of Colombia announced the temporary suspension of the in-person classes, instead it was announced the beginning of virtual classes in some schools and universities of the country. The practicum committee proposed to continue developing the activities concerning the practicum process, for this, it was established some tasks to do such as accompanying work, class planning etc (see annex D). However, these tasks varied according to the educational institutions and the supervisors' criteria. In my particular case, the Bethlemitas Brighton school where I am developing my practicum, announced that it was not possible to develop online classes in the primary school because most of students did not have the required technological tools to do so, instead, they adopted the methodology of 15-day workshops assignments, so students who had the possibility to develop the workshops online they would work that way. On the contrary, students who did not have the tools to do so, they could claim the material physically at the school and then deliver it physically at the school too.

As for the development of the virtual practicum, the practicum committee also asked to make a report of the activities carried out during this time and the evidences of it. The following link contains the material conceived and mentioned in the report of activities table below :

https://drive.google.com/drive/folders/1n4zK54PCX81VxuKRAPY_8zZhREQ9ja9x

Report of the practicum activities

Foreign languages English-French bachelor's degree

Fill in the following table with the information of the material conceived from March 16, 2020:

Table 2: Report of the practicum activities

Type of material	Brief description of the material	Topic	Grades in which the material was or will be implemented	Was the material checked by your mentor or your supervisor?	Was the material delivered and developed by the students?
Review workshop	This review workshop contains a matching exercise. It consists of matching fruit and vegetables images with their names in English. Additionally, there is gap filling exercise; it consists of writing MUST or MUST NOT in the gaps, according to the given phrases and images.	Fruits, vegetables, MUST and MUST NOT	Fourth grades	Yes	Yes
Review workshop	This review workshop consists of answering some questions based	Daily routine, family members and	Fifth grades	Yes	Yes

	on two texts, one of them about a person's daily routine, and the second text is about family members. The types of questions are, true or false questions, gap filling and completing a table.	possessive adjectives.			
Review workshop	The structure of this review workshop consists of completing the gaps in a text about the verb to be, students must write the correct form of the verb as required. Additionally, students must write the numbers proposed in their numerical or alphabetical form as it is asked. Finally, the students must solve some exercises about the four basic mathematical operations, then they have to write how they are read in English.	Verb to be, ordinal numbers, cardinal numbers and the four basic mathematical operations.	Grade 6-01	Yes	Yes

Quality test	The quality test gathers all the topics worked during the term. It contains questions of all primary subjects. The educational institution requires 15 questions per subject for primary students, while 20 questions for secondary students. The structure of this test is similar to the review workshops since that is how students get ready for this. The type of question is multiple-choice.	Fruits, vegetables, MUST and MUST NOT	Fourth grades	Yes	Yes
Quality test	The quality test gathers all the topics worked during the term. It contains questions of all primary subjects. The educational institution requires 15 questions per subject for primary students, while 20	Daily routine, family members and possessive adjectives.	Fifth grades	Yes	Yes

	questions for secondary students. The structure of this test is similar to the review workshops since that is how students get ready for this. The type of question is multiple-choice.				
Quality test	The quality test gathers all the topics worked during the term. It contains questions of all primary subjects. The educational institution requires 15 questions per subject for primary students, while 20 questions for secondary students. The structure of this test is similar to the review workshops since that is how students get ready for this. The type of question is multiple-choice.	Verb to be, ordinal numbers, cardinal numbers and the four basic mathematical operations.	Grade 6-01	Yes	Yes
Quality test for	For this type of test, a modification was	Verb to be, ordinal	Grado 6-01	Yes	Yes

inclusion students	required in order to contribute to the inclusion students' learning process. One of the changes was to reduce to two, the possible answers to the multiple-choice questions.	numbers, cardinal numbers and the four basic mathematical operations.			
First workshop planning of the pedagogical project	This is the first workshop planning of my pedagogical project. It is a diagnostic test in which the reading comprehension skills levels can be determined; this gives an idea of the starting level of the students which eventually will be contrasted with the final test.	Pinocchio's tale	Grade 6-01	Yes	No
Second workshop planning of the pedagogical project	This is my second workshop planning of the pedagogical project. I created a teacher's guide and a student's guide where all the instructions to develop the workshop	Snow White tale	Grade 6-01	Yes	No

	are explained step-by-step.				
Workshop	The educational institution gave a format which specific aspects of the workshop are asked, such as motivation to teach the topic, conceptualization of the topic, development of activities or interiorization, evaluation and feedback. These aspects are included and specified in this document, as for the interiorization activities, matching, gap filling and writing exercises were proposed.	Physical appearance and personality adjectives	Fourth grades	Yes	Yes
Workshop	The educational institution gave a format which specific aspects of the workshop are asked, such as motivation to teach the topic, conceptualization of	Synonyms and antonyms of adjectives	Fifth grades	Yes	Yes

	the topic, development of activities or interiorization, evaluation and feedback. These aspects are included and specified in this document, as for the interiorization activities, matching, gap filling and writing exercises were proposed.				
Workshop	The educational institution gave a format which specific aspects of the workshop are asked, such as motivation to teach the topic, conceptualization of the topic, development of activities or interiorization, evaluation and feedback. These aspects are included and specified in this document, as for the interiorization activities, matching,	Countable and uncountable nouns	Grade 6-01	Yes	Yes

	gap filling and writing exercises were proposed.				
Third workshop planning of the pedagogical project	I prepared the teacher's and the student's guide for the workshop development, likewise I made the material to do so: the online book of Goldilocks and the three bears, the flashcards and the test.	Goldilocks and the three bears	Grade 6-01	No	No
Final workshop planning of the pedagogical project	I prepared the teacher's and the student's guide for the workshop development, likewise I made the material to do so: the online book of The three little pigs, the flashcards and the test.	The three little pigs	Grade 6-01	No	No
Workshop	The educational institution gave a format which specific aspects of the workshop are asked, such as motivation to teach the topic, conceptualization of	Simple present	Fourth grades	Yes	Yes

	the topic, development of activities or interiorization, evaluation and feedback. These aspects are included and specified in this document, as for the interiorization activities, matching, gap filling and writing exercises were proposed.				
Workshop	The educational institution gave a format which specific aspects of the workshop are asked, such as motivation to teach the topic, conceptualization of the topic, development of activities or interiorization, evaluation and feedback. These aspects are included and specified in this document, as for the interiorization activities, matching,	Expressions of rejection and apology	Fifth grades	Yes	Yes

	gap filling and writing exercises were proposed.				
Workshop	The educational institution gave a format which specific aspects of the workshop are asked, such as motivation to teach the topic, conceptualization of the topic, development of activities or interiorization, evaluation and feedback. These aspects are included and specified in this document, as for the interiorization activities, matching, gap filling and writing exercises were proposed.	Quantifiers and simple present	6-01	Yes	Yes
Workshop	The educational institution gave a format which specific aspects of the workshop are asked, such as motivation to teach the topic,	Polite and apology expressions	Fourth grades	Yes	Yes

	conceptualization of the topic, development of activities or interiorization, evaluation and feedback. These aspects are included and specified in this document, as for the interiorization activities, matching, gap filling and writing exercises were proposed.				
Workshop	The educational institution gave a format which specific aspects of the workshop are asked, such as motivation to teach the topic, conceptualization of the topic, development of activities or interiorization, evaluation and feedback. These aspects are included and specified in this document, as for the interiorization	Singular and plural nouns	Fifth grades	Yes	Yes

	activities, matching, gap filling and writing exercises were proposed.				

Conceived material (type of material):

a. To plan future classes (second term). In this case, institutions are asking for two types of planning; face-to-face and virtual planning.

b. Conceiving material for classes.

c. Creating material for inclusion students (they have already been identified during the observation week).

d. Area plan organization.

e. Conceiving review workshops for students

f. Carrying out workshops.

g. Making explanatory videos

h. It is proposed for students who are in charge of 11th grades, to make ICFES online workshops or to print the workshops (as the institution considers best).

i. Planning pedagogic class sequences for the implementation of the project.

j. Material for the implementation of the project. These activities will be supervised by the practicum mentors.

Additional activities developed

Type of materail	Brief description of the material	Topic	Grades in which the material was or will be implemented	Was the material checked by your mentor or your supervisor?	Was the material delivered and developed by the students?
Action plan	The educational institution requested the elaboration of an action to adopt due to the sanitary emergency suffered by the world.		Fourth grades Fifth grades Grade 6-01	Yes	

	This is a table which asks detailed information about the proposed activities to work on, their objective and the duration.				
Quality test checking	I was asked by my supervisor to check the fourth grades' quality tests and some auto evaluations of the		Fourth grades	Yes	

	students, then create an Excel document in order to organize the students' grades.				
Quality test checking	I was asked by my supervisor to check the fifth grades' quality tests and some auto evaluations of the students, additionally to extract a critical reading		Fifth grades	Yes	

	grade from the quality test. Then, to create an Excel document in order to organize the students' grades.				
Workshop checking	I was asked by my supervisor to check the fifth grades' workshops assigned previously. Then, to create an Excel document in order to	Synonyms and antonyms adjectives	Fifth grades	Yes	

	organize the students' grades.				
Workshop checking	I was asked by my supervisor to check the fourth grades' workshops assigned previously. Then, to create an Excel document in order to organize the students' grades.	Physical appearance and personality adjectives	Fourth grades	Yes	
Workshop checking	I was asked by my supervisor	Countable and	6-01	Yes	

	to check the 6-01 graders' workshops assigned previously. Then, to create an Excel document in order to organize the students' grades.	uncountable nouns			

Institutional observation

This apart present information about the educational institution Bethlemitas Brighton in which I will do my practicum stage as a pre-service teacher in fourth, fifth and sixth grade:

Topographical location of the school

Bethlemitas Brighton School is located on Carrera 4 N°6-84 in the downtown area, in Pamplona, Norte de Santander. The school's foundation was officially known under the resolution N° 0011253 December 14th, 2004, which provided the community education in Pre-school, primary and secondary levels. Particularly, the elementary school headquarter is located in the Brighton neighborhood, it offers the primary levels from 1^{st} to 5^{th} grade. This institution belongs to the calendar A and its character is full-time for all its educational levels corresponding to Transition, Basic Primary, Basic Secondary and Intermediate Technical.

