

**THE IMPLEMENTATION OF SHORT STORIES TO ENHANCE READING SKILL IN 7TH  
AND 8TH GRADE STUDENTS AT PROVINCIAL SAN JOSÉ SCHOOL**

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**UNIVERSITY OF PAMPLONA  
FACULTY OF EDUCATION  
BACHELOR'S DEGREE IN FOREIGN LANGUAGE EDUCATION  
PAMPLONA**

**2020**

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PAMPLONA  
2020**

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*For me a very long way, but the important is to continue to be successful, trust yourself and believe that you can do it anything that you start. So, I want to thank all that contribute to this process. First, God, who gives me faith and strength in each step that I take.*

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**APPROVAL NOTE**

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**Practicum Committee Signature**

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**Cooperative Teacher Signature**

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## **CHAPTER I**

### **GENERAL PRESENTATION OF THE PROPOSAL**

The goal of this proposal is to enhance the reading comprehension of a public institution in seven and eight grades in Pamplona taking part of the teaching practice experience. This proposal is divided at four chapters: Pedagogical component, Research component, Outreach component and finally Administrative component.

#### **Pedagogical component**

This chapter contains the pedagogical methodology “TBL” (task-based learning) and the strategies that will be employed with seven and eight grades students during their English course at Provincial San José Institution in order to improve reading and writing comprehension.

#### **Research component**

This chapter contains information about a macro project entitled “Reflective spirit formation at the practitioners of PLEX, a training tool to qualify the pedagogical practicum.” And the Reflection as the most important objective in order to promote and improve critical thinking in the process of the preservice teacher.

#### **Outreach component**

In this chapter, it is showing the information about a macro project entitle “Awareness project to teach English in primary schools in Colombia.” This project is focuses on the necessities in a primary school, and the reality to teach English in a public institution in Colombia. Besides that, in the same institution, the preservice teacher will teach vocabulary through worksheets, explanation videos and some synchronous meetings (with some students) in order to improve students’ flaws.

**Administrative component**

In the last chapter, the preservice teacher plays a role outside the classroom with extra- curricular activities in order to learn about the responsibilities and duties of teachers at Provincial San José Institution.

## INTRODUCTION

Currently, in this world full of development and globalization, the development of English as a second language is a necessity in our country. Colombia is a country that needs a transformation in the way to teach English as a second language for kids and adolescents, considering that they are the present and the future of education, government and potential creators of peace.

In order to improve the use of English language, the government has created the National Bilingualism program that presents the new standards based on the Common European Framework of Reference that promotes the improvement of reading, listening, speaking and writing with the support of materials, programs in order to enhance and facilitate the learning process. Taking into account the fore mentioned, the institution Provincial San José based its English curriculum in the basic standards of competence given by the Ministry of Education, in order to complement the whole learning process.

Bearing this in mind, the strategy proposed is the use of task-based learning short stories in order to contribute with the enhancement of reading comprehension for seven and eight grade students, while developing an active role as a preservice teacher in the public institution. But the actual situation has forced institutions to use and implement new ways to teach due to the coronavirus "Covid-19" and home is the new school and worksheets, videos, phone calls, WhatsApp messages and virtual education is our reality.

"This is an enormous educational equity challenge that can have life-altering consequences for vulnerable students," said Ian Rosenblum, Director of The Education Trust-New York. There is not complete access to internet in the world, and all students do not have electronic devices and the virtual education is only a dream. For this reason,

teachers and institutions were not ready for this enormous change, but they had to adapt this unusual crisis.

However, the implementation of this proposal will be different in order to accomplish the parameters of the institution and the last stage of the degree called practicum, and will be described in Chapter III with the pedagogical component about enhancing reading skill through short stories. Moreover, in this case due to the limitations of some students to internet connection, this project will be carrying out through videos, worksheets and some synchronous meetings.

## JUSTIFICATION

According to UNESCO, education is a human right for each being human and must be quality education.

Teaching English as a foreign language in time of the pandemic is a challenge in Colombia. The access to internet in public institutions is limited, and students with low resources in occasions do not have electronic devices to receive virtual education.

This project pretends to provide benefit to the Provincial San José institution and, in this case as a student of the foreign language program I will have to put into practice knowledge and abilities that contributes the educational community in this process.

Therefore, it is important to follow the instructions of the institution for the correct development of each class in these unusual times. For two weeks of English class, I had to do observations in seven and eight grades from Provincial San José, but the institution is closed and the classes now are teaching in a different way, WhatsApp messages, videos, synchrony meetings and photocopies to some students that have not electronic devices or access to internet. However, the principal contact and support in this stage was the supervisor that provided me with all the information about the institution and the way that they are teaching at this moment, and the needs of the students in the English course.

This proposal aims to the improvement of reading comprehension and indirectly, the writing skill and the acquisition of new vocabulary, and gives to the student's motivation and one reason to love English language.

**General objective**

To enhance reading skill through short stories in seven and eight grades students at Provincial San José institution.

**Specific objectives**

- To reinforce English on seven and eight grades through the short stories at Provincial San José institution
- To implement reflection as a transforming tool of the pedagogical process of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.
- To participate in all the extra-activities proposed by Provincial San José High School during the practicum process.

## CONCLUSIONS

**Pedagogical component:** As a result of the analysis, I arrived at the conclusion that these kinds of activities help the participants to enhance their reading comprehension, improve their pronunciation, learn new vocabulary and motivate them to read literature and create an interest in knowing about Anglophone culture, and finally to practice English and enjoy the process of learning a foreign language.

**Research Component:** In this component, I arrived at the conclusion that the activities provide with critical thinking in the preservice teacher and improve our abilities to answering in different situations in a high school. At the same time, this component promotes to the improvement of every aspect that a teacher needs in a future, each thing is very important in the process and improve our responsibility, our motivation, our mind and finally contributes with growing as a person.

**Outreach Component:** As a result, the virtual methodology implements in that time of the pandemic, it was impossible to work with primary students, and in this component, I assist them to clarify doubts in some topics to improve their grammar and lexicon through WhatsApp messages, calls and a vocabulary blog which contains flashcards with points suggest by them.

**Administrative Component:** In this case, I participate as a preservice teacher in some meetings, conferences and significant acts that the institution carries out. Besides that, I had the opportunity to play an important role in a meeting and accomplish the objective of this key component.



## CHAPTER II

### INSTITUTIONAL OBSERVATION

San José Provincial High School was founded in 1815 when the bishop from Merida and Maracaibo Rafael Lasso de la Vega implemented the idea to place a called “studies house” in Pamplona that also was a seminary then, this house was recognized for being a place organized of incomes and salaries and authorities that were in charge. In 1873, the institution opened its doors to prepare students focused on the arts and crafts during 5 years, and before, Catholics taken the administration of this educative place.

In 1934 the Provincial San José High School established the anthem, written by Juan de Dios Arias; 8 years later new buildings were already available to start classes. In that case the educative staff were constituted by 16 religious’ teachers, six teachers, 405 students by the time this high school added some surroundings to expand the educative establishment.

On July the 26th 2002 under departmental order, the educative sector is restructured in regional scope and it was started a new educative organization establishing the institutions, being “Provincial San José” school established in Pamplona. Then, on January the 28th 2003 the new locations “Santa Cruz School, La Salle School, Gabriela Mistral School, José Rafael Faría High School and Instituto Técnico De Bachillerato” becoming part of the Provincial High School.

Nowadays, it is a recognized institution for the achievements it gained during several years, it is considered one of the best high schools in Pamplona locally and even nationally, because of its organization, its discipline and how students are well-prepared based on the emphasis of the engineering and in their focus on preparation for “Pruebas Saber 11”.

## **Topographical location and overviews**

Provincial San Jose High School is situated on the Santander Avenue 11-188 in Pamplona, Norte de Santander. As a public establishment, it carries out an agenda type A. It provides community education to more than 1.000 students in pre-school, primary and secondary levels. This public high school is characterized by the achievement of academic excellence, keeping the traditional educative quality, the discipline and the support of the family of each student. Nevertheless, other educative establishments are joined to this high school that offer education to the community around the city. For instance, six locations: such as Concentration Gabriela Mistral, Concentration la Salle, Santa Cruz school, Rafael Faria School and a nighttime high school.

## **Institutional horizon**

### **Mission**

The Provincial San Jose School in Pamplona is an inclusive institution that affords educational service which is addressed to preschool, elementary and high school education, with the purpose to train integral, competitive and enterprising beings. Citizens for a globalized society in regular change, respectful citizens regarding the human rights, taking into account honor, science and righteousness principles through a pedagogic process based on the knowledge construction.

### **Vision**

In 2020, the Provincial San Jose High School will be recognized to offer a quality educational service focused on the humanistic and pluralistic principles of harmony and the actualization of the pedagogical practices, facing the challenges to the current times, the context demands and the commitment related to peace.

