

**Implementation of effective readers' strategies for improving the reading skill in 11th grade
students from the Educational Institution Carlos Mauro Hoyos**

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Pamplona

2020-2

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2020-2

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APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

Chapter I: General presentation of the project

Presentation

The foreign language program purpose is to train competent, comprehensive and reflective students who are able to face problems in the educational field, and who are qualified to teach a foreign language in a local and global context. It is the reason why practitioners must implement a project on which they show their ability to teach and to face an educational context. Taking that in mind, the following project is composed of 4 main components: pedagogical, research, outreach and administrative.

As a starting point, two weeks of institutional observation was carried out in order to know some aspects about the institution and to know some aspects about the 11th grade students from the Educational Institution Carlos Mauro Hoyos with the aim of designing the proposal. Based on the students' needs found on that observation, a pedagogical research project is designed in order to enhance their reading comprehension.

Secondly, practitioners participated in a macro project entitled, "Reflective spirit training in pre-service teachers from the Bachelor of Arts in Foreign Languages degree, training tool to qualify the practicum stage". Its purpose was to implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice and to promote critical spirit development in pre-service teachers in order to make them analyze about their pedagogical work.

Thirdly, the outreach component features information about the macro project "Awareness project to teach English language in primary schools in Colombia", its purpose was to integrate the students of the Bachelor of Arts in Foreign Languages degree to the educational

reality of teaching English in Primary schools in Colombia and to attend the needs of primary school students when learning English.

Finally, another component is included in this project, it is the administrative, which purpose was to participate in the extra-curricular activities carried out in the Educational Institution Carlos Mauro Hoyos, thus, the practitioner would gain knowledge about being part of an educational institution.

Introduction

Nowadays, we live in a globalized world on which day after day some things become needs, such is the case of the English language. According to Education First English Proficiency Index (2019), the more people use the English, the more useful it becomes. Evidently, English is a useful language because it brings openness and supplies needs to all the countries of the world. Colombia is not the exception of a country which is in need of English, according to the Education First English Proficiency Index Ranking of Countries and Regions in 2019, Colombia is placed as the 68th from 100 countries and regions, its EF EPI classification is 48,75; meaning that we are in a low proficiency band.

On the other hand, The National Ministry of Education (MEN) in the General Law 115 (1994) stated that learning a foreign language is fundamental, besides that, it explains specific objectives of the basic education, among them, the acquisition of speaking, reading and writing skills, at least in one foreign language. Based on the aforementioned, teaching and learning the foreign language English is pertinent to have a better quality of education in our country.

In order to contribute to the Colombian education, the MEN in the General Law 115 (1994) Article 42 and Law 1064 of 2006, points out that the educational institutions which offer education programs in the area of languages must be referenced with the levels defined in the “Common European Framework of Reference for Languages: learning, teaching, assessment.” (p.1.) Likewise, the CEFR presents the four basic language skills (reading, listening, writing and speaking) that must be stimulated in order to have a good proficiency level in the target language. Brief, the educators must promote the 4 skills so that students will be able to learn the foreign language.

Taking that in mind, the students from the last semester of the University of Pamplona from the Foreign Language Program must implement a project in a public high school for promoting the language skills of the students, thus contribute to the learning of the foreign language English. Therefore, the project must include 4 components: pedagogical, outreach, research and administrative.

For this reason, the practitioner proposed in the first chapter of this project a pedagogical proposal implemented in the Educational Institution Carlos Mauro Hoyos. This proposal was about the implementation of two workshops by using the seven strategies of highly effective readers for improving the reading skill as an attempt to overcome one of the students' needs (reading comprehension).

Furthermore, in the second chapter, the research component proposed a macro project on which practitioners reflected on/in their critique spirit according to the teaching experience gained in their teaching process. Subsequently, it is found the outreach component which features the social impact of the practitioners in the institutions but more specifically in a primary school context. Finally, an administrative component is presented. The aim was to have the practitioner informed about the extra-curricular activities developed in the institution.

It is important to highlight that this project was adapted to the health emergency provoked by COVID-19, that is why the in-person classes in all the country were canceled and in the case of the Educational Institution Carlos Mauro Hoyos, the teachers had to either send materials such as workshops (guías) via WhatsApp or leave the material printed in the institution because all the students don't have resources to have access to a computer and a good internet connection for doing virtual classes.

Justification

The Ministry of Education in Colombia is demanding the educational institutions to learn the English language since it is necessary to communicate with others in this globalized world, however this communication must be effective in all the language skills: listening, speaking, writing and reading.

Hence, a project which includes 4 components is demanded to 10 semester students of the Foreign Language Program from the University of Pamplona. For the first component, two weeks of institutional observation was developed in order to know in which skill the practitioners must implement a pedagogical project. After doing that observation, the practitioner noticed that there were a lot of needs to supply, nevertheless the student-teacher perceived that the students of the 11th grade from the Educational Institution Carlos Mauro Hoyos are lacking of understanding what they are reading because they don't know any reading strategies, but translating word by word. In this sense, according to Rodriguez & Rodriguez (2009) a strategy that is not advisable for reading comprehension is to translate word by word. It means that students should adopt other strategies so that they comprehend what they are reading.

Therefore, the student-teacher designed a pedagogical project which would contribute to the improvement of the reading skill of the 11th grade students from the Educational Institution Carlos Mauro Hoyos. The acquisition of the reading skill seems to be important for motivating students to learn the English language as Echeverri & McNulty (2009) stated in the findings of their study, "It is also significant to take into account that students perceived that the reading strategies and activities helped them to improve their English." (p.119.) Based on the above, the fact of giving the students the appropriate reading strategies rose as an opportunity to improve

their English level, thus, they would be motivated for learning the language since they gain trust on their knowledge and master of the language.

Furthermore, it is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, for that reason the research component was developed in this project, for making the practitioners reflect in/on their teaching practices. Additionally, the outreach macro project was proposed in order to make possible primary school children to have contact with the foreign language and for student-teachers to complete their university training process so that they would know the realities and educational needs of the environment. Finally, the administrative component was proposed so that student-teachers were participants in the activities developed in the institutions, in order to understand what and how the activities are normally developed in the institutions.

Objectives

General objective

- To develop teaching practicum in four components: pedagogical, research, out-reach and administrative.

Specific objectives

- To implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice.
- To promote critical spirit development in pre-service teachers in order to make them analyze their pedagogical work.
- To attend the needs of the children of the primary school in the city of Calamar-Guaviare
- To integrate the foreign language training of a student from the Foreign Language program of the educational reality of teaching English in the city of Calamar-Guaviare.
- To be engaged with administrative activities proposed in the institutional context.

Conclusions

This project features the development of 4 components: pedagogical, research, out-reach and administrative within the practicum of a pre-service teacher for completing her training for being able to face the problems presented in the educational field and for being qualified to teach the English language whether in a local or a global context.

Regarding the pedagogical component, it was evidenced that some of the eleven grade students from the course A of the Educational Institution Carlos Mauro Hoyos arrived to enhance their reading comprehension thanks to the application of two workshops along with the 7 strategies of highly effective readers (McEwan, 2004).

The research component helped the practitioner to reflect on their practicum about the way the workshops for some students of the INACAMAHO were designed, besides that, the practitioner realized the importance of the reflection in the educational context for moving from experiencing into getting a meaning to what was understood in order to take future decisions.

On the other hand, the student-teacher supported the primary school teachers of the INACAMAHO in the out-reach component by designing 6 workshops which contributed to help them to understand how to design material in English for primary school students. Regarding the administrative component, the practitioner participated in two meetings which allowed her to know a little bit about the role of a member of an institution.

Chapter II: Institutional observation

This section explains some information about the Carlos Mauro Hoyos Institution which was the place where this project took place during the practicum. The main aspects that composed this section are: key administrative aspects such as topographical location of the institution, general institutional authorities, main aspects of the Institutional Educational Project (PEI), main aspects of the coexistence book, policies adapted by the MEN due to the health emergency and pedagogical aspects observed.

Keys administrative aspects

Topographical location of the institution. The Educational Institution Carlos Mauro Hoyos is located at Calle 9° No. 9-17 in La Paz neighborhood in Calamar, Guaviare. This high school was opened under the resolution N° 568 in 1998 which allowed the community education of pre-school, elementary and secondary levels in an agriculture and livestock modality. INACAMAHO is a mixed public teaching institution working with calendar A.



Figure 1 : Principal entrance of the Educational Institution Carlos Mauro Hoyos

General institutional authorities. The general institutional authorities are the responsible of the management and the proper functioning of the institution. The Educational Institution Carlos Mauro Hoyos is led by a rector and three coordinators.

Rector	Academic Coordinator	Elementary Discipline Coordinator	Secondary Discipline Coordinator
Fredy Hernán Posada Villanueva	Marino Adolfo Moreno	Sandra Janeth Santiago	Aracely Montoya

Table 1 : General institutional authorities of the Educational Institution Carlos Mauro Hoyos.

Main aspects of the Institutional Education Project (PEI). The Institutional Educational Project (PEI) is a document which features the generalities of an institution to society, it defines its moral and academic principles, values, goals, objectives, the resources and actions to achieve them. The following information is some of the aspects presented in the INACAMAHO PEI.

Mission. The Carlos Mauro Hoyos Educational Institution offers to the community formal and non-formal education, promoting agricultural and livestock high school graduates besides fully trained academics, aware of the conservation and protection of the environment, being competent in the social context.

Vission. The Carlos Mauro Hoyos Educational Institution in 2020 will be a leader in quality processes, positioned departmentally as an alternative and sustainable pilot center. It will offer academic and agricultural high school graduates for improving the quality of life of the population.

The pedagogical model. -The Educational Institution Carlos Mauro Hoyos adopted the constructivism pedagogical model which is based on the ideas of Piaget and Vygotsky, among

others, today it is one of the most widely accepted models, it is centered on the students who become the protagonist of their own learning.

Main aspects of the coexistence handbook. The general education law 115 of 1994 in its article 87 provides that every educational institution must draw up its own coexistence handbook. It is an agreement with the members of the educational community where both their rights and obligations are consigned.

Institutional values.

- a. Responsibility
- b. Respect
- c. Coexistence
- d. Confidence
- e. Service

Policies adapted by the MEN due to the health emergency. The COVID-19 has affected the entire society, as a consequence the education sector has presented the challenge of continuing with the educational process, thus the education sector has assumed the commitment hand in hand with girls, boys, young people and their families, to work as a team in order to give continuity to the educational trajectory in the midst of circumstances that have modified the ways of doing, relating and moving towards the fulfillment of educational purposes.

The Ministry of Education along with the Ministry of Health, the teaching directors and teachers of educational institutions, has worked on the strategy “Together at home, we will achieve it very well! which allows to guarantee the continuity of the educational path of children,

girls and young people in the context of the health emergency. Some of these guidelines have been aimed at:

- Identifying the key communication channels to facilitate interactions between stakeholders in the educational community.
- Reviewing the study plan, times and how to carry it out.
- Identifying relevant didactic options (integration of flexible and innovative physical or virtual resources) to be worked on at home.
- Offering guidance so that in homes, it is possible to organize the time, adapt the routines, as well as the spaces to facilitate the development of academic work at home.
- Adapting the remote monitoring to the development of the students' academic work at home and assess their achievements and productions according to the conditions that the emergency entails. (Lineamientos para la prestación del servicio de educación en casa y en presencialidad bajo el esquema de alternancia y la implementación de prácticas de bioseguridad en la comunidad educativa, 2020)

Pedagogical aspects observed. During the two weeks of institutional observation, a diagnostic was done by analyzing some of the documents of the institution since the in-person observation was impossible to do due to the health emergency caused by COVID-19. Some of the documentary analysis included, the supervisor methodology, the workshop (guía), the area plan, the pedagogical model used in the INACAMAHO.

Supervisor-teacher's population and schedule. The supervisor teacher has a degree in humanities and languages, she teaches the English language to around 300 students who are

distributed in ten courses: a course of 6th grade, three courses of 7th grade, three courses of 8th grade, two courses of 9th grade and a course of 11th grade.

	TEACHER	COURSE	NUMBER OF STUDENTS
Secondary	Lorena Bohorquez	602	35
	Lorena Bohorquez	701	33
	Lorena Bohorquez	702	31
	Lorena Bohorquez	703	30
	Lorena Bohorquez	801	27
	Lorena Bohorquez	802	28
	Lorena Bohorquez	803	29
	Lorena Bohorquez	901	30
	Lorena Bohorquez	902	29
	Lorena Bohorquez	1101	21

Table 2 : Supervisor's population

The schedule she had before the health emergency arrived consisted of 6 hours in the day and 5 days from Monday to Friday. Apart from that, the teacher methodology is aligned to the area plan which is designed for 0 to 11th grades and the material for the learning/teaching the target language is the workshop.

The workshops (guías). The supervisor-teacher used a workshop named in Spanish “guía” which was the only material that the supervisor-teacher sent to the students biweekly or per month.

For doing so, she used a format which was composed of the following parts: the name of the institution, the subject, the number of the workshop, the name of the teacher, the DBA (Basic Learning Rights), the evidence learning, the competence, the main theme, the assessment criteria, the delivery date, some recommendations, then 4 sections for the learning of the main

topic which were aligned to the constructivist pedagogical model: my knowledge, we relate it, we argue it, we contextualize it and finally the cross-curricular section. (See Appendix A)

Once she finished planning the workshop, she sent the material to the students. For doing so, she used WhatsApp to share the “guías” to the students who have access to an Internet connection and a smartphone, then, the students either created a Word document in response to the activities proposed by the teacher in there or either they solved the workshop in their notebooks and then took pictures of it and sent the material via WhatsApp or e-mail to the teacher. For those students who didn't have neither internet connection neither smartphone, the teacher sent the material to the institutional email address, then the material was printed and stored in the library ready to deliver it to the students. It is important to highlight that each workshop was sent biweekly or monthly.

The area plan. Another document analyzed is the area plan, it presents the objectives of learning the foreign language English those are as follows:

General objective:

-To motivate the student to value the Foreign Language as a means of communication and as an instrument for the acquisition of science, culture and technology, through the development of their skills.

Specific objectives:

-To acquire a command of structures and basic vocabulary, using it in oral contexts and through readings in English.

-To listen to a text in English about a certain familiar topic and demonstrate understanding of it according to the suggested activities.

-To participate in simple conversations applying topics studied.

-To write compositions in English of any subject taking into account coherence, structures and clarity.

-To extract information from texts through reading comprehension, in the foreign language.

This plan also comprises some important aspects such as general standards by grade, competences, curriculum, DBA, indicators of achievement, assessment strategies and the methodological approach, which is the communicative approach, it privileges the use of language as a basic element in communication through interaction.

Chapter III: Pedagogical Component

Implementation of effective readers' strategies for improving the reading skill in 11th grade students from the Educational Institution Carlos Mauro Hoyos

Introduction

Nowadays, the globalized world demands not only the learning of a foreign language as English but also the command of its communicative skills with the aim of having a good communication with foreigners or English speakers. The importance of learning English in today's world is supported by some authors, for instance; Nishanthi (2018) states "Knowledge of English is necessary if one wants to books come up in life. It is the major window of the modern language world." (p.871.) Bearing that in mind, English opens a lot of doors, such is the case of giving a job opportunity.

In this regard, learning English is a need that the National Ministry of Education supports, that is why it proposes the "Basic Right of Learning" (DBA), it allows identifying the key aspects for the development of the four basic language skills in the students in a foreign language. Therefore, the educational institutions must put into practice each DBA, so that they lead the students to the learning of the target language (English).

As an attempt to overcome students' needs of developing the basic language skills, the practitioner proposed a pedagogical project for making 11th grade students of the Educational Institution Carlos Mauro Hoyos improve the reading skills by implementing the seven strategies of highly effective readers as a response to the supervisor's perceptions since the reading comprehension had not been practiced with success in the workshops that she sent to the

students, instead they decided to translate the texts, therefore, they left aside the interpretation and the comprehension in the English language. It is important to mention that this pedagogical proposal was implemented in an asynchronous way because of the health emergency caused by the COVID-19.

Statement of the problem

“People who speak English are able to engage with the world beyond their own borders.” (EF EPI, 2019, p.18.) For that reason, everyone must be learning the foreign language. Thus, the English language is perceived as a need everywhere including our country Colombia since according to the EF EPI (2019) Colombia is having a low proficiency level of English since it is positioned on the 68th place from 100 countries and regions. For that reason, Colombian people must be learning and acquiring knowledge from this language, to be able to establish a good communication with English users, for doing so, it requires the development of the four basic language skills: speaking, writing, listening and reading.

Nevertheless, some educational institution lack reinforcement in the reading skills, for instance, in the diagnostic week, the practitioner along with the supervisor perceptions realized that the eleven grade students from Educational Institution Carlos Mauro Hoyos didn't know the appropriate reading strategies for having a satisfactory reading comprehension. Reading in English is perceived as a complex activity for learners of the foreign language English. As Alsamadani (2008) states, if reading in a mother tongue is complex, it is even harder in a second language because students have to learn some reading components first such as accuracy, comprehension, and speed. Hence, students must learn how to read by using reading strategies to the point of having better results in the ICFES saber 11 exams.

With this in mind, the uniqueness of this study lied in utilizing seven cognitive strategies of effective readers: Activating, Inferring, Monitoring-Clarifying, Questioning, Searching-Selecting, Summarizing and Visualizing-Organizing. The implementation of this study is plausible as McEwan (2004) presents the following authors who support that reading is important **1.** English vocabulary (Dickinson & Smith, 1994; Robbins & Enhri, 1994) **2.** Develop fluency (LaBerge & Samuels,1975) **3.** Add to Reader's domain knowledge, specifically if they are encouraged to read expository text (Stanovich, 1993; Stanovich & Cunningham, 1993)

In order to achieve the objectives proposed, the following research questions guided it to collect the data in the development of the research:

Main question

- How do the seven reading strategies develop reading comprehension in the 11th grade students from the Educational Institution Carlos Mauro Hoyos?

Sub-questions

- How do the seven strategies of highly effective readers impact the reading comprehension of the 11th grade students from the Educational Institution Carlos Mauro Hoyos?
- How do the seven reading strategies allow 11th grade students to have a better result in the ICFES saber 11 exam?
- What are the students' perceptions of using the seven reading strategies of highly effective readers?

Justification

The notion of this proposal emerged from the diagnostic weeks, as already stated, during these two weeks some aspects were understood and along with the supervisor-teacher

perceptions, a specific need was target to be supplied; the 11th grade students from INACAMAHO are reading in a way that don't allow them to get the meaning of what they are reading in English, therefore, the results of the ICFES saber 11 exam are not the expected. In order to contribute to solve this difficulty, this pedagogical project was proposed for fostering the reading comprehension of the 11th grade students.

On the other hand, Gamboa (2016) states that “reading involves not only the recognition of printed symbols but the development of meaning to the words the writer intends to transmit. Comprehension of the text is the essence in the reading process.” (p.160.) Taking into account what Gamboa explains, the reading comprehension is an ability that does not consist only in reading but in comprehending the meaning of what it is featured in the text. For that reason, seven strategies of highly effective readers proposed by Elaine McEwan were the pillar of this research. These strategies were proposed aiming at promoting a better comprehension of the English texts that the students read.

Objectives

General objective

- To implement the seven strategies of highly effective readers to enhance reading comprehension in 11th grade students from the Educational Institution Carlos Mauro Hoyos

Specific objectives

- To know the impact of the strategies of highly effective readers
- To know the usefulness of the reading strategies for having better results in the ICFES saber 11 exam

- To know the students' perceptions about the implementation of the strategies of highly effective readers

Theoretical framework

The objective of this section is to present the key concepts that guided this research: *strategy, reading comprehension, ICFES saber 11 exam and reading comprehension objectives.*

Strategy

According to Michel (1976) a strategy is to choose the resources to use in order to gain benefits and reduce the factors that endanger the achievement of the expected results. In an educational context, it means that a strategy is a tool used in order to achieve an objective related to learning. Therefore, the definition of reading strategies is presented as follows, Solé (2005) explains, "reading comprehension strategies are procedures involving goals, planning actions to achieve them, how to evaluate them and a possible change. For her, it is necessary to teach strategies if we want to achieve reading comprehension." (p. 59-60) Accordingly, reading strategies are the main tool to promote the reading skill in the students for the implementation of this project.

Reading comprehension

In order to understand what reading comprehension is about, it is plausible to separate the two words and then to give the whole definition of *reading comprehension*. As a starting point, Riot (n.d.) states that reading is an ability on which the reader uses a highly strategic process for constructing meaning. For achieving that goal, the reader uses different strategies, for instance, activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing. On the other hand, "comprehension is the ability

of readers to get meaning from text.” (Riot, n.d, p.2.) In this sense, reading comprehension is an ability to understand a text and also to get the meaning of a written text, besides, this is a process which requires the use of some strategies to have an effective reading comprehension. Taking that in mind, this project had the idea of implementing seven reading strategies to help students improve their reading skill.

ICFES saber 11 exam

First at all, the ICFES acronym stands for “El Instituto Colombiano para la Evaluación de la Educación”, in this sense, it is the Colombian National Institute for Promoting Superior Education. It promotes a lot of exams, among them the ICFES saber 11 exam. The objective of this exam is to check the degree of development of the students’ competences who are in 11th grade. The exam is composed of 5 tests: Mathematics, critical reading, social science and civics, natural sciences, and English. Regarding the English test, it evaluates only the reading skill, the rest of the skills (listening, writing and speaking) are not evaluated. By the same token, according to the ICFES saber 11, the English test assesses the English communicative competence for knowing what the 11th grade student is capable of doing, as expressed in the Common European Framework, through reading, grammar and lexicon.

Regarding the structure of the English test, it is composed of 7 parts, each one evaluates a specific English skill: Lexical knowledge, pragmatic knowledge, communicative knowledge, grammatical knowledge, literal reading comprehension of a text, inferential reading and both grammatical and lexical knowledge of the students. In the following page, there is an example of a literal reading comprehension of a text which was one of the types of texts that the practitioner used in the workshops; and an example of a question of that text, on which the instruction is to answer some questions according to the text.

JAMES SALTER'S DAYS IN FILM

James Salter was a pilot in the United States Air Force. He abandoned the military profession in 1957 after the publication of his first novel, *The Hunters*. He is best known as a novelist, but during the sixties and seventies, he worked in film making. Salter made documentaries, wrote texts for films, and even was the director of a film called *Three*, starring Charlotte Rampling and Sam Waterston.

In *Passionate Falsehoods*, which was adapted from Salter's book *Burning the Days*, published in *The New Yorker* in 1997, Salter tells the story of his life in film.

Salter's time in the film world is both good and bad. In Rome, he met directors and stars. In New York, he explored the city with Robert Redford and enjoyed being famous. Deborah Treisman and Michael Agger have talked about Salter. Nick Paumgarten in *The Last Book*, describes Salter's opinion about his film career:

"Of sixteen texts for movies, only four were popular. There was money, attractive women, and entrance into rooms where there were stories more for the dinner table than for the page." Salter thought he was wasting his time.

Perhaps he wasted his time in a larger artistic way, but it still makes for attractive reading. *The Last Book* is available to everyone in online stores.

Figure 2 : Example of a literal reading comprehension

Ejemplo:

0. James Salter is famous for
- A. his books.
 - B. his movies.
 - C. his plays.

Respuesta:

0.

A

B

C

Figure 3 : Example of a question for the literal reading comprehension

The fifth part of the English test was also used in the workshops, it consists on answering some questions according to a text but in this case, the students must make inferences to answer the questions. An example of a text and a possible question as follows:

Swift Pizza and Sandwich House

Today we have the pleasure of showing you the best letter written by our customer Mark. He wins £25 for writing about us this week. He is so happy with the orders at Swift Pizza and Sandwich House that he wants to declare a holiday to celebrate his experience here: "Happy burgerday and Merry Sandwichmas to everyone!" he wrote.

Wednesday May 18, 2011.

One typical day I was too tired after working all day long to cook for myself, and I was very hungry. I really wanted something to eat, so I decided to find a burger.

I ordered a half-pound burger and a lamb and chicken sandwich. I also made some special orders for extra cheese and vegetables.

Food arrived very fast (less than twenty minutes) and was hot and fresh. The burger was delicious, and left me wanting more - fortunately I had the sandwich left. It felt as if it had been cut just a minute before I opened it - juicy, fresh, and great.

Every single special request I made was completely satisfied, 100%!

And the best thing was that all of the above and some drinks cost me ONLY 10 dollars! If that doesn't say value for money, I don't know what does.

*It certainly feels great to find new excellent food delivery companies for whenever you don't feel like cooking yourself. I recently had a sad experience with my usual take away restaurant, so I decided to change to something else - and on my first try I got what I wanted!
Order now from Swift Pizza and Sandwich House.*

Mark

Figure 4 : Example of a inferential reading comprehension

- 24.** According to the text, the customer
- A.** left a £25 tip to the waiters who work there.
 - B.** celebrated Christmas and New Year at this restaurant.
 - C.** found this great restaurant after many attempts.
 - D.** posted an excellent review about this restaurant.

Figure 5 : Example of a question for the inferential reading comprehension

Reading comprehension objectives

As already mentioned, the ICFES saber 11 exam evaluates according to the CEFR that is why it is pertinent to highlight that it describes six Common Reference Levels (A1, A2, B1, B2,

C1, C2) and it encompasses a number of separate scales, including one for reading comprehension levels. As declared in the general standards established in the INACAMAHO's area plan, the target level of 11 grade students is B1.2 and according to the CEFR, the common reference levels in an overall of the reading comprehension, the language user placed in the B1 level, "Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension." (p.69.) Taking that in mind, the reading comprehension can be assessed by using the descriptors stated in the CEFR, in addition, it helps to guide the learning of the reading skill.

Literature review

In order to support this mixed-method research, this section includes the following studies: *Improving Reading Skills Through Effective Reading Strategies*, *The Seven Habits of Highly Effective Readers*, *Reading Comprehension Strategies*, *Reading Comprehension in an English as a Foreign Language Setting: Teaching Strategies for Sixth Graders Based on the Interactive Model of Reading* and *Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension*. These studies are exposed in order to support the development of this pedagogical component.