Educative authorities

This public institution is under the direction of the sister Flor Elba Torres Miranda. Additionally, there are two main school coordinators one in primary school Luz Dary Solano Villamizar and other in high school Maria Socorro Jauregui Torres and the psychologist Gladys Parada.

The School Government in this educational establishment is composed of the following bodies: The managing board, with the participation of the community, educational, academic and administrative orientation of the institution. The academic council, as a higher participation in the pedagogical orientation of the establishment. The principal, as representative of the

establishment face to the educational authorities and he is the executive to make decisions in school government. The representative bodies are elected for annual periods; they must continue in their functions until they are replaced. On vacancy, its replacement is chosen for the rest of the period.

Educative Institutional Project - Proyecto Educativo Institutional (PEI)

The challenges of Globalization, including technological, scientific, social, and cultural advances, have led to a rediscovery and appreciation of the Bethlemitas education which are expressed in the following principles:

- The Bethlemitas education has as its main purpose the integral formation of students through a dynamic and coherent process, which develops all the potential at a personal, social and transcendent level and interdependence with the environment.
- The Bethlemitas education is based on the Christian anthropology that conceives the person as "being unique and unrepeatable".
- The academic education implies the use of reason, intelligence and appropriation of knowledge, conceptual rigor as well as the interaction between theory and practice: elements that Bethlemitas education invigorates from the curricular development so that students achieve the academic excellence.

General Objective

- To establish the route to invigorate the administrative and pedagogical processes
- Quality Management System of integral formation, based on the principles and values of the Gospel, in accordance with the provisions of the MEN, the charisma and the Bethlemitas spirituality and according to the Institutional Horizon to meet and guarantee high levels of educational excellence.

Specific Objectives

- To strengthen the Pastoral of Human Development from the integrality of the person and achieve a harmonious development of each one of its dimensions (corporal, communicative, sociopolitical, cognitive, aesthetic, affective, spiritual and ethical) to train people committed to their personal development and the renewal and change of society according to the values of the Gospel.
- To strengthen the Quality Management system to guarantee continuous improvement in the educational service, thus fulfilling the expectations of the educational community.
- To invigorate the educational vision of the institution through the pedagogical model which allows students to achieve meaningful learning considering dimensions, processes, performances and competencies.
- To determine the guidelines for making rational use of human, physical and economic for the welfare of the Educational Community.
- To set the criteria for the adoption and implementation of the Holistic Pedagogical Model with the Collaborative, as well as the monitoring and evaluation of the impact of said model.
- To make the Institutional Improvement Plan a tool that allows improving the quality of education according to the educational needs and expectations of the students.
- To strengthen the capacity of the educational institution to advance training processes that promote values and develop individual and group competences to exercise democracy, interact on the basis of respect for their own human rights and

of others, handle conflicts appropriately, and participate in alternatives to solve the problems that affect the environment and the educational community.

- To promote the consolidation of an institutional culture that transforms the relationships between pedagogical aspects, participation in school management and relations with the community, in opportunities to learn to coexist in a constructive and peaceful way.
- To contribute to the construction of an inclusive, equitable, just and peaceful society.
- To form Bachelors Technicians in Informatics, in coordination with the SENA to offer a greater possibility for entry into the world of work.

Mission

We are an Educational Institution that in the light of the Bethlemitas philosophy seeks the participation, update and the service in evangelization. We contribute in integral training providing education of quality, inclusive, based on ethical, scientific, technical, investigative, participatory and environmental principles. We have the strength of God and the legacy of the Saint Founders, the policies of the state and the commitment of the educative community.

Vision

The Bethlemitas Educational Institution Brighton will be recognized in society as an entity with projection towards the leadership in educational innovation, investigative, pedagogical and technical inclusive nature consolidated in its highly qualified training processes people.

The coexistence handbook

The coexistence handbook is a tool for the institution to determine rules, criteria, principles and procedures to promote, to prevent, to monitor and to evaluate scholars. It guarantees and defends the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

Its principles are:

Equality: recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option and social status.

- Equity: equitable participation among the genders, in the different activities that the Educational Institution develops.
- Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.
- Dignity: recognition of human values as something inalienable to everyone.

Moreover, there are seven basic facts for social coexistence:

1. Learn to take care of yourself.
2. Do not attack the other
3. Learn to communicate

4. Learn to interact

5. Learn to work in group

6. Learn to take care of the environment

7. Learn to value social knowledge.

Finally, we can find some aspects related to each chapter:

Chapter I. Generalities, justification, objectives and legal basis

Chapter II. Philosophy and institutional symbols

Chapter III. Obligations, duties and responsibilities of the institution.

Chapter IV. Organizations of participation

Chapter V. Rules of personal hygiene and public health

Chapter VI. Student profile, rights and requirements of the students, stimuli for the students, procedures and protocol

Chapter VII. Prevention, using and trafficking psychoactive substances, teenage pregnancy and environment care.

Chapter VIII. Inclusion process

Chapter IX. Educational community, rights and parents' responsibilities, profile of graduates, rights and requirements of graduates.

Chapter X. Rules for using laboratories, computer rooms, audio-visual, technical, artistic, and games room and chapel.

Physical distribution

The educational institution counts with two establishments; one of them is the main establishment located in the Brighton neighborhood where the primary school levels, from pre-scholar to fifth grade operate. In this establishment, every classroom has a Smart TV which is used for educational purposes, additionally, there are specific bathrooms for each academic level: for 1st ,2nd, 3rd, 4th 5th grade students and one for teachers. Likewise, regarding the secondary school headquarter, where the 6th , 7th , 8th , 9th, 10th and 11th grades operate, there are also a Smart TV for each classroom, however there are no specific bathrooms for the academic levels, except for the teachers.

Institutional organization

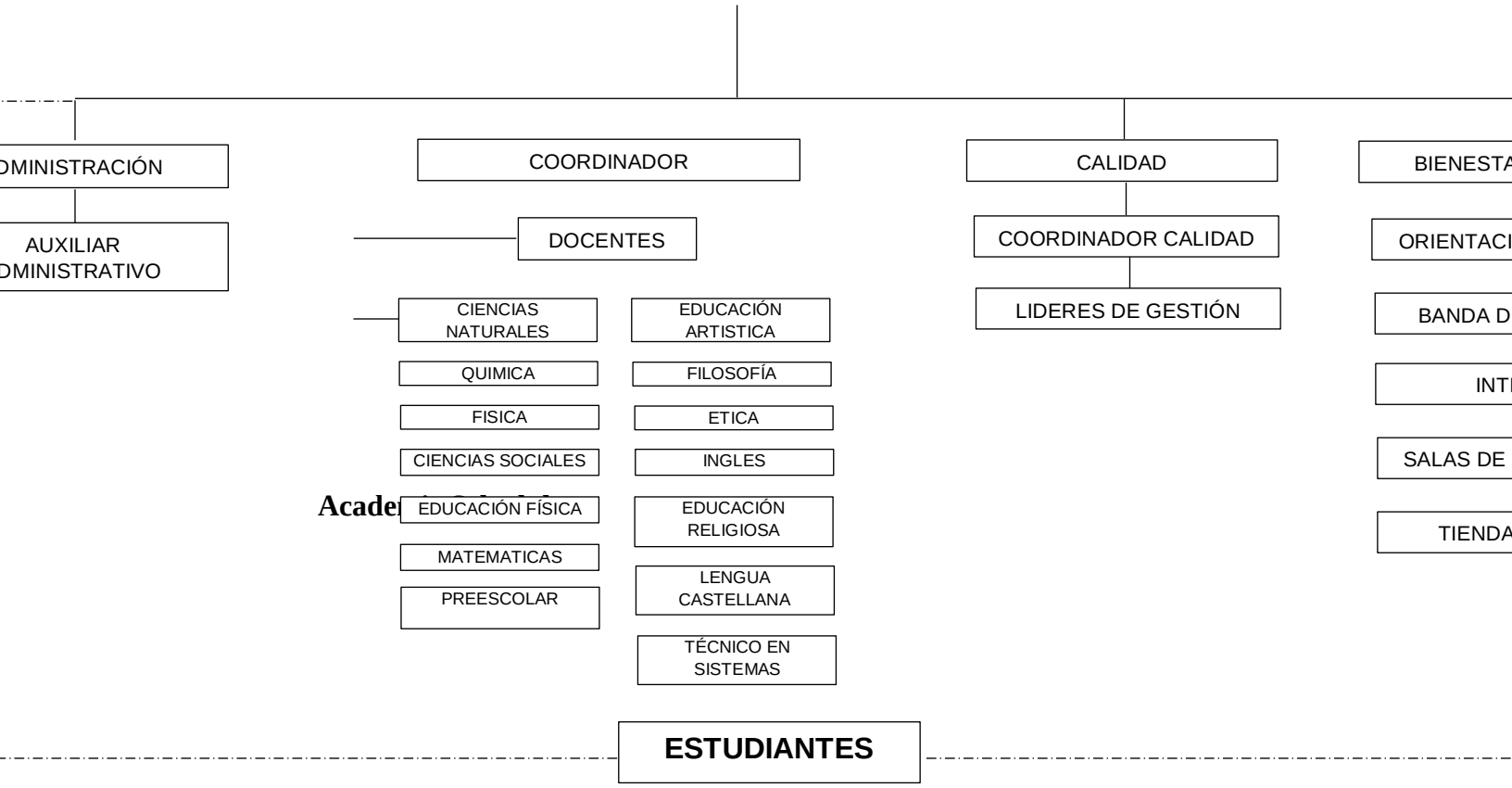
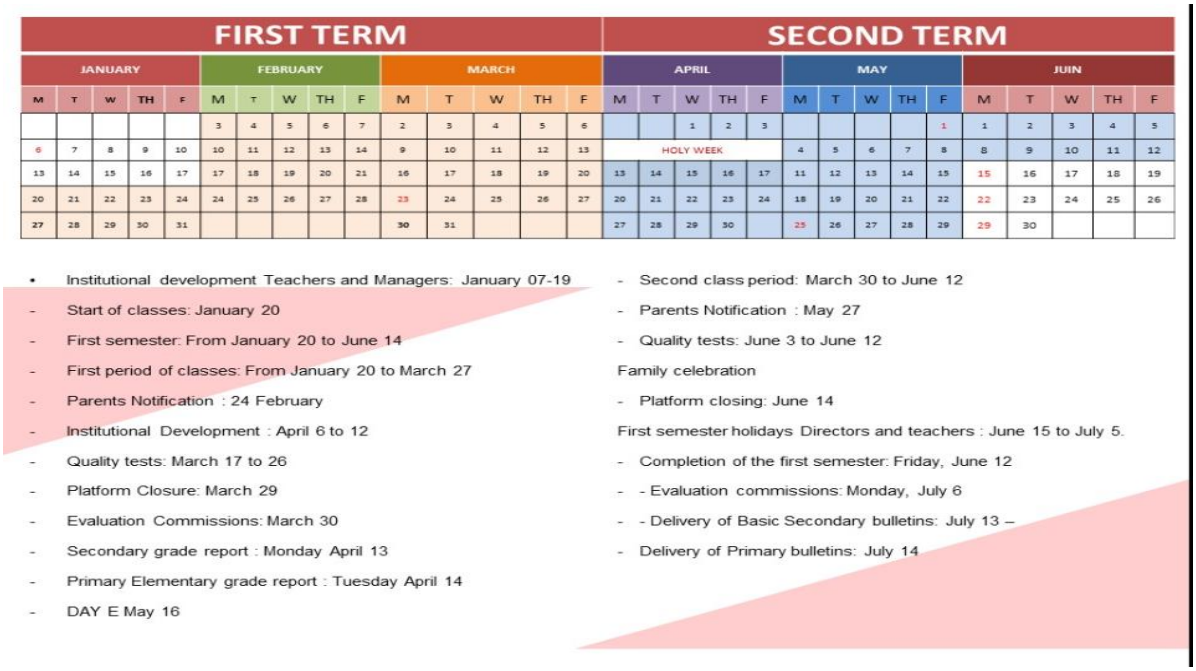