**Identification of the educational establishment**

<b>INSTITUCIÓN EDUCATIVA</b>	<b>COLEGIO PROVINCIAL SAN JOSÉ</b>
<b>CARÁCTER OFICIAL</b>	<b>ZONA EDUCATIVA URBANA</b>
<b>DIRECCIÓN DE LA SEDE PRINCIPAL</b>	<b>AVENIDA SANTANDER No 11-188</b>
<b>MUNICIPIO PAMPLONA</b>	<b>DEPARTAMENTO NORTE DE SANTANDER</b>
<b>ACTO ADMINISTRATIVO DE CREACIÓN</b>	<b>Ley 42 diciembre 31 de 1973, artículo 1°</b>
<b>ACTO ADMINISTRATIVO DE FUSIÓN DE SEDES</b>	<b>Decreto 00128 del 28 de enero de 2003</b>
<b>ACTO ADTIVO DE APROBACIÓN DE ESTUDIOS</b>	<b>Resolución 02846 del 1 de agosto de 2016.</b>
<b>TELÉFONOS</b>	<b>3172320127 3124802278</b>
<b>CORREO ELECTRÓNICO</b>	<b><u>colegio_provincial@hotmail.com</u></b>
<b>FECHA Y ACTO ADMINISTRATIVO DE APROBACIÓN Y ADOPCIÓN DEL PEI</b>	<b>Acuerdo por el Consejo Directivo No 001 del 2 de agosto de 2018</b>
<b>NÚMERO DE ACTA DE APROBACIÓN DEL PEI</b>	<b>Acta No 006 del 2 de agosto de 2018</b>
<b>ULTIMA FECHA DE AJUSTES AL PEI</b>	<b>30 de julio de 2018</b>
<b>CÓDIGO DEL DANE</b>	<b>I. E. COLEGIO PROVINCIAL SAN JOSÉ</b>
	<b>154518000273</b>
	<b>SEDE JOSÉ RAFAEL FARÍA</b>
	<b>154518000435</b>
	<b>SEDE LA SALLE</b>
	<b>154518000346</b>
	<b>SEDE LA MISTRAL</b>
	<b>154518000290</b>

	<b>SEDE SANTA CRUZ</b> <b>154518000311</b>
<b>NIT:</b>	<b>890500881-7</b>
<b>SEDES:</b>	<b>NUMERO CINCO (5)</b>
<b>APELLIDOS Y NOMBRE RECTOR</b>	<b>ESP. JOSE ALIRIO MONTAÑEZ VERA</b>
<b>TIPO DE NOMBRAMIENTO</b>	<b>ASIGNACIÓN DE FUNCIONES</b>
<b>TÍTULO</b>	<b>GESTIÓN EDUCATIVA</b>
<b>GRADO EN EL ESCALAFÓN: 14</b>	<b>No RESOLUCIÓN Y FECHA: 2874 de 24 – 10 - 1997</b>
<b>ACTO ADMINISTRATIVO DE NOMBRAMIENTO COMO DOCENTE No y FECHA</b>	<b>Decreto 234 de 7 – 03 – 1980</b>
<b>ACTO ADMINISTRATIVO DE NOMBRAMIENTO EN LA INSTITUCIÓN No y FECHA</b>	<b>00927 del 7 de marzo de 2016</b>
<b>ACTO ADMINISTRATIVO DE ASIGNACIÓN DE FUNCIONES COMO RECTOR No y FECHA</b>	<b>Resolución 1781 del 24 de abril de 2018</b>
<b>JORNADAS:</b>	<b>ÚNICA</b>
<b>NIVELES</b>	<b>PREESCOLAR, BÁSICA, MEDIA, PROYECTO SER HUMANO</b>

### **Institutional Educative Project (PEI)**

The Provincial San Jose High School follows goals focused on students, ways to think, to feel and democratic conducts to act and to coexist to reach peace where the

conflicts will be assumed and solved by talking, mediating and negotiating following the handbook protocol. A reflective work, discussion and act by the whole educative community is the way to build a community coexistence at the San José High School.

The institutional learnings were defined as

- Learns to do not hurt anyone, essential model to the social coexistence.
- Learn how to communicate themselves, the self-esteem is the base of communication as a group.
- Learn how to interact, social relationships bases.
- Learn how to decide in groups, political and economic bases.
- Learn how to take care themselves, health and social security bases.
- Learn how to take care the environment
- Learns to value the social knowledge, socio-cultural evolution bases.

### **High school objectives**

Regarding the main relevant aspects of the PEI, it is highlighted the general and the specific objectives, the main principles, goals and values of this institution.

#### **General objectives:**

- To educate high-value people in order to facilitate the human, scientific and technological development.

#### **Specific objectives:**

- To give academic education that allows the student enter to higher education and their incorporation to the society effectively as agent.

- To provide respect and values by stimulating the development of the socio-affective process.
- To experience the conflict's resolution into the classroom respecting the individual differences and the plurality as elements of peace.
- To develop the communicative competence and the use of the new technologies and the researcher practices appropriately.
- To preserve the physical and mental health of the person during the use of free time.
- To inculcate respect, and the preservation of the environment appropriately.
- To promote the research practice focused on the different fields as a teaching strategy that provides the development of the knowledge based on the ICT'S.
- To invigorate the transversal pedagogical projects defined by the common education law links to the conditions of the institutional context.

### **Community Handbook**

Having into account the purpose of the San José High School, the philosophy is articulated with some principles of coexistence to the whole educative community. To reach these learning, the educative institution summarizes the handbook in a simple phrase "para hacer posibles la vida y la felicidad".

Some important aspects and values are comprising in autonomy, respect, responsibility, and compromise. Besides, some individual aspects are molded: honesty, straightforwardness, solidarity, fraternity, friendship, tolerance, and communication. Finally, social aspects: creativity, innovation, excellence and leadership. All these aspects to reach the peace, and integral people.

**Organizational chart of Provincial San Jose High School**

In this organizational chart it is possible to find the hierarchical order of each member and authorities of the establishment.

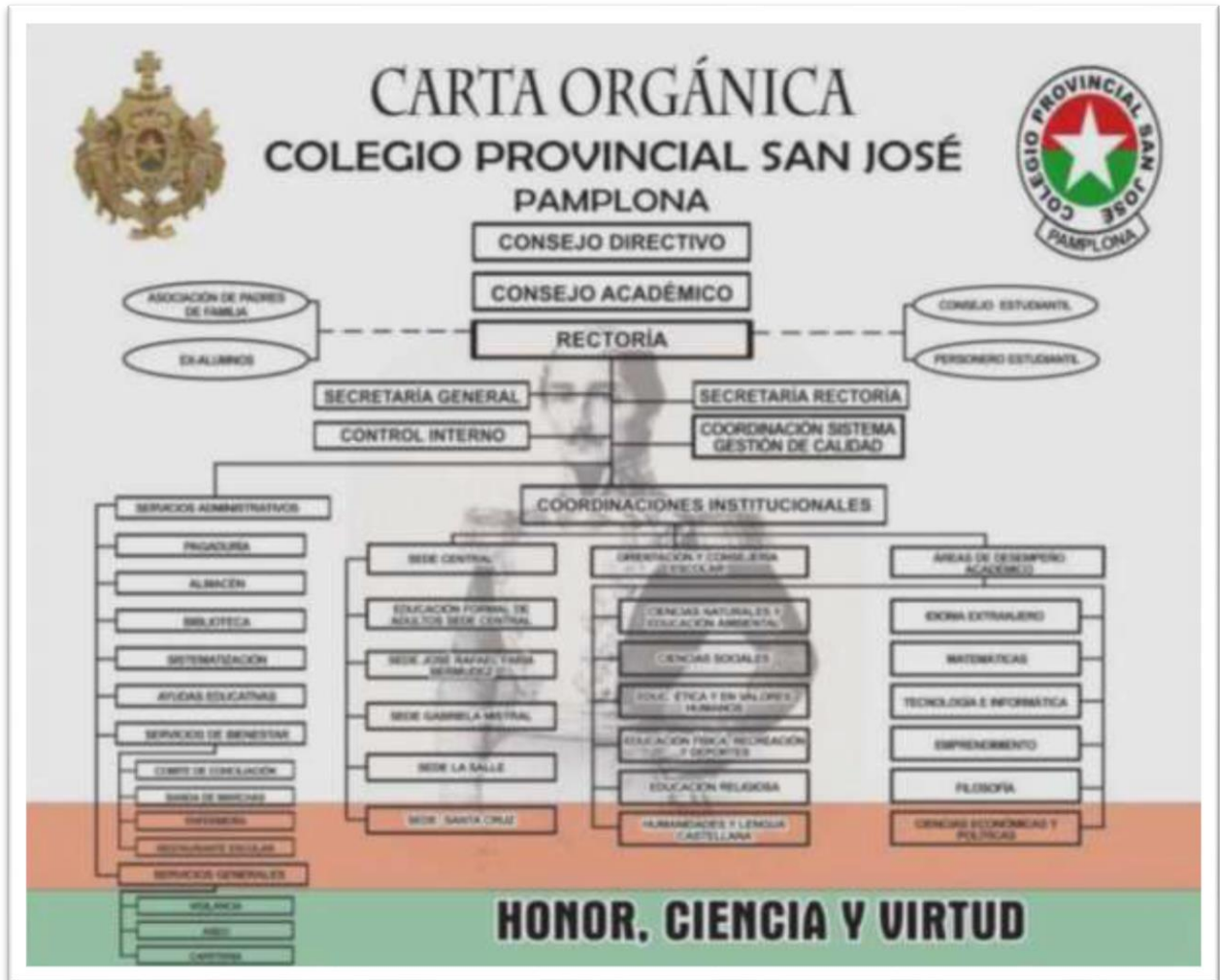


Figure 1 Institution organizational chart

### English Schedule of the supervisor teacher

TITULAR: 8 - 03				
BLANCA VILLAMIZAR				
LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
8-03 a INGLES	PLANEACION CURRICULAR	7-02 INGLES	8-01 INGLES	8-01 INGLES
8-01 INGLES	7-03 INGLES	EVALUACION DE PROCESOS	ATENCION PADRES	PROYECTO TRANSVERSAL
a EVALUACION DE PROCESOS AREA INGLES	8-03 INGLES	8-01 INGLES	8-03 INGLES	EVALUACION DE PROCESO
a ATENCION PADRES	7-02 INGLES	EVALUACION DE PROCESOS	7-02 INGLES	7-02 INGLES
b PLANEACION CURRICULAR	EVALUACION DE PROCESOS AREA INGLES	7-03 INGLES	8-02 INGLES	8-03 INGLES
8-02 INGLES	8-02 INGLES	8-02 INGLES	7-03 INGLES	7-03 INGLES
PLANEACION CURRICULAR	INGRESO A PLATAFORMA	REUNION PRESENCIAL	EVALUACION DE PROCESOS	PLANEACION CURRICULAR
PLANEACION CURRICULAR	INGRESO A PLATAFORMA	REUNION PRESENCIAL	EVALUACION DE PROCESOS	PLANEACION CURRICULAR