Firstly, Küçükoğlu (2012) implemented an action research applied to 14 students in an intermediate level integrated skills course, it aimed at studying the effective reading strategies in order to improve reading skills in language classes. For achieving this objective, some effective reading strategies were used; predicting, making connections, visualizing, inferring, questioning, and summarizing. The researcher found that there were a lot of challenges when implementing the strategies, for instance how to implement the strategies in the classroom, what to do if students find the strategies confusing and the effectiveness of the strategies. Nevertheless, the

implementation of these strategies resulted in a great improvement not only for the students but also for the researcher. Evidently, the students developed a better understanding of the strategies and their comprehension in reading improved; and the researcher gained confidence about how to integrate the strategies into the curriculum. Finally, it should be pointed out that some of these strategies required the monitoring of the practitioner.

Secondly, Mills (2008) in her paper provides a repertoire of essential thinking strategies for teaching reading comprehension with students in the primary and middle years, with practical classroom activities. She proposed several reading strategies or *reading habits* which is the term used in her paper, among them the following seven: activating prior knowledge; using narrative and expository text structures; visualizing; using graphic and semantic organizers; retelling, summarizing, synthesizing; making connections; and generating and answering questions. As a conclusion, she states that her paper enables students to become more effective, strategic, and critical readers if they put into practice these habits.

Thirdly, Rodriguez & Rodriguez (2009) carried out a case study, their objective was to identify the reading strategies used by ten bilingual students in high school. The results shows that the following cognitive, metacognitive and socio affective reading strategies were used: verify whether their predictions were right, clarify their possible doubts in the text by rereading what was not clear enough, stop at times and reflect, evaluate whether the plot or moral is interesting, connect what is known with the theme of the text, start connecting mentally the events in the short story in order to form a sequence of the plot without writing summaries, graphic organizers or consulting a dictionary, analyze the characters' actions to understand the plot and use imagination and associate images with the information that is being read. Conversely, one of the strategies that the students never used was to translate word by word.

Another important finding was that metacognition plays a vital role “in the students’ awareness of comprehension since they choose the strategies they feel comfortable with and use them when needed.” (p.14.) On the other hand, the socioaffective strategies that are involved in the process of reading in a second language played an important role because when students interacted with each other, their motivation and attitude improved and their anxiety reduced. Last but not least, “comprehension strategies must be learned and can be developed through practice.” (p.14.)

Subsequently, Gamboa (2017) implemented a research action which aimed at describing and analyzing the reading comprehension process of sixth graders’, this study was carried out through the implementation of strategies based on the Interactive Model of reading in the reading plan project at a private school in Bogotá. In this research action, the results showed that activities proposed in the Interactive Model of Reading effectively helped students comprehend the stories they read. In addition, “students were able to activate their schemata using their previous knowledge and experiences, make predictions, confirm their guesses, compensate weaknesses using interactive processes proposed in the Model and construct meaning collectively.” (p.1.) Apart from that, some of the students’ perceptions are as follows, they enjoy the activities proposed in the reading plan; they perceived an improvement on their understanding of English books thanks to the implementation of strategies based on the interactive model and they perceived as useful the strategies proposed during the reading comprehension process.

Another action research is listed here, it was carried out by Echeverri & McNulty (2009), the objective was to explore whether reading strategies could develop the thinking skills for improved reading comprehension in high school EFL students. The strategies used were prediction, prior knowledge, graphic organizers and answering questions. As results, the students

preferred the prediction strategy because it enabled students to know what was the topic of the reading and to express what they feel about it; additionally, students perceived prior knowledge strategy as useful since it helped them to generate more ideas about the topic; regarding the graphic organizer strategy according to the student perceptions, it was useful because it allowed them to be prepared for reading the text; and finally, for the answering questions strategy, only one student disagreed on the helpfulness of this strategy, nevertheless the majority of students explained that it enabled them to learn more.

Methodology

Pedagogical methodology

This section explains the methodology implemented for this pedagogical proposal, it includes the seven reading strategies. As it was already stated in the introduction, because of the health emergency caused by COVID-19, all the in-presence classes were canceled, thus, the Educational Institution Carlos Mauro Hoyos developed the learning process in an asynchronous way; by sending “guías” biweekly to the students.

The seven strategies of highly effective readers. The reading strategies that were used for the implementation of this pedagogical proposal were: The Seven Strategies of Highly Effective Readers proposed in the book of Elaine K, proposed by Elaine McEwan (2004). In this book the author features the following 7 strategies; Activating, Inferring, Monitoring-Clarifying, Questioning, Searching-Selecting, Summarizing and Visualizing-Organizing.

1. ***Visualizing-Organizing.*** This strategy allows reader creativity because it consists on constructing mental images for having a better understanding of the text.
2. ***Activating.*** The objective of this strategy is to remember prior knowledge and experiences even long-term memories for getting the meaning of the text.

3. ***Inferring***. The inferring strategy consists on linking the previous knowledge with new information in order to extract and construct meaning from the text.
4. ***Monitoring-Clarifying***. This strategy consists on realizing when misunderstanding took place, a series of steps must be done in order to restore meaning.
5. ***Searching-Selecting***. In this strategy, the reader must collect (search) information about the topic and then, select the sources that give definition about key words, authors, answer questions, or solve problems.
6. ***Summarizing***. The summarizing reading strategy objective is to restate the authors words from the text by using their own words.
7. ***Questioning***. Questioning is a reading strategy which aims at asking questions about the information presented in the text, the questioning could be self-questioning, question generation, and question answering.

Considering the seven strategies, it was planned three workshops on which all the strategies were stated in the workshops but just two workshops were sent to the students to be developed by them. For implementing every workshop, each strategy obeyed to a step, meaning that there will be 7 steps and each step had a purpose so that it eased the reading comprehension process of the students.

Development of the workshops. As already mentioned, three workshops were planned to be implemented on which all the strategies were reflected. That is why the designing of each workshop was plausible as it is the only means of communication with the student, therefore, a workshop format was adapted from “40 Ways to Support Struggling Readers in the Content Classrooms, Grades 6-12” by Elaine K. McEwan.

Workshop format and Elaine McEwan (2004) strategies. A workshop format was designed taking as a reference the seven reading strategies of effective readers proposed by Elaine McEwan (Visualizing-Organizing, Activating, Inferring, Monitoring-Clarifying, Searching-Selecting, Summarizing and Questioning.), thus, it was adapted the following parts: 1) the delivery date and the deadline; 2) the grade ; 3) the objectives: linguistic, communicative and socio-cultural; 4) the 7 reading strategies; for each strategy a different activity must be proposed, it requires a description, the duration of the activity and the material that the students would have available for doing the activity.

Date			
Grade			
Objectives	Linguistic: Communicative: Socio- cultural:		
	Description	Time	Materials
1. Visualizing-Organizing.			
2. Activating.			
3. Inferring.			
4. Monitoring-Clarifying.			
5. Searching-Selecting..			
6. Summarizing.			
7. Questioning.			

Table 3 :Workshop format for implementing the reading strategies.

Timetable. This timetable features the activities done regarding the pedagogical component: presentation of the project to the students and two workshops.

Activity	Weeks									
	1	2	3	4	5	6	7	8	9	10
Presentation of the			X							

project										
1 workshop planning		X								
1 workshop delivery					X					
2 workshop planning					X					
2 workshop delivery								X		
3 workshop planning							X			

Table 4 :Timetable for the implementation of the pedagogical component.

Presentation of the project. The first activity developed in the development of this component was the presentation of the project to the students through a video. The following planning explained the development of this activity.

Date: 25 th September 2020		
Grade: 11 th a		
Objectives:		
<ul style="list-style-type: none"> To introduce myself to the 11th A, grade students from the INACAMAHO To present to the students my project in a general way 		
Description	Time	Materials
<p>A video of 1:35 minutes was send to the supervisor teacher, then, she would send it to the English WhatsApp group of the 11th A grade students so that they get to know my project.</p> <p>Title: On this video I mentioned the title of the project; Implementation of effective readers' strategies for improving the reading skill in 11th grade students from the Educational Institution Carlos Mauro Hoyos.</p> <p>Objectives: Furthermore, I explained that the objective of the project is to implement effective reader strategies to improve reading comprehension so that they get a better result on the ICFES saber 11, English test.</p> <p>Methodology: Then I explained the way the project will be develop; it means through 3 workshops that will be appended in the workshop that the supervisor teacher sends biweekly. In addition to that, I explained that in the workshops they will find the seven strategies proposed by Elaine McEwan (2004) that will train them their reading comprehension. (See Appendix B)</p>	1:35 min	<p>Link of the Video: https://youtu.be/Rg41GIUnzhg InShot (video editor) Smartphone</p>
Ethical: Regarding the ethical issues, I sent the consent to the supervisor teacher so that she would send it to the students since I		Word document

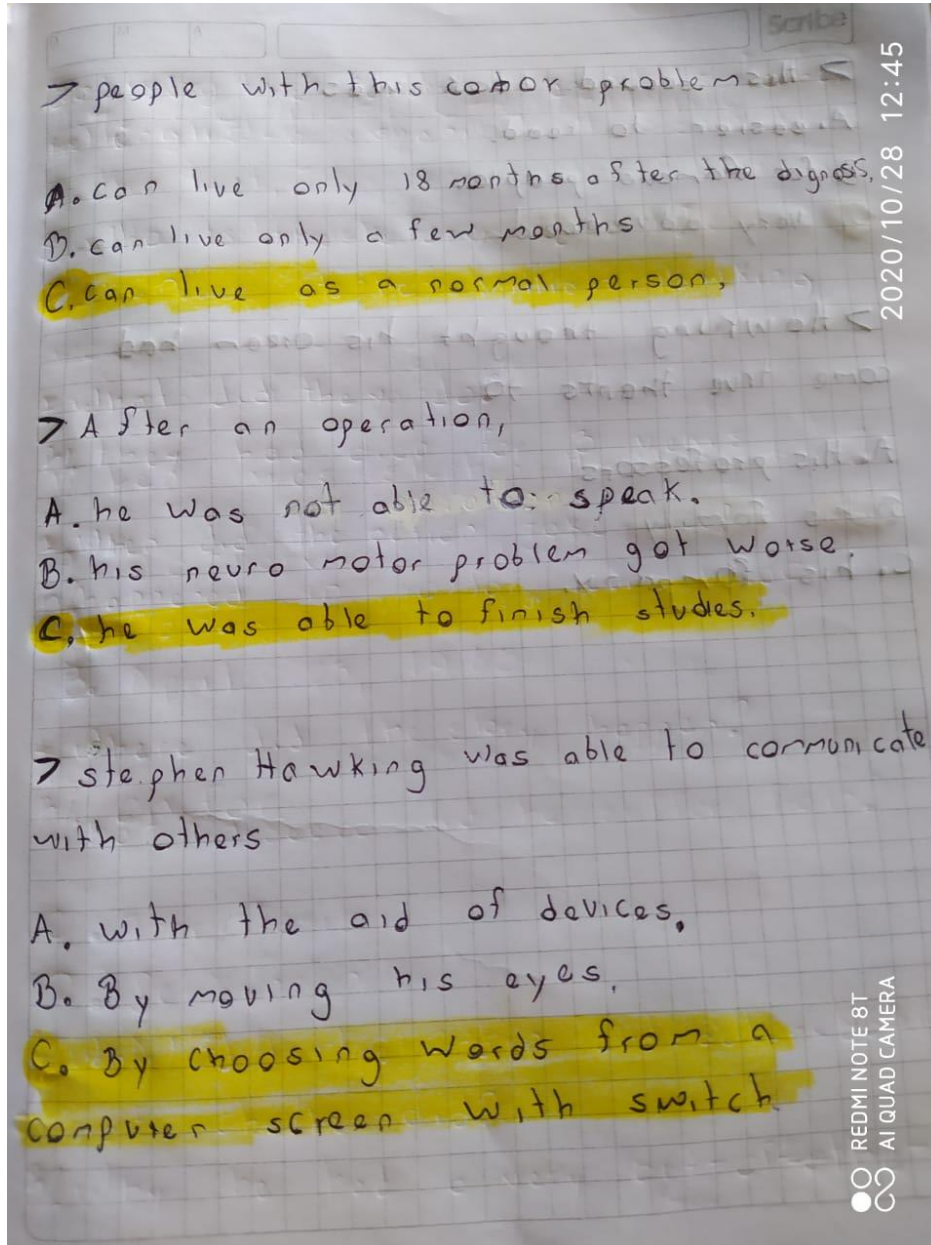
wasn't added to the WhatsApp English group. (See Appendix C)		
Pre-test: Finally, a link was sent to the supervisor teacher too, in order to make the students answer the pre-test by their own. See (Appendix D)		Link

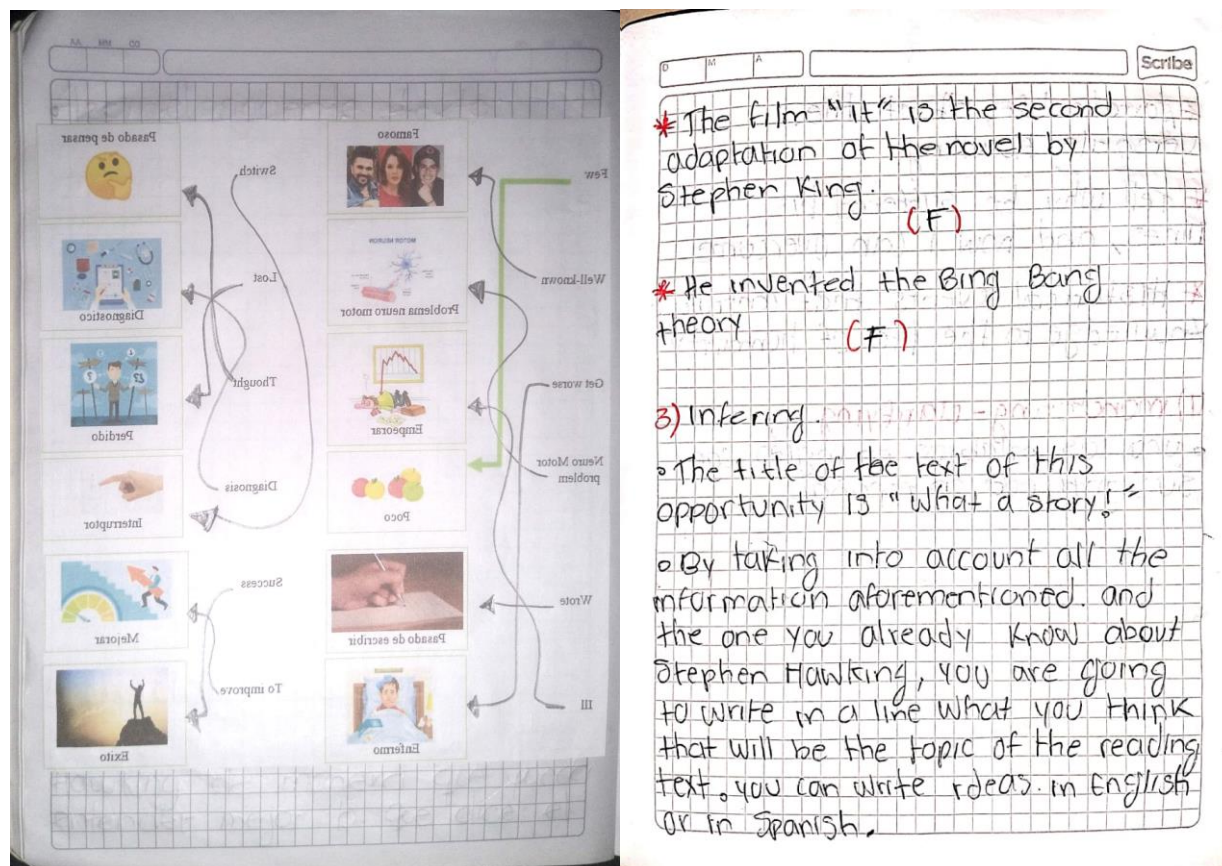
1st workshop and 1st planning. The first planning is aligned to the first workshop. (See Appendix E) The reading comprehension text was about a short biography of Stephen Hawking; it was given 10 days for the students to deliver the workshop.

Date	October 20 th , 2020 - October 30 th , 2020		
Grade	11 th A		
Objectives	Linguistic: To know the use of the past tenses in a biography. Communicative: To comprehend his/her ideas regarding the British physicist Stephen Hawking. Socio- cultural: To know about the British theoretical physicist, astrophysicist, and cosmologist Stephen Hawking.		
	Description	Time	Materials
Visualizing-Organizing.	The students are going to observe in detail an image of Stephen Hawking. After observing the image, the students are going to tell what they think about the person they observed in the image.	5 min	Picture
Activating.	On this part, the students are going to tick true or false according to the information they know about the physicist.	5 min	Table
Inferring.	For the inferring exercise, it will be shown the title of the text " <i>what a story</i> ", then, according to that title and the knowledge students have about Stephen Hawking, they will write in a line what they think the text will be about.	3 min	
Monitoring-Clarifying.	In this part, it will be explained some unknown words to the students so that they don't get confused with them at the moment of reading the text. Then, they are going to read the text.	20 min	Text " <i>what a story!</i> "
Searching-Selecting.	In the searching-selecting part, the students are going to search information about the famous scientist so that they will understand better they text " <i>what a story!</i> "	12 min	Internet
Summarizing.	For the summarizing section, the students are going to write a summary taking into account 6 questions; • Who is the story about? • What did they do? • When did the action take place? • Where did the story happen? • Why did the main character do what she/he did? • How did the main character do what she/he did?	10 min	Questions

Questioning.	Finally, the students will answer 7 questions by choosing the correct option A, B or C.	5 min	Questions
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Evidences of students' workshops.





2nd workshop and 2nd planning. The second planning features what was proposed in the second workshop. In general terms, the topic of the text was about the tradition of singing together that is no longer traditional along with its benefits. This workshop was sent in the 8th week of the implementation of this project and it was given 4 days. (See Appendix F)

Date	11/11/2020		
Grade	11 th A		
Objectives	Linguistic: To know the use of -ing in a text Communicative: To express his/her point of view after visualizing an image of Colombian people Socio- cultural: To know a tradition from England		
	Description	Time	Materials
Objectives	The students are going to visualize an image of Colombian people singing the national hymn of Colombia and then they will organize their ideas in order to express what they see and what they think about it.	5 min	

	The students are going to observe two images and they will write the place on which the people in the image are.	5 min	
Visualizing-Organizing.	In this part, the students are going to guess what is the main topic of the text by taking into account the information given in the 2 sections aforementioned.	3 min	
Activating.	In this moment, every student is going to look for the meaning of some words. For doing so, there will be two columns: one with some words and the other one with the meaning of those words. What they will do is to connect with an arrow the words in the left column with the meaning in the right column. Subsequently, they will read the text.	20 min	
Inferring.	After reading the text, the students will read some benefits of singing since it is the topic of the text, then, they will choose which of them is not a benefit of it.	12 min	Internet
Monitoring-Clarifying.	In this part the students are going to do a summary about the text. For doing so, they will visit a web page in order to have a better idea for doing a good summary.	10 min	
Searching-Selecting.	In this section, the students will answer 5 questions by taking into account the information of the text.	5 min	

Evidences of students' workshops.

EDUCATIONAL INSTITUTION CARLOS MAURO HOYOS
2 WORKSHOP
PRACTITIONER: FAISULLY GARZON DAZA
1101 GRADE

Objetivos:

- Conocer el uso del gerundio (-ing) en un texto
 - Expresar su punto de vista luego de visualizar una imagen de un pueblo colombiano.
 - Conocer una tradición de Inglaterra.
1. **Visualizing - organizing**
- Observe the photo and answer the questions. Observe la siguiente imagen y responde las preguntas.



What do you observe in the photo? ¿Qué se observa en esta foto?

a tribune full of colombians

What activities or actions are the people of the photo doing? ¿Qué actividades o acciones están haciendo las personas que se observan en la foto?

They are watching one of the colombian games

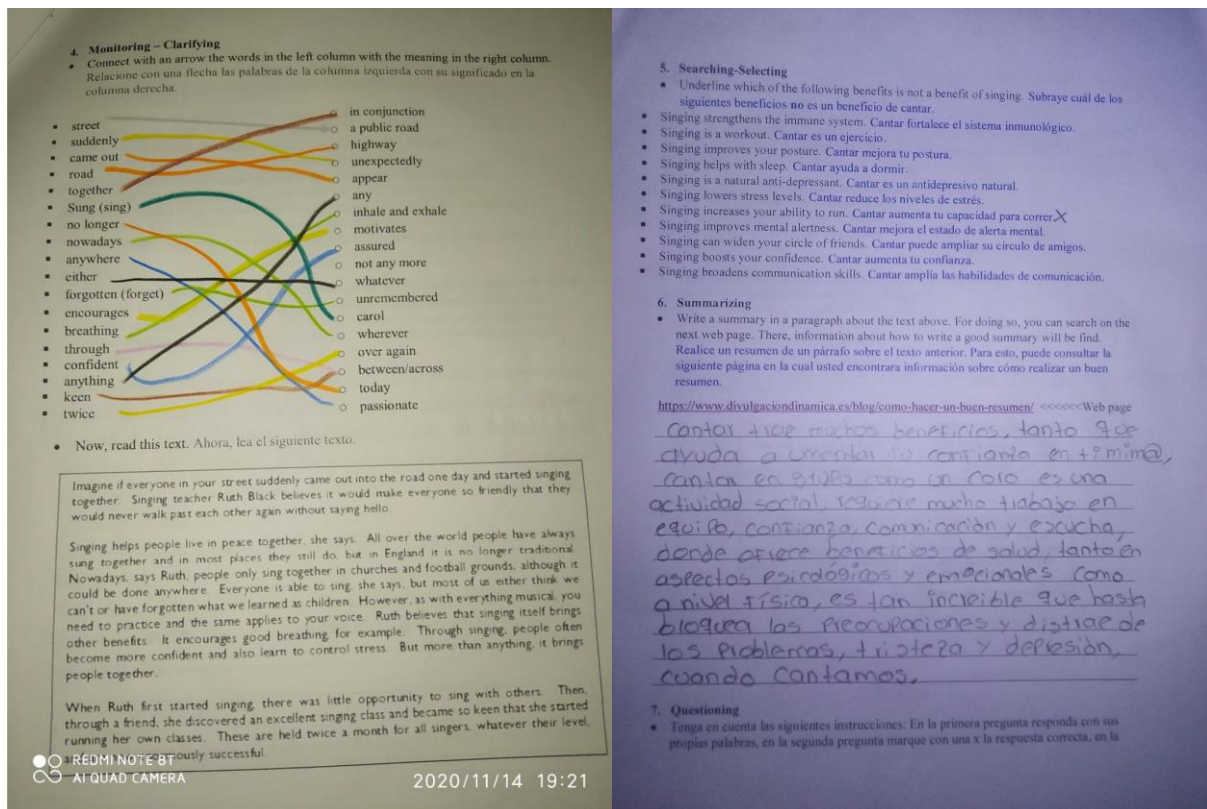
How do you feel when you see this photo of Colombian people singing the national anthem? ¿Qué siente usted al ver esta foto sobre unos colombianos cantando el himno nacional?

I feel happy, because I know that there are still people with culture

2. Activating

- Write in English in which place people are singing. Escriba en inglés en qué lugar la gente está cantando.

R/ on the rostrum of the russian cup



3rd workshop and 3rd planning. The third planning features what was proposed in the third workshop. For this workshop, there was not the opportunity of implementing it, meaning that it was just planned. Nevertheless, in the Appendix G it is found the 3rd workshop and the 3rd planning was as follows.

Date			
Grade	11 th A		
Objectives	Linguistic: To know the usage of the simple past tense Communicative: To express his/her ideas by using the target language, English. Socio- cultural: To know about art.		
	Description	Time	Materials
Objectives	In this first activity, the students are going to number the order some strips on which a story was developed so that the strips are in the correct sequence. This is with the aim of introducing to the students the past simple tense.	5 min	Comic strip
	Then, it is intended to review the past simple tense by showing a chart on which the usage of this tense and the endings for regular and irregular verbs is	5 min	Chart

	explained. This is with the objective of making the students remember what they already know about this tense.		
Visualizing-Organizing.	This is the part on which the students are going to express what they think the text will be about by writing their ideas in the English language.	3 min	
Activating.	In this part, the students are going to match the words in the left column with their meaning in the right column with an arrow, that, in order to make them know the unknown vocabulary of the text proposed. Then, they will read the text “ <i>My Artistic Adventure</i> ”. Text taken from :	20 min	
Inferring.	In this part, the students are going to highlight which words from the last activity (monitoring-clarifying) are related to art. Then, they will draw three pictures on which it would be shown the sequence of the story of the previous text.	12 min	
Monitoring-Clarifying.	For the summarizing activity, the students are going to summary the story of the text in a mind map so that it features the most important events of the story.	10 min	Mind map
Searching-Selecting.	In this part, the students are going to answer to six questions either by choosing the correct answer or either by filling the blanks.	5 min	Questions

Research methodology

This section highlights the research aspects that were adopted in this pedagogical component. The main aspects are approach, design, population, instruments and data analysis.

Approach. Taking into account the main objective and the third specific objective, (To implement reading strategies to enhance reading comprehension in 11th grade students from the Educational Institution Carlos Mauro Hoyos and to know the students’ perceptions about the implementation of the strategies) it is pertinent to adopt a mixed-methods study, according to Wisdom and Creswell (2013) the term “mixed methods” refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry.” (p.1.) This approach was adopted in order to strengthen and expand the emerged conclusions. Therefore, by using

numbers the results will be clear and harder to misinterpret, thus, it helps the researcher to be objective with the data collected. Nevertheless, as quantitative research limits the answers, the adoption of qualitative research is pertinent for expanding the answers since it offers a deeper understanding, with the ability to explore topics in more detail. That is why the mix method approach was adopted for this study, in order to reflect the voice of the participants and to confirm that the findings are based on the participants' experiences.

Design. "Action research designs are systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students." (Creswell, 2012, p.22) In this sense, this type of research aimed at contributing to the solution of a problem in an education setting, in this case, to contribute to the improvement of the 11th grade students reading comprehension.

Setting. This action research was developed at the Educational Institution Carlos Mauro Hoyos in the municipality Calamar, in the department called El Guaviare; Colombia.