Figure 3: Institutional organization

Table 3: Monthly values timetable

MONTH	**VALUES**
FEBRUARY	Faith
MARCH	Strength
APRIL	Goodness
MAY	Authenticity
JUNE	Self- realization
JULY	Dialogue
AUGUST	Reparation
SEPTEMBER	Comprehension
OCTOBER	Critical Sense
NOVEMBER	Compassion

Secondary and technical mean values



FIRST TERM

JANUARY					FEBRUARY					MARCH				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
					3	4	5	6	7	2	3	4	5	6
6	7	8	9	10	10	11	12	13	14	9	10	11	12	13
13	14	15	16	17	17	18	19	20	21	16	17	18	19	20
20	21	22	23	24	24	25	26	27	28	23	24	25	26	27
27	28	29	30	31						30	31			

SECOND TERM

APRIL					MAY					JUIN				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
		1	2	3					1	1	2	3	4	5
HOLY WEEK					4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
27	28	29	30		25	26	27	28	29	29	30			

- Institutional development Teachers and Managers: January 07-19
- Start of classes: January 20
- First semester: From January 20 to June 14
- First period of classes: From January 20 to March 27
- Parents Notification : 24 February
- Institutional Development : April 6 to 12
- Quality tests: March 17 to 26
- Platform Closure: March 29
- Evaluation Commissions: March 30
- Secondary grade report : Monday April 13
- Primary Elementary grade report : Tuesday April 14
- DAY E May 16
- Second class period: March 30 to June 12
- Parents Notification : May 27
- Quality tests: June 3 to June 12

Family celebration

- Platform closing: June 14

First semester holidays Directors and teachers : June 15 to July 5.

- Completion of the first semester: Friday, June 12
- - Evaluation commissions: Monday, July 6
- - Delivery of Basic Secondary bulletins: July 13 –
- Delivery of Primary bulletins: July 14

Figure 4: Values Schedule

Table 4: Educational institution's chronogram activities

< Janu 2020	FEBRUARY 2020				March 2020>
SUN	MON	TU	WED	THURS	FRI
2	**3** Value launch: faith afternoon: pedagogical day preparation of action plans, actions, areas.	**4** Value launch: faith socialization requirements for students aspiring to be course representatives and conciliators	**5** 7:00 Academic council: locale afanador	**6** Meeting of students with disciplinary commitment and parents. meeting of students who restart the school year	**7** ACTIVIT HEALTH LIFESTY
9 **FAMILY EUCHARIST. ELEVENTH GRADE BETHLEMITA**	**10** Sensibilization school government afternoon: 4:00 meeting parents of secondary	**11** Sensibilization school government afternoon: 4:00 meeting parents of primary	**12** Induction and organization of social work, tenth grade	**13** Sena induction	**14** Election o representa conciliato encounter eleventh g
16 **FAMILY EUCHARIST**	**17**	**18**	**19**	**20**	**21** Encounter tenth o1 g

TENTH GRADE 01	Launch of the campaign to: legal status, comptroller, president, student council		Meeting of student representatives and conciliators		
23 **FAMILY EUCHARIST TENTH GRADE 02**	**24** Afternoon: notification to parents	**25** Day of atonement afternoon: notification to parents meeting with alumni	**26** ash wednesday	**27** Flag raising, eleventh grade	**28** Encounter tenth 02 g delivery o learning n flag-raisin grade

Schedule of English Classes

Timetable: Cooperating teacher: Consuelo Cristancho

Table 5: Cooperative teacher's English schedule

Grade/Day	Monday	Tuesday	Wednesday	Thursday	Friday
3-01	First class	Second class			
3-02	Second class	Third class			
3-03	Third class	Fourth class			
4-01	Fourth class			First class	
4-02	Fifth class			Second class	
4-03		Fifth class		Third class	
5-01			First class		Third class
5-02			Second class		Second class
5-03			Third class		First class
6-01			Fifth and sixth class		Fifth and sixth class

Timetable pre-service teacher: Edwar David Arzuaga Cantor

Table 6: Pre-service teacher's practicum schedule

Grade/Day	Monday	Tuesday	Wednesday	Thursday	Friday
4-01	Fourth class			First class	
5-01			First class		Third class
5-02			Second class		Second class
5-03			Third class		First class
6-01			Fifth and sixth class		Fifth and sixth class

Timetable: Outreach

Table 7: Pre-service teacher's outreach schedule

Grade/Day	Monday	Tuesday	Wednesday	Thursday	Friday
4-02	Fifth class			Second class	
4-03		Fifth class		Third class	

Key pedagogical aspects observed

Planning

The teacher used the planning format proposed by The Ministry of Education in the English Kits, following the next structure:

Table 8: Planning format

LESSON PLAN : TASK		
PROFESOR	**GRADO :**	**DURATION :**
NOMBRE DE LA TAREA:		
ESTÁNDARES		
OBJETIVOS		**FUNCIONES DE LA LENGUA**
INDICADORES DE DESEMPEÑO		
SABER	**SABER HACER**	**SABER SER**
TRANSVERSALIDAD CONVIVENCIA CIUDADANA:		
CONTENIDOS		
THE TASK		
1.INTRODUCCIÓN DEL TASK		

2.PRÁCTICA: DE HABILIDADES RECEPTORAS (LISTENING- READING), DE LENGUAJE (GRAMÁTICA-VOCABULARIO)	
LSITENING	
LENGUAJE	
3.TAREA PEDAGÓGICA**: INSTRUCCIONES, PLANEACIÓN Y REPORTE**	
INSTRUCCIONES	
PLANEACIÓN	
REPORTE	
EVALUACIÓN DE LA TAREA: **RÚBRICAS PARA EVALUAR ENCUESTA**	
MATERIALES REQUERIDOS: **COMPUTADOR, VIDEO BEAM, MARCADORES, TABLERO, VIDEOS, CELULARES, TABLETS, CÁMARAS.**	

Material

During the primary classes I observed the teacher did not use any specific book since there is no a specific one, however she took into account the topics stipulated in Brighton school study plan. Regarding the secondary grade, particularly the sixth grade, despite there is a book for the students called Outstanding 6, she did not use because most of students did not have it. Finally, thanks to the class observations I could see that the main resources used by the teacher are videos and songs which are played in the Smart TV.

Students' behavior

During classes I observed that students were difficult to control, and they misbehaved most of the time class. They did not pay attention and they are talkative, and the teacher should raise her voice and scold them, this causes to lose a lot of time in each class while they are in silent and pay attention to the classes.

Chapter II: Research component:

Introduction

In the context of training in the Programa de Lenguas Extranjeras PLEX pedagogical practices of teachers in training are emerging as a focus of interest and update to study and document for improving the teaching-learning for qualification education.

While there is a clear interest in the obvious need to understand and transform teaching practice, it is also true that most of the local studies especially focus on the problem of learning rather than teaching.

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

Justification

The formulation of this project in the context of the Comprehensive Practice language students, it is part of the professionalizing conception of practice as a spearhead to improve educational processes in schools where its application runs. It is considered that attach importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, one's actions and to inquire about the knowledge of the models and approaches to address a problematic situation and establish a glance analytical about the fact.

Following the statement by the educational philosopher John Dewey, a pioneer in the field of reflective thinking applied to teach, justify the need for this project to provide students with analytical tools and self - observation that distinguish them from the routine action and reflective action. We believe that a thoughtful approach protects the agents in the traditional context of inertia, and authority that permeates the school.

Problem

At school, some key aspects of the constitution of subjects are assumed, for institutional life without question, they are seen as imprints, stable and unchanging traits that are part of the identity and school culture. When events unfold without major disruption, the teacher, he risks installed in a logic of action that does not allow the pedagogical development and renewal of school culture. Lacking a reflective practice is not conducive to the emergence of problematic situations; these realities are ignored, invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed teachers in a traditional making of cultural reproduction created a

barrier to the rise of emerging practices to generate transformations of thought and knowledge to meet the needs social.