*Figure 2 supervisor timetable*

#### **Institutional founds**

The San José Provincial High School is based on the human and intellectual students' development according to:

- Philosophy
- Epistemology
- Psychological
- Sociological
- Pedagogical

#### **Institutional principles**

- Personalization and student socialization.
- Tolerance and dialogue.



- Teach for life.
- Pertinence sense development.
- Intelligence development.
- The family as a fundamental core of society and first teacher.
- Ethical values, morals and religious as a support in the autonomous construction of the student.
- Technology as a tool to the knowledge service.
- Enterprising and innovating capacity.
- Be respectful, careful and the responsibly use of the environment.
- Bilingualism as a tool to approach to other cultures.
- Human being as a critical being.
- Attention to the diversity.
- Research as pedagogical strategy.

## **Pedagogical approaches**

### **Teaching approach**

The learning process and the other related activities are developed, implementing an active pedagogical practicum that involves human, material and physical resources in order to help students to become a sensitive, lovely, respectful, solidary, with a high sense of ownership and identity. The teaching approach of this establishment allows teachers to assume their posture towards the curriculum, the society and the human being that wants to be educated, having the new Information and Communication Technologies (ICT) and research as a tool and support.

The Provincial San José Institution has assumed an active teaching approach that is used on every single activity developed institutionally regarding the parameters. This

approach is focused on the student's ideas, interests, and activities. Nevertheless, this teaching approach is based on the tendencies in which the students show an appropriate context, therefore, it allows adding the knowledge they need to their personal improvement and the development of competences.

### **Methodological approach**

This educative institution applies an active pedagogical model that is mainly based on the critical thinking and the significant learning as an action. This significant learning occurs when previous knowledge is linked in substantial and non-arbitrary teaching that is understood as the cognitive structures that has been already acquired by the students with an image, symbol or a significant concept in previous experiences.

As mentioned before, action as a learning condition among students is based on theoretical ideas stated by Maria Montessori, the use of senses by Friedrich Fröebel, games 25 by Célestin Freinet and the Jacques Delors's principles of learning by doing. This pedagogical model aims at stating the responsibility and the experience of the school, generating context in order to facilitate the use, the action and research on young learners and thus, to construct and transform learning, leading it to the student. This allows students to learn and apply their cognitive skills, empowering their intellect, creativity and their identity.

## CHAPTER III

### PEDAGOGICAL COMPONENT

#### **The implementation of short stories to enhance reading skill in 7th and 8th grade students at Provincial San José School**

##### **Introduction**

English as a second language is fundamental in this globalized world for the formative and personal development, and it is necessary to be able to communicate ideas, feelings, and to know other cultures. Besides that, it is a hard work but technology facilitates communication and provides a lot of tools and all the necessary to learn a new language in a different way.

The learning of English nowadays is a necessity to be successful, to travel abroad, and to be included in this accelerated world. Taking into account that, is important to highlight “Being able to speak English makes it easier to travel. Because English is spoken as a first or second language in so many different countries, it is always easy to find English speakers as well as printed information in English, especially at hotels and in areas frequented by tourists. “Importance of English”, 2017. Learning English improves our level of knowledge, culture and provides the opportunity to travel and know the world.

Besides that, English class has to be fun, and students must be motivated to learn, it is very important to create a good planning with enough material attractive for learners. Moreover, Thomson, 2008 states that classes have to be fun and rewarding for teachers and students and the material is a principal factor and resource for a successful class with teenagers.

## **Statement of the Problem**

The principal aim of this study is the enhancement of reading skills through the implementation of Tbl short stories for seventh and eighth grade in the Provincial San Jose institution. According to the observations, the difficulties related to the reading comprehension and speaking; it was not possible to analyze presential classes but in some situations, it was evident the students do not understand what they were reading and also they do not how to express their ideas, due to, students do not want to talk or participate in classes.

Additionally, for this situation of pandemic, it was impossible to do more observations (only one per group), but the supervisor informed me all about the management of the class in this time. Moreover, according to the supervisor, students require classes and workshops based on writing and reading through worksheets and two synchronic classes per month.

## **Main research question**

How can task-based learning approach improve foreign language reading comprehension in seventh and eighth grade

## **Justification**

As mentioned before, it exists a need that must be supplied and a problem that should be solved. For this reason, the present proposal is carrying out aiming at enhancing reading skill implementing a Task Based Learning approach through short stories, and taking into account the advantages that TBL may bring to the students and the preservice teacher. According to Likewise and Pourkalthor, 2013 (p. 3) "they make the students' reading task easier, they help students to be more creative, they raise cultural awareness, they

reduce students' anxiety and help them feel more relaxed, they manage universal language and they involve fiction”.

On the other hand, according to Arias & Leonor (2017) short stories contribute with motivation, imagination, interest and reflect a positive impact on students. Taking into account the aforementioned, the population will be seven and eight grades from Provincial San José institution with a level of English between A2 and B1 respectively according to the topics in the syllabus.

## **Objectives**

### **Main objective**

To enhance reading skill through task-based learning short stories in seventh and eighth grade students at Provincial San José institution.

### **Specific objectives**

- To motivate the students to practice reading in English through the short stories
- To generate in students the love of reading literature for the improvement of their comprehension
- To enhance 7<sup>th</sup> and 8<sup>th</sup> students' vocabulary, oral and writing productions by implementing English mindfulness activities
- To motivate 7<sup>th</sup> and 8<sup>th</sup> students to speak and to write in English by talking and learning about their emotions and feelings.

## **Theoretical Framework**

In order to have a better development of this project, it is essential to clarify some concepts and definitions that were essential for the development of this proposal such as reading comprehension, and task-based learning.

### **Reading comprehension**

According to Wolley (2011), "(...) reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (...)".

In addition, Bernhardt and Kamil, 1995 states: "reading in a foreign language cannot be degraded to an assumedly poor form of reading in the native language". The language when reading must be structured not as merely reading, it is necessary to retrieve the information and recognize the text in an explicit or implicit manner and assimilate the background information (Olmez, 2016).

Taking into account that, this project was guided by short stories, the students were provided with some text and they had to read and understand in order to produce and answer the activities. Additionally, it is important to mention that for a good development of reading comprehension it is necessary pre reading, while reading and post reading activities.

### **Task-Based Learning**

The Task-Based Language Teaching (TBLT), as exposed by Richard and Rodgers (2001) "refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching." (p. 223). In other words, the use of task as a vehicle to teach and improve the language on students. In addition, Task-Based Learning (TBL), helps

students to develop their abilities to face real world situations. "It can help the student by placing her in a situation like in the real world. A situation where oral communication is essential for doing a specific task. Task". (European Commission, n, d, p.12).

Regarding this approach, it sets a clear goal and a result for each activity implemented in the classroom. Bearing this in mind, learners will have a clear objective to achieve at the end of each task. These tasks follow the next three phases according to Willis (1996):

- Pre-task: During this stage, the teacher introduces and defines the topic and the learners are required to do activities that either help them to recall words and phrases that will be useful for the realization of the main task.
- Task cycle: In this stage, the learners perform the task (typically a reading or listening exercise or a problem-solving exercise) in couples or small groups. Afterwards, they prepare a report for the whole class on how they did the task and what conclusions they reached.
- The language focus stage: during which specific language characteristics from the task are analyzed and practiced.

### **Literature review**

Ghasemi & Hajizadeh (2011) exposed that the teacher is a facilitator and guide to the students in a personal involvement of the text. Also, the material can be fun and arrives on the improvement of the linguistic proficient, motivation and causes an emotional impact in the readers in their learning experience.

Furthermore, Frimasary (2015) conducted a study focused on the use of short stories for the improvement of reading comprehension composed by a group of nine classes of 40 students each one. The author suggests some stages to accomplish the

reading process: the pre-reading in which students answer some questions related the topic; the while reading where the students get the whole text and read individually in silence; and the post reading, where the students and teacher have to participate actively in an oral round of questions. The findings reflect the improvement of reading skill through the use of short stories and equally, the enhancement on grammar, and writing abilities.