Population. The population of this study were the 11th grade students from the Educational Institution Carlos Mauro Hoyos, there were two courses, "A" and "B", the group "A" was composed by 21 students and the group "B" which had 22 students. Their ages ranged between 15-20 years old, the target English level of them is the B1.2 according to what is established in the general standards of the INACAMAHO area plan which is adapted to the CEFR.

Sample. According to Creswell (2012) the sample is a "subgroup of the target population that the researcher plans to study for generalizing about the target population." (p.142.) Thus, the

sample of this research is composed of 6 students from the course A of the 11th grade students. The sampling strategy adopted is voluntary sampling. It consists on having as participants of a study, people who demonstrate the willing to participate in it (Haziza, 2008). It was used in order to let the students whether choose to be part of the research or not so that they won't feel pressure when participating in the data collection process.

Methods of data collection.

Pre-test and post-test. In order to know the usefulness of the reading strategies for having better results in the ICFES saber 11 exam, the practitioner used a pretest and a posttest. Creswell (2012) explains the pretest by stating that “A pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.” (p.297.) Meanwhile the posttest “is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.” (p.297.) Brief, these instruments were used in order to measure the improvement of the students regarding the reading comprehension.

On the one hand, the pre-test was designed in order to know the level of reading comprehension in the eleventh grade students of the Carlos Mauro Hoyos high school. It was designed in a Google form which consisted of two parts: 1) a literal reading comprehension text along with 7 questions; 2) an inferential reading comprehension text along with two questions. Once the test was designed, a link was sent to the supervisor teacher in order to make the students answer the pre-test by their own and to know about the reading comprehension of the students. It is important to highlight that the pre-test was done by 13 11th (A) grade students. (See Appendix D)

On the other hand, the post-test was designed similarly to the pre-test. The purpose was to know the level of reading comprehension of the eleventh-grade students of the Carlos Mauro

Hoyos Educational Institution after the implementation of two workshops by using the effective reading strategies. It was designed in a Google form and it consisted of the same two parts: 1) a literal reading comprehension text along with 7 questions; 2) an inferential reading comprehension text along with two questions. In this occasion, the practitioner sent the link of this test in a WhatsApp group on which all the 6 participants of the study were included. It is important to highlight that this test was done by 5 of the participants of this study. (See Appendix H)

Data collection from the pre-test. As already mentioned, the pre-test was answered by 13 students of the 11-01 grade from 21, within those 13 students there were the 6 participants of the research. Bearing in mind that 13 people answered the pre-test, it can be observed in the following graphic that 1 person scored 1 point; 1 person scored 2 points; 1 person scored 3 points; 1 person scored 5 points; 1 person scored 8 points; 3 people had scored 4 points; 3 people had scored 6 points; 2 people scored 7 points. Furthermore, the average was 4.85/9 points; regarding the median, it was 5 from 9 points and the interval was 1-8, the points of the students varies from 1 point to 8 points meaning that the lowest score was 1 point and the highest was 8 points.

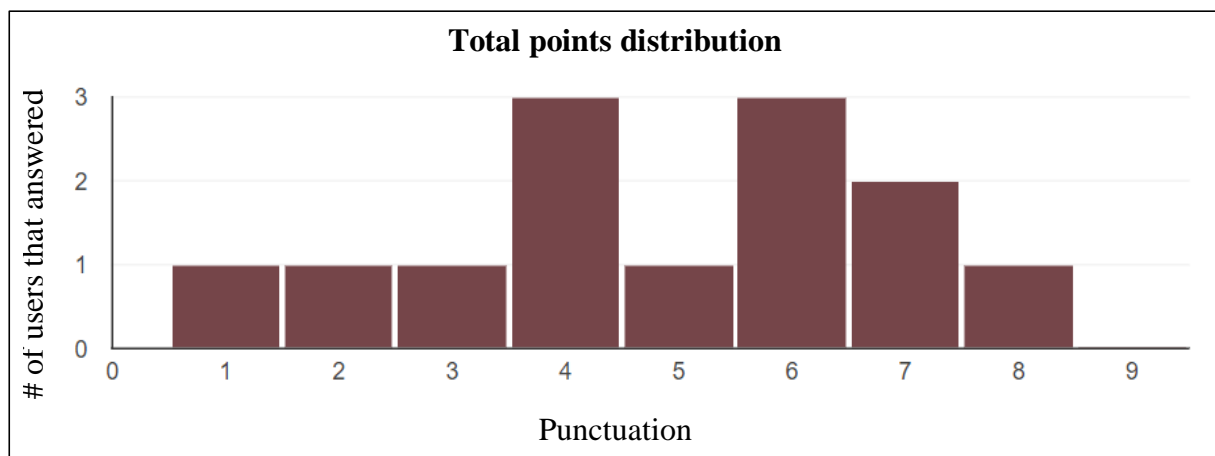


Figure 6 : Results of the pre-test

Data collection from the post-test. The post-test was carried out by 5 of the 6 participants in the 9th week of the development of the practicum. The following graphic demonstrated that 2 participants got 2 points, 1 participant got 4 points, 1 participant got 5 points and 1 participants got 7 points. The average was 4/7 points; the median was 4/7 and the score of the students ranged from 2-7 points; the highest score was 7/7 points and the lowest score was 1/7 points.

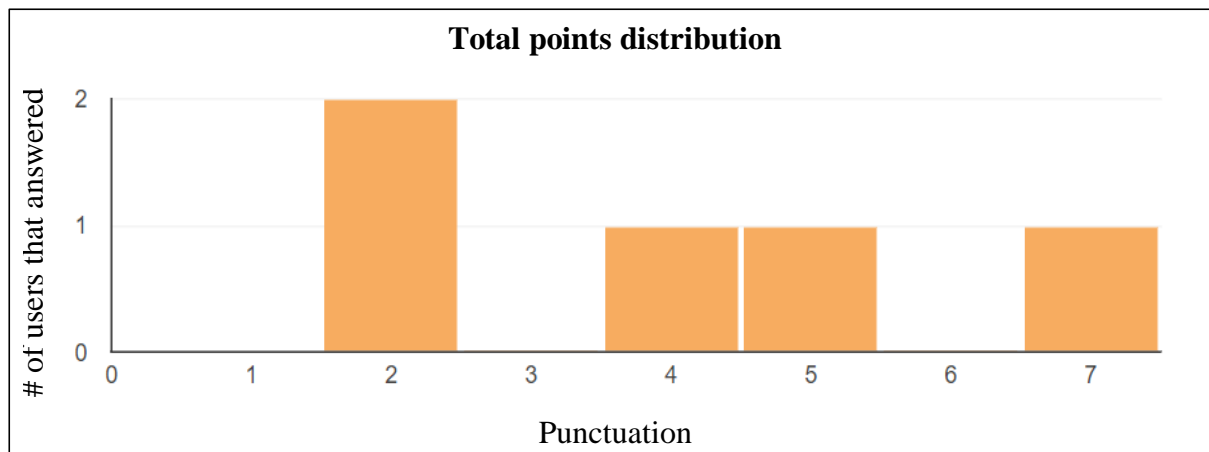


Figure 7 : Results of the post-test

Journal. According to Baribeau (2004), it helps the researcher because she/he has to describe events such as ideas, emotions, thoughts, decisions, facts, quotes or reading extracts and descriptions, etc from the development of a research. It was an instrument used as a means of reflection about what the participants did in the workshops. The writing exercise of taking field-notes is a consequence of the infectious disease COVID-19 because the in-person observation process was impossible. It was done two journals, one for the reflection of the 1st workshop and another one for the 2nd workshop.

Therefore, this instrument was used to reflect on the performance of the participants in the development of the two workshop, it signifies that it was done two journals; one per workshop. The information collected in these journals were organized in a table and by taking

into account the categories *reading comprehension* and *7 strategies of highly effective readers* (McEwan, 2004). (See Appendix I)

Semi-structured interview. The semi-structured interview was used. According to Easwaramoorthy and Zarinpoush (2006), this type of interview consists on asking a series of questions so that the interviewees answer them by using their own words. This interview was used in this project for capturing the students’ perceptions about the reading strategies, the usefulness of the reading strategies for having better results in the ICFES saber 11 exam and the impact of those reading strategies on 11th grade students from the INACAMAHO. Moreover, this interview was carried out via phone call which lasted around 15 minutes and it was used the mother tongue (Spanish). In addition, open-ended, closed, multiple choice questions and scale items were included in the interview. (See Appendix J)

The semi-structure interview was done with 5 students who contributed to know their perceptions regarding the 7 reading strategies used in the two workshops, the usefulness of the reading strategies to have better results in the ICFES saber11 exam and the impact of those reading strategies. It is important to highlight that the information collected in these interviews was gathered in a table of analysis. (See Appendix J)

Timetable of the instruments

Activity	September		October				November			
	1	2	3	4	5	6	7	8	9	10
Pretest			X							
Post test									X	
Journal								X	X	
Semi-structured interview									X	

Table 5 : Timetable for the application of the pedagogical component instruments.

Ethical considerations. With the aim of respecting the ethics of research in the education field, a consent letter to participate in this study was designed and presented to the participants of the project. (See Appendix C) Besides that, a consent letter to participate in the interview was created and presented. (See Appendix K) Taking into account the COVID-19 situation, these letters weren't signed however the participants demonstrated the interest of participating by writing a message on WhatsApp expressing that they agreed in participating in the interview. (See Appendix L)

Data analysis

Hatch (2000) states that “data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others.” (p.148.) In this way, the researcher is in charge of making the information understandable to others. Additionally, the typological data analysis was adopted in this action-research, as LeCompte & Preissle (1993) highlighted, it consists on “dividing everything observed into groups or categories on the basis of some canon for disaggregating the whole phenomenon under study” (p. 257). Bearing that in mind, the adoption of the typological analysis was adequate to describe and to analyze the data collected since according to the categorization of the data, it could be easily answered the research questions, as well as giving a more detailed description of what surrounded the phenomenon. Hence, the researcher had to divide the whole data into categories based on predetermined typologies.

CATEGORIES OF THE PROJECT	
Objectives:	
General objective	
<ul style="list-style-type: none"> • To implement the seven strategies of highly effective readers to enhance reading comprehension in 11th grade students from the Educational Institution Carlos Mauro Hoyos 	
Specific objectives	

<ul style="list-style-type: none"> • To know the impact of the strategies of highly effective readers • To know the usefulness of the reading strategies for having better results in the ICFES saber 11 exam • To know the students' perceptions about the implementation of the strategies of highly effective readers 		
General category	Subcategory	Theoretical description
Reading comprehension	Understanding	At B1 level: Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
	Vocabulary acquisition	At B1 level: Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.
7 Strategies of highly effective readers (McEwan, 2004)	1. Visualizing-Organizing.	This strategy allows reader creativity because it consists on constructing mental images for having a better understanding of the text. (McEwan, 2004)
	2. Activating.	The objective of this strategy is to remember prior knowledge and experiences even long-term memories for getting the meaning of the text. (McEwan, 2004)
	3. Inferring.	The inferring strategy consists on linking the previous knowledge with new information in order to extract and construct meaning from the text. (McEwan, 2004)
	4. Monitoring-Clarifying.	This strategy consists on realizing when misunderstanding took place, a series of steps must be done in order to restore meaning. (McEwan, 2004)
	5. Searching-Selecting	In this strategy, the reader must collect (search) information about the topic and then, select the sources that give definition about key words, authors, answer questions, or solve problems. (McEwan, 2004)
	6. Summarizing.	The summarizing reading strategy objective is to restate the authors words from the text by using their own words. (McEwan, 2004)
	7. Questioning.	Questioning is a reading strategy which aims at asking questions about the information presented in the text, the questioning could be self-questioning, question generation, and question answering. (McEwan, 2004)
	Motivation	Echeverri & McNulty (2009) stated in the findings of their study, "It is also significant to take into account that students perceived that the reading strategies and activities helped them to improve their English." (p.119.)

Results

This section aims at describing the findings that emerged from this research-action with the 11th grade students from the INACAMAHO in each of the instruments: a pretest, a posttest, a journal and a semi-structured interview. It is important to mention that the categories that emerged were a) reading comprehension which has as sub-categories, understanding and vocabulary acquisition; b) 7 Strategies of highly effective readers (McEwan, 2004) along with the sub-categories Activating, Inferring, Monitoring-Clarifying, Questioning, Searching-Selecting, Summarizing, Visualizing-Organizing and motivation.

Reading Comprehension

According to Riot (n.d.), reading comprehension is an ability to understand and to interpret what is read and the purpose of it is to get the meaning of the text. This category is the most important because it is the ability that from the beginning was intended to improve since the students had a low reading comprehension level.

The following chart explains the score the participants got in the pre and the posttest which obey to the reading comprehension category. Starting with the participant #1, in the pre-test he scored 66% and in the post-test he scored 28%, it is evident that the reading comprehension of the student didn't improve. The participant #2 scored 44.4% in the pre-test but he didn't realize the post-test, thus it is impossible to know his progress. Regarding the participant #3, he didn't do the pre-test but his score in the post-test was 28.8%. In the case of the participant #4, she got 88.8% in the pre-test while in the post-test she got 71.4% which means that she didn't improve her reading comprehension. Finally, the two other participants got a good score, with regards to the #5, she scored 77.7% in the first test while in the final test she scored 100% and, in the case of the participant #6, he scored 44.4% in the pre-test and in the post-test he

got 57% of the score. As it is evident, from the 4 participants that did the pre- and post-test, 2 improved and 2 got worse their reading comprehension, nevertheless, it has to be taking into account that this result was influenced by two facts; it was implemented two workshops and not all the participants did the pre-test and the post-test.

# Participant	Pre-test score	Percentage	Post-test score	Percentage
1.	6/9	66.6%	2/7	28.5%
2.	4/9	44.4%	-----	-----
3.	-----	-----	2/7	28.8%
4.	8/9	88.8%	5/7	71.4%
5.	7/9	77.7%	7/7	100%
6.	4/9	44.4%	4/7	57%

Table 6 : Comparison of the scores from the pre-test versus the post-test.

From this category, two different sub categories emerged: Understanding and vocabulary acquisition.

Understanding. According to the CEFR, a person in a B1 level (which is the target level 11th grade students from the INACAMAHO should have had) “Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension” (p. 69) Regarding the findings about this sub category, according to what was expressed in the interview, the students perceived that their reading comprehension improved, for instance, the participant #4 stated: *“The strategies helped me to improve the reading comprehension. It helped me in the ICFES saber 11 exam.”* Taking that in mind, the implementation of the workshops which included the 7 strategies helped her so much that she used them in this exam. In addition, the participant #5 expressed that: *“The strategies helped me to improve the reading comprehension.”* The results of the pre and posttest of the participant #5 showed that she was telling the truth since her scores showed that her reading comprehension improved a 22%.

Vocabulary Acquisition. The CEFR explains that the students at a B1 level: “Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events” (p. 112) This is the level students should have regarding the vocabulary, and according to the voices of the participants from the interview, they arrived to expand their vocabulary repertoire. In the case of the participant #4, she memorized some words for the vocabulary activities and some of those words appeared in the ICFES saber 11 exam. *“For example, in the part on which we had to link with a synonym helped me because in the ICFES I understood some words.”* P4. Similarly, P3, P4 & P5 agreed that the vocabulary activities helped them in having a better reading comprehension and the other two (P1&P6) said that just a little bit of their comprehension improved. Besides that, the participants explained that developing vocabulary activities such as those proposed in Monitoring-Clarifying before reading the text was pertinent since those words gave them a clue about what would be the text about. For instance, the participant #6 stated: *“the terms that were in the vocabulary activity (monitoring-clarifying) allude to a person (he was talking about the first workshop which was about Stephen Hawking) so, for example, well-know or success or got worse”* What he meant is that the fact of working with this vocabulary made them to construct an idea about the meaning of the text, for example, Stephen Hawking was *well-know*, he had a lot of *success* in his life but sometimes it was difficult to him when his *illness got worse*.

7 Strategies of highly effective readers (McEwan, 2004)

According to Riot (n.d.) reading comprehension is a process which requires the use of some strategies to have an effective reading comprehension. That’s why the seven strategies of highly effective readers by McEwan, 2004, were used for making possible to enhance the

reading comprehension of the students because of their low reading comprehension level. The sub categories of this part were as follows.

Visualizing-Organizing. This stage was proposed so that students would draw a mental image for helping them to start with the constructing of an idea about the reading comprehension. According to the 1st journal of the 1st workshop, the practitioner stated: *“In this stage, all the students answered correctly, meaning that all of them agreed in their answers. Those answers were related to the general idea of the text: in spite Stephen Hawking had his disability, he succeeded in having a lot of achievements in his life. The aforementioned means that the activity proposed was useful since all of them arrive to construct the general idea of the text.”* On the other hand, in the second journal, the practitioner stated: *“all the 6 students arrived to have a good perception about the topic of the text.”* As it was expressed, this strategy worked on the participants since they arrived to construct a good mental image of the meaning of text.

Activating. The objective of this stage was to make the students remember some facts that they already knew about the topic of the text for continuing constructing the meaning of the text. Regarding this stage, the student-teacher stated in the 1st journal that: *“All the students answered 4/5 statements correctly”* it means that this stage was successful for the students as it helped them to remember some information they already knew to construct the meaning of the text. While in the 2nd journal the pre-service teacher thought that the students didn't understand the instructions as she stated: *“I think I have to write clear ideas and to shorten them.”* Because sometimes long instructions confused them.

Inferring. The aim of this part was to link the knowledge students had with the new information they could learn in the two previous stages (Visualizing-Organizing and Activating). With regard to what was found, the participant #6 expressed: *“I think my reading comprehension*

improved, mainly in the inferring exercise, for example, an iconic person (Hawking) gave me a lot of ideas of what the text would be about.” As he expressed, this activity along with the Visualizing-Organizing and Activating facilitated them to create an idea that would guide them when reading the text that would be confirmed once they read it, to support this, the student-teacher stated: *“it could be evidenced that the two previous stages were appropriate for helping them to do a good inferring exercise.”* Journal 1

Monitoring-Clarifying. In the Monitoring-Clarifying stage, the students must follow a series of steps before reading the text for understanding it, in both workshops, it was proposed to understand the meaning of the unknown words, that is why, it was proposed an activity on which the students had to link a word with either an image or a synonym of it. From the practitioner voice, it was found in the first workshop that *“From the 6 students, 4 succeeded in answering correctly the 100% of the unknown words activity.”* And in the 2nd *“this exercise was difficult for some of the students”* the difference between the 1st and 2 workshop is the difficulty level, to support this, the practitioner wrote in his 2nd journal: *“the purpose was to help the students understand the unknown words by linking a word with a synonym of it... I realized that it was better the way I designed this stage in the first workshop since there, they should link a word with an image and like that, the students arrived to get the meaning of the word.”* Taking that in mind, the practitioner reflected that it was better the exercise of linking the unknown word with an image than with a synonym of that word since just two students answered correctly all the vocabulary exercise. The rest of them failed at the 77%, 22% or 11%.

Searching-Selecting. The searching-selecting stage aimed at looking for information about the topic of the text on the Internet or wherever and select from that information the most pertinent for understanding the reading comprehension. Accordingly, in both workshops, the

students did a good job at looking information about the topic of the text and selecting the most appropriate so that they understand better the text, the following excerpts, taken from the 1st and 2nd journal respectively, demonstrates the aforementioned: *“All students answered correctly the questions.” “All of them succeeded in answering correctly.”*

Summarizing. The summarizing reading strategy objective was to restate the authors words from the text by using own words. By taking into account the voice of the practitioner from the 1st journal: *“I could observe that the students are not good enough at summarizing since they forget the real meaning of the text and write some unnecessary words, meaning that they don’t really synthesize maybe because they didn’t fully understand the text or the purpose of the activity.”* Besides that, in the 2nd workshop it was perceived again that they don’t arrive to write a summary that synthesize the main ideas: *“students must improve their way of expressing their ideas from a text since they don’t write the general idea of the text, instead, the ideas they wrote were not the most pertinent.”* 2nd journal.

Questioning. The aim of this section was to test whether the students understood the text or not. Talking in a general way about the findings from this strategy, the range of the 1st workshop from 7 questions, was 3-7 points, meaning that the highest score was 7 points (100%) and the lowest score was 3 points (42%) while in the 2nd workshop, there were asked 5 questions and the results were as follows: *“the range was 2-4 being 4 the highest score the lowest 2. From the 6 students, 5 answered the 80% of the questions correctly. And just one student answered the 50% correctly.”* 2nd journal. It can be inferred that their reading comprehension improved since the lowest score in this stage, in the 1st workshop was 42% while in the 2nd was 50%.

Motivation. Echeverri & McNulty (2009) stated in the findings of their study, “It is also significant to take into account that students perceived that the reading strategies and activities

helped them to improve their English.” (p.119.) That’s why the implementation of the 7 strategies seemed pertinent, because the fact of giving them these strategies made that students feel motivated for learning the English language. The aforementioned was supported by some students in the interview, for instance, the participant #5 said: *“I would like to learn English because it’s important, for example, for a job”*, similarly said the participant #6 *“after this (the implementation of the workshops), yes, although we have to reinforce more but this project gave us a base.”* What they meant is that learning English motivates people because it is considered as an important language, for instance it is required to get some types of jobs.

Conclusions

The information given in this project gives light that learning a foreign language is an arduous process which requires the engagement of the stakeholders. It was the case of this research-action, the engagement of the students, the practitioner and the supervisor-teacher made possible the results obtained. Accordingly, the way in which the 7 reading strategies of highly effective readers develop the reading comprehension of the 11th (A) grade students from the Educational Institution Carlos Mauro Hoyos is by guiding them step by step to get the meaning of the text, first, by making the students organize a mental image about a topic, then, activating the previous knowledge, subsequently, daring to make predictions about a text proposed, next, understanding unknown words from a text, searching information that eases the comprehension of a text, then, summarizing the text in their own words and finally answering to some questions to test the knowledge got from the text.

On the other hand, it is important to highlight that the seven reading strategies impacted the reading comprehension of the 11th grade students since it improved a bit thanks to the implementation of the 7 strategies of highly effective readers (McEwan, 2004) in the 2

workshops implemented. Furthermore, it impacted the students by giving them the opportunity to practice the English language since the material given in their class wasn't enough to train their reading comprehension neither their English level of proficiency.

In addition, as it was already mentioned in the results, the participants expressed that these strategies helped them in the ICFES saber 11 exam since they used some of these strategies when they were carrying it out, moreover, some of the vocabulary learned in one the strategies stage (monitoring-clarifying) helped them to answer the exam since some of those words appeared in it and it was easy to understand since they already known the meaning of them.

Last but not least, the perceptions of the students captured in the interview regarding these strategies were as follows: 4 participants considered them as effective and 1 considered them as useful. In fact, in a scale from 1-5, being 1 the lowest and 5 the highest, the usefulness of these strategies was 4,2 according to the participants' voices. Besides that, the strategies were perceived as interesting since they had never used these strategies before; good because they guided them through a better reading comprehension and a little bit complex because of the English level that the workshops had. On the other hand, in a rating importance of the implementation of the seven strategies in the workshops, there were considered as important by 4 of the participants and very important by 1 of them.

Recommendations

Bearing in mind that reading strategies helps to improve the reading comprehension, it might be considered to use them in the classroom for having better results. Moreover, these strategies might be used in order to make the students adopt them as habits for having a better reading comprehension since sometimes students like reading in Spanish but not in English because they don't know how to have a good reading comprehension process. In addition, it

should be considered to develop more workshop for having more effective results for the stakeholders: students and teacher. Finally, as already explained, the workshops weren't developed in a classroom, hence, it should be considered to develop these workshops during in-person classes to monitor and to guide the students so that they don't misuse or misunderstand the activities proposed.

Chapter IV: Research Component

Reflective spirit training in pre-service teachers from the Bachelor of Arts in Foreign Languages degree, training tool to qualify the practicum stage

Introduction

In the PLEX training context, the pedagogical teaching practices are considered as one of the main interests and updating to study and to document, thus improve the teaching-learning processes, for the qualification of the education.

Even though a clear interest exists regarding the need to understand and to transform pedagogical practice, it is also true that a good part of the local studies focusses especially on the problems of learning rather than on teaching.

Thus, it is plausible to articulate a project which promotes a reflective approach on practice in order to objectify knowledge, behaviors and attitudes that guide the teaching exercise; also as an exercise of internalization, immersion and conscious exploration of one's own teaching subjectivity, through the formulation of questions and the search for information for solving problems and for self-recognition.

Justification

The design of this project in the foreign languages integral practicum context focuses on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where teaching practice is held. It is considered that giving the importance to the role of the reflection in the teaching process is the first step to understand professional issues, own actions, and to be interested in knowledge of models and approaches to address a problematic situation and establish an analytical look at the fact.

According to the philosopher of education Jhon Dewey, a pioneer in the field of reflexive thought applied to teaching, the need for this project is to provide students with analysis and self-observation tools that let them distinguish a routine from a reflexive action. It is considered that a reflective approach protects the actors from the traditional context of inertia, and authority that permeates the school.

Statement of the problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, are seen as imprints, stable and invariable features that are part of the identity and the school culture. When events are developed without major disruption, the teacher takes the risk of performing in a way that hinders the pedagogical development and the renewal of school culture. A practice lacking in reflection does not lead to emerge problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, to respond to social needs.

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

In the case of the bachelor's degree in foreign languages of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role.

To start this study, the following guiding questions are formulated:

- How does the implementation of reflection contribute to transform the pedagogical processes inherent to the development of the practicum stage?
- How does the exercise of reflection influence the development of critical spirit of pre-service teachers in the analysis of their pedagogical work?

Objectives

General objectives

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

Specific objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflect and propose proposals and alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and analyze strategies used by students in their pedagogical practice.
- To implement reflective workshops and the development of didactic units that guide pre-service teachers' reflections.
- To analyze one's own beliefs about teachers' work and students.

Theoretical framework

The theory about teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be slightly clear about these concepts concerning this research project, we present an approximation of each one of them.

Teaching profession

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

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher has to meet all the teaching competences that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level on which he/she develop his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content to be acquire by the students but also provide teaching conditions inside or outside the educational context. The most immediate function that teachers must develop is to design or anticipate the practice of teaching.