Due to this situation, which affects teachers a greater or lesser extent, it is required that the process of teacher education, encourage the teachers in training, future teacher, a critical and reflective spirit that contributes to improving their practices teaching, so that you, in turn, are essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is seen as a fundamental exercise for students doing their comprehensive practice, they evaluate themselves, from installing a critical and constructive look at his work in the teacher role. To start the following questions were established:

How does reflection contribute to improve pre-service teachers' pedagogical processes during their first teaching practicum?

General objectives

- To implement reflection as a transforming tool's pedagogical processes of integral practice.

- To foster pre-service teachers to develop a critical spirit that allows them to analyze their pedagogical practices.

Specific objectives

- To consolidate a group of pre-service teachers reflecting critically spirit and presents proposals and alternative solutions to the problems presented in their pedagogical practice.

- To share criteria, ideas and guidelines to take their teaching practice and inserted effectively in the institution.
- To identify and analyze the strategies that students used in their pedagogical practice.
- To implement workshops for reflection and development of teaching units to guide reflection of pre-service teachers.

Conceptual framework

The theory of the teaching profession, reflection, reflective practice, and teaching practice, they constitute the conceptual framework of this study. To have greater clarity on the concepts covered in close connection with this research project, we present an approach to each of them.

Teaching Profession

One of the key members of any educational institution is the teacher who has the role of framed impart knowledge in a particular science or art, but who also has among its responsibilities the integral formation of students.

The teaching profession requires a set of skills, which are currently conceptualization and mode of operation in planning and human resources management aimed at facilitating coordination between management, labor and education. Thus, we find that all teachers must meet a competence in the discipline that will allow you to have mastery of a set of knowledge and skills in the specific area, as the first intellectual requirement of a professional is the level at which it operates. Similarly, every teacher must have some skills in the organization of content, i.e. teaching practice requires not only ordering components to be learned by students but provide conditions of education in the educational context or outside it.

Reflection

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

Reflection as a process

Reflection is performed from a series of steps cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflect on the means experience "un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructura de la situación".

The steps of the reflection process as the process appears at the following scheme:

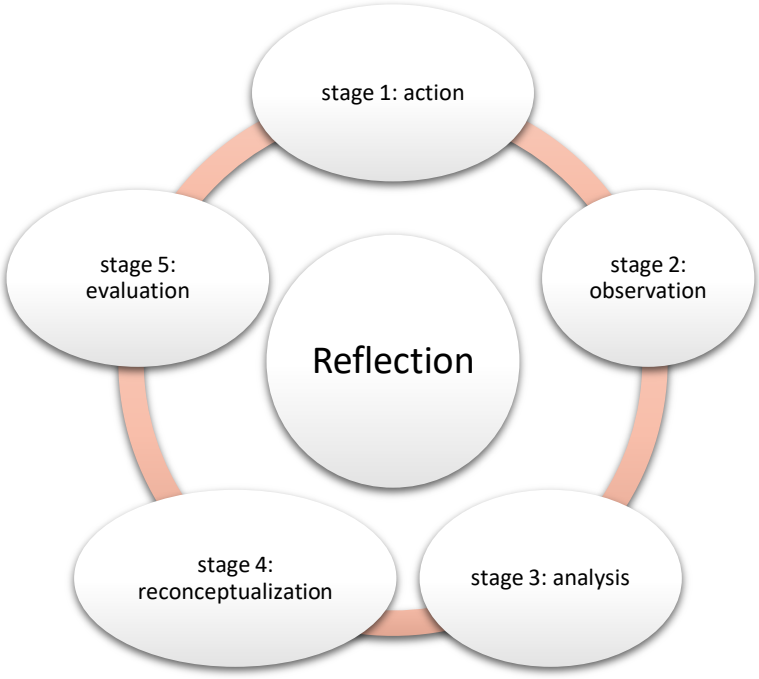


Figure 5: Steps of reflection

As a thematic reflection

The concept of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al (1999) cited by Correa Molina et al(2010) reflection is based on three perspectives: reflection as intrumental mediation of action, reflection and deliberation and reflection as reconstruction of the experience. As for the first two perspectives, external aspects, the source of knowledge that allows for reflection; and contextual aspects allowing the exercise of reflection on the third perspective. In turn, these perspectives have mediators said process is carried out; in the first instance is the action, context, colleagues and the person who reflects.

Reflective practice

Update and qualify the University academic proposals and guide learners towards new ways of relating to the world, it is necessary that teachers be questioned on their own practice and the impact it has generated; who is able to objectify their behavior, and assume different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; It acts in a complex space being determined by changing the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and ELLIOT 1986). In this context the problematic practice of classroom space requires special treatment aimed at understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work, evidenced by the existence of numerous attempts to try to explain the phenomena school and finding ways to address these phenomena, to effectively do schoolwork.

This study will provide participating teachers to reflect on their methodological processes in light reflection as the only rational and ethical way of intervention. (Sacristan 1999)

According to Van Manen (1997) there are different levels of reflexivity, at a first level in the classroom effective application of skills and expertise is given.; reflection is applied to the appropriate selection and use of teaching strategies that teachers will use.

On a second level, porta reflection on implicit assumptions in the specific practices of the classroom. the consequences of the strategies adopted, curricula, practices then opt for the application of educational criteria to the practice of teaching to make instructional decisions adapted to institutional realities and contexts are then analyzed ..

Van Manen in a third establishes an exercise of critical reflection; this makes the most elaborate level reflection, a questioning of ethical criteria, normative and moral directly or indirectly related to the classroom is presented.

Pedagogical practice

For analysis and reflection on practice it is considered adequate recourse to a conceptual operation methodologically classification practice; for this purpose, the proposal Zeichner who has established various forms of practice and is assumed:

Academic practice

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

Practice of social efficiency.

This is to achieve effective teaching by applying teaching techniques that follow from general principles to which educational research has come. In this case, reflection is a strategic decision "to choose between the range of the available techniques, the one considered as the most efficient".

This is how the rational technique proceeds.

Development

Teaching is based on students' interests and development while considering the proper development of the teacher, as a teacher himself and as a person.

Social reconstruction

Reflection objective aims at the social, economic and politic context; in a way that democratic, egalitarian and fair relationships are actually encouraged in the classroom.

Generic

Programs refer to a generic reflection, without specifying neither their ambitions nor their contents of what must be reflected about or the strategies for promoting reflective learning.

Activators of reflection

According to Schulman (1987), activators are cognitive principles of teachers about life in the classroom; they are important since they constitute the element of the reflective thinking which contributes to the decision-making knowledge of the teacher.

Critic element on reflective thinking

This element of the reflective thinking makes reference to "all moral and ethical aspects of the compassion and social justice" such as Sparks-Langer and Colton 1991:39 suggest.

These authors established knowledge classification categories

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

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking included in the present study as an instrument This relates to the narrations of the teacher, to encourage the stories of their experiences in the classroom that are pursued in many forms and fulfil diverse functions in subjectivity, and in the construction of subjectivity. This component includes teaching journals in which writing triggers the

development of the teacher's reflective thought, about his or her practical, objective, subjective and intersubjective experiences.

Methodology

The main motivation of the proposed methodological strategy is continuous reflection, which also includes the holding of meetings to strengthen the practice community as an initial forum for addressing educational and labour issues. The principles of organization are autonomy, planning and self-observation.

To review the impact of the proposal for reflection on this practice process, a process of socialization and systematization of the same will be carried out.

This study is part of the qualitative research approach, from the perspective of reflection as a professional space that will contribute greatly to the description, identification and analysis of pedagogical practice itself.

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

Workshops of reflection

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

Objectives

• To consolidate a group of teachers-practitioners with a critical spirit that reflects and

presents proposals and alternatives for solving the educational problems of their teaching practice.

• To socialize criteria, share ideas and guidelines to take on their pedagogical practice.

• To effectively qualify, facilitate and insert the educational institution.

Data sheet for self-observation

The purpose of the self-observation card is to guide the student-practitioner towards a perspective proper to his/her practice as a teacher and his/her role in the classroom and in the environment of the educational community of which he/she is a part.

Narrative

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

Records of the class

Have evidence of student-practitioner performances in the classroom, it will allow reflection on different aspects of the process of teaching/learning foreign languages which may or may not have been taken into account by the teacher in training in his or her reflective exercise. These records will allow an external and constructive look at their pedagogical practices.

Context

The city of Pamplona, founded in 1549, is the oldest city in the North Department of Santander. It is located in the valley of the Holy Spirit, in the Colombian Andes. Founder of cities during the colonial period, it has been the center of confluences and religious influences throughout its history it welcomed a large number of religious communities, among which we can mention:

The Franciscan community, las hemanas clarisas; los hermanos de san Juan de Dios, la compañia de Jesús, la comunidad la sallista , likewise, female religious communities : hermanas de la prsentación, hermanas bethlemitas, among others; the presence of these communities in the city brought with it the creation of educational institutions with projection of their beliefs and values . It is in this geographical context that this study is located, which has the school as an agency in which school actors develop: PLEX practitioners.

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

In the 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 subordinated to a social and cultural order from which the school itself takes its organization.

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

The school as an educational institution fulfils specific functions, including:

Socializing Function

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

Instructive Function

The instructional function uses two functions, the improvement of spontaneous socialization processes, to ensure the formation of human capital, which is required for the functioning of the labour market. It tries to ensure that at 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, democratic participation, intellectual search for dialogue and learning. An educational community that breaks down the

barriers between school and society, a space of culture where the concepts, technical tools and codes of the culture of 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 this study is made up of thirteen students in the tenth semester, trainees in the English French Foreign Language Program of the University of Pamplona.