Moreover, Sen Bartan (2017) inquired the effects of reading short stories in improving foreign language writing skills through the Read for Writing model, which is the adaptation of the approach called Talk for Writing (Corbett, 2013). This study indicates that the Read for Writing model has a positive effect on students' short story writing skills in terms of language, content, organization, and communicative achievement. Furthermore, the author states that there is a strong connection between reading and writing skills and discovered the development of critical thinking and high motivation on students throughout short stories.

Hasbaini & Manan (2017) found that the students improved and increased their scores using short stories compared with students that were taught with long stories. Also, this study reflects in the findings that the use of reading comprehension is better for motivation, the reading comprehension ability and the improvement of the general abilities in the students.

Finally, Ahmed Elhaj (2017) in the study entitled: "The Role of Short Stories in Developing Reading Skill for EFL Learners" states that there is a relationship between the frequency of reading and the development of the reading skill as well as the ability to recognize grammatical rules and sentence patterns.



## Methodology

Due to the pandemic (Covid-19) recently, the high school is closed, and this proposal was developed through a blog which contains videos, exercises and the communication was via WhatsApp messages for some explanations or doubts of the students. In order to complete this proposal, virtual meetings are the best option to accomplish the whole project. For that reason, students were informed via WhatsApp about the activities that we are going to develop in the blog previously to improve reading comprehension through the Tbl stages.

Additionally, synchronic classes were not an option because some students did not have access to internet or electronic devices. However, this study adopts a qualitative action research design because “[is] 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, as cited in Creswell, 2012 p.577, in other words, this study followed some systematic procedures because in each class were implemented a workshop with a specific objective and spaces to clarify information to the students in order to enhance the reading skill.

Also, this study was a participatory action research “the purpose is to improve the quality of people’s organizations, communities, and family lives” (Stringer, 2007, as cited in Creswell, 2012, p. 582) that is implementing action research would help seventh and eighth grades to enhance their reading skill through a TBL.

## Population

On this study, there were 128 students from seven and eight grades broken into five courses (7-02, 7-03, 8-01, 8-02, and 8-03) I was work specifically with nineteen students.

## Instruments for data collection

These instruments are considered the most suitable for collecting information according to the implementation of short reading worksheets for the improvement of the reading skill, furthermore in the pandemics (declared by the government in which all the institutions were close and the order was implementing a virtual education to prevent the contagion of Covid-19) and the following techniques were utilized:

### Short stories' workshops

This instrument was developed one per week. The subject of these short stories' worksheets was tied to British council for kids, and the vocabulary was appropriate for the creation of creative themes.

The second instrument is participative observation during each virtual meeting this tool provided the development of students during the process of reading and this improve reading comprehension, speaking and pronunciation in the population.

### Timetable - Project development (Table 2)

Project development	Date
Progress of the proposal	Friday, September 11th 2020. 06:00 PM
Socialization of institutional observation	Friday, September 11th 2020. 10:00 AM
Socialization of the proposal	Thursday and Friday, September 16 <sup>th</sup> and 17 <sup>th</sup> 2020.
Start pre-service Teacher practice – Project introduction to seven and eight grades	Monday, September 21 <sup>st</sup> 2020

Implementation of first Workshop	Wednesday, October 28 <sup>th</sup> 2020
Implementation of second Workshop	Monday, November 2 <sup>nd</sup> 2020
Implementation of third Workshop	Friday, November 06 <sup>th</sup> 2020
Implementation of fourth Workshop	Monday, November 9 <sup>th</sup> 2020
End of practicing	Monday, November 27 <sup>th</sup> 2020
Proposal completed	Wednesday, November 25 <sup>th</sup> 2020

### Pre-service teacher schedule. Erika Paola Rosas Mendoza. Secondary (Table 3)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00	8-03	Plan curricular	7-02	8-01	8-01
7:55 – 8:50	8-01	7-03	Realización de talleres	Plan curricular	Proyectos
8:50 – 9:45	Plan Curricular	8-03	8-01	8-03	Atención a padres
9:45 – 10:15	BREAK				
10:15 – 11:10	Atención a padres	7-02	Realización de talleres	7-02	7-02
11:10 – 12:05	Plan curricular	Atención a padres	7-03	8-02	8-03
12:05 – 1:00	8-02	8-02	8-02	7-03	7-03

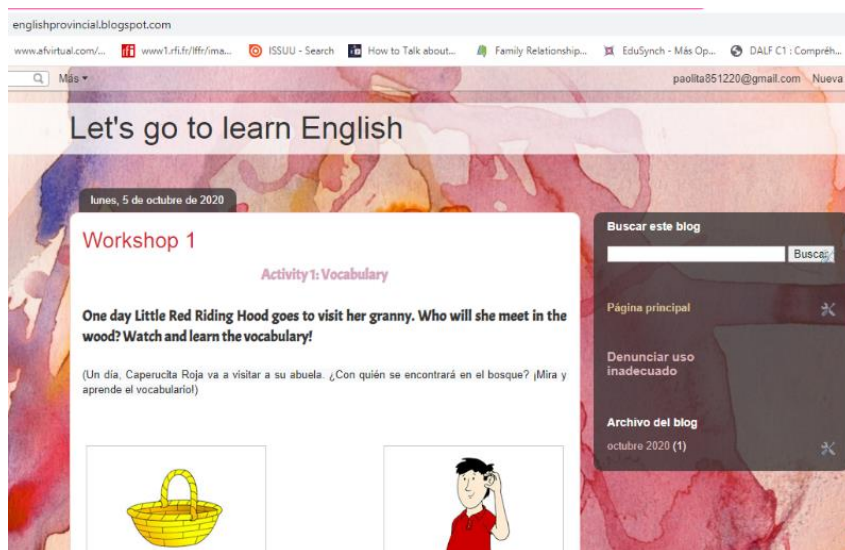
In this process of the pedagogical component, the socialization of the project and the objectives were achieved. On the other hand, the high school is closed due to the Covid-19, and the chronogram of activities was modified. Moreover, each public school had a rest week (ordered by the government each year) and only five classes (one per group) have been developed via Google Meet.

The practicum processes in the institution have been hard, due to the lack of student's connection of the internet and the limit contact with them because of that, I decided to create a blog to facilitate the access to the complete material of the workshops and the participation of the students and to develop this project entitled: "The implementation of short stories to enhance reading skill in seventh and eighth grade scholars at Provincial San José school."

## Blog: Let's learn English

This blog has the three principal stages of TBL (task-based learning) and reading (pre – while and post). Previous to the virtual meeting, I had to inform students about the activities that they were to develop in the workshop, because due to the situation, they were prepared in advanced to develop the virtual class in order to improve their reading comprehension.

In the blog, at the beginning, we can find the vocabulary that supports the second stage. In the second part, we can see a video with subtitles that helps to develop reading and listening with their respective questions in order to improve reading comprehension. Besides that, in the last stage, we can find some questions that they have to answer in order to create a discussion.



On the other hand, the pedagogical component is one of the most relevant aspects of the project for this reason we have to take into account the work carried out in the

teaching role with supervisors and students of the educational institutions since September 21, 2020. However, when I began the integral practice through the design of material (worksheets) for seventh and eighth grade with the explanation of the topic each group (7-02, 7-03, 8-01, 8-02, 8-03). (Annex 1).

My personal email and my WhatsApp number had been suggested for receiving the material in order to facilitate the delivery of guides and rate them, and also evaluate the student's process. The workshops were developed following the next steps:

1. I created a group via WhatsApp with the participants
2. In this group, I sent the information about the correspondent short story and the instructions about the activities that they had to develop before the meeting. Additionally, participants had to see the video before class and tell at the beginning of the class what was the story about.
3. In the virtual meeting, we saw the video and read the short story in order to improve the pronunciation and reading
4. Also, students completed the activities related with the reading
5. In the next step, students answered some questions to create a discussion about the topic of the reading and write their answers in the notebook
6. Later, after the virtual meeting, students sent the activities via WhatsApp

All this material had been developed from the suggestions and commands of the supervisor, who has reviewed and made the corresponding modifications.

For a better explanation it was necessary to promote different activities of pre-reading, while reading and post-reading.

**Pre reading**

In this part it was necessary to put students into context by doing a pre reading activity and depending on the short story the exercise changed.

In this section the activities what were implemented are:

- Flashcards related with the story
- Guessing the content of the story
- Wear costumes related with the story

**While reading**

In this moment of the class, students had to put in practice their comprehension and complete the activities for this section:

- Answering questions about the text
- Sharing their ideas about the text
- Put in order some sentences about the development of reading

It is important to highlight with this activities' students enhanced their vocabulary and improve their comprehension

**Post reading**

Finally, in this part we checked their answers and develop the speaking skill with activities like:

- Discussion about the topic
- Answering questions related with the story
- Creation of an alternative end to the story and tell us

## **Findings**

In this section the overall results of the collected data are given. Following this, it is necessary to mention that an interpretative analysis was done in order to understand the information and identify the positives and negatives effects before make conclusions. Besides that, according to Hatch 2002 the interpretative analysis is based on “generating explanations for what’s going on within them” following this it was decided to focus on the results taking into account the objectives of the pedagogical project by giving my interpretation of the data collected as a summary.

### ***To enhance reading skill through task-based learning short stories in seventh and eighth grade students at Provincial San José institution.***

As a result of the general objective, I took into account the writing productions of each class and the observations in the virtual meetings.