Reflection

When referring to reflection, it is claimed that implies an approach to different conceptions about this notion. For that reason, aspects such as reflection as a process and reflection as a theme will be taken into account to deepen its definition (Correa Molina et al 2010).

Reflection as a process. The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) as cited by Correa Molina et al (2010), reflecting on the experience implies "un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación". The stages of reflection as a process are shown in the following scheme.



Figure 8 : Reflection stages

Reflection as a theme. The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet *et al* (1999) cited by Correa Molina *et al* (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects which allow the reflective

exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

Reflective practice

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

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

The necessity of articulating the changing reality to our pedagogical work is evidenced in the many attempts to try to explain the school phenomena and to seek ways to attend those phenomena, to make school work effective. This study will serve to participant teachers to think over their methodological process in the light of reflection as the only rational and ethical mode of intervention. (Sacristán, 1999).

According to Van Manen (1997), there are various levels of reflexivity, in the first stage, for example, in the classroom the effective application of skills and technical knowledge takes place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

In the second stage, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then analyzed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

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

Pedagogical practicum

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, it is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

Academic practice. It is centered on training teachers who are able to reflect on the courses they teach so that they are transformed into understandable structures for the students.

Practice of social efficiency. It attempts to achieve an effective teaching through the application of any didactic techniques that are gathered from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

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

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

Generic. The programs refer to reflection in a generic way, but without specifying the claims of the programs or the contents on neither which to reflect, nor the strategies to encourage reflexive learning.

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

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

These authors established some classification categories of knowledge:

1. Knowledge of the content.
2. General pedagogical knowledge.
3. Knowledge about the curriculum (materials, programs, etc.)
4. Teacher’s knowledge and professional ethics.
5. Knowledge of the students and their features.
6. Knowledge of educational contexts.
7. Knowledge of foundations: philosophical, historical, and axiological

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

Methodology

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum, it will be carried out a process of socialization and systematization will be carried out.

In order to assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out.

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

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

Self-observation

The objective of this instrument was to guide the future professional in foreign language of the University of Pamplona under a reflective practice context and by proposing the

autonomous training of future teachers as a perspective of self-regulation and qualification of the pedagogical practice of the future teacher in despite of the health crisis our society is going through that undoubtedly shape our teaching identity. This sheet was developed in a Google forms and it contains 20 questions that effectively helped the practitioner to reflect about their practicum process. In general terms, this instrument helped to question the way of teaching, it means, to think about the way the practitioner designed the *guías* to the students of the Educational Institution Carlos Mauro Hoyos so that it builds my teaching identity. (See Appendix M)

Narrative

The reflection exercise made the foreign language students to express themselves about their experience so that they would understand the life of teacher. Hence, the student-teacher wrote 10 narratives, it was used to narrate what was done either in the pedagogical project or in the out-reach project and then, the practitioner internalized what was done right, what must be improved and how should it be improved. In general terms, it was registered: perceptions and feelings being a “teacher” under a health emergency provoked by the COVID-19 that helped the student-teacher to build a little bit the teaching identity. (See Appendix N)

Reflective workshops

The objective of this instrument was to guide the reflective process of the candidates to foreign language teachers, to socialize and to share experiences of the work as teachers so that this exchange would have enriched the process and would insert new tools that allow them to transform their pedagogical practicum. Till now, the practitioner participated in two virtual reflective workshops and one reflective workshop developed in Google forms on which it was shared the experience of being teachers under the restriction of the COVID-19. At the same time,

the practitioner heard the experiences of the practicum stage mates in the virtual reflective workshops and there was a lot of learning from their experiences, for instance, their classmates had the opportunity to work with students who had some kind of disability, therefore it was learnt from them how to deal with this kind of situation. (See Appendix O)

Objectives

- To consolidate a practitioners' staff with critical spirit that reflect and present alternative proposals of solution facing educative issues of their pedagogical practicum.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Context

Pamplona city was founded in 1549, meaning it is the most ancient city in Norte de Santander. Located in the "Espíritu Santo" valley in Colombian Andes. Founder of many other cities during the colonial times, it has been the meeting point of and influenced by religion throughout its history. It fostered different religious communities, such as: "La comunidad de franciscanos", "Las hermanas clarisas", "Los hermanos de San Juan de Dios", "La compañía de Jesús", "La comunidad la Sallista", as well as religious female communities: " Hermanas de la presentación", "Hermanas bethlemitas", among others. The acceptance of these communities in the city leads to the construction of educational establishment with emphasis on their beliefs and values. The aforementioned context is where this study takes place and their schools where the practitioner teachers from the Foreign Language Program will play their role.

The term “school” can be defined as an educational community that takes over the institutionalized education, acting as an organization. This means that it is the establishment where education takes place, education is commanded and education is accomplished.

Nowadays, the “school” is seen as an example of living in community. In other words, the school transfers knowledge and values that are necessary in a community and which lead students to better use their skills and to improve them for own and society’s benefit.

At school we will always find a set of fundamental elements, such as teachers and students, whose actions and behaviors are connected to a specific socio cultural order upon which the organization of the institution is built.

A school is an organization that depends on society. A social institution commanded to provide the systematic education, conditioning the “teaching-learning” process and the organization of groups composed by teachers and students (Crespo, 2010).

In such sense the school as an educational institution has the following functions:

Socialization role

Learners’ values, rules, behaviors, attitudes and aptitudes focus on the dominant social culture in the political and economic context that they belong to. This role includes all the socialization processes in which the members of the school participate.

Instructive role

The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital that the globalized world demands. This implies higher level of culture; knowledge; values etc. there is a greatest chance of adaptation.

Educational function

This function requires a life community, in which democratic participation exists, by participating in an intellectual search for discussion and learning. This means, an educational community that is able to break the existing barriers between school and society; a space of culture, where new concepts, technical tools and culture codes are learned. The aforementioned as a consequence of the active participation in the exchange of desires and behaviors with colleagues and adults (Vizcaino, 2010).

Population

Forty-nine students of tenth semester, practitioners of the Foreign Languages Program English-French of the University of Pamplona constitute the total population of this study.

The direct beneficiary population: Student-teachers, teachers' supervisors, and student community of the centers of implementation of the Integral Practice.

Indirect beneficiary population: It is composed by the teaching community of the Foreign Languages Program, the results will feedback the program agents' vision of their practices and the collective of Integral Practice.

External institutions linked to the Project:

- José Antonio Galán High School
- Normal Superior Pamplona
- La Presentación High School
- José Rafael Faría High School
- Educational Institution Cristo Rey
- Águeda Gallardo High School

- Brighton School
- Educational Institution Carlos Mauro Hoyos

Timetable

Instrument	Dates
Self-observation sheet	October 30 th
	1: September 28 th
	2: October 5 th
	3: October 12 th
	4: October 19 th
	5: October 26 th
Narratives	6: November 2 th
	7: November 9 th
	8: November 16 th
	9: November 23 th
	10: November 30 th
	September 23 rd
Reflective workshop	October 14 th
	November 25 th

Table 7 : Application of the narratives

Results

Pre-service teacher's methodology

The student-teacher's methodology has been adapted to the supervisor teacher methodology and to the policies of the institution which are according to the constructivism pedagogical model. It consists of 5 sections: my knowledge, we relate it, we argue, we contextualize it and a cross-curricular section. When designing workshops (*guías*) the pre-service teacher followed those instructions and by taking in mind that the objective was not to pressure the students and to send a lot of activities to do but to keep it simple and to guide the learning of the student by giving him the prominence.

Interaction with learners

Regarding the interaction with the students, the practitioner didn't have any kind of contact with the students, it was the supervisor-teacher who established communication between the pre-service teacher and the learners. The only interaction done was with 6 students when collecting data for the pedagogical component but it was not a substantial interaction. Therefore, there was not any significant knowledge about the population, thus, the practitioner was worried because interaction is what promotes the learning development.

Activities and resources designed

The practitioner designed 10 *guías*: 6 for primary school students, 3 for secondary school students and 1 for the 11th grade students of the INACAMAHO. It is important to mention that designing these material was noteworthy not only for the pre-service teacher since it was gained experience about how to design activities for the students depending on their grade, their needs and their target level, but it was also noteworthy for the teachers of the primary school of the INACAMAHO because they expressed that they needed the help of someone who has a

knowledge in depth in the foreign English language as was the case of the practitioner. Moreover, the fact of helping the supervisor teacher to design the *guías* for the high school students helped her a lot to avoid being overwhelmed with the students' work.

Virtual practicum development

In spite of being working with this type of methodology, it was an experience which brought a lot of challenges such as teaching in an asynchronous way but having the supervisor teacher as an intermediary for having contact with the students. At the same time, this experience brought a lot of learning too, it is the case of learning to teach in a virtual methodology.

Conclusions

In general terms, I usually reflected in-action and on-action. For instance, when I was doing an activity related to my work as a future teacher, I thought about the efficiency, the pertinence and the clarity of the activity. Then, when I finished doing the activity I thought about what I had done, the way I did my work and I started asking myself some questions that guided my reflection: what did I do? How did I arrive to do so? Was it well design? Did I miss something? Taking into account the aforementioned, the reflective approach helped me to realize what I did well and I should continue doing in that way, what I should improve and how should I do it so that it shapes my identity as a teacher.

Chapter V: Out-reach component

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

Presentation

The dual objective the reader will find in this presentation is to organize in a project the social impact of the Foreign Languages Program through the implementation of the outreach component to the community concerning the English teaching practicum, and to sensitize students from primary school to EFL fundamentals.

Firstly, the justification of the project, the objectives, its characterization and the guidelines of contribution to the project will be stated.

Secondly, the theoretical framework guiding this proposal, the benefited population, the timetable and the financial budget table filled by each participant will be disclosed.

Introduction

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

With a view to promote English language learning in Colombia and doing Colombians more competitive citizens, the Ministry of National Education launched its bilingual policy in 2004, the main objective of which is to “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 openness. In this way, the Ministry has been implementing a wide range of strategies at the distinct levels of education with a view to

achieving this goal, a prime example of which is the creation of English quality standards for basic and secondary education, the definition of a sound and logical evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work implemented by the secretariats of education, public and private universities and language institutes. However, the results obtained so far have not been very heartening since many of the educational institutions of the nation have not yet been touched by it. With regards to primary education, the government is advocating the coverage extension 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 optimal.

The University of Pamplona of Colombia in its capacity as a public training institution for trainers and more specifically the Foreign Languages English-French Program, 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 preparation needs of the primary sector.

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

Government policies identify the problem, but their attention is not sheltered by legislation, effective support is needed, for the specific case, by trainers in the field of foreign

languages, so that the results of the examinations, the tests and results of our students are in accordance with the proposals of Colombia the most educated.

Justification

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

The aim of this project is to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic foreign language training that is required 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 Foreign Languages program of the University of Pamplona, as a way of contributing to the strengthening of English teaching in the primary education field.

The development of this project benefits both institutions and the 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 practicum process so that they know the educational realities and needs of the environment and of this how they can help, intervening in processes that impact on the improvement of these needs.

General objectives of the project

The development of this social out-reach project by the Foreign Languages in English-French Program of the University of Pamplona is heading toward the following purposes:

- To attend the needs of the children of the primary school in the city of Calamar-Guaviare.
- To integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at the primary school in the city of Calamar-Guaviare.

Specific objectives

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

- To familiarize the child of the primary school of Calamar-Guaviare with basic knowledge of English.
- To involve students of the Program in Foreign Languages English-French in the processes of teaching English in the primary school in Calamar-Guaviare.
- To join the preparation of students of the Bachelor's Degree Program in Foreign Languages English-French with the social projection programs offered by the Office of Social Interaction of the University of Calamar-Guaviare.

Typology of the project

This is an educational disciplinary project in the curriculum area, open to all the institutions in Pamplona. This project is part of the training project of the foreign languages program.

This study allows the articulation of the Program of Foreign Languages with the community of Pamplona.

The main objective in a pedagogical and communicative level is framed into the outreach community institutional lines of the University of Pamplona.

Contribution lines

- Academic training in foreign languages
- Citizen training (treatment of educative problems in order to decrease inequality in the educational system)
- Scholar community outreach in Foreign Languages Program

Theoretical Framework

Teaching Languages

Languages international policies. For several years, UNESCO has been concerned with 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) considers that languages are not just a mean of communication, but they represent a true sector of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, as well as, support the learning of international languages that provide access to global

communication and information exchange. To accomplish this, UNESCO suggests the promotion of multilingualism and intercultural dialogue, together with development of policies for the translation, by all possible means, of written and visual materials in order to promote the circulation of ideas and artworks.

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 it to develop properly in different contexts. The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in it doing and know-how.

National Bilingual Program

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

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

Tabla 1. Niveles de lengua esperados en el PNB

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altablero (2005).

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

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

Teaching English in primary school

According to Yesser A, & Chacon C, (2011) “The acquisition of a foreign language is a complex process which involves multiple variables of cognitive and affective character inherent in the individual as well as specific factors to the socio-cultural and educational context such as curriculum, methodology and training and updating of foreign language teachers, among others”. Thus, the importance of reaching to the point of understanding how the child learns and incorporates a foreign language makes it necessary to analyze the theoretical basis that explain

the process of learning or acquiring a second language. (L2) o LE and how this process is related to the mother tongue”. On the basis of what was written above Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to the LE. “language acquisition is natural and unconscious in form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language.”

This distinction has been questioned because it is 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 processes 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 LE 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 SL 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 establishes “from the point of view of cognitive psychology, explains that there are differences between child and adult cognitive abilities in relation to cognition and emotions, which are manifested in motivation, creativity, spontaneity, and flexibility that characterize children and far from the adult, who usually is more prone to emotional blockage at the time of expressing themselves in another language”. “From the above statements, it appears that age is a factor that affects learning English as LE, particularly in the acquisition of pronunciation. That is to say, at a younger age, the greater the probability of the child to develop the pronunciation of a native”.

Why is it important to learn a FL in primary school? Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid y McLaren (1981) who stated that there are different types of

reasons that justify the learning of a FL at primary school. Pointing that the truly reasons belong to the pedagogical and formative type. For example, based on diverse studies, it is shown that:

- Children who start to study a FL at school are used to get a better performance than those who do not.
- Children show not only a special capability to imitate sounds and colloquial expressions, but also a great flexibility, spontaneity and audacity that exceed teenagers' and adults'.
- Children not only tend not to be afraid to make mistakes, but also to acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in their life when the plasticity of their brains makes it easier for them to learn languages.

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

The Context of Pamplona

Pamplona has institutions of basic and secondary education, most of them are grouped in general schools as follows:

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

- Colegio Provincial San José, which has as headquarters “Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez”.
- Colegio Águeda Gallardo de Villamizar, which has the “Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional”.
- Institución Educativa San Francisco de Asís: which is in charge of “Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII”.

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

- Colegio Técnico la Presentación
- Institución Educativa Brighton Betlemitas.

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

The scenarios in which the activities of the Project will be developed are the educational institutions described above. The specific course will be included once the students - practitioners finish the observation stage and provide the courses and schedules in which they will be implementing the Social Projection component.

Benefited population

The direct beneficiary population. It is composed of the student academic community of the primary schools of Pamplona in which the Integral Practice is implemented. The benefited audiences are mentioned below; the number of participants will be defined once the observation period ends. It is estimated a population that can range between 50 and 60 students per institution.

Elementary students.

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

The indirect population benefited:

- Foreign Languages Program Community
- Pamplona educational community

Institutional dependencies articulated to the Project

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

External institutions linked to the Project

- José Antonio Galán High School
- Normal Superior Pamplona
- La Presentación High School
- José Rafael Faría High School
- Educational Institution Cristo Rey
- Águeda Gallardo High School
- Brighton School
- Educational Institution Carlos Mauro Hoyos

Subproject

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

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

**Designing didactic material in EFL learning for first, second and four grade students from
the Educational Institution Carlos Mauro Hoyos**

Introduction

The Ministry of Education demands the learning of a foreign language as mandatory in all the educative establishments, for achieving this goal, the institutions require professionals in the teaching of the foreign language. Some educative establishments have professional English teachers for secondary students while they lack professionals in primary schools, that is the case of the Educational Institution Carlos Mauro Hoyos. Bearing that in mind, the foreign language program of the University of Pamplona proposed a project entitled “Project to raise linguistic awareness of the English language in primary schools in Pamplona”.

In order to accomplish the objective of this project which is to attend specific needs of the school community, the practitioner proposed the design of didactic material such as *guías* (workshops) in order to contribute to the learning of English as a foreign language in first, second and fourth grade students from the Educational Institution Carlos Mauro Hoyos.

Justification

Taking into account that the vision of the area plan from the INACAMAHO is to support students to have an intermediate level according to the national standards, this sub-project aimed at helping primary school teachers from the Educational Institution Carlos Mauro Hoyos to design didactic material for promoting the EFL learning.

According to Pardo and Tellez (2009) the fact of creating materials comprise the efforts of all teachers because they have to not only create it or even adapt it but also this material, such as didactic, must improve the learning process of students. Bearing in mind the above, the promoting of this sub-project was pertinent to help the primary school students to foster the learning process of the foreign language English.

Objectives**General objective.**

- To support primary school teachers and students by designing didactic material in order to promote the learning English as a foreign language.

Specific objectives.

- To design didactic material for first, second and fourth grades from the Educational Institution Carlos Mauro Hoyos.
- To promote the learning of English as a foreign language on first, second and fourth grades from the Educational Institution Carlos Mauro Hoyos.

Population

TEACHER	COURSE	NUMBER OF STUDENTS
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Primary	Emergildo Peñaloza	202	29
	Jenny Aminta	203	27
	Edith Perea	401	30
	Rosney Mena	101	13

Table 8 : Population of the sub-project

Methodology

The development of the workshops was based on the general standards of the INACAMAHO along with the target English level of the students.

The design of workshops (guías). Mainly, the practitioner supported the teachers with the design of workshops, those workshops as all that the teachers from the Educational Institution Carlos Mauro Hoyos created, had the same sections for the learning of the main topic (my knowledge, we relate it, we argue it, we contextualize it) and finally the cross-curricular section. Therefore, the practitioner designed 6 workshops as the following table illustrates:

# Workshop	Topic	Grade	Teacher	Designer
1 st	The family and adjectives	2 nd A & B	Yenni Aminta Emergildo Peñaloza	Yenni Aminta Faisully Garzon
2 nd	Fruits and numbers from 1-100.	4 th A	Edith Perea	Faisully Garzon
3 rd	Clothes	1 st A	Rosney Mena	Faisully Garzon
4 th	Farm animals	2 nd A & B	Yenni Aminta Emergildo Peñaloza	Faisully Garzon
5 th	The day and the night	1 st A	Rosney Mena	Faisully Garzon
6 th	Fruits	2 nd A & B	Yenni Aminta Emergildo Peñaloza	Faisully Garzon

Table 9 : Information about the workshops designed.

The six workshops designed are found in the appendixes section. (See Appendix P)

Grading activity

Grading was an activity that wasn't planned but it was done a grading activity, it means that the pre-service teacher helped to a teacher in the process of grading. It was as follows; first, the teacher sent the work done by the students via WhatsApp; second, the practitioner analyzed the work done by the students; third, it was assessed the students in a qualitative and quantitative way, it means; a description of what the students did right and what they have to improve, then the grade in numbers in a scale from 1,0 to 5,0. And forth, it was sent this assessment to the teacher and she sent it to the students' parents.

Timetable

Activity	Weeks of the practicum									
	1	2	3	4	5	6	7	8	9	10
A	X	X		X				X	X	
B				X	X					

Table 10 : Timetable for the development of the subproject

Activity	Activity's description
A	Design of a workshop (guía)
B	Grading

Table 11 : Description of the activities proposed in the sub-project

Conclusions

To conclude my support to the out-reach project has contributed to guide the primary school teachers who don't have an advanced knowledge about the foreign language (English). What I mean is that by designing the workshops, they would put into practice the way I developed it, so, they learn from me: how a teacher should give instructions, how the activities

must be, how to combine topics and some other tips that implicitly learn from me and then they would possibly adapt it in their classrooms.

My support to the out-reach project has contributed to the projection of the foreign language program by giving visibility to it and by contributing to a certified program since people the community of the institution knew that there was a practitioner who is a foreign language student from the University of Pamplona and they would know the quality of my work so that they will promote this program to people who have the intention to study foreign languages because of the kind of work I did in the Educational Institution Carlos Mauro Hoyos. On the other hand, I'm contributing to a certified program since the purpose of the program is "to train competent, comprehensive and reflective students who are able to face problems in the educational field, and who are qualified to teach a foreign language in a local and global context" and that is what this practicum stage is giving to me; a reflective teacher who is able to solve difficult situations as the virtual methodology. Moreover, taking into account one voice of the participants from the pedagogical component, the foreign language program is going to have a new student from the INACAMAHO as she expressed her interest to study there after listening to the practitioner talking in English in the presentation of the pedagogical project.

Chapter VI: Administrative component

Introduction

The administrative part was proposed in order to acquire knowledge about the Educational Institution Carlos Mauro Hoyos and to be a participant so that knowledge about the organization, administrative and academic process of the institution is obtained. Besides that, to understand the context in which the practicum takes place.

Apart from that, it is important to highlight that acquiring knowledge about the context on which the practicum takes place is considered as a significant because it enables a prominent experience in this teaching exercise.

Objectives

General objective

- To be part of the extra-curricular activities proposed by the Educational Institution Carlos Mauro Hoyos.

Specific objectives

- To improve the knowledge obtained in the diagnostic week concerning to the academic organization of the institution.
- To take the role of an active member of the institution.
- To understand the role of the members of an institution.

Methodology

Bearing in mind the health emergency, the practitioner had the intention of participating in the extra-curricular activities by attending to synchronic reunions develop by the English teachers or by the general institution authorities from the Educational Institution Carlos Mauro Hoyos.

Therefore, the practitioner participated in a meeting of the secondary teachers and in a meeting of the administrative and financial component. The next table features some information about those meetings.

Meeting	Date	Objective	Participants
Secondary teachers	The 7 th December	To give a chance to those students who lost any subject	Secondary teachers Rector
Administrative and financial component	The 7 th December	To evaluate the development of the institution regarding the administrative and financial component throughout the year	Members of the administrative and financial

Table 12 :Information about the meetings of the administrative component.

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Appendixes

Appendix A: Workshop's example



INSTITUCIÓN EDUCATIVA CARLOS MAURO HOYOS
GUIA DE INGLÉS (HUMANIDADES) GRADO 7°A-B-C
GUIA # 4 THIRD TERM
DOCENTE: LORENA BOHÓRQUEZ BARAHONA

DBA: Identifico palabras claves dentro de un texto que me permiten comprender su sentido general.

APRENDIZAJE: Reconoce información específica en textos orales y escritos relacionados con objetos, personas y acciones.

COMPETENCIA: Comunicativa, Ciudadana

EJE TEMATICO: Past tense.

CRITERIOS DE EVALUACIÓN:

- **Ortografía y caligrafía**
- **Orden en el documento que se envíe por medio fotográfico. (Excelente presentación)**
- **Trabajos completos con todas las actividades realizadas.**
- **Puntualidad en la entrega de trabajos. Trabajos entregados después de la fecha establecida, sin previa justificación del acudiente será calificado sobre 3.5**

FECHA DE ENTREGA: 17 DE SEPTIEMBRE 2020

Recibiré trabajos de manera virtual a través del correo teacherlorenabohorquez@outlook.com o al Whatsapp: 3008700587. **Recuerde identificarse con su nombre completo y el grado al que pertenece, cada vez que sea necesario comunicarse y/o enviar un trabajo “daré 1 punto por poner esta información”**. Cualquier duda, inquietud o sugerencia será resuelta de lunes a viernes de 8 am a 12 m y de 2 pm a 4pm o en el horario de clase que corresponde al grado.

MY KNOWLEDGE / MIS CONOCIMIENTOS

RECUERDE SIEMPRE ESCRIBIR LA FECHA.

1. Busque los verbos que se encuentran a la derecha en la sopa de letras:

k	q	d	e	p	j	b	l	z	q	g	z	u	f
j	m	n	a	k	n	r	h	k	d	f	y	u	l
s	u	y	t	j	i	b	f	u	b	i	s	y	y
d	i	d	p	i	y	d	q	r	i	k	w	m	a
a	a	r	z	j	u	m	p	e	l	l	i	a	s
n	k	i	n	a	g	v	a	a	i	i	m	b	i
c	u	n	e	f	q	c	u	d	x	s	g	x	z
e	f	k	p	x	r	u	w	l	n	t	p	a	n
r	z	n	n	h	k	t	j	b	m	e	n	r	c
k	s	i	n	g	a	v	c	l	y	n	z	i	b
w	r	i	t	e	h	f	w	q	x	k	w	g	d
r	v	q	m	u	i	s	e	f	y	h	p	g	d



Hints

-  fly
-  jump
-  listen
-  swim
-  drink
-  dance
-  sing
-  write
-  read

2. Con las 9 palabras encontradas en la sopa de letras haga 9 oraciones (una por cada palabra) en español e inglés.

WE RELATE IT / RELACIONEMOS

PAST TENSE

El pasado simple en inglés es equivalente al pretérito imperfecto y pretérito indefinido del español. **Usamos el pasado simple para acciones completas en el pasado.** El período de tiempo de estas acciones no es importante como en el español.

1. El pasado simple se utiliza para hablar de una acción concreta que comenzó y acabó en el pasado. Generalmente, lo usamos con adverbios de tiempo como “last year”, “yesterday”, “last night”...

Ejemplos:

Tom **stayed** at home last night. (Tom se quedó en casa anoche.)

Kate **worked** last Saturday. (Kate trabajó el sábado pasado.)

I **didn't** go to the party yesterday. (No fui a la fiesta ayer.)

Did they walk to school this morning? (¿Ellos caminaron a la escuela esta mañana?)

2. Se usa el pasado simple para una serie de acciones en el pasado.

Ejemplos:

I **received** the good news and immediately **called** my husband. (Recibí la buena noticia y llamé de inmediato a mi marido.)

He **studied** for an hour in the morning, **worked** all afternoon and **didn't** return home until 10 at night. (Estudió durante una hora por la mañana, trabajó toda la tarde y no regresó a casa hasta las 10 de la noche.)

3. También lo usamos para acciones repetidas o habituales en el pasado.

Ejemplos:

We always **traveled** to Cancun for vacation when we were young. (Siempre viajábamos a Cancun durante las vacaciones cuando éramos jóvenes.)