The direct beneficiary population:

Teachers in training, Professors Supervisors, Student Community of the Integral Practice Implementation Centers

indirect beneficiary population

It is composed of the teaching community of the Foreign Languages Programme,

the results will feed the vision of the Program agents on their practices

Collective of Integral Practice

Institutional units linked to the project

Foreign Language Program

Department of Languages and Communication

Faculty of Education

External institutions linked to the Project

Guillermo Cote Bautista High School

Narratives

Throughout the practicum process, we developed five narratives where we told the activities executed over the weeks, additionally, we had a space for reflective thinking where we could analyze our labor as pre-service teacher, evaluating what we did good, what we did bad and how it could be improved next time. (annexes E,F,G,H,I)

Reflective workshop

As for the reflective workshop, it was possible to develop only one of them. In this reflective workshop we answered to questions such as the changes suffered in the society, the impact of technology in education and our role as teachers. (see annex K)

Record of class

Initially, it was supposed to have a class record as instrument to gather information for this component. However, due to the Covid-19 pandemic, it was not possible to carry it out since the face-to-face classes were suspended and in my case, the primary school and my supervisor did not impart online classes because most of the students did not have internet connection, instead 15-day workshops were assigned.

Auto observation format

Regarding this instrument, we developed one auto observation grid which contained some aspects regarding the planning, the accompanying process among others. (see annex J)

Conclusion

At this time, I developed all of my practicum, during this time, I had some experiences and I faced unexpected things that occurred. This had positive and negative aspects that somehow made me thing about the teaching profession. In total, we developed five narratives. Additionally, we developed one auto evaluation grid. Finally, we developed one reflective workshop.

During the weeks I could develop in-person classes at the institution, I observed many things about the teaching profession that is necessary to have the immerse in order to be aware of its importance. One important thing is getting to know students, it does not matter if there are many students, it is necessary to take the time to get to know our students, because every student is different and unique, once we are aware of the diversity in our students, we can adopt the most suitable strategies to contribute to their learning process which is the most important thing at the end of the day. Now I am aware of that, however, at the beginning of the practicum process I was not, so in my planning I expected to implement some activities but when developing them I saw it was not as efficient I wanted it to be. There was a particular situation regarding the discipline of the students, unfortunately, my first planning were focused on the collaborative work, however I noticed it was not a good strategy to work, because this type of activities promoted the indiscipline in the classroom, on the contrary, I noticed that a good way to control the discipline in the classroom was by assigning a lot of work concerning writing. That is why as I got to

know the learning style of my students, I adopted other teaching strategies and I obtained the expected results. Another aspect is about the technological tools to teach English, fortunately in the educational institution where I was developing my practicum, there were Smart TVs in all classrooms, this was a great tool which I used to keep students' attention and motivation since they are interested in this sort of things. Another aspect is that working with kids allowed me to re think about my logic and structured thinking in giving clear and specific instructions since kids in this age do things literally in order to execute instructions, it means that I had to re arranged my way of giving instructions, I had to be clear and concise, if I skipped a step they would not inferred that step, as a result they would not develop the work the way I expected.

Then, there was a big event which dramatically changed our practicum, the covid-19 pandemic. The government of Colombia decided to suspend temporary the in-person classes, some of the schools decided to carry out online classes, however the Bethlemitas Brighton, the school where I am developing my practicum did not do it, instead they adopted the methodology of 15-day workshops assignments. This methodology made adapt suddenly to remote work, where I had to conceive the material to be delivered and developed by the students and then check it. This methodology of work is something we are not ready to work like, because we still do not know the best strategies to make the work as efficient as in-person work, because there is something most of us do not have, autonomy.

I have to say that during my practicum I assumed the role of a teacher, not only teaching a subject, in this case English, but also to contribute to the development of the students' personality. This is because as a member of the education community we have the duty to help to constructing people contributors to the society, it means people characterized by their values, principles and several personal and professional capacities.

Finally, as for being reflective in my practicum process, I consider reflection is an important process in any profession and people's lives, because it allows to deeply analyze our actions and to determine what we do good and what we do bad, in this way, we can adopt and change strategies which will allow us to achieve our objectives and be better day to day. It means that reflection is an important tool for change and for improvement, I think that being a reflective person can help us a lot in different aspects. It would be nice if everybody was reflective, in this way we all can analyze our actions, in case something does not work the way we want, we can modify our modus operandi to improve in the labors.

Chapter III: Outreach component

Introduction

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

With a view to promoting English language learning in Colombia and making Colombians more competitive citizens, the Ministry of National Education launched its bilingual policy in 2004, the main objective of which is to have citizens able to communicate in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in the cultural opening. This is how the Ministry has been implementing a wide range of strategies at the various levels of education with a view to achieving this goal, a clear example of which is the creation of English quality standards for basic and secondary education, the definition of a sound and coherent evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work carried out by the secretariats of education, public and private universities and language centers, however, the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted by it. With regard to primary education, the Government is advocating the expansion of the coverage of English language education for boys

and girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching-learning processes and therefore the results of evaluations implemented at the national level are not very encouraging.

The University of Pamplona of Colombia in its capacity as a public training institution for trainers and more specifically the Bachelor's Degree Program in English-Foreign Languages French, has come close to the reality facing the primary school in the city of Pamplona as regards the National Bilingual Policy; Many of the educational institutions in this city do not have English teachers to meet the training needs of the primary sector.

In recognition of this reality and the problems it generates, the present proposal for social projection seeks to meet the needs of training in English, of the primary school population in the city of Pamplona and to integrate the foreign language training of students of the English-French Foreign Language Degree Program into the educational reality of this sector to deal with, to reduce the gap between public and private schools in the foreign language area.

Government policies identify the problem, but their attention is not covered by legislation, effective support is needed, for the specific case, by trainers in the area of foreign languages, so that the results of the examinations, the tests and results of our students are in accordance with the proposals of Colombia the most educated.

Justification

The learning and acquisition of a foreign language, allows to be at the forefront of the own needs that today the world demands. That is why it is necessary to implement and work on this process from the very beginning of children's schooling so that when they complete their basic education cycle they have a basis for continuing this learning in secondary education, vocational secondary and higher education, so that more people are trained in this area.

The aim of this project is to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic foreign language training that is necessary and essential at these levels. For this reason, it is carried out as part of the extension component to the community of the integral practice developed by students of last semester of the Degree in Foreign Languages of the University of Pamplona, as a way of contributing to the strengthening of English teaching in the primary education sector.

The realization of this project benefits both institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice. This benefit results in the possibility for primary school children to have contact with the foreign language and in turn with students who complete their university training process so that they know the educational realities and needs of the environment and of this how they can help, intervening in processes that impact on the improvement of these needs.

General objective

The implementation of this social extension project by the Bachelor's Degree Program in English-French Foreign Languages of the University of Pamplona is aimed at the following objectives:

• To meet the needs of the children of the primary school in the city of Pamplona.

• Integrate the foreign language training of students of the English-French Foreign Languages Degree Program into the educational reality of teaching English at the primary school in the city of Pamplona.

Specific objectives

With a view to a better understanding of the issues raised above, this proposal will seek to :

• To familiarize the child of the primary school of Pamplona with fundamental knowledge of English.

• To involve students of the Degree Program in Foreign Languages English-French in the processes of teaching English in the primary school of the city of Pamplona.

• To link the training of students of the Bachelor's Degree Program in Foreign Languages English-French with the social outreach programs offered by the Office of Social Interaction of the University of Pamplona.

Methodology

In order to achieve to objectives established, this project will have different stages:

The strategy is to implement songs as a way to enlarge students' vocabulary , I chose this topic based on the observations carried out for a week in the grades which needs will be attended, I could identify that kids are interested in music, this is something that catches their attention and keep them motivated and happy, this also contributes to their speaking skills, so that they can learn English while enjoying the process. Then, my plan is to implement this PBL through workshops; taking into account that I will work with two grades, it means four hours a week and two meetings for each grade. I plan to execute a complete workshop a week in each grade, the workshops will include, lyrics reading, flashcards for getting familiar with unknown vocabulary and singing. Subsequently, I plan to evaluate the development of the process in order to see how much the project has contributed so far. Finally, in the last meeting, I will offer a little space for students to evaluate the experience, encouraging the sense of reflection of the whole process.

Schedule

Grade/Day	Monday	Tuesday	Wednesday	Thursday	Friday
4-02	Fifth class			Second class	
4-03		Fifth class		Third class	

Timetable

Table 9: Outreach component timetable

Song	Link to the song	Week 1	Week 2	Week 3	Week 4
Head, shoulders knees and toes	https://www.youtube.com/watch?v=h4eueDYPTIg	X			
Vegetables song	https://www.youtube.com/watch?v=RE5tvaveVak		X		
Transportation song	https://www.youtube.com/watch?v=Ut-HbauKzDw			X	
Final product	Short presentation of one of the songs worked.				X

The outreach component aimed at responding to the needs found in 4-02 and 4-03 students of the Bethlemitas Brighton primary school during the observation week. I planned and expected to work with songs in order to enlarge students' vocabulary, however, due to the sanitary emergency of the covid-19, the in-person classes were suspended, this made impossible the implementation of this PBL. My supervisor advised me to work with the same proposal of the pedagogic component with the grades I was supposed to work with the outreach component since she is also the English teacher of the primary grades , in this way I could contribute to their learning process, in this case with a different methodology but with same purpose.

Thus, I worked as a whole with the seven grades I have 4-01, 4-02, 4-03, 5-01, 5-02, 5-03 and 6-01. It means that the outreach component was worked by conceiving workshops (see annex L) and tests checking as well as in the pedagogic component, the table with the specific activities and material was presented previously in the pedagogic component.

Real timetable

Activity	Topic	Week
Review workshop	Fruits, vegetables, MUST and MUST NOT	2
Workshop	Physical appearance and personality	5
Workshop	Polite and apology expressions	7
Workshop	Simple present	9

Conclusion

I have to say that during the observation week and the virtual work I could see some aspects that might not be observed or taken into account by the teacher when he is making class. I could determine how important knowing our students is, we cannot generalize about a learning style, all students are so diverse. I think this is one of the biggest challenges for us as teachers, since it is extremely important to take the time to know our students, no matter if there are too much, every student is unique and it is worth it to get to know him. Another thing I could notice is that teachers' duties is not only teaching a subject, we are a model for the kids, we have to contribute to their values and their construction as a person which is fundamental, because at the end of the day, they will be part of the society and it is them who can make the world a better place. Finally, I can say that this experienced was positive and helped me a lot to get familiar with the teaching profession, I feel more engaged and motivated to contribute to students' learning process.