First, students showed an improvement in the reading comprehension and the development of the exercises. This could be observed since the second meeting. Firstly, students only send the translation and the answers in Spanish. However, in the other meetings, students wanted to participate and the evidence was sent in English. And finally, they made suggestions about the short stories to the next class.

In addition to that, it is important to highlight that the improvement of reading skill was positive, the students were interested on participate in class and the motivation and enthusiasm was noticeable at the moment of the development of exercises from pre-reading, while-reading, post-reading and the discussion and writing activities

### ***To motivate the students to practice reading in English through the short stories and to generate in students the love of reading literature for the improvement of their comprehension***

Students showed an improvement in reading practice, and they wanted to do everyday workshops and suggest a lot of stories to work in this project. Additionally, they talked about stories that they read and the interest in learning these stories in other meetings; they loved each class, the characters, and they enjoyed guessing and proposed some alternative ends for each story.

On the other hand, they participated voluntarily during each workshop making evident the interest with this project and I could observe students' interest to learn English through literature. One of the workshops was about Shakespeare and students reacted positively, and they wanted to know more and more about that. Some students wanted extra classes in holidays related with literature and Anglophone culture for that reason, it is important to mention that currently the way to teach is very important and significant for each child, so, it is one of the best ways to teach English.

In addition, it could be observed that students were able to understand what they read and listen because they were able to make questions, participate on the discussion and proposed some stories (like Shakespeare's life, among others) in order to know more and more about literature.

Finally, students were motivated to practice reading literature in English and to know about other cultures, because in a traditional English class they only learned grammar and translation but, using Google.

## **Conclusions**

The main purpose of the implementation of this project was to enhance reading comprehension in 7<sup>th</sup> and 8<sup>th</sup> grades at Provincial San Jose institution. Besides that, the accomplishment of this methodology generated a positive impact in students and participants started to have a different view of learning English, they began to propose



ideas for each workshop and developed each activity at home and in class too. Thus, they started to gain lexicon, analyze questions, stimulate their imagination and obtain more knowledge about English language.

On the other hand, it was evident they loved to participated and share their ideas about the story or answering questions to create a discussion that was being carried out.

Finally, it is very important in each English class, try to teach culture, literature and a lot of things that can contribute with learning in a different way.

#### Preservice teacher chronogram (table 4)

WORKSHOP	GRADE	TOPIC	ACTIVITIES	PLANNING AND DATE
# 9	8-01, 8-02, 8-03	Countable and uncountable nouns. How many, How much – quantifiers.	Follow the structure of the multimodal workshop found in previously presented workshops.	Tuesday 22nd and Wednesday 23rd of September.
# 10	8-01 8-02 8-03	Past habits. Used to.	Follow the structure of the multimodal workshop	Tuesday 29 and Wednesday 30 September
# 11	8-01 8-02 8-03	Reading comprehension	List of unknown vocabulary, reading and their respective questions.	Tuesday 06 and Wednesday 07 October
# 12	8-01 8-02 8-03	Gerund and infinitive verbs	Follow the structure of the multimodal workshop	Tuesday, October 13 and Wednesday, October 14.

# 9	7-02 7-03	Comparatives and superlatives.	Follow the structure of the multimodal workshop found in previously presented workshops.	Tuesday 22nd and Wednesday 23rd of September.
# 10	7-02 7-03	Vocabulary of Typical food and celebrations.  Actividad sociocultural y de producción escrita.	Follow the structure of the multimodal workshop	Tuesday 29 and Wednesday 30 September
# 11	7-02 7-03	Actividad de Comprensión de lectura	List of unknown vocabulary, reading and their respective questions.	Tuesday 06 and Wednesday 07 October
# 12	7-02 7-03	Connectors	List of connectors, usage, examples, where the connector should be placed within a sentence.	Tuesday, October 13 and Wednesday, October 14.

## CHAPTER IV

### Research Component

#### **The formation of the reflective spirit on PLEX' pre-service teachers, a training tool to qualify the pedagogical practice**

##### **Introduction**

In the context of training in the 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 quality education.

While there is a clear interest in the obvious need to understand and transform teaching practices, 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 establish 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, deepening and conscious exploration of the subjectivity inherent in the practice of teaching, through asking questions and finding information for the solution of problems and the self-recognition.

##### **JUSTIFICATION**

In the context of comprehensive practice language students, the purpose of this project makes part of the professionalizing conception of practice as a spearhead to improve educational processes in schools where PRADO application runs<sup>1</sup>. It is

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<sup>1</sup> PRADO teaching practice social needs

considered that the role of reflection in the teaching process is the first step in understanding the difficulties of the profession to inquire the knowledge about the models and approaches to address a problematic situation and establish an analytical glance about the fact.

Following the statement by the educational philosopher John Dewey, a pioneer in the field of reflective thinking applied teaching to 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 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. 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

This situation, which affects teachers, requires that the teacher training process foster a critical and reflective spirit in teachers that contribute to the improvement of their teaching practices, so that you, in turn, are essential elements that influence and transform their work and future professional performance.

In the case of the Foreign Language Program at the University of Pamplona, reflection is seen as a fundamental exercise for students doing their comprehensive practice. Pre-service teachers evaluate themselves, from installing a critical and constructive look at the work in the teacher's role. To start, the following questions are guiding this study:

- *How implementing reflection contributes in transforming pedagogical processes of the development of integral practice?*
- *How does the exercise of reflection on the development of critical thinking of pre-service teachers contributes in the analysis of their pedagogical?*

### **GENERAL OBJECTIVES**

- To implement reflection as a transforming tool's pedagogical processes of integral practice.
- To promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogical process.

### **SPECIFIC OBJECTIVES**

- To consolidate a group of pre-service teachers with a critical spirit and present proposals and alternative solutions to the problems in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to take their teaching practice and insert 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 teacher practice constitute the conceptual framework of this study. In order to have a greater clarity of the concepts treated in close relation to this research project, an approach to each of these is presented.

### The teaching profession

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

The teaching profession requires a set of skills, which currently are the conceptualization and mode of operation in planning and managing human resources to facilitate coordination between work 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., not only does the teaching practice requires ordering components to be learned by students but also provides conditions of education in the educational context or outside it. The immediate function that will be develop for teachers is the design and practicing of teaching.

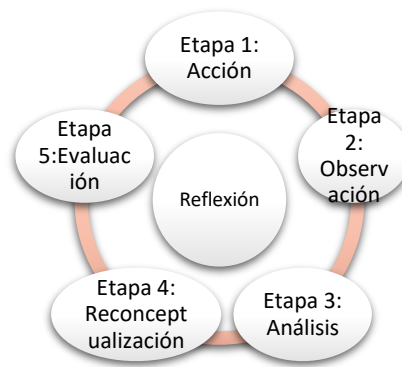
### Reflection

Talking about reflection involves addressing different conceptions of that notion. For this reason, to expand 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 "a kind of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would extract a new structuring situation".<sup>2</sup>

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



*Figure 3: reflection as process*

### - 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 instrumental 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

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<sup>2</sup> Free translation from the document: Concept of Reflection: un regard critique. Correa Molina et al (2010)

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 context analyzed.

On a third level, Van Manen 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 the analysis and reflection on practice, it is considered adequate to resort to a conceptual operation methodologically classifying practice; for this purpose, Zeichner's proposal is assumed, which has established various forms of practice:

- **Academic practice**

It aims to prepare teachers able to reflect on their courses, to 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 the following categories of knowledge:

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

## **Methodology**

The methodological strategy proposed, had a main focus the ongoing reflection that additionally provides some meetings for the reinforcement of the group of practice as an initial space of the educational and professional problem. The principles of organization are autonomy, planning and self-observation.

To check the impact of the reflective proposal about this process of practice, a systematization and socialization process were carried out.

This study belongs to the qualitative research from the perspective of reflection as professional space that will highly contribute to the description, identification and analysis of the pedagogical practice.

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

### **Reflection workshops**

The reflection workshops had the fundamental purpose of guiding the reflective process of the students-practitioners, but, at the same time to socialize and to share own experiences of their work in order to enrich their process and include new tools that allowed them to transform their pedagogical practices. Reflections workshops were carried out three times during the ten weeks of practicum.

### **Objectives**

- To consolidate a collective teacher-preservice teacher with critical spirit that reflects and submit proposals and solutions' alternatives to the educational problem of their pedagogical practice.

- To socialize criteria, to share ideas and guidelines to assume their pedagogical practice.
- To qualify, to facilitate and effectively insert themselves into the educational center

### **Self-observation sheets**

The self-observation card aimed at guiding the student-practitioner towards an own perspective of his/her exercise as a teacher and his/her role in the classroom and the educational community field where he belonged to.

### **Narrative**

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

### **Class recordings.**

Having evidence of the student practitioners' performances in the classroom, it allowed to reflect on the different aspects related to the learning/teaching process of foreign languages, these aspects might have been important in their exercise as reflective teachers. These recordings allowed reviewing externally and constructively the pedagogical practices.

### **Context**

Pamplona city, founded in 1549, is the oldest city of the department of Norte de Santander. It is located in the Espiritu Santo valley, in the Colombian Andes. This city, known as the founder of cities in the colonial era, has been throughout history a center of religious confluences and influences; it hosted a myriad of religious communities between we can mention: Franciscanos community; Clare sisters; St Jhon of God brothers; the

Company of Jesus; likewise, feminine religious communities: La Presentación sisters; Bethlemitas sisters; among others. Because of the presence of these communities, the city created educational institutions based on their beliefs and values. Due to this geographical context, this study had the school as the environment where these school actors PLEX: Practitioners perform.