He **walked** 5 kilometers every day to work. (Caminaba 5 kilómetros hasta el trabajo cada día.)

4. Lo usamos para narraciones o acciones de períodos de largo tiempo en el pasado.

Ejemplos:

I **worked** for many years in a museum. (Trabajaba en un museo durante muchos años.)

She **didn't** eat meat for years. (No comía carne durante años.)

5. Se utiliza para hablar de generalidades o hechos del pasado.

Ejemplos:

_ The Aztec **lived** in Mexico. (Los aztecas vivían en México)

_ I **played** the guitar when I was a child. (Tocaba la guitarra cuando era niño.)

En el pasado simple hay verbos regulares y verbos irregulares.

Para formar el pasado simple con **verbos regulares**, usamos el infinitivo y añadimos la terminación “-ed”. La forma es la misma para todas las personas (I, you, he, she, it, we, they).

Excepciones:

1. Para verbos que terminan en una “e”, sólo añadimos “-d”.

Ejemplos:

_ change → changed

_ believe → believed

2. Si el verbo termina en una vocal corta y una consonante (excepto “y” o “w”), doblamos la consonante final.

Ejemplos:

_ stop → stopped

_ commit → committed

3. Con verbos que terminan en una consonante y una “y”, se cambia la “y” por una “i”.

Ejemplos:

_ study → studied

_ try → tried

ACTIVITY

1. Conjugue los siguientes **verbos regulares en pasado simple** con los pronombres determinados:

Verbos

Work ----- I **worked**::: Ejemplo

Ask ----- she

Clean----- you

Enjoy----- she

Invite ----- they

WE ARGUE IT / ARGUMENTEMOS

Last winter, Joseph and Ann travelled to Argentina for three weeks. They stayed in a college with other students. It was really fantastic because they talked to a lot of students of different nationalities and learned a lot about other cultures and customs.

Of course, they learned a lot of Spanish too because they practiced it every day. In the morning they studied a little, they asked the teacher to speak slowly when necessary and answered her questions. In the afternoon they visited different places or played different sports at the college. It was so much fun.

1. Traduzca el anterior texto.
2. Del texto saque un listado de los verbos que están en pasado simple. En inglés y español.
3. Averigüe la estructura gramatical del pasado simple (no del verbo to be) en forma afirmativa, negativa e interrogativa.
4. Haga dos ejemplos por cada forma (2 oraciones afirmativas, 2 negativas, 2 interrogativas)

WE CONTEXTUALIZE IT / CONTEXTUALICEMOS

1. Complete la siguiente información con su información personal.

My name is _____ I am _____ years old. I like _____. I want to talk about my last weekend. I visited my friend _____ We played _____ and we walked to my house because my mom needed him/her. She wanted to give him/her a pair of shoes for his/her birthday. My friend was so happy.

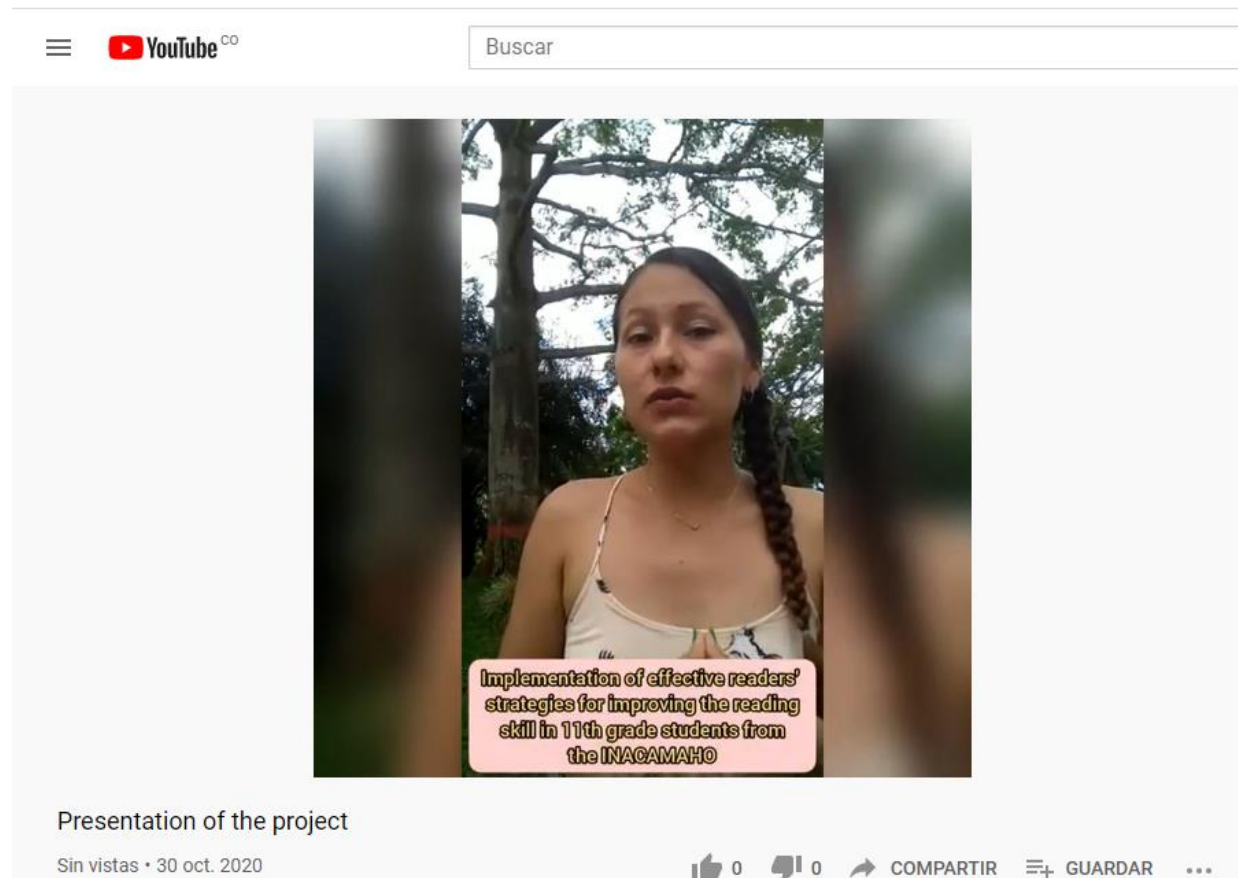
2. Realice un audio leyendo el párrafo y envíelo después de haber enviado las fotos o el documento escaneado.

TRANSVERSALICEMOS

La presente guía se transversaliza con el área de Español.

Appendix B : Link of the presentation project video

https://youtu.be/i-YdnNR_oFc



The image is a screenshot of a YouTube video player. At the top left, there is a menu icon and the YouTube logo. To the right is a search bar with the text "Buscar". The video frame shows a woman with dark hair in a braid, wearing a white tank top, speaking outdoors with trees in the background. A pink text box is overlaid at the bottom of the video frame with the text: "Implementation of effective readers' strategies for improving the reading skill in 11th grade students from the INACAMAHO". Below the video frame, the title "Presentation of the project" is visible. At the bottom left, it says "Sin vistas • 30 oct. 2020". At the bottom right, there are icons for likes (0), comments (0), share (COMPARTIR), save (GUARDAR), and a more options menu (three dots).

Appendix C : Informed consent letter

Calamar-Guaviare, 25 de Septiembre de 2020

Estimados,

Estudiantes

Once (A) grado

Institución Educativa Carlos Mauro Hoyos

Cordial saludo,

Yo, Faisully Garzon Daza, identificada con C.C 1094282351 de Pamplona-Norte de Santander, estudiante-practicante de décimo semestre del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona, durante este semestre estoy realizando mi práctica integral, acompañado de la supervisión de la docente Leider Lorena Bohorquez Barahona, me dirijo a Ustedes con el fin de informarles que dentro del desarrollo de mi práctica, estaré llevando a cabo un proyecto titulado “Implementación de estrategias de lectores efectivos para mejorar la competencia de lectura en los estudiantes de grado 11 de la Institución Educativa Carlos Mauro Hoyos.” que tiene como objetivo implementar estrategias de lectores efectivos para mejorar la comprensión de lectura de manera que obtengan un mejor puntaje en la prueba de Inglés de las ICFES saber 11. Por tal razón, dentro de las guías se propondrá algunas actividades relacionadas con el mismo. Es así que de antemano agradezco su activa colaboración en el mismo.

Finalmente, les informo que algunos de los trabajos que ustedes presenten serán anexados dentro del trabajo escrito que debo entregar a la Universidad. Por tal motivo, es importante mencionar que la información, documentos, actividades etc. por ustedes suministrados será tratada **bajo total confidencialidad y privacidad** que requiere este tipo de actividad por parte mía y solo será utilizada para los fines ya mencionados.

Agradeciendo su atención.

Cordialmente,

Faisully Garzon Daza

_____ c.c. 1094282351

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Appendix D : Pre-test

<https://forms.gle/b1LbtyutxW3PFdJt9>



Test inicial (Pre-test)

El objetivo de esta prueba es conocer el nivel de comprensión lectora en los estudiantes de grado once A de la Institución Educativa Carlos Mauro Hoyos. Por favor, responder este test de manera muy honesta para así poder analizar distintas características de los alumnos dentro de su proceso de comprensión de lectura.

***Obligatorio**

Name and lastname *

Tu respuesta

Siguiente

Appendix E :First workshop

EDUCATIONAL INSTITUTION CARLOS MAURO HOYOS
1 WORKSHOP/TALLER
PRACTICANTE: FAISULLY GARZON DAZA
GRADO ONCE A

Objetivos:

- Conocer el uso de los tiempos pasados en una biografía.
- Comprender sus ideas sobre una persona famosa.
- Conocer sobre la vida de un teórico físico, astrofísico y cosmólogo británico.

1. Visualizing-organizing

- Observe in detail the next image. Observe detalladamente la siguiente imagen.



- After observing the image, answer the following questions either in English or in Spanish. Después de observar la imagen, responda las siguientes preguntas en inglés o en español.

Do you think this man could not get ahead in the life? Yes. No. Why? ¿Cree usted que este hombre no pudo salir adelante? Sí. No. ¿Por qué?

Do you think that this person achieved professional achievements even as a paraplegic? Yes. No. Why? ¿Cree usted que esta persona llegó a obtener logros profesionales aún siendo parapléjico? Sí. No. ¿Por qué?

¿Qué piensa usted de la persona que observó? ¿Por qué? What do you think of the person you observed? Why?

2. Activating

- According to your knowledge about Stephen Hawking, choose true (T) or false (F).
Marque falso o verdadero según sus conocimientos sobre Stephen Hawking.



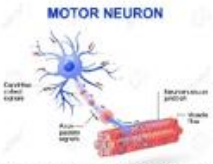








He revolutionized science and our way of understanding the universe. <i>Revolucionó la ciencia y nuestra manera de entender el universo.</i>	T	F
He is the creator of Facebook. <i>Él es el creador de Facebook.</i>	T	F
The scientist was diagnosed with amyotrophic lateral sclerosis at 21 years old, and he was given three years to live. However, he passed away in 2018 at the age of 76. <i>El científico fue diagnosticado con esclerosis lateral amiotrófica a los 21 años, y le dieron tres años de vida. Sin embargo, falleció en el 2018 a los 76 años.</i>	T	F
The film "it" is the second adaptation of the novel by Stephen King. <i>La película "it" es la segunda adaptación de la novela homónima de Stephen King.</i>	T	F
He invented the Bing Bang theory. <i>Él inventó la teoría del Bing Bang.</i>	T	F

3. Infering

- The title of the text of this opportunity is "*What a story!*" El título del texto que se propone en esta ocasión es: "*Qué historia!*"
- By taking into account all the information aforementioned and the one you already know about Stephen Hawking, you are going to write in a line what you think that will be the topic of the reading text. You can write your ideas in English or in Spanish. *Teniendo en cuenta toda la información antes mencionada y la que ustedes ya conocen sobre Stephen Hawking, escriba en una línea de qué cree que tratará la lectura. Puede escribir sus ideas en inglés o en español.*

4. Monitoring-Clarifying

- Una las palabras en inglés con su significado en español. *Match the words in English with their meaning in Spanish.*

Few	<p>Famoso</p> 	Switch	<p>Pasado de pensar</p> 
Well-known	<p>MOTOR NEURON</p>  <p>Problema neuro motor</p>	Lost	 <p>Diagnostico</p>
Get worse	 <p>Empeorar</p>	Thought	 <p>Perdido</p>
Neuro Motor problem	 <p>Poco</p>	Diagnosis	 <p>Interruptor</p>
Wrote	 <p>Pasado de escribir</p>	Success	 <p>Mejorar</p>
Ill	 <p>Enfermo</p>	To improve	 <p>Exito</p>

- Now, read the following text. Ahora, lee el siguiente texto:

What a story!

Stephen William Hawking, a well-known scientist from Oxford, studied physics at Oxford University. When he was 21 and was doing studies on the universe at Cambridge University, the doctors found he had a neuro motor problem. Later, his problem got worse but he wanted to finish his studies. He thought he was going to live only a few months because most people like him only live for 18 months after diagnosis. In 1985, he had an operation and lost his ability to speak. At first, he could talk by spelling words moving his eyes when someone showed him a letter. Then, he was able to choose words from a computer screen with a switch.



In 1998, his first book, which was about the universe, was very popular, but many people did not finish it because it was difficult to understand. In 2005, he wrote a simple version called A brief History of Time.

"Before I got ill, my life was boring," he said. But then he had dreams about giving something good to the world, so he began to improve his work and now we can understand the universe better. He said his success came from the help of his wife and children, other people, and government organizations. Hawking worked as a Lucasian Professor of mathematics at the University of Cambridge, a job that Newton also had had in 1663.

Text taken from:

<https://www.icfes.gov.co/documents/20143/1476660/Cuadernillo+de+preguntas+ingles+tyt.pdf/4033214d-dbf3-cbb9-342a-74a24594bc6d>

5. Searching-Selecting

- Look for information about Stephen Hawking so that you can better understand what it is stated in the text. Then, answer the following questions by choosing the correct answer. *Busca información sobre Stephen Hawking de manera que pueda entender mejor lo que dice en el texto. Luego, responda las siguientes preguntas escogiendo la respuesta correcta.*

When was Stephen Hawking born? A. January 8, 1942 B. January 18, 1942 C. April 23, 1965	What disease did he suffer from? A. Thrombosis B. Parkinson C. ALS (amyotrophic lateral sclerosis)
--	---

Why was he a well-known person for society?

- A. Because he was a bestselling novelist who made his name in the horror and fantasy genres.
- B. Because he developed the special and general theories of relativity.
- C. Because he was a computer programmer and entrepreneur who cofounded Microsoft Corporation

6. Summarizing

- Make a summary of the previous text by answering the following questions in English. For doing so, answer the following questions either in English or Spanish. *Haga un resumen del texto anterior respondiendo a las siguientes preguntas en inglés. Para esto responda a las siguientes preguntas ya sea en inglés o en español.*

<p>Who is the story about?</p>	<p>What did they do?</p>	<p>When did the action take place?</p>
<p>Where did the story happen?</p>	<p>Why did the main character do what she/he did?</p>	<p>How did the main character do what she/he did?</p>

7. Questioning

- Marca con una x la respuesta correcta teniendo en cuenta el texto “*What a story!*”
 - Stephen Hawking was famous for
 - A. being able to create great works in spite of his disability.
 - B. being able to write A Brief History of Time.
 - C. having a neuro motor problem.
 - Stephen Hawking was doing his studies on the universe
 - A. at the age of 21.
 - B. in 1985.
 - C. in 1663.
 - People with this neuro motor problem
 - A. can live only 18 months after the diagnosis.
 - B. can live only a few months.
 - C. can live as a normal person.

- After an operation
 - A. he was not able to speak.
 - B. his neuro motor problem got worse.
 - C. he was able to finish his studies.

- Stephen Hawking was able to communicate with others
 - A. with the aid of devices.
 - B. by moving his eyes.
 - C. by choosing words from a computer screen with switch.

- His second book was
 - A. easier to read.
 - B. for famous people.
 - C. very advanced.

- Hawking thought his dream had come true thanks to
 - A. his professors.
 - B. his family.
 - C. his company.

Appendix F : Second workshop

EDUCATIONAL INSTITUTION CARLOS MAURO HOYOS

2 WORKSHOP

PRACTITIONER: FAISULLY GARZON DAZA

1101 GRADE

Objetivos:

- Conocer el uso del gerundio (-ing) en un texto
- Expresar su punto de vista luego de visualizar una imagen de un pueblo colombiano.
- Conocer una tradición de Inglaterra.

1. Visualizing - organizing

- Observe the photo and answer the questions. [Observe la siguiente imagen y responde las preguntas.](#)



What do you observe in the photo? [¿Qué se observa en esta foto?](#)

What activities or actions are the people of the photo doing? [¿Qué actividades o acciones están haciendo las personas que se observan en la foto?](#)

How do you feel when you see this photo of Colombian people singing the national anthem? [¿Qué siente usted al ver esta foto sobre unos colombianos cantando el himno nacional?](#)

2. Activating

- Write in English in which place people are singing. *Escriba en inglés en qué lugar la gente está cantando.*

Example:

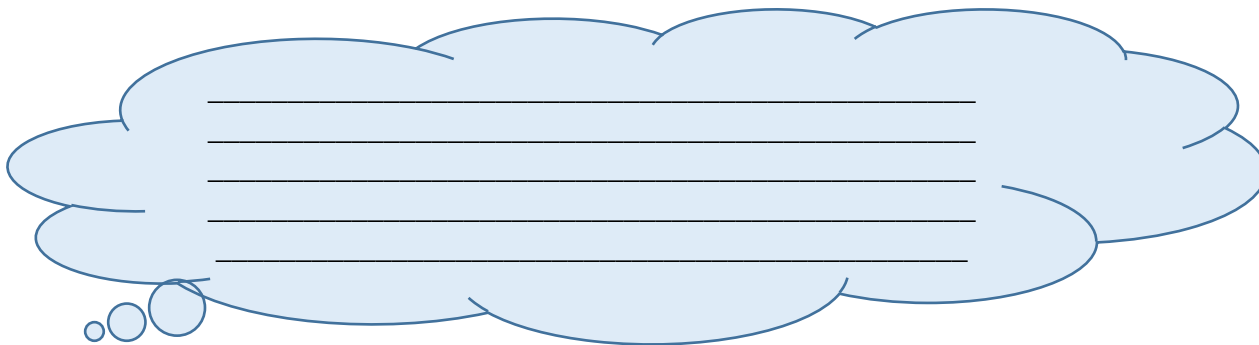


People are singing in the church



3. Inferring

- In this opportunity, it is proposed a text which has no title, however, taking into account the two previous stages (visualizing – organizing and activating), what do you think the text will be about? Write your ideas in the below cloud. *El texto propuesto en esta ocasión no tiene título, sin embargo, teniendo en cuenta las dos etapas anteriores (visualizar-organizar y activar), ¿de qué cree usted que tratara el texto? Escriba sus ideas en la siguiente nube.*



4. Monitoring – Clarifying

- Connect with an arrow the words in the left column with the meaning in the right column.
 Relacione con una flecha las palabras de la columna izquierda con su significado en la columna derecha.

- | | |
|----------------------|---------------------|
| ▪ street | ○ in conjunction |
| ▪ suddenly | ○ a public road |
| ▪ came out | ○ highway |
| ▪ road | ○ unexpectedly |
| ▪ together | ○ appear |
| ▪ Sung (sing) | ○ any |
| ▪ no longer | ○ inhale and exhale |
| ▪ nowadays | ○ motivates |
| ▪ anywhere | ○ assured |
| ▪ either | ○ not any more |
| ▪ forgotten (forget) | ○ whatever |
| ▪ encourages | ○ unremembered |
| ▪ breathing | ○ carol |
| ▪ through | ○ wherever |
| ▪ confident | ○ over again |
| ▪ anything | ○ between/across |
| ▪ keen | ○ today |
| ▪ twice | ○ passionate |

- Now, read this text. *Ahora, lea el siguiente texto.*

Imagine if everyone in your street suddenly came out into the road one day and started singing together. Singing teacher Ruth Black believes it would make everyone so friendly that they would never walk past each other again without saying hello.

Singing helps people live in peace together, she says. All over the world people have always sung together and in most places they still do, but in England it is no longer traditional. Nowadays, says Ruth, people only sing together in churches and football grounds, although it could be done anywhere. Everyone is able to sing, she says, but most of us either think we can't or have forgotten what we learned as children. However, as with everything musical, you need to practice and the same applies to your voice. Ruth believes that singing itself brings other benefits. It encourages good breathing, for example. Through singing, people often become more confident and also learn to control stress. But more than anything, it brings people together.

When Ruth first started singing, there was little opportunity to sing with others. Then, through a friend, she discovered an excellent singing class and became so keen that she started running her own classes. These are held twice a month for all singers, whatever their level, and are now enormously successful.

Text was taken from: <https://www.slideshare.net/joseracero/ingles-icfes-2007> .

5. Searching-Selecting

- Underline which of the following benefits is not a benefit of singing. Subraye cuál de los siguientes beneficios **no** es un beneficio de cantar.
- Singing strengthens the immune system. [Cantar fortalece el sistema inmunológico.](#)
- Singing is a workout. [Cantar es un ejercicio.](#)
- Singing improves your posture. [Cantar mejora tu postura.](#)
- Singing helps with sleep. [Cantar ayuda a dormir.](#)
- Singing is a natural anti-depressant. [Cantar es un antidepresivo natural.](#)
- Singing lowers stress levels. [Cantar reduce los niveles de estrés.](#)
- Singing increases your ability to run. [Cantar aumenta tu capacidad para correr.](#)
- Singing improves mental alertness. [Cantar mejora el estado de alerta mental.](#)
- Singing can widen your circle of friends. [Cantar puede ampliar su círculo de amigos.](#)
- Singing boosts your confidence. [Cantar aumenta tu confianza.](#)
- Singing broadens communication skills. [Cantar amplía las habilidades de comunicación.](#)

6. Summarizing

- Write a summary in a paragraph about the text above. For doing so, you can search on the next web page. There, information about how to write a good summary will be found. Realice un resumen de un párrafo sobre el texto anterior. Para esto, puede consultar la siguiente página en la cual usted encontrará información sobre cómo realizar un buen resumen.

<https://www.divulgaciondinamica.es/blog/como-hacer-un-buen-resumen/>

7. Questioning

- Tenga en cuenta las siguientes instrucciones: En la primera pregunta responda con sus propias palabras, en la segunda pregunta marque con una x la respuesta correcta, en la tercera marque con una x si es falso o verdadero, en la cuarta organice la frase y en la quinta marque con una x la respuesta correcta.

1. What is the writer trying to do in this article?

2. What can the reader find out from the article?

- A. how singing is something anyone can do -
- B. where the best places to learn to sing are
- C. why traditional singing has disappeared
- D. how to improve your voice

3. How does Ruth think singing with other people can help you?

- A. You learn to breathe more easily. True or false
- B. You can get to know other people. True or false

4. What made Ruth start her own class?

to going . She class singing enjoyed a herself

5. What is the best advertisement for Ruth's singing classes?

- | | | | |
|---|--|---|---|
| A | <p>CALLING ALL SINGERS!
 Want an opportunity to sing with others? We need professional singers to join our group. Come along.</p> | B | <p>THE SOUND OF MUSIC
 Our class wants individual singers for a neighborhood street concert. Come and join us.</p> |
| C | <p>SING WITH US
 Think you can't sing? See how you improve with practice! Our popular class is for singers, both with and without experience.</p> | D | <p>SONGS FOR ALL!
 Can you sing? Try our 'Singing for Everyone' class every week and find out! Make new friends.</p> |

Appendix G : Third workshop

EDUCATIONAL INSTITUTION CARLOS MAURO HOYOS
3 WORKSHOP
PRACTITIONER: FAISULLY GARZON DAZA
1101 GRADE

Objetivos:

- Conocer el uso del pasado simple
- Expresar sus ideas usando la lengua extranjera (inglés)
- Conocer sobre el arte.

8. Visualizing - organizing


- Number the order on which the story was developed *Numere el orden en el que se desarrolló la historia.*




Jack exchanged the cow for magic beans.
Jack intercambió la vaca por frijoles




Jack cut down the Beanstalk.
Jack cortó la rama de frijoles.




The beans grew and Jack climbed up the Beanstalk.
Los frijoles crecieron y Jack subió por el tallo de frijoles.



A giant lived in the castle.
Un gigante vivía en el castillo.



The giant run after Jack.
El gigante persiguió a Jack.



1

Jack
and the
Beanstalk

9. Activating

- Read the information of the grid. *Lea la información del cuadro.*



Past Simple Tense

Simple Past Tense indicates an action which is completed at a definite time in the past.

POSITIVE (+)	NEGATIVE (-)	QUESTION (?)
I started	I did not start	Did I start
You started	You did not start	Did you start
He started	He did not start	Did he start
She started	She did not start	Did she start
It started	It did not start	Did it start
We started	We did not start	Did we start
You started	You did not start	Did you start
They started	They did not start	Did they start

When do we use the
simple past?



Completed action in the past

He **broke** his tooth last week.

Peter **cooked** dinner last night.

Habits in the past

Peter **played** the piano when he was a child.

He **studied** Spanish when he was a student.

Series of completed actions

He **sat down**, **took out** a notebook and a pen, and **started taking** notes.

He **made** breakfast, **drove** his son to school, and **went** to work.

The simple past tense of most verbs ends in **-ed**. These verbs are called **regular verbs**.

- Base form + **ed**
Watch / Watch**ed** . Play / Play**ed**
- Verbs ending in a consonant + **y** change **-y** to **-i+ ed**
Study / Stud**ied** . Carry / Carri**ed**
- Verbs ending in **-e + d**
Close / Clos**ed** . Like / Lik**ed**

The simple past form of some verbs does not end in **-ed**. Such verbs are called **irregular verbs**.

Write / wrote (not writed)
Speak / Spoke (not speaked)
eat / ate (not eated)
Read / read (not readed)

- Find and highlight the verbs in the past simple and write them in the boxes. Encuentra y subraya los verbos en pasado simple y escríbelos en los recuadros.