Chapter IV: Administrative Component

Introduction

This component corresponds to the administrative and pedagogical activities conducted by teachers at Educative Institution Bethlemitas Brighton. The aim of thereof is to engage student- teachers not only to take part in the classroom activities but also to participate in every event or activity promoted by the educational community during the stage in order to learn more about the institution and to understand the context in which the practicum takes place.

General objective

- To know the inner working of the educational institution's system.

Specific objectives

- To be part of the extracurricular activities proposed by the educational institution.
- To take the role of an active member of the institution.
- To get familiar with the educational context of the institution.

Methodology

For achieving the main objective of being effectively involved with administrative activities and events proposed by the school, the pre-service teacher was supposed to fulfill some other functions such as participating in events organized within the educational institution such as religious celebrations, discipline alignment before classes, discipline supervision during breaks, flag-raisings, school government election, among others. Unfortunately, due to the pandemic of the Covid-19, this component could not be carried out because of the Government's decision of suspending face-to-face classes. However, during the educational institution week observation and during the two in-person weeks of practicum, I did a process of accompanying which consisted of looking after the students in the 30 minutes of the recess time every Thursday from 10am to 10:30am. This is made because when kids are playing around, there is always a risk of injuries. Additionally, I made a collaboration process of the students alignment during the formation activity carried out every Tuesday at 7am.

Timetable

Activity	Time	Week 1	Week 2	Week 3
Formation	45 minutes	X		
Discipline supervision	30 minutes	X		
Formation	45 minutes		X	
Discipline supervision	30 minutes		X	
Formation	45 minutes			X

Discipline supervision	30 minutes			X

Conclusion

I consider that this component is as important as the other components in our practicum because we have to know that our role as teachers is not only about teaching, as we are members of the institution, we also have other duties related to the educational field. It means that our role encompasses other aspects such as the cultural and the administrative, because they are part of our society and contribute to enrich and to develop ourselves as a person; that is what integral education focuses on, developing a person not only in the education aspect but the spiritual, the social and the cultural.

Schedule

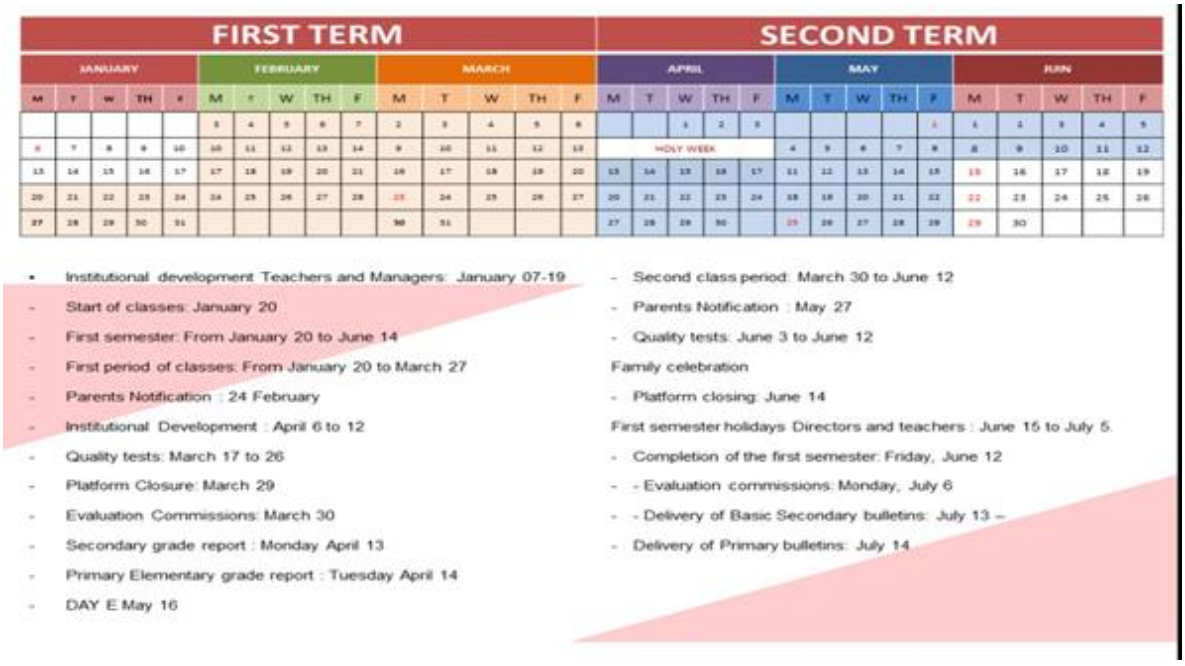


Figure 6: Educational institution's schedule

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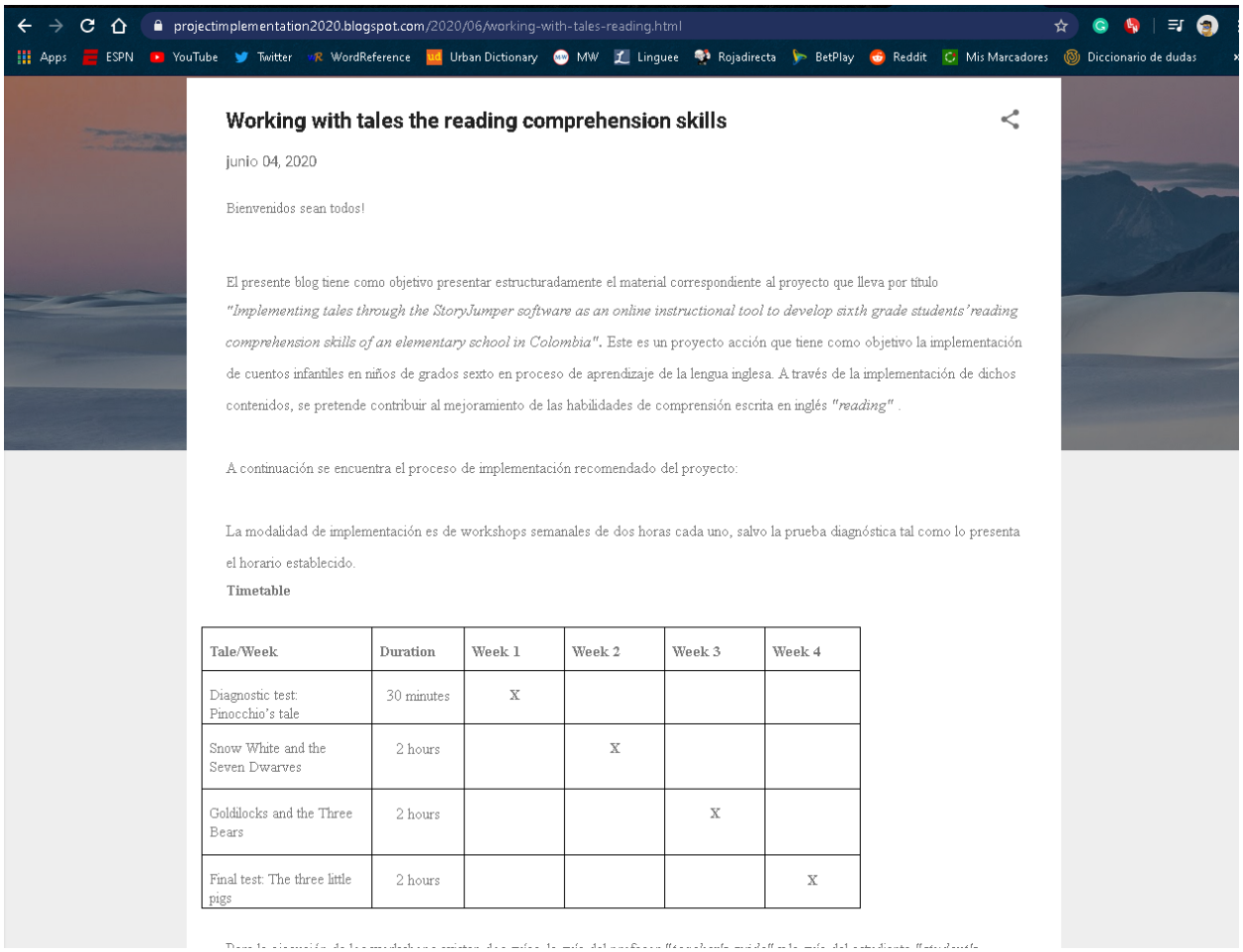
Annexes

Annex A: Blog



projectimplementation2020.blogspot.com/2020/06/working-with-tales-reading.html

Apps ESPN YouTube Twitter WordReference Urban Dictionary MW Linguee Rojadirecta BetPlay Reddit Mis Marcadores Diccionario de dudas

Working with tales the reading comprehension skills

junio 04, 2020

Bienvenidos sean todos!

El presente blog tiene como objetivo presentar estructuradamente el material correspondiente al proyecto que lleva por titulo *"Implementing tales through the StoryJumper software as an online instructional tool to develop sixth grade students' reading comprehension skills of an elementary school in Colombia"*. Este es un proyecto acción que tiene como objetivo la implementación de cuentos infantiles en niños de grados sexto en proceso de aprendizaje de la lengua inglesa. A través de la implementación de dichos contenidos, se pretende contribuir al mejoramiento de las habilidades de comprensión escrita en inglés *"reading"* .