The school is understood as a specific educational community that as an organ is in charge of institutionalized education, that is, the school is the place where education is carried out, where education is carried out and where education is ordered.

Currently, the school is considered as the way of life of the community, that is, the school transmits those learning and values that are considered necessary in the community and that lead students to use and improve their capacities for the benefit of both society as your own.

In the school, there are always be a number of fundamental elements that intervene, such as teachers and students whose actions and performances are in a social and cultural order specific of a school. The school is a place which depends on the society, an addressed social institution, in the specific area of education, to administrate the systematic education and condition the formation and organization of the groups represented by teachers and learners (Crespo, 2010).

The school as educational institution complies with specific functions among it is possible to find:

### **Socialization role**

This function refers to the youth learning of values, norms, behaviors, attitudes or aptitudes focused on the dominant social culture, in the political and economic context

where they belong. This function encompassed all the socialization processes in which the school members took part of.

### **Instructive role**

The instructive role uses two functions, the improvement of spontaneous socialization processes in order to guarantee the training of human capital which requires the functioning of labor market. This implied a higher level of culture, knowledge, values, etc., there existed a major possibility of adaptation.

### **Educational role.**

The educational role requires a community of life, democratic participation, intellectual pursuit of dialogue and learning. An educational community that breaks down barriers between school and society, a space of culture where concepts are learnt, technical tools and cultural codes of humanity. As a consequence of the active participation in the exchange of meaning, desires, and behaviors between colleagues and adults (Vizcaino, 2010).

### **Population**

The total population of the current study is composed of forty-nine students of tenth semester, practitioners of the foreign languages program English and French of the University of Pamplona.

#### **The direct beneficiary population.**

- Teachers in training
- Supervisor teacher
- Student community of the centers of implementation of the pre-service teaching process

### **Indirect beneficiary population.**

It is composed of the teaching community of the foreign languages program, the results will re-feed the program agents' vision of their practices and the collective of the pre-service teaching process

### **Institutional dependence linked to the project.**

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

### **External institutions linked to the project.**

- Provincial San José High School
- José Antonio Galán School
- Bethlemitas Brighton School
- La Presentación School
- Normal Superior of Pamplona School
- Jose Rafael Faria Bermudez School
- Cristo Rey School

### **General chronogram of the project**

		AUGUST				SEPTEMBER				OCTOBER			
	<b>ETAPAS Y ACTIVIDADES</b>	<b>MONTH 1</b>				<b>MONTH 2</b>				<b>MONTH 3</b>			
		<b>WEEK</b>				<b>WEEK</b>				<b>WEEK</b>			
		I	II	III	IV	I	II	III	IV	I	II	III	IV

1	Project formulation												
2	Socialization												
3	Implementation												
	Instruments application												
		<b>NOVEMBER</b>				<b>DICEMBER</b>							
	<b>ACTIVITY</b>	<b>MONTH 4</b>				<b>MONTH 5</b>				<b>MONTH 6</b>			
		<b>WEEK</b>				<b>WEEK</b>				<b>WEEK</b>			
		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
1	Implementation												
2	Instruments application												
3	Data analysis												
4	Results socialization												

### Expected results

The expected results derived from the objectives proposed for these experiences as follows:

- The formation of the reflective spirit in the PLEX practitioners as a training tool to qualify the pedagogical practical.



- To analyze the setting, realities and the social representation of training teaching, the notions and concepts about the school context.

### **Chronogram of entries**

- From September 1<sup>st</sup> to 5<sup>th</sup>: Week of observation, aspects of the institution and the role of the supervisor in the classroom First week as pre-service teacher
- From September 7<sup>th</sup> to 11<sup>th</sup>: Second week as a pre-service teacher experiences, identification of the role as a teacher, and socialization of the observation.
- From September 14<sup>th</sup> to 18<sup>th</sup>: socialization of general proposals
- From September 21<sup>st</sup> to 25<sup>th</sup> Role of teachers, students and parents in times of pandemic, use of virtual and technological tools in times of pandemic in the school context, design, implementation and evaluation of material, etc.
- From October 5<sup>th</sup> to 9<sup>th</sup> Role of teachers, students and parents in times of pandemic, use of virtual and technological tools in times of pandemic in the school context, design, implementation and evaluation of material, etc.
- From October 12<sup>th</sup> to 16<sup>th</sup> Role of teachers, students and parents in times of pandemic, use of virtual and technological tools in times of pandemic in the school context, design, implementation and evaluation of material, etc.

**SELF ASSESSMENT PEDAGOGICAL PRACTICE****I. PLANIFICATION**

		1	2	3	4
1	I realize my educational programming activity having as reference the educational project of the program and programming area.				
2	I raise the educational objectives so clearly; they express the skills that my students should develop.				
3	Selected and sequenced with a distribution content and a progression adapted to the characteristics of each group.				
4	Selected and sequenced with a distribution content and a progression adapted to the characteristics of each group.				
5	I plan flexibly classes, preparing activities and resources tight as possible to the needs and interests of students.				
6	I establish, explicitly, criteria, procedures and tools for evaluation and self-assessment.				
7	I plan my educational activity coordinated with other teachers				

Observations and proposed improvement

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**II. REALIZATION****Initial Motivation for Students**

		1	2	3	4
1	Present and propose a work plan, explaining its purpose, before each unit.				

2	Introductory situations pose prior to the subject being treated.				
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### Motivation throughout the entire process

3	I keep the interest of the students from their experiences, with a clear and adapted language.				
4	Communicate the purpose of learning, its importance, and actual application functionality.				
5	I give information on the progress made and the difficulties encountered.				

### Presentation of content

6	The content and activities relate to prior knowledge of my students.				
7	I structure and organize the contents giving an overview of each topic (indexes, concept maps, diagrams, etc.)				
8	Facilitated the acquisition of new content sandwiching clarifying questions, synthesizing, exemplifying, etc.				

### Classroom activities

9	Pose varied activities, ensuring the achievement of educational objectives set and basic instrumental skills and techniques.				
10	I propose activities their balance between activities and group work.				

### Resources and organization of the classroom

11	Properly distribute time (short exposure time and the rest of it for activities that students perform in class).				
12	Adopted different groupings depending on the task at hand, provided that the working environment is the appropriate				
13	Use varied teaching resources (audiovisual, computer, etc.) both for the presentation of content to practice.				

### Instructions, clarifications and guidance to student assignments

14	I find that students have understood the task they have to do: ask questions, make verbalize the process, etc.				
15	Facilitated learning strategies: how to find sources of information, steps to resolve issues, problems and make sure the participation of everyone				

### Classroom climate

		1	2	3	4
16	I establish relationships with my students in the classroom they are fluid and from perspectives not discriminatory.				
17	I favor the development of standards of living with the contribution of everyone and react with equanimity to conflict situations.				
18	Promoting respect and collaboration among students and accept their suggestions and contributions.				

### Monitoring / control of the teaching-learning process

19	Reviewed and often correct contents and proposed activities inside and outside the classroom.				
20	Provided information to students on the implementation of tasks and how they can improve them.				
21	If insufficiently objectives achieved propose new activities to facilitate their acquisition.				
22	If sufficiently achieved objectives in short time, I propose new activities that facilitate a greater degree of acquisition.				

### Attention to diversity

23	I consider the skill level of students and depending on it, adapt the different moments of the teaching - learning process				
24	Coordinate support for change content, activities, methodology, resources, etc. and adapt to struggling students.				

### Observations and proposed improvement

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### III. EVALUATION

1	2	3	4
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1	I have in mind the general procedure for the assessment of learning according to the programming area.				
2	Apply evaluation criteria and qualification criteria in each of the subjects according to the programming area.				
3	I made an initial assessment in the early going.				
4	Use sufficient assessment criteria that address so balanced assessment of different content.				
5	And I use various instruments systematically collecting information on procedures to students				
6	Usually, correct and explain the work and activities and give guidelines students to improve their learning.				
7	Use different evaluation techniques based on the diversity of students, from different areas of topics, content ...				
8	I use different means to inform parents, teachers and students (evaluation sessions, newsletter, individual interviews) the results of the evaluation.				

### Observations and proposed improvement

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### Instruments

During the development of this project, some narratives have been elaborated in order to collect data for the principal researchers.

Firstly, a narrative was developed in order to identify the methodology used by the supervisor and school in the English class. In this narrative, the principal aspects of this virtuality were exposed and also the guidelines to develop my role as a preservice teacher in the institution. Also, I explained the principal limitations of the virtual work due to the lack of connection and the period of time between each English class.

Secondly, in the narrative, I told the exciting role as a preservice teacher and the development of five videoconferences in order to explain the topic in each grade where the student's participation was satisfactory in the development of each one, and also, the easy use of the school platform for assign task and upload each worksheet.

Thirdly, in the next narrative I related the work during the rest week that was the correction of the worksheets of each student uploaded to the platform and sending by email or WhatsApp and their respective grading on the system.