Yesterday I **went** to the playground near my house. I had a lot of fun. I played on the swings and the slide but I didn't go on the roundabout. I saw my best friend there. We talked about her birthday and she invited me to her party. Afterwards I didn't want to go home!

Went	

10. Inferring

- Please, answer the following questions. Responda las siguientes preguntas

- Do you like art? Yes? No? Why? ¿Le gusta el arte? ¿Si? ¿No? ¿Por qué?
- What do you like more doing? ¿Qué le gusta más?
 - to paint - pintar
 - to draw - dibujar
 - to sing - cantar
 - to write - escribir
 - to play an instrument - tocar un instrumento
 - to dance - bailar
 - another one - otra:

Justify your choice - Justifique su respuesta:

- If you were asked to make a work of art. How would you do it? Si le pidieran hacer una obra de arte. ¿Cómo la haría?
 - By painting with a pen or a pencil - Pintar con lapicero o lápiz
 - By painting with colors - Pintar con color
 - By making a collage with different materials - hacer un collage con diferentes materiales
 - By painting with water Paint - Pintar con pintura de agua
 - By Painting with oil paint - Pintar con pintura de aceite
 - By Painting with makeup - Pintar con maquillaje
- In this opportunity the title of the text is “*My artistic adventure*”. What do you think that will be the text about? Write words or full sentences in English. El título del texto de esta ocasión es “*My aventura artística*”. Teniendo en cuenta las dos actividades anteriores y ese título, ¿de qué cree que tratará el texto propuesto para esta ocasión? Escriba palabras u oraciones completas en inglés.

11. Monitoring – Clarifying

- Match words with their meaning as the example. *Relacione palabras con su significado como lo muestra el ejemplo*

countryside	make-up
oil paints	just before
right then	slow-drying paint
quiet	mom
quickly	rapidly
screen	urban area
cosmetics	afterwards
mum	person who paint
after a while	display
painter	silent

- Read the text. *Lea el siguiente texto.*

My Artistic Adventure

When I was a child in Ireland, I went to bed late, and I could not sleep past six. One morning, I found a Spanish television show with a French man who was painting a beautiful countryside with oil paints.



Right then, I began watching this show. With his quiet voice he explained his natural way of painting, and he quickly made trees and rivers, simply by moving his hand across the paper. He made it look simple and easy, so I thought I could do it by myself.

Every Sunday morning, I would try to paint what he was painting on the screen, but I needed oil paints to make my paintings as beautiful as his. I could not buy oil paints; I was only seven, and my parents would not buy them for me. Then I decided to use my mother's cosmetics and paper for my painting. I was ready to paint my first picture.

After my mum saw what I did with her things, I was told I could not paint again. This put an end to my idea of using food the next time to make a picture. After a while, I stopped watching the French painter. It was difficult for me to simply watch him when I was unable to paint my own pictures.

Text taken from <https://www.icfes.gov.co/documents/20143/490699/Cuadernillo+de+preguntas+Saber+11-+Ing1%C3%A9s.pdf/6dce6452-3317-cd8d-903b-312dfd366d29>.

12. Searching-Selecting

- Highlight which words are related to art. *Subrayar cuál de las siguientes palabras se asocian a arte.*

oil paints

right then

quiet

quickly

screen

cosmetics

mum

after a while

painter

- Now, condense into three pictures the story of the previous text. *Ahora, condense en tres dibujos lo que sucedió en la historia del texto anterior.*

Three empty rectangular boxes with green borders, arranged horizontally, intended for drawing three pictures that condense the story of the previous text.

13. Summarizing

- Make a mind map which shows the most relevant aspects of the text. *Haga un mapa mental el cual muestre los aspectos más importantes del texto.*

A large empty rectangular box with a light blue border, intended for creating a mind map that shows the most relevant aspects of the text.

14. Questioning

- Answer the questions by choosing; the correct option, true, false by taking into account the text “*My Artistic Adventure*”. Responda las preguntas teniendo en cuenta el texto “*Mi aventura artística*”.

1- When she was seven, she slept

- a. for some hours.
- b. very well.
- c. a lot.

2- Where was the painter from?

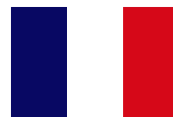
a. Ireland



b. Spain



c. France



3- She was mostly excited by the painter's _____.

a. painter's ability. True False

b. painter's show. True False


4- How often did she watch the show?

5- She could not get oil paints because she... (seleccione dos opciones)

- a. didn't speak Spanish.
 - b. was too young.
 - c. didn't have the materials.
4. Stopping painting was
- a. the painter's idea.
 - b. her mother's order.

Appendix H : Post-test

<https://forms.gle/BkT4HLFGC4d3GUn37>



Test final (Post-test)

El objetivo de esta prueba es conocer el nivel de comprensión lectora de los estudiantes de grado once A de la Institución Educativa Carlos Mauro Hoyos luego de la implementación de dos talleres de estrategias de lectores efectivos. Por favor, responder este test de manera muy honesta para así poder analizar distintas características de los alumnos dentro de su proceso de comprensión de lectura.

**Obligatorio*

Name and lastname *


Tu respuesta

Siguiente

Appendix I : Data analysis from the journals

DATA ANALYSIS FROM THE JOURNAL

General category	Sub category	Theoretical description	Phrases from the Journal #1	Phrases from the Journal 2
Reading comprehension	Understanding	At B1 level: Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	I noticed that the reading comprehension of the eleven A grade student is not the one they should have. Nevertheless, the activities proposed before reading the text were pertinent for preparing them for the reading. Those activities helped them to figure out what will be the text about.	Generally speaking, students need to practice more the reading comprehension, they have the intention of improving and I think they would if there more workshops would have been implemented but the health emergency obstruct the progress of them in this competence.
7 Strategies of highly effective readers (McEwan, 2004)	1. Visualizing-Organizing.	This strategy allows reader creativity because it consists on constructing mental images for having a better understanding of the text. (McEwan, 2004)	<p>First at all, this stage was proposed so that students would draw a mental image for helping them to start with the constructing of an idea about the reading comprehension. That's why three questions after observing an image of Hawking was proposed.</p> <p>In this stage, all the students answered correctly, meaning that all of them agreed in their answers. Those answers were related to the general idea of the text: in spite Stephen Hawking had his disability, he succeeded in having a lot of achievements in his life.</p> <p>The aforementioned means that the activity proposed was useful since all of them arrive to construct the general idea of the text.</p>	<p>This activity was proposed to make the students construct a mental image so that they start contextualizing about the topic of the reading comprehension and when they read it, it would be easy to get the meaning of it. In this opportunity, the students had to answer 3 questions after observing an image about a conglomerate of people singing together because it was the text about: a tradition of singing together that has been no longer traditional along with the benefits of singing together.</p> <p>This time all the 6 students arrived to have a good perception about the topic of the text. Besides that, it was up to the students to write their answers either in Spanish or in English and two students surprised me because they wrote their answers in English, in spite they didn't wrote the full sentences correctly, they did the effort of writing their ideas in English which means that they are motivated for learning the foreign language by practicing it with these workshops.</p>
	2. Activating.	The objective of this strategy is to remember	The objective of this stage was to make the students remember some fact that they	In this stage the purpose was to make the students visualize two images (people singing in a church

		<p>prior knowledge and experiences even long-term memories for getting the meaning of the text. (McEwan, 2004)</p>	<p>already know about Stephen Hawking for continuing constructing the meaning of the text. For that reason, 5 statements were proposed and students must tick T (true) or F (false) according to the knowledge they had about this famous character.</p> <p>All the students answered 4 statements correctly, they just missed in one but not in the same statement. Two of them surprised me because they thought that Hawking was the creator of the Big Bang theory, besides, one of the 6 students thought that he was the creator of Facebook.</p> <p>I can notice that all the students knew general facts about the life of this person but they ignored detailed facts about him. The point here is that, this strategy was useful for helping them to know some other things about Hawking and to confirm the knowledge they already known.</p>	<p>and people singing in a stadium the national hymn) and then to write in two different lines what they could see, but, either the instructions were not clear or they cheated because the answer was almost the same. For example, the students #3 and #6 wrote in a general way “<i>The people are singing in a stadium</i>” but they didn’t answer separately what people were doing in the two images. Taking that in mind, I think I have to write clear ideas and to shorten them.</p>  <p>R: The people are singing in a stadium.</p>
<p>3.Inferri ng.</p>		<p>The inferring strategy consists on linking the previous knowledge with new information in order to extract and construct meaning from the text. (McEwan, 2004)</p>	<p>The aim of this activity was to link the knowledge students had with the new information they could learn in the two previous stages (Visualizing-Organizing and Activating) and so it was since all the 6 students inferred that the text will be about the life of Stephen Hawking. So, in this stage, it could be evidenced that the two previous stages were appropriate for helping them to do a good inferring exercise.</p>	<p>In this section students wrote what they though could be the text about and I can say that most of them failed at guessing it maybe it was because the students saw Colombians singing the hymn and they inferred that the text would be about the symbols of the country, the proud of being Colombian or patriotism since there were a picture of Colombians in the first and the second activity.</p>
<p>4.Monito ring- Clarifyin g.</p>		<p>This strategy consists on realizing when misunderstanding took place, a series of steps</p>	<p>In the Monitoring-Clarifying stage, the students must follow a series of steps for understanding the text, in this case, looking for the unknown words, that is why it was</p>	<p>In this part the purpose was to help the students understand the unknown words by linking a word with a synonym of it. I can say that this exercise was difficult for some of the students by taking in mind</p>

		<p>must be done in order to restore meaning. (McEwan, 2004)</p>	<p>proposed an activity on which the students had to link a word with an image that represents the meaning of that word so that they would better understand the text without seeking help from Google Translator.</p> <p>From the 6 students, 4 succeeded in answering correctly the 100% of the unknown words activity.</p>	<p>that if they didn't understand the unknown word, how would they even know the synonym of it?</p> <p>That's why just two students answered correctly all the vocabulary exercise. The rest of them failed at the 77%, 22% or 11%. It means that students had to look on internet a synonym of the word to answer correctly. After saying that, I realized that it was better the way I designed this stage in the first workshop since there, they should link a word with an image (that image had the meaning in Spanish) and like that, the students arrived to get the meaning of the word. Furthermore, the idea of the workshop was to help the student improve their reading comprehension and by clarifying the unknown words the way I did in the first workshop, not to make it more difficult to understand.</p>
	5.Searching-Selecting	<p>In this strategy, the reader must collect (search) information about the topic and then, select the sources that give definition about key words, authors, answer questions, or solve problems. (McEwan, 2004)</p>	<p>The searching-selecting stage aimed at looking for information about the topic of the text in the Internet or wherever and select from that information the most pertinent for understanding the reading comprehension. For that reason, three questions were asked so that students look anywhere for information about Stephen Hawking. All students answered correctly the questions. It means that they choose the correct sources for searching the information about this well-known person.</p>	<p>The objective of this stage was to look for information wherever about the topic read in the text and select which of those sources were reliable. For so, it was proposed some statements which explain benefits of singing together and they had to choose which of them was not a benefits of singing.</p> <p>All of them succeeded in answering correctly.</p> <p>I have to admit that the idea was to make them look on internet but in this case they could answer it without searching anything on internet but based on their own knowledge. I thought about doing in that way because most of the students don't have internet connection.</p>
	6.Summarizing.	<p>The summarizing reading strategy objective is to restate the authors words</p>	<p>In this stage, the objective was to synthetize the text they already read. For doing so, it was proposed some questions so that they could synthetize</p>	<p>In this part, the aim was to summarize the text that the students must read. For doing so, it was proposed to synthetize their ideas about the text in a paragraph. All of them did a good at summarizing the</p>

	<p>from the text by using their own words. (McEwan, 2004)</p>	<p>better their ideas.</p> <p>From the 6 students, 3 of them didn't do the summary exercise but the other students succeeded in synthesizing their ideas about the text by answering some questions.</p> <p>Nevertheless, I could observe that the students are not good enough at summarizing since they write some unnecessary words, meaning that they don't really synthesize or they didn't fully understand the text or the purpose of the activity.</p>	<p>text. Nevertheless, students must improve their way of expressing their ideas from a text since they don't write the general idea of the text.</p>
7. Questioning.	<p>Questioning is a reading strategy which aims at asking questions about the information presented in the text, the questioning could be self-questioning, question generation, and question answering. (McEwan, 2004)</p>	<p>Finally, 7 questions were asked to evaluate the reading comprehension of the students. Just one student answered all the 7 questions correctly. One of them answered 6 questions correctly. One of them answered 5 questions correctly. One of them answered 4 questions correctly. One of them answered 3 questions correctly.</p> <p>It can be inferred that students just knew that the text was about the life of Stephen Hawking but they didn't understand some other important aspects that were stated in the text or maybe they understood the text but they were not trained or used to this kind of questions and they got lost and confused when reading the other options.</p>	<p>The aim of this section was to test if the students understood the text or not. From the 6 students, 5 answered the 80% of the questions correctly. And just one student answered the 50% correctly.</p>

Appendix J : Data analysis of the interview**Bank of questions**

1. How important was the implementation of the seven reading strategies of effective readers to you (an eleven grade student)?
 - Not at all important
 - Slightly important
 - Important
 - Fairly important
 - Very important
2. What do you think about using the 7 strategies of effective readers?
 - a. Are they really effective? Yes, no? What make you think about that?
3. What is your perception about the reading strategies?
 - a. Were they interesting?
 - b. Were they relevant?
 - c. Were they pertinent?
 - d. Were they complex?Justify your answer.
4. Are you motivated by reading in English? why?
5. Did you find the 7 reading strategies useful? Yes? No?
 - a. In a scale of 1 to 5, how useful do you think they were? Justify your answer.
6. Do you think that your reading comprehension in English was enhanced after using these strategies in the 2 workshops?
 1. Strongly disagree
 2. Disagree
 3. Neither agree nor disagree
 4. Agree
 5. Strongly agreeJustify your answer.
7. Did the 7 reading strategies of effective readers impact you? Yes, no? In which aspect? How did the 7 reading strategies impact you? How did the 7 reading strategies impact your reading comprehension? Did it cause any change in you?
8. Do you consider that the activities that were done before the text helped you in reading comprehension?
9. Do you consider that the vocabulary activities helped you in reading comprehension?
10. Would you like to continue working with these types of strategies in English classes? Why?

DATA ANALYSIS OF THE INTERVIEW							
General category	Sub category	Theoretical description	1.Daniel	3.Diego	4.Luisa	5.Dayana	6.Pablo
Reading comprehension	Understanding	At B1 level: Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	<p>Do you think that your reading comprehension in English was enhanced after using these strategies in the 3 workshops? Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree</p> <p>Justify your answer. Daniel: “En desacuerdo porque no se leer bien en inglés, pocas preguntas las entendía” Faisully: “Entonces, ¿usted está totalmente en desacuerdo?” Daniel: “No, de acuerdo, perdón” Faisully: “ah, de acuerdo, las estrategias le ayudaron a mejorar su comprensión de lectura” Daniel: “Sí señora” Faisully: “Bueno, ¿le ayudaron a practicar el inglés?” Daniel: “Sí señora”</p> <p>Did the 7 reading strategies of effective readers impact you? Yes, no? In which aspect? Faisully: “Entonces usted diría que, ¿esos dos talleres con esas estrategias lo impactaron como para practicar más el inglés, mejorar su inglés?” Daniel: “Sí señora, me ayudo a practicar inglés ya que la profe no nos alcanzó a enviar las</p>	<p>Do you think that your reading comprehension in English was enhanced after using these strategies in the 3 workshops? Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree</p> <p>Justify your answer. Diego: “Pues sí estoy de acuerdo porque digamos uno hace una lectura larga uno se va a enfocar en los momentos más importantes donde hablan un poco más fuera de lo común” Faisully: “Entonces ¿sí mejoró su comprensión de lectura?” Daniel: “Pues para mí, sí”</p> <p>Did the 7 reading strategies of effective readers impact you? Yes, no? In which aspect? Diego: “Sí señora, si me impactaron porque me ayudaron a practicar el inglés ya que algunos compañeros no tienen el medio de internet y pues por ese medio sí se pudo (Talleres)”</p> <p>Do you consider that the activities that were done before the text helped you in reading comprehension? Diego: “Sí, porque uno tenía que tener en</p>	<p>Do you think that your reading comprehension in English was enhanced after using these strategies in the 3 workshops? Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree</p> <p>Justify your answer. Luisa: “De acuerdo, me ayudaron a mejorar mi comprensión de lectura. Me ayudaron en las ICFES.”</p> <p>Did the 7 reading strategies of effective readers impact you? Yes, no? In which aspect? Luisa: “Sí, no mucho pero sí como para practicar más el inglés. Y mi inglés mejoró”</p> <p>Do you consider that the activities that were done before the text helped you in reading comprehension? Luisa: “Sí y según como la imagen que presenta en cada texto, una ayuda visual.”</p> <p>Do you consider that the vocabulary activities helped you in reading comprehension? Luisa: “Sí me ayudaron a entender lo que estaba en el texto.”</p> <p>Would you like</p>	<p>Do you think that your reading comprehension in English was enhanced after using these strategies in the 3 workshops? Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree</p> <p>Justify your answer. Dayana: “Sí estoy de acuerdo. Estas estrategias me ayudaron a mejorar mi comprensión lectora en inglés”</p> <p>Did the 7 reading strategies of effective readers impact you? Yes, no? In which aspect? Dayana: “Sí me causaron algún cambio porque por lo menos me ayudaron a comprender y entender algunas palabras.” Faisully: “Entonces, porque le ayudó a usted a prender mejor el inglés.” Dayana: “Sí señora.”</p> <p>Do you consider that the activities that were done before the text helped you in reading comprehension? Dayana: “Sí, pues por lo menos por las imágenes uno se guiaba, como que le daba a uno una idea.”</p> <p>Do you consider that the vocabulary activities helped you in reading</p>	<p>Do you think that your reading comprehension in English was enhanced after using these strategies in the 3 workshops? Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree</p> <p>Justify your answer. Pablo: “De acuerdo, creo que mi comprensión de lectura mejoró, más que todo en lo de inferir porque, por ejemplo, un personaje icónico (Stephen Hawking) pudo darme muchas ideas de lo que iba a tratar las preguntas. Con imágenes pueda que se le haga más fácil a uno responder.”</p> <p>Did the 7 reading strategies of effective readers impact you? Yes, no? In which aspect? Pablo: “Sí en el aprendizaje del inglés ya que mi inglés mejoró un poco más. Siempre nos ayudó.”</p> <p>Do you consider that the activities that were done before the text helped you in reading comprehension? Pablo: “Más o menos le daban una idea de lo que se trataba el texto, sí.” Faisully: “Como que, ¿lo preparaban?”</p>

			<p>suficientes guías”</p> <p>Do you consider that the activities that were done before the text helped you in reading comprehension? Daniel: “Un poco, sí”</p> <p>Would you like to continue working with these types of strategies in the future? Why? Daniel: “Sí porque lo que yo quiero estudiar se necesita el inglés”</p>	<p>cuenta lo que uno hacer para realizar las preguntas, entonces uno más o menos tenía idea”</p> <p>Do you consider that the vocabulary activities helped you in reading comprehension? Diego: “Sí obvio porque en algunos momentos uno medio reconoce algunas palabras y pues había otras que uno no asimilaba entonces me parecía muy bien”</p> <p>Would you like to continue working with these types of strategies in English classes? Why? Diego: “Como algo practico” “Pues sí es bueno sí porque uno ya tiene un poquito de idea”</p>	<p>to continue working with these types of strategies in English classes? Why? Luisa: “Sí de hecho me gustaría estudiar una licenciatura en lenguas extranjeras como usted. No soy una experta en inglés pero me llama mucho la atención los idiomas”</p>	<p>comprehension? Dayana: “Sí señora.”</p> <p>Would you like to continue working with these types of strategies in English classes? Why? Dayana: “Sí señora, sí sería bueno utilizarlas.”</p>	<p>Pablo: “Sí.”</p> <p>Do you consider that the vocabulary activities helped you in reading comprehension? Pablo: “Sí claro” Faisully: “Entonces, ¿le ayudaron a entender el texto?” Pablo: “Sí porque los términos que salen ahí, los conceptos, aluden al personaje, por ejemplo, que era famoso, que tuvo éxito, que mejoró.”</p> <p>Would you like to continue working with these types of strategies in English classes? Why? Pablo: “Trabajarlas sí. Sí claro y más con la practica en una clase presencial sería mucho mejor.”</p>
7 Strategies of highly effective readers (McEwan, 2004)	<p>1. Visualizing - Organizing.</p> <p>This strategy allows reader creativity because it consists on constructing mental images for having a better understanding of the text. (McEwan, 2004)</p>	<p>How important was the implementation of the seven reading strategies of effective readers to you (an eleven grade student)? Not at all important Slightly important Important Fairly important Very important Daniel: “Importante porque en la primera guía había que visualizar las imágenes y explicarlas y en la segunda guía, saber identificar los textos para así poder responder. Esas dos cosas son muy importantes para los saberes.”</p>	<p>How important was the implementation of the seven reading strategies of effective readers to you (an eleven grade student)? Not at all important Slightly important Important Fairly important Very important Diego: “Importante, pero inseguro por lo que hubiéramos hecho esos talleres antes de la prueba (ICFES), entonces, por ejemplo, con el primer taller uno complementa uno poco más, porque la verdad la profe de inglés casi no había enviado</p>	<p>How important was the implementation of the seven reading strategies of effective readers to you (an eleven grade student)? Not at all important Slightly important Important Fairly important Very important Luisa: “Me parece que es bastante importante porque es algo muy útil para uno luego poner en práctica.”</p> <p>What do you think about using the 7 strategies of effective readers? Are they really effective? Yes,</p>	<p>How important was the implementation of the seven reading strategies of effective readers to you (an eleven grade student)? Not at all important Slightly important Important Fairly important Very important Dayana: “Muy importante porque por lo menos en la pregunta donde tocaba poner así como el sinónimo, de ahí me ayudo porque en el ICFES pues yo ya entendí algunas palabras, de ahí eso me ayudo para guiarme y responder.” Faisully: “O sea, ¿usted como que</p>	<p>How important was the implementation of the seven reading strategies of effective readers to you (an eleven grade student)? Not at all important Slightly important Important Fairly important Very important Pablo: “bastante importante porque nos ayuda en el momento en que tengamos que, por ejemplo, en el texto, nos ponían unas preguntas, y nos palian el conocimiento sobre algunos aspectos que hay”</p> <p>What do you think about using the 7 strategies of</p>	
	<p>2. Activating.</p> <p>The objective of this strategy is to remember prior knowledge and experiences even long-term memories for getting</p>						

	the meaning of the text. (McEwan, 2004)	What do you think about using the 7 strategies of effective readers? Are they really effective? Yes, no? What make you think that? Daniel: "Pues sí, para mí fueron un poco efectivas." Faisully: "Por ejemplo, ¿le ayudaron de alguna manera para las pruebas saber 11?" Daniel: "Sí, la primera guía para identificar el texto y responder las preguntas." Faisully: "Entonces, como que ¿le ayudaron a prepararse?" Daniel: "Sí, sí señora"	trabajos entonces hubiera sido bueno más guías o talleres para uno guiarse o aprender. En mi caso me gusto por lo que yo no tengo internet como para estudiar por otros medios, por eso me toca esperar a que la profesora enviara trabajos para así yo realizar y observar un poco más inglés. El primero me pareció muy chévere, ya el segundo, en sí me pareció inadecuado porque ya era después del ICFES, pero igual estuvo bueno."	no? What make you think that? Luisa: "En mi caso no todas las veces, pero sí fue útil para tener una mejor comprensión de lectura siempre y cuando se ponga en práctica." What is your perception about the reading strategies? Were they interesting? Were they relevant? Were they pertinent? Were they complex? Justify your answer. Luisa: "Para mí un poquito complejas en el sentido en el que a mí me falta más vocabulario y una que otra se y lo que hago es compara una palabra con otra para saber el significado y en una que otra me pierdo, entonces por eso un poquito compleja." Faisully: "¿Complejas en el sentido del vocabulario?" Luisa: "Sí, en ese sentido."	aplicó esa misma estrategia en el ICFES?" Dayana: "Sí señora." What do you think about using the 7 strategies of effective readers? Are they really effective? Yes, no? What make you think that? Dayana: "Sí, porque por lo menos a mí me ayudaron." Faisully. "Entonces se podría decir que fueron efectivas porque a usted le funcionaron y las pudo aplicar en el ICFES saber 11?" Dayana: "Sí señora." What is your perception about the reading strategies? Were they interesting? Were they relevant? Were they pertinent? Were they complex? Justify your answer. Dayana: "Pues hubo una que me pareció complicada, la de responder las preguntas entonces me tocó ayudarme del diccionario o traductor para poder responder." Faisully: "Pero, en general, ¿todo el taller fue complicado? O, ¿con qué palabra lo describiría usted?" Dayana: "Pues diría que interesante, de todas maneras, a mí me ayudo."	effective readers? Are they really effective? Yes, no? What make you think that? Pablo: "Pues, la verdad, me ayudaron mucho para las ICFES" "Pues sí, funcionaron, y estaban interesantes las guías son diferentes a lo que ya habíamos visto antes. Pues nos ayudaron en algunas de las preguntas que aparecían en las pruebas, en inferir porque por ejemplo al yo mirar las señales que aparecían ahí, podía tener una idea de lo que ya me estaban preguntando ahí, no tanto leer la preguntas sino imaginar que podía tratar." What is your perception about the reading strategies? Were they interesting? Were they relevant? Were they pertinent? Were they complex? Justify your answer. Pablo: "Complejas un poco, pero ahí como mostraban el paso a paso, eran bien explicadas las guías y entonces era solo leer y ya uno mismo respondía. Entonces yo creería que complejidad no." "Fueron buenas, de complejidad la verdad no."
3. Inferred.	The inferring strategy consists on linking the previous knowledge with new information in order to extract and construct meaning from the text. (McEwan, 2004)					
4. Monitoring-Clarifying.	This strategy consists on realizing when misunderstanding took place, a series of steps must be done in order to restore meaning. (McEwan, 2004)	What is your perception about the reading strategies? Were they interesting? Were they relevant? Were they pertinent? Were they complex? Justify your answer. Daniel: "Me parecieron interesantes porque yo nunca había visto el tema que me pusieran a identificar un texto y responder." Faisully: "Como que las estrategias que se proponían antes de leer el texto, le ayudaban a entender mejor lo que estaba en el texto?" Daniel: "Sí señora"	What do you think about using the 7 strategies of effective readers? Are they really effective? Yes, no? What make you think that? Diego: "Sí porque en general yo conozco varios compañeros que no practican y pues con este proyecto pues pudimos practica un poco más el inglés" What is your perception about the reading strategies? Were they interesting? Were they relevant? Were they pertinent? Were they complex? Justify your answer. Diego: "Pues me gusto las lecturas, me gusto esas lecturas porque se repetían las palabras porque	In a scale of 1 to 5, how useful do you think they		
5. Searching-Selecting.	In this strategy, the reader must collect (search) information about the topic and then, select the sources that give definition about key words, authors, answer questions, or solve problems. (McEwan, 2004)					
6. Summarizing.	The summarizing reading strategy objective is to restate the authors words from the text by					

		using their own words. (McEwan, 2004)	were? Justify your answer. Daniel: “Un 4, todo más porque yo no entendía todo”	<i>no era tan complejo, tan difícil lo que era de comprensión y pues me pareció muy bueno”</i>		5, how useful do you think they were? Justify your answer. Dayana: “Para mí fueron un 5, pues a mí por lo general siempre el inglés me causo dificultad en el texto, pero de todas maneras apoyándome con el diccionario se me memorizaron algunas palabras y allá las relacione con los textos que estaban en el ICYES. Entonces, a mí sí me ayudó esa parte. Entonces un 4 porque yo siempre tenía dificultad para leer el texto.”	you think they were? Justify your answer. Pablo: “Sí.” “Yo creo que le daría un 4, pues igual fue poco tiempo el que nos brindaste, si hubiera sido algo más a fondo pues nos fuese ayudado más pero igual para el poco tiempo fue muy bueno. A mí me ayudaron arto.”
	7. Questioning	Questioning is a reading strategy which aims at asking questions about the information presented in the text, the questioning could be self-questioning, question generation, and question answering. (McEwan, 2004)		In a scale of 1 to 5, how useful do you think they were? Justify your answer. Diego: “Pues para mí por ahí un 4” “pues la verdad no la vi como tan mala la idea, por eso no digo que es tan bajo y tampoco pues digo tan alto por lo que sería chévere que se hubiera complementado un poco más, digamos hacer preguntas que no hubieran sido A, B, C sino complementar o no sé, como de inventar y escribir cosa en inglés para practicar.”			
	Motivation		Are you motivated by reading in English? why? Daniel: “Sí, puede ser, un poco, aunque no sepa mucho inglés”	Are you motivated by reading in English? why? Diego: “Pues en general, yo casi no practico el inglés y cuando lo practico me parece interesante, si yo practicara un poco más inglés, a mí me gustaría, pero como la profesora casi no enviaba trabajos pues casi no sentía como que me llamara más la atención, y así hubieran sido solo dos trabajos, me gustó porque yo esa materia casi no la utilizo, pero obvio me gustó”	Are you motivated by reading in English? why? Luisa: “Mas o menos, a veces porque me da impotencia que no entiendo, entonces me toca pasar al siguiente párrafo.”	Are you motivated by reading in English? why? Dayana: “Pues sí me gustaría a mí aprender bien el inglés porque es importante por ejemplo para algún trabajo.”	Are you motivated by reading in English? why? Pablo: “Después de esto sí, igual toca reforzar más pero ya con esto es como darnos una base para comenzar.”