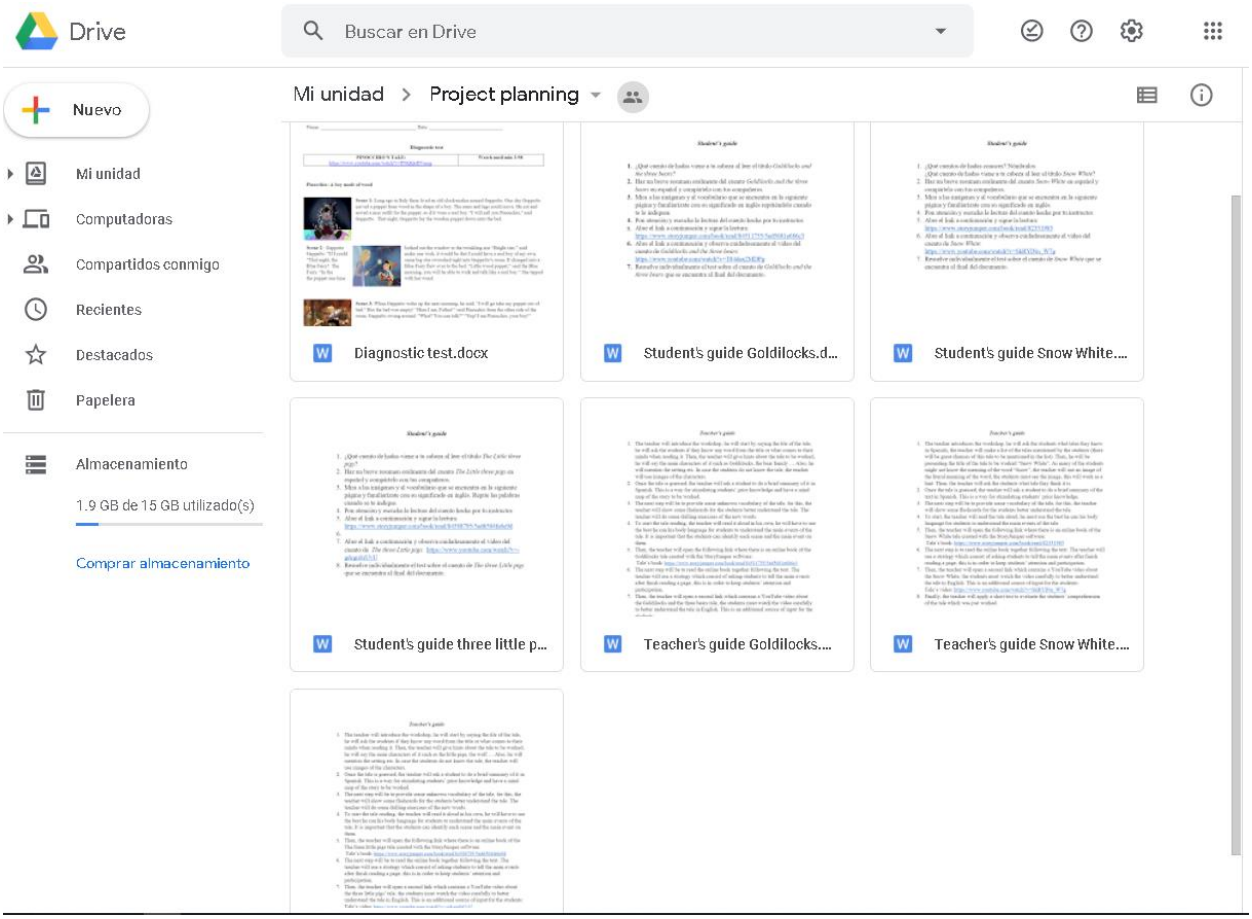
A continuación se encuentra el proceso de implementación recomendado del proyecto:

La modalidad de implementación es de workshops semanales de dos horas cada uno, salvo la prueba diagnóstica tal como lo presenta el horario establecido.

Timetable

Tale/Week	Duration	Week 1	Week 2	Week 3	Week 4
Diagnostic test: Pinocchio's tale	30 minutes	X			
Snow White and the Seven Dwarves	2 hours		X		
Goldilocks and the Three Bears	2 hours			X	
Final test: The three little pigs	2 hours				X

Annex B: Google Drive folder



Annex C: Planning class

LESSON PLAN : TASK		
PROFESOR : DAVID ARZUAGA	GRADO : 5-01, 5-02, 5-03	DURATION :2HOURS
NOMBRE DE LA TAREA: FAMILY MEMBERS		
ESTÁNDARES		
OBJETIVOS : - To learn the family members in English		FUNCIONES DE LA LENGUA : - To describe how families are composed
INDICADORES DE DESEMPEÑO		
SABER : To learn the family members in English	SABER HACER : To know how to describe his family	SABER SER : To know the importance of family in life and being part of it
TRANSVERSALIDAD CONVIVENCIA CIUDADANA:		
CONTENIDOS: Trough this lesson, the students will learn the family members, besid they will learn the importance of the family in every person's life.		
THE TASK		
1.INTRODUCCIÓN DEL TASK :		
The teacher will start by asking the students why family is important to them. Then, he will ask them what thing they love the most about their families, and what they dislike about their families.		
2.PRÁCTICA: DE HABILIDADES RECEPTORAS (LISTENING- READING), DE LENGUAJE (GRAMÁTICA-VOCABULARIO)		
LISTENING	In this lesson, the listening competence will be worked though a drilling exercise done by the teacher, additionally through a video which will be played in the TV and finally, through an activity proposed consisting of reading aloud the description of each student' family.	
LENGUAJE	The function of the English language will be reflected through the learning of how to say each family member and how to give a brief description of it.	
3.TAREA PEDAGÓGICA: INSTRUCCIONES, PLANEACIÓN Y REPORTE		
INSTRUCCIONES	The teacher will give specific and clear instructions to the students for the good development of the activities as it is required.	
PLANEACIÓN	1. For the first activity, the teacher will paste some images containing different family members on the board. The teacher will give wordcards containing different family members names to students (MOTHER, FATHER, GRANDMOTHER, GRANDFATHER, SON, DAUGHTER, SISTER,	

Annex D: Online workshops

INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON PAMPLONA

Legalización De Estudios según Resolución Nº 5337 del 29 de Octubre de 2019
NIT-807.003.049-1 DANE 154518000753

GUIA – TALLER

CURSO: 5- ___ ÁREA: inglés DOCENTE: Consuelo Cristancho FECHA: 25 de mayo, 2020

ESTUDIANTE_____

TIPS – MENSAJES DE CUIDADO Y AUTOCUIDADO PARA PREVENIR EL COVID 19: Recuerda lavar tus manos con frecuencia, esto puede salvar tu vida y la de los seres que más amas.

TEMA DE APRENDIZAJE: Pluralización de sustantivos/ adjetivos de personalidad y apariencia física.

INCADOR DE DESEMPEÑO: Compara en inglés con cierto detalle las características físicas y la personalidad de sus semejantes.

1. MOTIVACIÓN

La importancia de enseñar este tema radica en que, los estudiantes deben aprender que la sociedad está conformada por una gran cantidad de miembros contribuyentes, esto conlleva a que exista una gran variedad de personas quienes poseen sus propios rasgos físicos y de personalidad que los hacen únicos. Es por esto que es de vital importancia que los estudiantes aprendan a expresar dichos rasgos de las personas en inglés.

2. CONCEPTUALIZACIÓN

¿Qué es un sustantivo?
Un sustantivo es una palabra que hace referencia a una persona, lugar objeto o cosa.

Formar los plurales de los sustantivos en inglés suele ser sencillo, sin embargo, hay algunos de estos que son irregulares, es decir, no siguen una regla específica al momento de pluralizarlos, en este caso hay que memorizar su forma en plural. A continuación, encontrarás las reglas para formar el plural de sustantivos regulares e irregulares en inglés.

What is a noun?

A noun is a word that refers to a person, place, object or thing.

Forming the plurals of the nouns in English is usually simple, however, there are some of the nouns that are irregular, it means, they do not follow a specific rule when pluralizing, in this case you must memorize their plural form. Below, there are the rules for forming the plural of regular and irregular nouns in English

1. Relaciona con una flecha los siguientes sustantivos con su forma en plural:

Sky	Doors
Cloud	Houses
House	Windows
Door	Skies
Window	Clouds

2. Subraya el plural correcto de los siguientes sustantivos y escribe debajo su significado en español:

Fan: Fans/ Fanes

Shield: Shieldes/Shields

Hand: Handes/Hands

Scarf: Scarfs/ Scarfes

Wolf: Wolfs/ Wolves

Mattress: Mattresses/ Matreses

3. Clasifica en la tabla, los sustantivos del cuadro de abajo, que están en su forma singular y los que están en su forma plural:

Mouse	**Bag**	**Windows**	**Halves**	**Pineapple**
Pillows	**Laptops**	**Foot**	**Apples**	**Flowers**

SINGULAR	PLURAL

-Sunes is the plural form of the word Sun ( )
- Leaves is the plural form of the word Leaf ( )
- Bulls is the plural form of the word Bull ( )
- Rabittes is the plural form of the word Rabbit ( )
- Elephantes is the plural form of the word Elephant ( )
- Giraffes is the plural form of the word Giraffe ( )
- Piges is the plural form of the word Pig ( )
- Sheeps is the plural form of the word Sheep ( )

5. Lee el siguiente texto, identifica y escribe en tu cuaderno todos los adjetivos encontrados (5 en total). Además, busca su significado en español.

My mother

My mother is the best mother in the world. She is very nice with people, specially with me. My father always says she is beautiful and kind, that's what he likes the most about her. Every time I have a problem, my mother is supportive and helpful, so I can overcome all tough situation I face.

3. ESTRATEGIA DE EVALUACIÓN (DEMOSTRACIÓN DEL APRENDIZAJE)

- **Completa la tabla con los**
- **sustantivos en su forma plural o singular según corresponda, teniendo en cuenta las reglas estudiadas anteriormente. También busca su significado en español**

FORMA SINGULAR	FORMA PLURAL	SIGNIFICADO
	Cars	
Parrots		
	Wolves	
	Parties	
Chair		
Game		
	Wives	

Annex E: Narrativa #1

Narrative #1

My teaching experience began. I was assigned to do my practicum in the Bethlemitas Brighton school. This school has two headquarters, the main headquarter where the primary school grades operate and the Afanador y Cadena headquarter where the secondary school grades operate; the main headquarter is located at the Brighton neighborhood and the Afanador y Cadena headquarter is located at the downtown of Pamplona city. The school is under the direction of Hermana Flor Alba Torres.

My practicum experience began on March the 2nd. This week, from March the 2nd to March the 6th I had the opportunity of imparting my first classes, in this case I am working with grades 4-01, 5-01, 5-02, 5-03 and 6-01. Additionally, regarding the outreach component, I am working with two grades, 4-02 and 4-03.