Finally, in the last narrative sending, I talked about the tutoring process of some students and I invited them again to participate in the project, but I obtained negative answers due to the lack of connection to the majority of the students. Moreover, in this narrative I had the possibility to talked about the creation of the blog to improve the access of some of them and motivate the students to participate in this project.

However, in the two reflective workshops that teachers were develop, we had the opportunity to listened some experiences of the others preservice teachers and participated too, each one of them was developed and socialized through Microsoft teams in a virtual way.

Besides that, in November 23<sup>rd</sup>, it was sending the last workshop in which the preservice teacher had to answer some questions about the management in the virtual classes, the synchronic meetings or asynchrony sessions.

In addition to this, we had the opportunity to contribute in the modification of one auto observation worksheet, in order to improve each item and develop it later for the collection of data of the principal researchers.

Finally, the reflective process contributes in the transformation of the teaching work because each week we can analyze and discover some aspects that are very important in this initial stage as a preservice teacher and reflect the real and hard experiences that teachers face day by day. In other words, improve our critical thinking and our future of teachers.

### **Chronogram**

September 23: in this first workshop the preservice teachers share the experiences in each one of the schools, the identification of the role as a teacher and also, we help to modify and construct one guide to auto observation.

October 14: role of teachers in times of pandemic, the use of different materials, web pages and experiences with students, supervisors and parents.

November 23: the last workshop focuses on the way to apply the strategies in the classroom in order to solve and complete the process of teaching in times of pandemic.

### **Results**

The reflections produce a development of reflective critical thinking that helps to improve and realize the changes in the preservice teachers. For that reason, it is important to mention that this process contributes in different aspects in my role as a teacher in practice because in this time of pandemic traditional education suffered a drastic change in which students, parents and teachers had to adapt in a short time. We have had the need



to create alternatives to teach for the complete learning of students which some of them, did not have the internet access to receive the explanation of the topic. Finally, there are a lot of obstacles for children and education in Colombia in this terrible moment of pandemic, and it is necessary to take measures that contributes of the improvement of learning and teaching at home.

### **Conclusions**

Reflective process generates the development of critical thinking and contributes with the improvement of the perspective and the role of each preservice teacher. This also shows the process of construction of the thought in an integral teacher.

Also, this process reflects a change in beliefs in a real context like a preservice teacher through the experiences and attitudes of each one of us. Personally, I think the situation of the world influence in this process of continuous learning of each student and in some cases block the correct process of teaching.

## Chapter V

### Outreach Component

#### AWARENESS OF THE ENGLISH LANGUAGE IN PRIMARY SCHOOLS IN THE CITY OF PAMPLONA

##### Presentation

This proposal contains a twofold objective: to organize the social influence of the Foreign Language Program from the outreach component implementation to the practicum community to raise awareness through a project for primary school students on the basics of English as foreign language.

The first part of this component consists of the justification, the objectives of the project, its characterization and the lines of contribution to which it applies.

Then, the theoretical framework that guides the proposal, the population and the schedule estimated for the development of this sub project.

##### 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.

In the basis of promoting English language learning in Colombia and making Colombians competitive citizens, the Ministry of National Education launched its bilingual policy in 2004. The main objective 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 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 on.

Regarding the primary education, the Government encourages 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 in Colombia, seen as a public training institution for trainers and more specifically the Bachelor’s Degree in Foreign Languages English-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.

The proposal of social projection seeks to meet the needs of English training in primary school population in Pamplona, Additionally, to integrate the foreign language training of students of the English-French Foreign Language Degree 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 being at the forefront of the needs 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 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 outreach component to the community of the integral practice developed by students of last semester of the license in Foreign Languages of the University of Pamplona, as a way to contributes to the strengthening of English teaching in the primary education sector.

The realization of this project favors 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 how they can help, intervening in processes that impact on the improvement of these needs.

This component will be developed with high school students due to the virtual education and the negative to assign primary students this period of pandemic.

### **General Objectives**

- To reinforce English on seven and eight grades at Provincial San José High School

### **Specific objectives**

In order to have a better understanding the issues raised above, this proposal will seek:

- To help seven and eight grades' English students to overcome their difficulties at Provincial San José High School.
- To utilize blogger in order to teach vocabulary.
- 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.

### **Typology of the project**

It is a training project, following by the curriculum; it is open to institutions where integral practice is carried out and offers basic training in primary education in the city of Pamplona, forming part of the training project of the Foreign Languages Program of the University of Pamplona.

This proposal articulates the social projection, transcends the institutional space and makes possible the articulation of the foreign language students with the community of Pamplona.

The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and extension to the community of the University and the degree.

### **Contribution Lines**

- Contribution to academic training in the field of foreign languages.
- Citizen education (attention to problems in the educational environment that tend to reduce the inequity of the education system)
- Projection to the school community at university and program level

## **THEORETICAL FRAMEWORK**

### **Teaching of the languages**

#### *International Linguistic Policies*

For several years, UNESCO has been concerned the role of languages in the global context. At the general conference in 1999, it adopted the term 'multilingual education' to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements of national and global participation, and the special needs of culturally and linguistically different communities, can only be met through multilingual education. (Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) believes that languages are not just a means of communication, but a true factory of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated

populations) and, at the same time, support the learning of international languages that provide access to global communication and information exchange. To achieve this, UNESCO suggests promoting multilingualism and intercultural dialogue, as well as developing policies for translation, in all possible ways, of written and visual materials with a view to promoting the circulation of ideas and artistic works.

According to Lima M, (2006), “the learning of foreign languages is now an inescapable necessity, but it is also the learning of the cultures they represent. Languages are the spirit and conscience of peoples; the poet points out; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they erase distances and bring us closer to science and technology too.”

All types of learning are of vital importance for the sociability of the human being as long as it allows to develop properly in different contexts. The learning of a foreign language or several languages focuses both on the professional and personal life of an individual allowing to be successful and fruitful in doing and knowledge.

### **National Program of Bilingualism**

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

## **Bilingualism**

Bilingualism refers to the different degree of dominance by which an individual communicates in more than one language and culture. This degree depends mainly on the context in which the individual finds himself. Therefore, according to how you use another language, other than the native one, these languages are considered second languages or foreign languages. MEN (2006)

## **The teaching of English in primary school**

According to Yesser A, & Chacon C. (2011), the acquisition of a Foreign Language is a complex process in which multiple variables of cognitive and affective character inherent to the individual. As well as factors specific to the socio-cultural and educational context, such as the curriculum are involved, the methodology used and the training and updating of the Foreign Language Teacher, among others. Thus, the importance of reaching the point of understanding how the child learns and incorporates a Foreign Language becomes necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) and how this process relates to the native language of the child. From what was previously written Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to L2. "The acquisition of language is done naturally and unconsciously in the form of a comprehensible input, which is processed and internalized, while learning involves consciously learning the rules of the language about."

"This distinction has been questioned because it is difficult to define both terms as part of a continuous process between the unconscious and the conscious (Richard-Amato 1996). The authors raise their point of view on the subject and differ for the purposes of this dissertation, the terms learn and acquire interchangeably because the SL can be acquired through recreational activities in an inductive and natural way that also involves



process of learning.” “It is important to note; however, that the contributions of Krashen and Terrel (1983) in terms of the natural approach of language are relevant to the process of acquiring SL in children and support the method of Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

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

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

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

To support the above mentioned on the acquisition process of a L2 it can be said that according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) “The ability of children to learn, understand, discover and formulate communicative forms in a foreign language lies mainly in the need to establish new social approaches to them (p. 467).” As a result, children construct through language meanings of the world around them and establish their own semiotic interpretation criteria for each concept they discover. For this reason, the learning of the L2 must be based on previous knowledge and mother tongue schemes since the representations developed in previous learning and

experiences constitute the scaffolding to build through the SL, new mental schemes or expand existing ones.”

Yesser A & Chacon C, (2011), quote Ausubel (1986) who states that “From the point of view of cognitive psychology, explains that there are differences between the cognitive abilities of the child and the adult in relation to cognition and affectivity, which are manifested in motivation, creativity, spontaneity and flexibility that characterize children and that distance them from the adult, who is usually more prone to emotional block at the moment to express in another language.” “From the above approaches, it follows that age is a factor that influences the learning of English as LE, particularly in the acquisition of pronunciation. That is, at a younger age, the more likely the child is to develop the pronunciation of a native.”

### **Why learn the English language in primary school?**

Frandiño Y, Bermudez J, & Vasquez V, (2012) quoted Madrid and McLaren (1981) who state that there are different types of reasons justifying learning a foreign language in the school. Pointing out that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who start foreign language study at school tend to achieve more positive performance than others.
- Children show not only a special ability to imitate sounds and colloquial expressions but also a great flexibility, spontaneity and daring that exceeds those of young people and adults.
- Children tend not only to be afraid of making mistakes, but they often acquire and transmit meaning through gestures and pantomime.

- Children are at a stage in their lives where the plasticity of their brains makes it easier for them to learn languages.

In summary, it is noted that the human learning process is based on experiences with the environment in which it is influenced by cultures that predominate and identify their idiosyncrasy and autonomy; especially in the young population, where from an infinite number of theories from the psychological field. It is argued that sociological learning takes place through observation and listening to sounds that focus on the senses of each individual. Emphasizing that the process of cognition from mental processes directs and leads to a meaningful learning in children who are at the beginning of learning especially of a foreign language.