Appendix K : Consent letter for the application of the interview

Calamar-Guaviare 20 de noviembre de 2020

Estimados,

Padres de familia

Grado once (A)

Institución Educativa Carlos Mauro Hoyos

Cordial saludo,

Yo, Faisully Garzon Daza, identificado con C.C 1094282351 de Pamplona-Norte de Santander, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en el curso once A, acompañado de la supervisión de la docente Lorena Bohorquez, me dirijo a Usted con el fin de solicitarle su autorización para que su hijo/a responda a una entrevista que se hará vía telefónica que tiene como objetivo recolectar información relacionada con el proyecto del cual estaba siendo participe su hijo denominado “Implementación de estrategias de lectores efectivos para mejorar la competencia de lectura en los estudiantes de grado 11 de la Institución Educativa Carlos Mauro Hoyos” el cual se desarrolló dentro de las guías clases (guías) de inglés en los últimos meses.

Es importante mencionar que la información por ellos suministrada será tratada **bajo total confidencialidad y privacidad** que requiere este tipo de actividad por parte mía. Y dicha información será utilizada para la escritura del proyecto final de mi práctica integral.

Agradeciendo su atención.

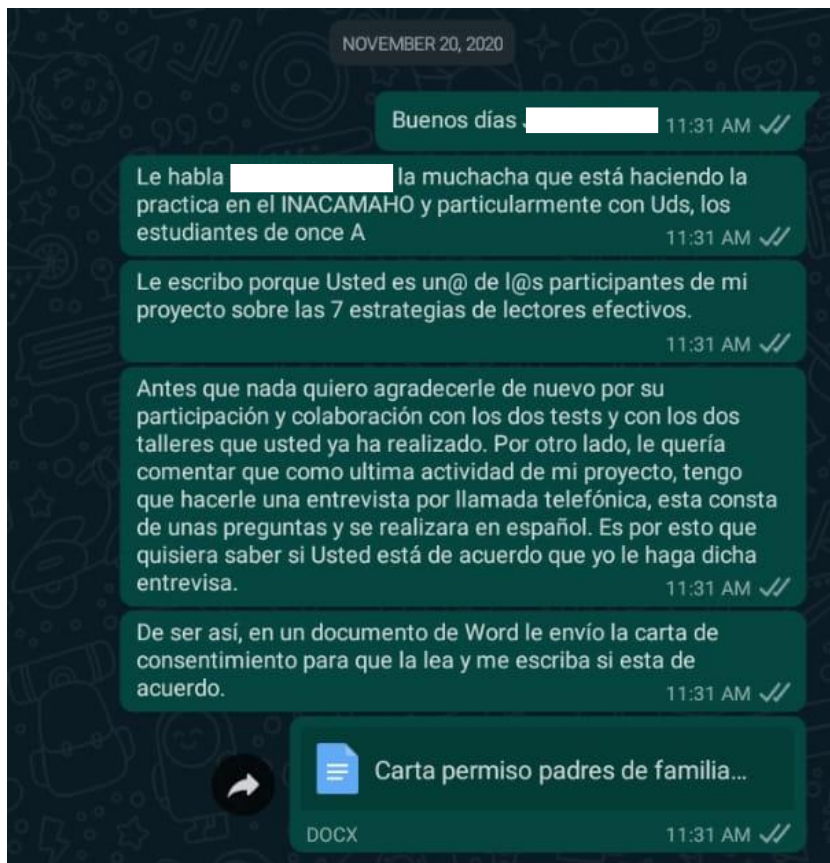
Cordialmente,

Faisully Garzon Daza

_____ c.c. 1094282351

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

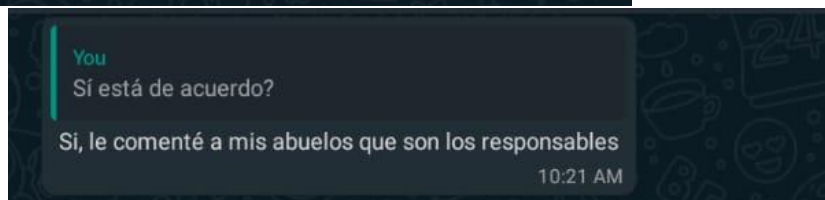
Appendix L : Screenshots which features the consent of the participants in the interview



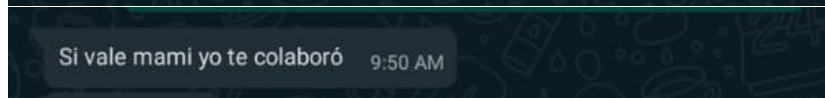
This screenshot shows the text that the researcher wrote to each participant via WhatsApp, just 4 of them agreed by writing a message, just one of them agreed via phone call.

One of the participants did not participate in the interview.

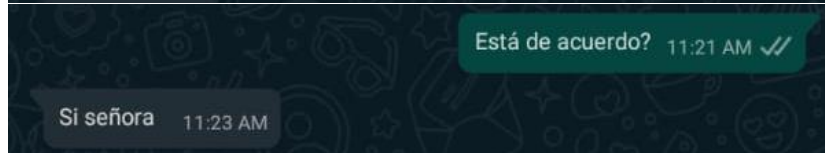
Participant #3



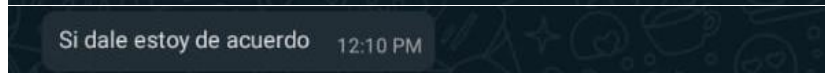
Participant #4




Participant #5



Participant #6



Appendix M : Self-observation sheet

GUÍA DE AUTO OBSERVACIÓN DOCENTE

Apreciad@s Practicantes

El objetivo de esta actividad es contribuir al análisis sobre las posibilidades de mejora que aporta de la auto observación como instrumento para la formación del profesional de lenguas extranjeras de la Universidad de Pamplona. Esta mirada se propone en el contexto de la práctica reflexiva y de la formación autónoma de l@s futur@s docentes como perspectiva de auto regulación y cualificación de la práctica pedagógica del docente en formación.

A pesar de la crisis sanitaria que atraviesa nuestra sociedad y el sistema educativo los procesos continúan y la reflexión se hace necesaria para asimilar las situaciones y cambios que han sobrevenido y que nos ayudarán sin lugar a dudas a fortalecer nuestra identidad docente. Seguidamente se encuentra el espacio para justificar o completar la respuesta; se sugiere describir los elementos que la sustentan.

A continuación encontrarán una preguntas y el respectivo espacio para la justificación de sus respuestas. Se sugiere tomar el tiempo necesario para consolidar elementos que le servirán de insumo para el componente de investigación de su propuesta de práctica integral.

***Obligatorio**

1. Escuché y entendí a l@s estudiantes. *

- Si
 No

Justifique su respuesta *

Porque no tengo contacto alguno con los estudiantes. Lo que yo hago es contactarme con la docente supervisora y ella luego se lo comunica a los estudiantes.

2. Motivé la participación de los estudiantes a través del uso de las plataformas educativas y/o otros medios de comunicación *

- Si
 No

Justifique su respuesta *

Como lo acabe de mencionar, no tengo contacto con los estudiantes.

3. Realicé actividades que facilitan el aprendizaje de l@s estudiantes. *

- Si
 No

Justifique su respuesta *

Propuse actividades en las guías que diseñé para el grado once, el cual es el grado que tengo a mi cargo y para los grados 6to, 7mo y 8vo los cuales también se me fueron asignados. Estas actividades eran variadas y asimismo son actividades que promueven en una gran medida el trabajo autónomo de parte de los estudiantes.

Appendix N : Narratives**NARRATIVA 1: 21-26 de septiembre 2020****Reflexión primera semana de implementación del proyecto**

En esta semana me fui acoplando a todos los cargos que tengo. Primeramente, el lunes en horas de la mañana me estuve contactando con los 4 profesores de primaria para saber en qué les podía colaborar en el transcurso de la semana, tres de ellos me pidieron el favor de diseñar una guía y así lo hice, solo quedé pendiente con uno de ellos ya que no se nos facilitó la comunicación. El hecho de haber colaborado a estos tres docentes con la planificación de las guías me hizo sentir muy a gusto y pude notar que fue una experiencia muy enriquecedora para mi futura profesión ya que me senté con una de las docentes a diseñar la guía. Esto me permitió entender el porqué de la estructura de la guía que, de hecho, se basa en el modelo constructivista; en el que, en un primer momento, se recuerdan los conocimientos que ya tiene los estudiantes, luego, se orientan los nuevos conocimientos, seguidamente se pone en práctica los conocimientos que acaban de adquirir. Por otro lado, aprendí de dicha docente que la enseñanza del inglés en primaria por docentes que no tienen un buen manejo de la lengua extranjera, conlleva a que queden muchos vacíos en los estudiantes que quizás nunca puedan llenar. La docente me expresaba que, ya que son estudiantes de grados de primaria, su primer contacto con la lengua inglesa debería ser mucho mejor para que puedan tener buenas bases y para que empiecen a apreciar la lengua extranjera.

Por otro lado, hablando del componente pedagógico, el contacto esta semana con la supervisora no fue muy bueno, es decir, yo la contactaba por WhatsApp, pero no obtenía respuesta alguna, por lo tanto, yo la llamaba, pero siempre se colgaba la llamada (no había buena señal de su teléfono móvil). Cabe aclarar también que en el transcurso de esta semana tampoco se me fue posible ser partícipe del grupo de inglés de WhatsApp de los estudiantes del grado once A. A pesar de eso, yo le envié a la supervisora un video de 1:35 minutos en el que yo me presentaba a los estudiantes, les contaba sobre mi proyecto y les explicaba sobre su participación en este. Asimismo, le envié el consentimiento informado y el test inicial para que ella se los enviara a sus estudiantes en dicho grupo.

NARRATIVA 2: 28-2 de octubre 2020**Reflexión de la segunda semana de implementación del proyecto**

En esta semana estuve colaborándole a la supervisora a elaborar 4 guías para 6 cursos: 1 para 602, 1 para 701 y 702, 1 para 801 y 803 y otra para 1101. Empezando por el diseño de la guía de 602, el tema era expresiones con “I like, I want, I prefer” y “wh questions” (where, what, when), para mí fue muy difícil diseñarla ya que tengo muy poca experiencia con secundaria, por lo tanto, se me obstaculizo establecer la dificultad de las actividades. En cuanto a la segunda guía (701-702) el tema fue “Adjectives - Family

descriptors”. Para la guía de 801-803 el tema era “the future simple” y para la guía de 1101 el tema era “Social networks/ logical and sequence connectors”. Cabe aclarar que para poder diseñar estas guías conté con el apoyo de la supervisora por medio de comunicación vía WhatsApp y llamada telefónica. Por otro lado, quiero explicar que en esta semana también diseñe el taller para los estudiantes de 1101 que es la población con la cual estoy trabajando para mi proyecto pedagógico, en esta misma semana me contacté con la docente para preguntarle cuando sería el próximo envío de la guía a los estudiantes de once y cuantas guías le enviaría; ella me comentó que la guía la enviaría la próxima semana y que solo haría envío de una guía en el cuarto periodo (el cual inicia después de la siguiente semana de receso estudiantil). Cabe mencionar que para el desarrollo de mi proyecto pedagógico he propuesto enviar 3 talleres a los estudiantes para mejorar la comprensión escrita por medio de las 7 estrategias de lectores efectivos propuesta por Elaine McEwan (2004) de manera que ellos obtengan mejores resultados en la prueba de inglés de las ICFES saber 11, es por esto que junto con la supervisora decidimos dividir la guía en tres partes para que yo pueda enviar los 3 talleres a los estudiantes.

Por otra parte, en cuanto al componente de extensión, en esta semana solo diseñé una guía para primero A con el tema “my clothes”, en esta guía se trabajó solo con las 7 palabras de vocabulario de mi “ropa” que se encontraban expuestas en la malla curricular para grado primero.

Teniendo en cuenta lo antes mencionado, de manera general, el diseño de las guías para secundaria fue difícil para mí ya que no había tenido antes la oportunidad de trabajar con secundaria sino con estudiantes de primaria, a pesar de eso, siento que pude afrontar este desafío gracias al acompañamiento de la docente supervisora. Sin embargo, quedé como en modo “stand-by” ya que la supervisora no me ha podido dar un feedback sobre el diseño de esas guías.

NARRATIVA 3: 5-10 de octubre 2020

Reflexión de la tercera semana de implementación del proyecto

Durante esta semana, los estudiantes de la Institución Educativa Carlos Mauro Hoyos tuvieron vacaciones, por lo tanto, las actividades y mi apoyo a los docentes de esta institución fue muy poco. En esta semana la supervisora me envió vía WhatsApp algunas correcciones para las guías que yo le había enviado de secundaria: 6to, 7mo y 8vo. Ella me sugirió escribir las instrucciones un poco más cortas, es decir, sin tanto detalle y explicación. Además, ella me recomendó dirigirme hacia a ellos como “usted” y no como “tú” error al cual yo no había caído en cuenta antes, es por esto que acorté todas las instrucciones de cada actividad de cada guía y las escribí en la tercera persona del singular “usted”. Hablando un poco sobre la guía para once a, la supervisora me comentó que la guía la podríamos dividir en 3 partes para así poder hacer tres envíos, uno por cada taller de las 7 estrategias de lectores efectivos propuesta por Elaine McEwan (2004). Dicho

esto, en esta semana me contacté con la supervisora una sola vez para saber cómo trabajar en conjunto los temas: “Social networks/ logical and sequence connectors”, no obtuve respuesta alguna y decidí no insistir debido a que era la semana de vacaciones. Sin embargo, yo decidí adelantar con la conceptualización de los conectores de lógica y de secuencia.

Por otro lado, en esta semana trabajé las categorías base de mi proyecto e hice la segunda planeación del segundo taller de las 7 estrategias de lectores efectivos propuesta por Elaine McEwan (2004). A decir verdad, el diseño de este segundo taller, al igual que el primero, fue un poco difícil ya que no son estrategias con las que yo no he estado familiarizada antes. También debo aclarar que la tutora me envió la corrección del primer taller en el transcurso de esta semana, pero no pude aplicar esas correcciones en el segundo taller ya que estas llegaron unas horas más tarde de yo haber enviado el segundo planeador, no obstante, hice las correcciones pertinentes al primer taller y me pude dar cuenta de lo importante que es incluir el inglés en las instrucciones de la guía ya que yo las había escrito todas en español porque así es como trabaja la supervisora con estos estudiantes. Es de relevancia escribir no solo las instrucciones en español sino también en inglés para que los estudiantes puedan asociar el significado de cada verbo, artículo o palabra en inglés con las de español.

NARRATIVA 4: 12-17 de octubre 2020

Reflexión de la cuarta semana de implementación del proyecto

Esta semana le envié el primer taller y la primera parte de la guía de once 1 a la supervisora para que ella me diera su aprobación y así poderlo enviar el viernes a los estudiantes, ya que es el día que los estudiantes de once a tienen esta clase. Sin embargo, la supervisora me dijo que esta semana no se enviaría la guía a los estudiantes sino hasta el día lunes.

Tengo que decir que este hecho me tiene muy preocupada porque no sé si el tiempo me vaya a alcanzar para enviar los tres talleres en este último periodo ya que hasta donde he entendido, a los estudiantes se les enviaba un taller por periodo y no sé cómo vayan a reaccionar los estudiantes.

Por otro lado, en esta semana me comuniqué con los docentes de primaria y 3 de ellos me dijeron que, si les podría colaborar con el diseño de una guía y así lo hice, diseñé una guía sobre el vocabulario de “The day and the night” para el grado primero y otra guía para el grado segundo sobre “The farm animals”. Solo uno de los docentes me dijo que le colaborara con la calificación de una guía que yo misma había diseñado semanas antes para el grado cuarto; por el momento solo he recibido un trabajo para calificar. La calificación de este trabajo me deja una sensación de satisfacción y tranquilidad ya que yo temía de que la guía fuera muy difícil de entender para los estudiantes, pero me pude dar cuenta que de hecho estaba muy fácil puesto que el estudiante resolvió toda la guía

con facilidad. Sin embargo, esto solo es el trabajo de un estudiante, tendría que ver el trabajo de otros estudiantes para sacar mis propias conclusiones.

NARRATIVA 5: 19-24 de octubre 2020

Reflexión de la quinta semana de implementación del proyecto

En el transcurso de esta semana, presté mi apoyo solo a una docente de primaria. La semana pasada le estuve preguntado a los docentes de primaria en qué les podría colaborar, solo una de ellas me dijo que calificando los trabajos que habían hecho los estudiantes de la guía que yo misma había diseñado para el grado cuarto y así fue. En el transcurso de esta semana, la profesora me estuvo enviando por WhatsApp los trabajos que habían hecho dos estudiantes para que yo le ayudara a calificar. Así que me puse en la tarea de revisarlos y analizarlos para proceder a asignarles una nota. Luego de haber analizado los trabajos, le escribí un mensaje a la docente diciéndole cual era la nota del estudiante, qué había hecho bien y sugerencias de qué mejorar, por ejemplo: (cito textualmente)

“Bueno profe, entonces en cuanto al trabajo del niño XXXXXXXXXXXX, el niño hizo un buen trabajo, sin embargo, debe prestar atención al deletreo de las palabras en inglés como por ejemplo uva, él escribió: grade y es grape, entonces se recomienda prestar más atención a lo que se escribe. Por otro lado, también prestar atención a la suma, ya que en la última pregunta de contextualicemos el niño respondió 64 y la respuesta correcta era 70. De manera general, hizo un buen trabajo, pero se le recomienda revisar sus respuestas antes de entregar los trabajos. Por lo tanto, su nota sería un 4,5.”

Dicho esto, el haber calificado los trabajos de la guía que yo diseñé, me hace sentir satisfecha del trabajo que hice, es decir, me quedo claro que los estudiantes entendieron el tema gracias a las explicaciones, actividades e instrucciones que propuse. También por otro lado, me llena de satisfacción el hecho de saber que los docentes ponen su confianza en uno (un practicante) y luego quedan agradecidos por el trabajo que uno hizo ya que ellos no tienen un conocimiento más a fondo sobre la enseñanza de la lengua extranjera.

Por otro lado, hablando de componente pedagógico, la docente supervisora el día 20 (martes) envió la guía que yo diseñé junto con el primer taller de estrategias de lectores efectivos. Cabe aclarar que la fecha límite para enviar los trabajos de esta guía y taller es el 30 de octubre del 2020.

Teniendo en cuenta que ya había diseñado el segundo taller, me dispuse a hacer las respectivas correcciones que la tutora me sugirió hacerle, asimismo le envié de nuevo este taller (ya corregido) a la tutora para tener la certeza de que quedo bien hecho.

NARRATIVA 6: 26-31 de octubre 2020

Reflexión de la sexta semana de implementación del proyecto

En esta semana no hice muchas cosas por lo tanto mi colaboración a los docentes fue mínima, sin embargo, sí fue una semana de reflexión ya que en esta semana debíamos entregar un informe de avance de la propuesta y en este debíamos responder a dos preguntas, por lo tanto, se requería pensar en todo el proceso que he venido teniendo en cuanto a la práctica pedagógica.

En el transcurso de esta semana mi tutora me respondió que las correcciones que yo le había hecho al segundo taller estaban muy bien, es por esto que me comuniqué con la docente supervisora para enviarle la segunda parte de la guía y el segundo taller de las 7 estrategias de lectores efectivos, pero no me informó cuándo enviaría este documento. Asimismo, ella me comunicó que muy pronto me enviaría los trabajos que los estudiantes del grado once A ya habían hecho.

Como lo acabé de decir, esta fue una semana de mucha reflexión, una semana en la que me di cuenta que a pesar de todos los obstáculos que he tenido para desarrollar mi práctica, he logrado aprender mucho, por ejemplo, me he dado cuenta que el docente es una persona que siempre debe adaptarse al cambio, él debe adaptarse a la situación y a los recursos con los que los estudiantes cuentan y hacer todo lo que esté al alcance para causar un buen impacto en el aprendizaje de los estudiantes.

NARRATIVA 7: 2-7 de noviembre 2020

Reflexión de la séptima semana de implementación del proyecto

La narrativa de esta semana concierne al apoyo a dos docentes de primaria. En esta semana diseñé una guía sobre las frutas para el grado segundo A y B y el vocabulario que se trabajó fue el siguiente: passion fruit, cococunut, lemon, strawberry, blackberry, watermelon, papaya, mango, avocado, guava). El diseño de esta guía se me hizo muy fácil ya que semanas antes debí diseñar una guía sobre las frutas para el grado cuarto, entonces ya tenía presente cómo diseñar las actividades sin embargo debía cambiar el nivel de dificultad ya que esta vez eran estudiantes de grado segundo. De ahí puedo concluir que la practica hace al maestro, siempre que se hace algo por primera vez va a ser un poco difícil, pero al intentarlo varias veces, todo va a ser mucho más fácil. Es por esto que agradezco a este espacio de práctica, ya que el diseño de estas guías ha contribuido a mi formación como futura docente.

Por otro lado, en esta semana también diseñé el tercer taller de estrategias para lectores efectivos de mi proyecto y realicé la tercera parte de la guía para los estudiantes de once A (Contextualicemos) pero presiento que este taller no se va a poder enviar a los estudiantes ya que los estudiantes de la Institución Educativa Carlos Mauro Hoyos salen a vacaciones el día 13 de noviembre. A decir verdad, estoy muy preocupada porque la docente supervisora aún no ha enviado el segundo taller. Es por esto que debo llamar a la tutora para saber qué puedo hacer al respecto; si enviar el taller en esa última semana

y que lo envíen cuando puedan o no enviar ni un solo taller más lo cual haría que mi investigación quedara un poco vacía de información.

NARRATIVA 8: 9-14 de noviembre 2020

Reflexión de la octava semana de implementación del proyecto

La narrativa de esta semana concierne solo a la implementación del componente pedagógico. Teniendo en cuenta que en esta semana los estudiantes salían a vacaciones, sería un poco complicado enviarles el segundo taller en esa misma semana y que ellos lo enviaran resuelto esta misma semana, es por esto que le pedimos el favor a solo 7 estudiantes de que resolvieran este taller. Para esto, la supervisora creo un grupo de WhatsApp incluyendo a los 6 estudiantes y a mí. Allí, la docente envió el segundo taller que yo anteriormente le había enviado a ella en un mensaje privado, asimismo, le informó a los estudiantes que enviaran sus respuestas hasta el sábado 14 de noviembre y así lo hicieron: 5 estudiantes enviaron el taller al grupo y 1 se lo envió a la docente por mensaje privado. Por otro lado, esta semana diseñé el post-test el cual se dividía en dos partes al igual que el pre-test; primero, una comprensión de lectura literal junto con 7 preguntas y segundo, una comprensión de lectura inferencial con 2 preguntas. Según lo acordado con la docente supervisora, este test se llevará a cabo el martes 17 de noviembre. Este día, lo enviaremos al grupo de WhatsApp y ellos lo contestaran. Luego de eso, se realizará la entrevista vía telefónica con cada uno de estos 7 estudiantes, si ellos aceptan, claro está. Por ahora, queda hablar con los estudiantes para saber su disponibilidad frente a la aplicación de este instrumento.