On Monday, I imparted my first class which was addressed to the fourth grades, specifically to 4-01 and 4-02. I have to say that this first day, I felt unsecure and hesitant with what I was doing, I could notice it is really bad for students, because I consider they analyze the teacher's behavior and take advantage if he or she is hesitant for doing indiscipline. The next day, Tuesday I could not develop my class addressed to the 4-03 grade, since my supervisor had a doctor's appointment at Cúcuta, so she asked me not to come to the school that day. On Wednesday, I had a really hard agenda, basically I had to develop classes the whole day, from 7am to 1pm. From 7am to 10am, I worked with the three fifth grades, during the first class hour I

Annex F: Narrative #2

Narrative #2

During this third week, I worked on revising topics taught in previous weeks. My supervisor asked me to do so because she noticed students had many difficulties on that and for her it is more important to master the topics instead of covering many of them, ignoring students' difficulties. I revised all the topics worked on fourth, fifth grade and sixth grade so far. As for fourth grades I revised the fruits, vegetables, healthy habits and must/must not. At the end of the week I applied a test. Similarly, as for fifth grades, I retook the daily routine, family members and possessive adjectives and at the end of the week I evaluated them. Finally, regarding the sixth grade, I revised the months of the year, the cardinal and the ordinal numbers, additionally we worked on the four basic math operations. At the end of the week I also evaluated them.

Through this week, I have many aspects to think about. First of all, I like the conception my supervisor has on quality rather than quantity. However, it presents a conflict with the study plans since there are specific topics for each grade. I consider this should be changed, because this is one of the factors that hinder students to learn English properly, mastering takes time and practice, and the schools do not offer the space to do so. Regarding the class experience, I noticed that revising topics worked previously work really well, I have heard that knowledge is like a trail, the more times you walked on it, the more solid footprints it will have. Now I am sure about that, the proof was the test results; I compared the previous exam results with the one I just

Annex G: Narrative #3

Narrative #3

During the last few weeks, a situation which nobody expected occurred. There was a sanitary emergency which dramatically changed our lives and the plans we had for working on our practicum.

The first change was the temporary suspension of the in-person classes in all schools and universities. This affected us directly since our practicum is about living the day-to-day experience of imparting classes in the educational institution, some schools continued imparting classes via internet, however this was shocking for everybody since nobody is used and prepared to do it that way. On the contrary and in most of cases like mine, schools stopped imparting classes and they adopted the methodology of weekly guides and assignments.

I consider this situation arrived suddenly and we were not prepared for it, reason why we are doing the best we can to keep going but not the best it could be done. I can say this change of methodology has been shocking because of different aspects. One of the shocking aspects is the guidance and the development of the work, as I said before nobody in schools are used to work this way, and the most affected are students because they do not have a proper process of adaptation; they are used to have an in-person teacher who guides them in everything they do, but more than guidance, I consider most of times this is not a guidance but a conditioning work since students are not given with different options among they can choose, for me, this is so bad because it hinders the process of autonomy and decision-making, as a result, when developing activities in their own they would be concerned about the activities to be developed. Likewise, this methodology of work does not allow to have a proper process of education and at the same time it does not allow to have a good work pacing. In some schools, students receive assignments to be developed in two weeks which could be easily developed in a week.

Annex H: Narrative #4

Narrative #4

During the last few weeks, a situation which nobody expected occurred. There was a sanitary emergency which dramatically changed our lives and the plans we had for working on our practicum.

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Annex I: Narrative #5

Narrative #5

In this narrative I am going to tell what it was like the last weeks of my practicum. Additionally, I am going to present my thoughts on the work done.

These two weeks were similar to the previous ones in the practicum process, a lot of work to do. My supervisor asked me to conceive the workshop corresponding to the weeks from May 15th to May 29th for the grades 4th, 5th and 6-01. In this case the topics were polite and apology expressions, singular and plural nouns and the quantifiers. I spent three days on their elaboration, then I sent them to her and she checked them. After some days, she sent me the previous workshops developed by the students in order to check them. As usual, I created an Excel document for each grade and I attributed a grade for the students, then I sent them to my supervisor and she let students know their grade.

Furthermore, as for my project, I finished the conception of the planning where I included the teacher's and the student's guide with all the instructions and the material needed to develop the activities. Then, I uploaded it to a drive folder, also I created a public blog where I posted the material and the guides; I did it in order to make it public, in this way all people and specially English teachers can easily find it on the net, the idea is to share with other people this useful material.

In these last weeks of my practicum I reflected on my whole practicum process, I made a contrast between the teacher I was when it all started and the teacher I am now at the end of this process. First of all, I can see many changes on my attitude and character; although there were only two face-to-face classes week I could noticed that at the beginning I was too insecure and I had many doubts about what I was doing, even in my planning, I thought everything I did was

Annex J: Auto-observation grid

Auto-observación de clase, 2020-1

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

david.arzuaga77@gmail.com

Autoevaluación

*

marzo 2 2020

Autoevaluación *

marzo 13 2020

I. PLANIFICACIÓN

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *

1 2 3 4 5 6 7 8 9

Siempre

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *

1 2 3 4

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *

1 2 3 4

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes *

1 2 3 4

Annex K: Reflective workshop

Taller 1: Enfoque reflexivo

1. **¿Puede señalar algunos de los cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? ¿Cuáles y qué consecuencias ?**

Actualmente, es evidente que nuestra sociedad atraviesa muchos cambios significativos en todos los campos. En el campo de la educación específicamente, vemos la implementación de recursos tecnológicos que permiten enseñar de una mejor manera, sumado a esto, el gran interés en la investigación, la cual ayuda a mejorar las estrategias de enseñanza.

2. **Formular algunos de los cambios que se están dando en el mundo de la educación y en qué medida ayudan o perjudican.**

A medida del tiempo, la educación ha integrado diferentes medios que sirven de apoyo, es el caso de la tecnología que ofrece una amplia variedad de recursos que ayudan a hacer el proceso enseñanza-aprendizaje más eficaz día a día. Además, este permite realizar un proceso investigativo que, sin duda, es fundamental para el avance en el campo.

3. **Explicitar al menos cuatro de las finalidades que como educador tiene cuando enseña.**

- Facilitador de conocimiento
- Guía en el proceso de aprendizaje
- Motivador
- Consultor

4. **¿Qué alumnos cree que merece su atención y todo el esfuerzo que pone?**

Annex L: Outreach component workshop planning

INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON PAMPLONA

Legalización De Estudios según Resolución Nº 5337 del 29 de Octubre de 2019
NIT-807.003.049-1 DANE 154518000753

GUIA – TALLER

CURSO: 4- ___ ÁREA: inglés DOCENTE: Consuelo Cristancho FECHA: 25 de mayo, 2020

ESTUDIANTE_____

TIPS – MENSAJES DE CUIDADO Y AUTOCUIDADO PARA PREVENIR EL COVID 19: Recuerda lavar tus manos con frecuencia, esto puede salvar tu vida y la de los seres que más amas.

TEMA DE APRENDIZAJE: Expresiones de cortesía/ expresiones de disculpas

INCADOR DE DESEMPEÑO

- Identifica palabras y expresiones en inglés para pedir disculpas.
- Expresa sus opiniones en inglés evitando ofender o incomodar a sus compañeros

MOTIVACIÓN

La importancia de este tema radica en que, los estudiantes, como miembros activos de una sociedad, deben aprender la importancia y cómo expresar opiniones y disculpas, ya que estas van a ser de gran utilidad en el transcurso de sus vidas. Esto porque una sociedad civilizada se basa en valores y en principios que son llevados, aplicados y transmitidos por quienes así la conforman.

1. CONCEPTUALIZACIÓN

En inglés, existen una gran variedad de expresiones las cuales podemos utilizar para ser cortés, ofrecer o pedir disculpas, igualmente frases en forma de pregunta que son utilizadas para indagar por opiniones personales. El siguiente cuadro resume algunas de ellas:

In English, there are several expressions which can be used to be polite, beg and offer apologies. Likewise, there are expressions in question form which are used to ask for personal opinion. The following table shows some of them:

Expresiones de cortesía / Polite expressions

Thank you! Gracias.
Excuse me: Discúlpame
Please, may I ...: Por favor, puedo ...
Would you mind if...: Te importa si...

Ejemplos/Examples:

-Thank you for coming to my party, Max./ Gracias por venir a mi fiesta, Max.

WORKSHEET

1. Lee el siguiente texto y subraya las expresiones de cortesía:

Polite habits

My mom always asks me to be polite, she tells me being polite is a synonym of respect kindness. What I have learnt from her is that every time we want to ask a favor, we must use the word please, also, when someone does something for me, I must tell him thank you. There is also a situation I live frequently, when I take, the bus, many people are late for their jobs so we accidentally hit each other, in that moment we must say excuse me. Finally, I know that before doing something that includes other person, we must ask for her permission so I must ask if she minds to do something with me, for this we use the expression would you mind if ...

2. Completa los espacios en las siguientes oraciones usando las expresiones de cortesía identifcadas en el anterior texto. Escribe la traducción de la oración al frente.

- _____, may you do me a favor? :
- It's nice you did the favor I asked you to, _____. :
- _____, can you repeat what you said? :
- _____ if we go to the park on Sunday? :

3. Clasifica en la tabla las siguientes oraciones dependiendo si son expresiones de cortesía, de disculpa o de opinión:

I think that ...
Thank you!
That was my fault
Excuse me
Please, may I ...
Would you mind if...
What's your opinion about ...?
I'm sorry, I didn't mean to...
My name is... please do not call me like that
Please don't be mad at me
In my opinion ...
Sorry!
Sorry, I think this is mine, not yours
What do you think about ....?
I'm sorry, I didn't know...
Please, don't be disrespectful...

POLITENESS	OPINION	APOLOGY

4. Escoge entre los tres tipos de expresión que se encuentran en el cuadro de abajo y escribe la más apropiada en frente de cada una de las situaciones presentadas en las imágenes:

Expression of politeness	Expression of opinion	Expression of apology

= _____