### **The context of Pamplona**

The city of Pamplona has basic and secondary education institutions, mainly of a public nature. General colleges group most of them as follows:

**Escuela Normal Superior**, which has as headquarters the Escuela rural Cariongo, el Instituto la Aurora.

**Colegio Provincial San José**, which has as headquarters La Salle School, Santa Cruz School, Gabriela Mistral School, and Rafael Faría Bermudez High School.

**Águeda Gallardo School in Villamizar**, which has the Holy Trinity School, Escorial School, Nueva Iser, Jardín Nacional.

**Instituto San Francisco de Asís**: it is in charge of the José Antonio Galán High School, and Cristo Rey School.

There are also two institutions which do not have the status of a general school, but provide basic and secondary education of a public nature. These are the following:

- Colegio Técnico la Presentación
- Institución Educativa Brighton Bethlemitas

In this context, students of the Degree in Foreign Languages of the University of Pamplona carry out their integral practice and take part in primary schools.

## SUBPROJECTS

This space intends to establish a line of action for the language programs in relation to the Social Projection. In this regard, the implementation of the community outreach component, each practitioner will adapt the general guidelines of this proposal to the educational reality of the institution in which he or she performs the integral practice.

The objective of this proposal is framed within the conception of social interaction of the university with the community of Pamplona through the design and implementation of a project to support training in English.

### General chronogram of the project

	ACTIVITY	MONTH 1				MONTH 2				MONTH 3			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	INSTITUCIONAL OBSERVATION												
2	FORMULATION OF SUBPROJECTS												
3	IMPLEMENTACIÓN OF SUBPROJECTS IN EACH INSTITUTION												
		NOVEMBER				DICEMBER							
	ACTIVIDAD	MONTH 4				MONTH 5				MONTH 6			
		I	II	III	IV	I	II	III	IV	I	II	III	IV

1	IMPLEMENTACIÓN OF SUBPROJECTS IN EACH INSTITUTION													
2	REPORT CONSOLIDATION													
3	EVALUATION OF THE RESULTS AND IMPACT OF THE PROPOSAL													
4	SOCIALIZATION, INTERACTION WITH THE BENEFITED COMMUNITY													

## Methodology

The reinforcement activities were working in the morning hours, four hours per week (as it is shown in Table 3), via WhatsApp, email, phone calls or synchronic meetings.

### Chronogram of the preservice teacher

The following figure shows the schedule in which the tutoring hours took place to carry out this component. The outreach component, as the pedagogical one, had the duration of 10 weeks: from September the 21<sup>st</sup> to November the 27<sup>th</sup> and it was implemented some worksheets send it each week in order to help students overcome their difficulties.

HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
7:00					
7:55 – 8:50					
8:50 – 9:45		8-03		8-03	
9:45 – 10:15	BREAK				
10:15 – 11:10		7-02		7-02	
11:10 – 12:05					

This schedule shows the hours per week that I had to develop in the outreach component.

This process contributed with the educative community because students had the opportunity to reinforce knowledge and learn in a different way.

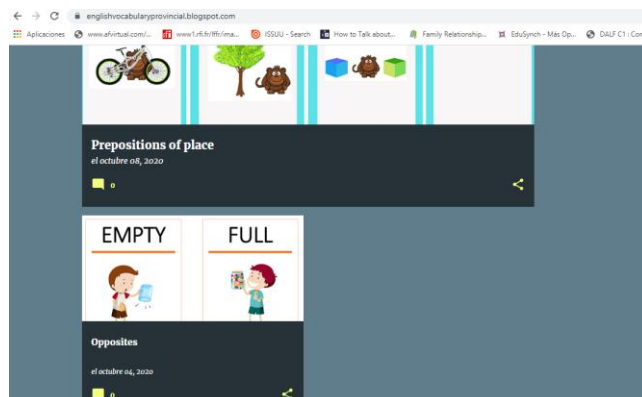
### **Beneficiary population**

The beneficiary population was 7<sup>th</sup> and 8<sup>th</sup> grades students from Provincial San José High School.

### **Undirected beneficiary population**

- Foreign languages program
- Academic community of Pamplona

In order to complete the process of this component, it was necessary to adopt a different methodology due to the high school have not the possibility to assign us primary school in this time of “Covid-19”. For this reason, the supervisor advised me about the tutoring of each group in a specific day, but the assistance was low and only via WhatsApp. Moreover, it was created a blog in order to contribute with student’s learning.



## **CONCLUSION**

Regarding the outreach component, during the time of tutoring my role it was helping the students to overcome difficulties that they had in the development of each worksheet uploaded to the platform in this space, some parents and students contacted me in order to obtain an extra explanation and doubts that students had in their process of learning.

Moreover, the blog creation is a useful tool to motivate students to learn in a different way and offer an important support to the supervisor for future classes.

## **Chapter IV**

### **Administrative Component**

#### **Introduction**

This component corresponds to the administrative and pedagogical activities conducted by teachers at the Institution Provincial San José. The aim of this component is to take part 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 participate in all the extra-activities proposed by Provincial San José High School during the practicum process.

#### **Specific objectives**

- To be punctual and responsible in each activity organized by the school
- To collaborate in the organization of activities

#### **Methodology**

The procedure in this component was based on the attendance to extracurricular activities or events but due to the pandemic, the institution was closed and the activities were as follow: the family's parent attention and curricular planning every week, and our availability and to cooperate during this integral practice in order to get involved and be immersed in the activities proposed such as cultural events, meetings, and exams week.



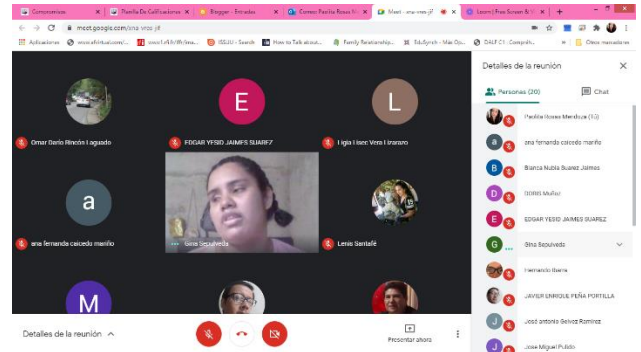
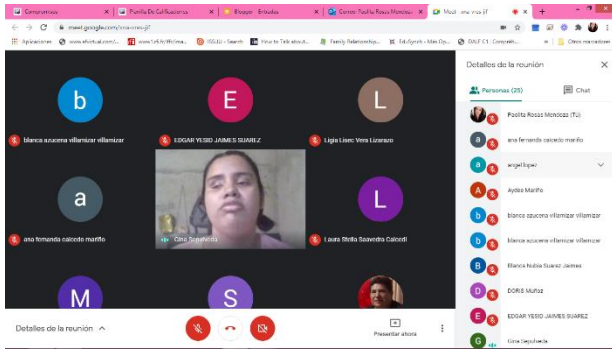
The pre-service teacher was not focused only in her work as a teacher, but also as a part of the institutional community.

### Chronogram

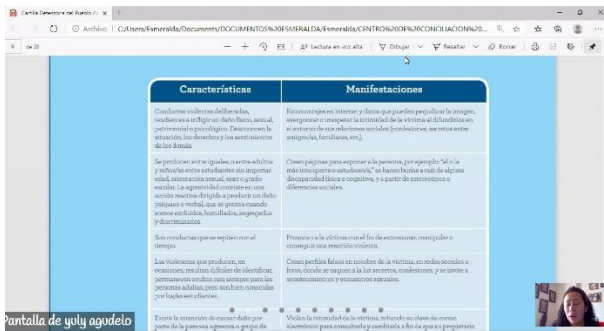
HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
7:00		Plan curricular			
7:55 – 8:50			Realización de talleres	Plan curricular	Proyectos
8:50 – 9:45	Plan Curricular				Atención a padres
9:45 – 10:15	BREAK				
10:15 – 11:10	Atención a padres		Realización de talleres		
11:10 – 12:05	Plan curricular	Atención a padres			
12:05 – 1:00					

Additionally, I participated in some activities in the institution: capacitation about the importance to know how we can work with children with special needs (low vision) this meeting the teacher mentioned the importance to adapt the material and the activities for working with this population.

I felt the importance to include some subjects and tips to work in these cases because every teacher has to be prepared to handle those cases in the classroom.



In addition to this, I had the opportunity to participate in a conference about cyber bullying and bullying and in this presentation was showing the principal characteristics and the way to identify the facts in this situation. Also, teachers give some recommendations and tips to solve these problems in the classroom.



Finally, the most important participation was in a meeting with teachers, and in this meeting, I was uncharged of made the reunion report. It was the most significant participation in the institution playing the role as preservice teacher.

ACTA REUNIÓN - JUNTA DE PROMOCIÓN

Fecha: 20 de noviembre de 2020 Hora: 3:30 pm – 4:00 pm

La presente acta tiene por puntos:

- Saludo
- Verificación de quorum
- Informe de los titulares en el orden: 801, 802, 803
- Observaciones del coordinador

Verificación de quorum

- Titular de 801: Edgar Tarazona
- Titular de 802: Saul Hernández
- Titular de 803: Blanca Azucena Vilamizar
- Padre de familia representante de 801: Carlos Rodríguez (Ausente)
- Padre de familia representante de 802: Lucy Cristina Gelvez
- Padre de familia representante de 803: Lisbeth Eliana Barrera Duarte

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