NARRATIVA 9: 16-21 de noviembre 2020

Reflexión de la novena semana de implementación del proyecto

La narrativa de esta semana concierne solo a la implementación del componente pedagógico. En los primeros días de esta semana me estuvo comunicando via WhatsApp con los participantes de la investigación con el motivo de saber si estaban de acuerdo en participar en la realización de la entrevista, afortunadamente, 5 de ellos me dijeron que sí, solo no logré contactarme con uno de ellos ni por WhatsApp ni por llamada telefónica. Luego procedí a enviar la carta de consentimiento la cual estaba dirigida a los padres de familia ya que ellos son menores de edad. Como ya lo mencioné ellos me respondieron que si estaban de acuerdo y es por esto que establecimos un horario para aplicar dicho instrumento. Esta entrevista se hizo con el objetivo de conocer las percepciones de los participantes sobre las 7 estrategias de lectura utilizadas en los dos talleres, la utilidad de las estrategias de lectura para tener mejores resultados en el examen ICFES saber 11 y el impacto de esas estrategias de lectura en los estudiantes de 11 ° grado del INACAMAHO. Debo admitir que las respuestas de los estudiantes no fueron las que esperaba y me refiero a que ellos no conectaban sus ideas, no daban una buena argumentación, decían muchas ideas y al mismo tiempo no llegaban a una conclusión. Seguidamente, me dediqué a transcribir estas 5 entrevistas. Como siguiente paso, organice los datos de estas entrevistas en una matriz de análisis.

El otro instrumento que se aplicó esta semana fue el diario de campo, así que hice dos, uno por cada taller que se implementó. Estos diarios de campos me hicieron reflexionar mucho en cuanto a lo que los estudiantes hicieron, por ejemplo, varias ocasiones falle al dar instrucciones claro por lo tanto los estudiantes no respondían como yo esperaba, también me di cuenta que las actividades propuestas antes de leer el texto fueron de mucha ayuda para tener una idea de lo que se trataría dicho texto. Luego de haber plasmado mis ideas y reflexiones frente a esos talleres, procedí a organizar esa información en una matriz de análisis.

En cuanto a los otros componentes no realice alguna actividad porque, como lo mencione en la narrativa anterior, los estudiantes ya salieron a vacaciones.

Hablando del componente administrativo, desafortunadamente nunca se me incluyó en alguna actividad, diría yo que fue porque no se realizaron reuniones de profesores o algo parecido.

NARRATIVA 10: 23-28 de noviembre 2020

Reflexión de la décima semana de implementación del proyecto

La narrativa de esta semana concierne solo al componente pedagógico. Mi trabajo con respecto a la practica en esta semana se concretó solo en la revisión y corrección de la versión final del proyecto junto con sus 4 componentes. Por lo tanto, esta semana tuve una tutoría en la cual se me sugirió organizar de una mejor manera los apéndices y los resultados y así lo hice.

De todas estas semanas de reflexión puedo concluir que la reflexión es un proceso que juega un papel muy importante en la vida de un docente ya que cada vez que se piensa a fondo en lo que se realizó, asimismo uno piensa a futuro cómo se podría hacer mejor.

Appendix O : Reflective workshop of the research component

Dirección de correo electrónico *

faisullygarzondaza@gmail.com

NOMBRE ESTUDIANTE *

Faisully

ENFOQUE REFLEXIVO SOBRE LA PRACTICA

TALLER DE REFLEXIÓN No 3 21 de Noviembre de 2020

Apreciad@ Practicante, la reflexión sobre la práctica cobra sentido y se materializa en la planeación, en la búsqueda de condiciones favorables para la innovación pedagógica y la mejora continua; en el trabajo en equipo y en los dispositivos de asesoría. Estas acciones y espacios posibilitan la cualificación del trabajo docente y del análisis de la propia práctica pedagógica. El modelo de colaboración permite poner en común pensamientos y estrategias grupales e individuales que inciden en la organización y la metodología para el acompañamiento de l@s estudiantes.

El objetivo General de Los talleres es la formación del espíritu crítico y reflexivo de l@s practicantes del PLEX y la consolidación de un colectivo de reflexión sobre la práctica pedagógica.

En esta oportunidad, el objetivo del taller será el de describir el modo personal de trabajar con l@s estudiantes en el aula virtual o en las sesiones asincrónicas

Una vez respondido este taller recibirá una copia que le servirá de insumo para el componente de investigación.

1. Elija uno de sus grupos de clase con el que se sienta mejor. - Elija un día laboral cualquiera de la semana. -Teniendo como referencia el tiempo que constituye una Unidad, una lección, un lapso (sesión, semana, quincena, etc.), describa cómo realiza la planeación. *

Trabjaría con 11A.

Para realizar la planeación sigo los siguientes pasos:

1. Averiguar y analizar las necesidades, el nivel objetivo, la edad y el grado de los estudiantes (en este caso 11)
2. Saber cuál es el tema con el que se va a trabajar.
3. Tener en cuenta el DBA para así establecer los objetivos (en lo posible lingüístico, comunicativo y cultural)
4. Investigar información sobre el tema y seleccionar la más pertinente para hacer una buena explicación del mismo.
5. Crear o adaptar una actividad de calentamiento.
6. Crear o adaptar la actividad lingüística junto con el material.
7. Crear o adaptar la actividad comunicativa junto con el material.
8. Crear o adaptar la actividad cultural junto con el material.
9. Diseñar una evaluación para conocer qué aprendieron los estudiantes.
10. Diseñar una auto-evaluación para hacer tomar conciencia a los estudiantes de su progreso de aprendizaje.

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 GRADO CUARTO A
 DOCENTE: EDITH PEREA
 GUIA 1 DE INGLES 4 PERIODO

Relacionemos

✦ Escribo y tengo en cuenta el siguiente vocabulario sobre las frutas y los números.

The fruits - Las frutas



✦ Ahora vamos a aprender cómo se escriben los números (**The numbers**) en inglés.

A continuación, encontramos los números del 1-12. Escríbelos en tu cuaderno.



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GUIA 1 DE INGLÉS 4 PERIODO

⊕ A partir del número 13-19, se escribe el **número+teen**.

13	14	15	16	17	18	19
thirteen	fourteen	fifteen	sixteen	seventeen	eighteen	nineteen

⊕ Los números que se cuentan de diez en diez (20, 30, 40, 50, 60, 70, 80, 90) siempre terminarán con las letras "ty" como se muestra a continuación.

20 – **twenty**
21 – **twenty-one**
22 – **twenty-two**
23 – **twenty-three**
24 – **twenty-four**
25 – **twenty-five**
26 – **twenty-six**
27 – **twenty-seven**
28 – **twenty-eight**
29 – **twenty-nine**



30 – **Thirty**
40 – **Forty**
50 – **Fifty**
60 – **Sixty**
70 – **Seventy**
80 – **Eighty**
90 – **Ninety**
100 – **One hundred**

⊕ **Tengamos en cuenta que:** Los números en inglés de *dos cifras* son los que van desde el 10 al 99. Cuando sepamos contar hasta 20 y contar de diez en diez, podremos contar fácilmente el resto de los números de dos cifras. Todo lo que tenemos que hacer es combinar el vocabulario.

Por ejemplo, el número 76 se escribe = seventy-six (**no** seven-six o seven-sixty).

Veamos algunos ejemplos más:

❖ 42 = **Forty-two**
❖ 81 = **Eighty-one**
❖ 29 = **Twenty-nine**

❖ 98 = **Ninety-eight**
❖ 34 = **Thirty-four**
❖ 55 = **Fifty-five**

Argumentemos

1. Vamos a contar la cantidad de las frutas que se encuentran a continuación. Luego, buscamos la fruta para escribir el número de la cantidad que se contó. **Ejemplo:** contamos los limones, después, buscamos dónde dice limones en inglés: lemons. trazamos una línea y finalmente escribimos la cantidad de limones, es decir: two lemons.

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 GUÍA 1 DE INGLÉS 4 PERIODO



_____ oranges

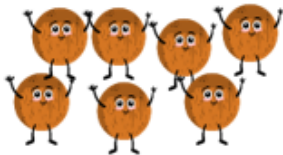
Two lemons



_____ coconuts



_____ papayas



_____ bananas

✚ Ahora vamos a colorear. Después, vamos a escribir el nombre de la de fruta en inglés.











Contextualicemos

1. Vamos a leer el siguiente texto en inglés (usamos traductor si lo necesitamos). Luego, respondemos las preguntas en inglés. Los números los escribimos en letras, es decir, en vez de 72, escribimos seventy-two.

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GUIA 1 DE INGLÉS 4 PERIODO

Tengamos en cuenta el siguiente
vocabulario:

- The Martínez' family: La familia Martínez
- Went: Pasado del verbo ir
- To buy: Comprar
- Some: Algunas
- Bought: Pasado del verbo comprar

Texto:

One day the Martínez' family went to buy some fruits. The mother bought 15 apples, 2 watermelons and 5 pineapples. The father bought 4 papayas and 2 coconuts. The son bought 23 grapes and 3 bananas. And the daughter bought 7 oranges, 3 lemons and 6 pears.

Preguntas:

- ✕ What fruits did the Martínez' family buy? ¿Qué frutas compró la familia Martínez?

The Martínez' family bought apples.

- ✕ How many fruits did the mother buy? ¿Cuántas frutas compró la madre?

The mother bought _____ fruits.

- ✕ How many fruits did the father buy? ¿Cuántas frutas compró el padre?

The father bought _____ fruits.

- ✕ How many fruits did the son buy? ¿Cuántas frutas compró el hijo?

The son bought _____ fruits.

- ✕ How many fruits did the daughter buy? ¿Cuántas frutas compró la hija?

The daughter bought _____ fruits.

- ✕ How many fruits did the Martínez' family buy? ¿Cuántas frutas compró en total, la familia Martínez?

The Martínez' family bought _____ fruits.

Transversalicemos (Artística)

Actividad

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- ★ Para desarrollar esta actividad, primero, vamos a pensar en nuestra fruta favorita de las 10 que se explicaron en argumentemos (Pear, apple, orange, lemon, papaya, watermelon, coconut, grapes, banana and pineapple).
- ★ Ahora, escribimos el nombre de la fruta en inglés y la dibujamos en esta página.
- ★ Una vez hayamos dibujado la fruta, la vamos a decorar de acuerdo al color de la fruta, con bolitas de: papel iris o papel crepe o papel seda.

My favorite fruit is _____

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GRADO PRIMERO A
DOCENTE ROSNEY MENA
GUIA 1 DE INGLES 4 PERIODO

- ❖ **Estándar:** Escribo el nombre de elementos que reconozco en una ilustración.
- ❖ **DBA:** Menciona algunas cualidades físicas propias y de las personas que le rodean a través de palabras previamente estudiadas.
- ❖ **Evidencia:** Escribe las prendas de vestir.

Objetivo: Al finalizar la guía, los estudiantes estarán en capacidad de identificar el lenguaje básico sobre algunas prendas de vestir.

Recomendaciones

- Todas las actividades por desarrollar deben ir acompañado de un adulto.
- Buscar un lugar adecuado para desarrollar las actividades (limpio, aireado, sin interrupciones).
- Tener mucha paciencia; recordar que ustedes son los maestros.
- Después de un tiempo de realizar las actividades, dar un descanso como si estuviera en la escuela.
- Si no le alcanza el tiempo para finalizar, deje que su hijo descanse y posteriormente retoma el propósito del día.
- Si necesita alguna explicación favor comunicarse (vía telefónica o WhatsApp).

Mis conocimientos

1. Vamos a buscar en la sopa de letras los siguientes miembros de la familia en inglés:

MOTHER – FATHER – SISTER – BROTHER – GRANDMOTHER – GRANDFATHER

Q	C	H	C	R	C	G	F	V	Y	Q	Q
W	F	G	W	S	I	S	T	E	R	J	Y
O	F	A	T	H	E	R	O	A	Z	K	T
F	H	I	C	H	A	B	D	C	L	T	Z
D	M	O	T	H	E	R	X	I	R	L	U
G	R	A	N	D	M	O	T	H	E	R	E
G	R	A	N	D	F	A	T	H	E	R	X
T	W	V	B	R	O	T	H	E	R	X	E

Relacionemos

★ Escribo y tengo en cuenta los conceptos.

My clothes - Mi ropa

Tie - Corbata



Belt - Correa



Hat - Sombrero



Scarf - Bufanda



Jeans - Pantalones



Jacket - Chaqueta

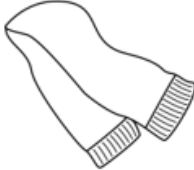


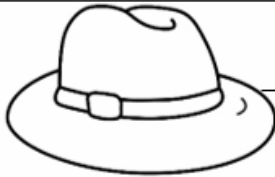


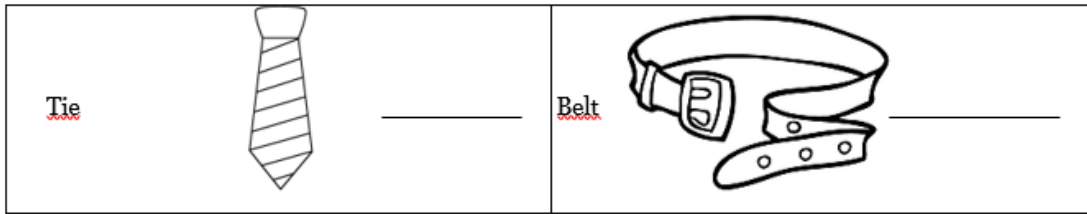
Pajama - Pijama



Argumentemos

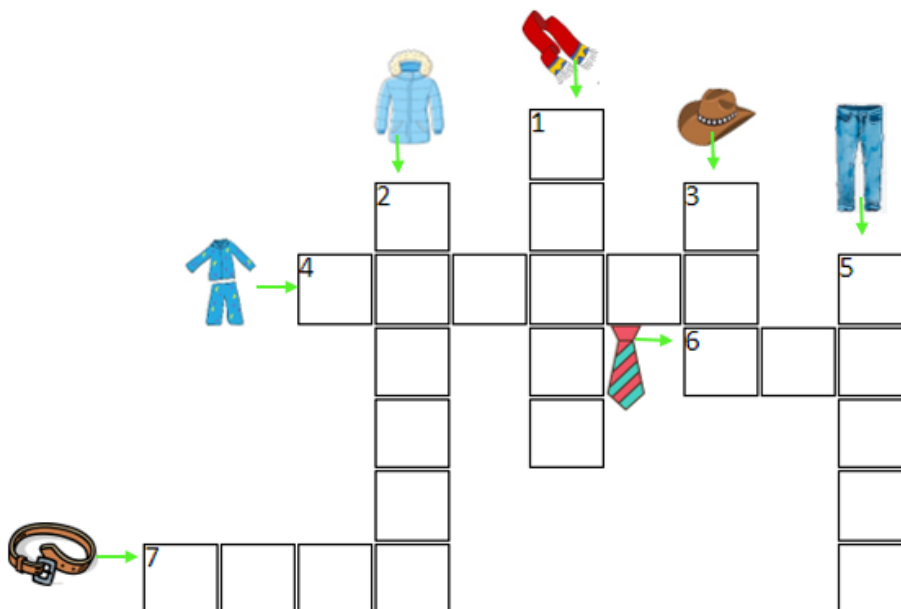
★ Escribimos el significado en español de las prendas de vestir a un lado de la imagen y coloreamos cada una de ellas.

<p>Scarf</p>  <p>_____</p>	<p>Jeans</p>  <p>_____</p>
<p>Jacket</p>  <p>_____</p>	<p>Hat</p>  <p>_____</p>



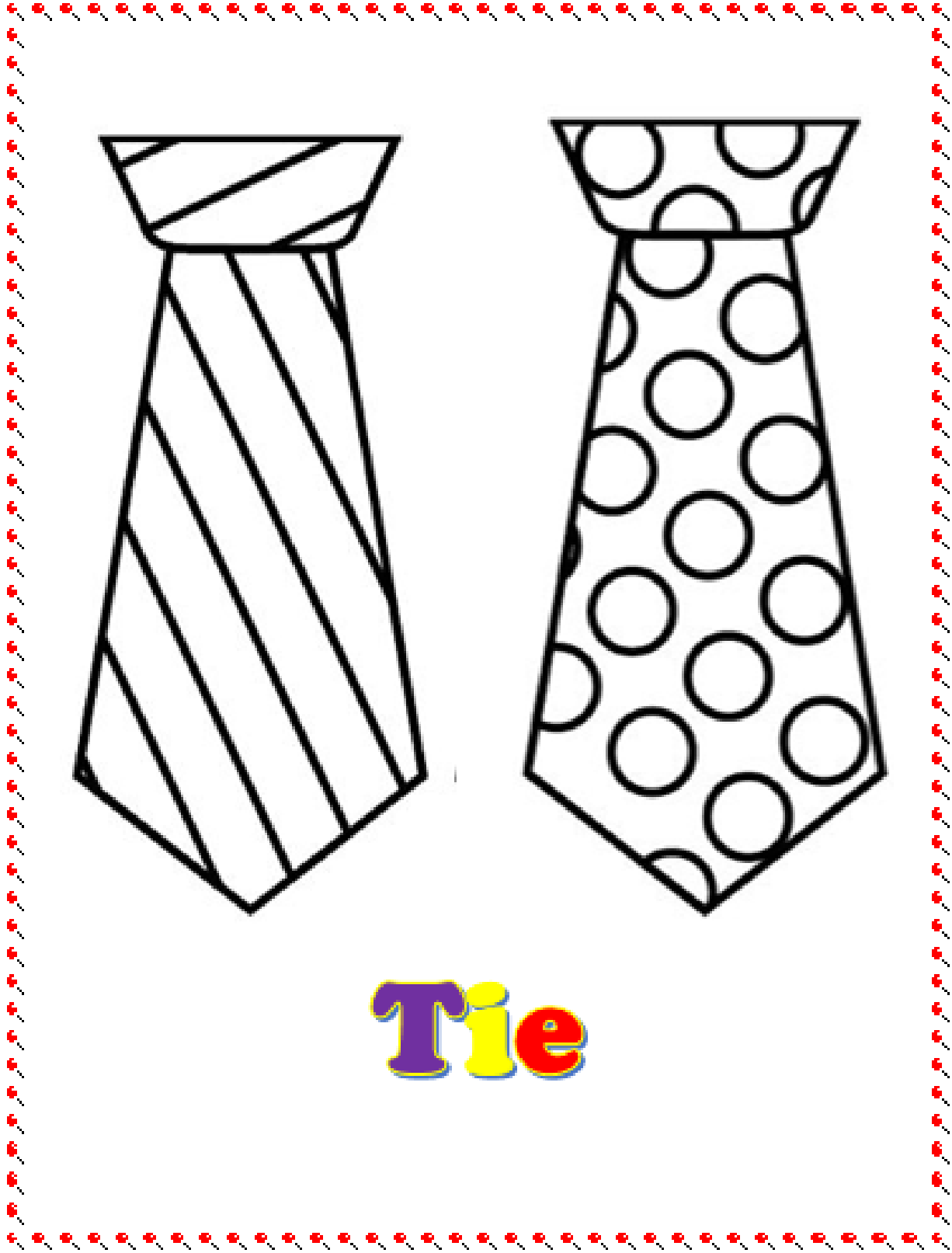
Contextualicemos

- ★ Resolvemos el siguiente crucigrama teniendo en cuenta las palabras en inglés que aprendimos en esta oportunidad. (Scarf - tie - hat - jeans - belt - jacket - pajama.)



Transversalicemos (Artística)

- ★ Vamos a decorar las dos corbatas que se encuentran en la siguiente página con retazos de tela que tenga en mi casa. Podemos usar cualquier tipo de tela y no importa el color que tenga la tela.



Tie

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 GUÍA 1 DE INGLÉS 4 PERIODO

GUÍA 1 DE INGLÉS 4 PERIODO

- ❖ **Estándar: Escritura**
- ❖ Escribo el nombre de elementos que reconozco en una ilustración.
- ❖ **Competencias: Lingüística**
- ❖ **DBA:** Reconozco algunos nombres de animales en inglés.
- ★ **Evidencia:** Reconoce el vocabulario en inglés sobre animales de la granja.

Objetivo: Al finalizar la guía, los estudiantes estarán en capacidad de identificar el lenguaje básico sobre los animales de la granja.

Recomendaciones

- ✂ Todas las actividades por desarrollar deben ir acompañado de un adulto.
- ✂ Buscar un lugar adecuado para desarrollar las actividades (limpio, aireado, sin interrupciones)
- ✂ Tener mucha paciencia; recordar que ustedes son los maestros.
- ✂ Después de un tiempo de realizar las actividades, dar un descanso como si estuviera en la escuela.
- ✂ Si no le alcanza el tiempo para finalizar, deje que su hijo descanse y posteriormente retoma el propósito del día.
- ✂ Si necesita alguna explicación favor comunicarse (vía telefónica o WhatsApp).

Mis conocimientos

1. Escribimos en inglés los adjetivos que recordamos.

_____ Happy _____









Relacionemos

- ★ Escribo y tengo en cuenta el vocabulario de los siguientes animales de granja en inglés.









<p>Caballo</p>  <p>Horse</p>	<p>Pato</p>  <p>Duck</p>	<p>Perro</p>  <p>Dog</p>	<p>Gato</p>  <p>Cat</p>
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<p>Chicken</p>  <p>Gallina</p>	<p>Rooster</p>  <p>Gallo</p>	<p>Cow</p>  <p>Vaca</p>	<p>Pig</p>  <p>Cerdo</p>
<p>Donkey</p>  <p>Burro</p>	<p>Rabbit</p>  <p>Conejo</p>	<p>Goat</p>  <p>Cabra</p>	<p>Sheep</p>  <p>Oveja</p>

Argumentemos

1. Relacionamos con una flecha la imagen del animal con el significado en inglés.

	Horse	
	Rooster	
	Cow	
	Dog	
	Pig	
	Sheep	

Note: A green arrow points from the dog illustration to the word 'Dog'.

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Contextualicemos


1. Dibujamos y coloreamos un pato, un gato, una gallina, un burro y una Cabra.
2. Escribimos una frase en inglés guiándonos del siguiente ejemplo.


Ejemplo





This is a rabbit.
 (Esto es un conejo)





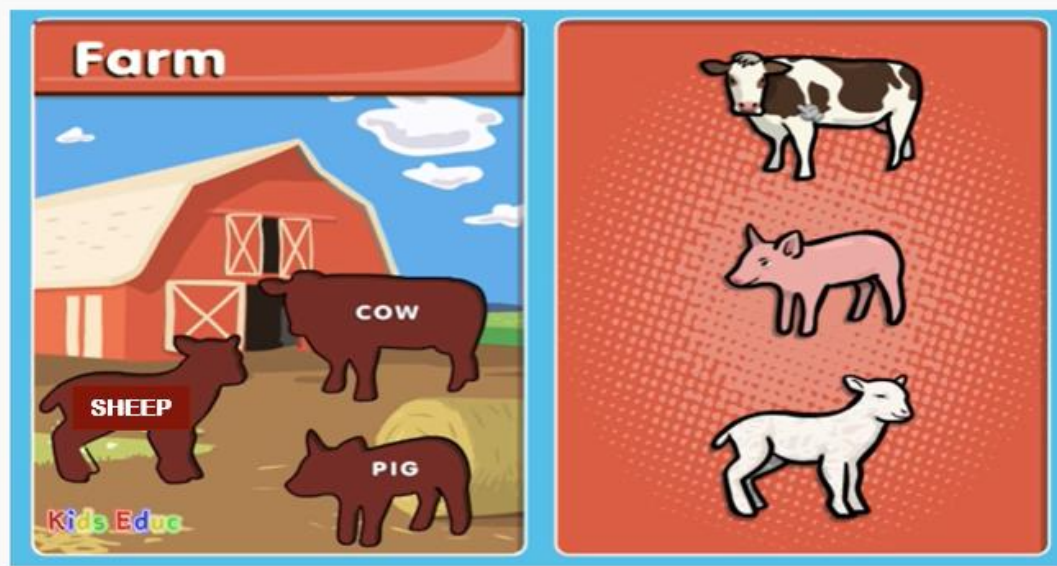






3. Recortamos los animales que están en la parte derecha y los pegamos en la parte izquierda según corresponda.

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Transversalicemos (Español)

1. Buscamos en la sopa de letras los animales de granja en inglés que aprendimos en “relacionemos”.

THE FARM ANIMALS

B	I	A	G	O	A	T	F	H	H
Y	Q	M	R	Ñ	A	G	Z	I	E
D	S	M	A	F	C	O	W	T	J
F	S	G	B	V	H	Z	Q	K	R
T	K	W	B	T	Y	G	C	E	O
K	X	H	I	C	A	T	O	D	O
C	Ñ	O	T	J	H	X	C	O	S
F	O	R	E	O	N	Y	H	G	T
O	U	S	H	E	E	P	I	G	E
M	O	E	E	Y	G	T	C	W	R
W	Ñ	D	S	D	O	N	K	E	Y
Z	O	W	G	U	R	T	E	E	Y
N	J	U	B	C	H	Z	N	O	H
A	N	Ñ	R	K	O	U	B	O	R
E	Ñ	F	Q	N	B	O	D	K	G

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 GRADO PRIMERO A
 DOCENTE ROSNEY MENA
 GUIA 2 DE INGLÉS 4 PERIODO

- ❖ **Estándar:** Escritura
- ❖ **DBA:** Diferencio y escribo el día y la noche.
- ❖ **Evidencia:** Escribo el nombre de elementos que reconozco en una ilustración.

Objetivo: Al finalizar la guía, los estudiantes serán capaces de identificar el lenguaje básico sobre el día y la noche.

Recomendaciones

- Todas las actividades por desarrollar deben ir acompañado de un adulto.
- Buscar un lugar adecuado para desarrollar las actividades (limpio, aireado, sin interrupciones).
- Tener mucha paciencia; recordar que ustedes son los maestros.
- Después de un tiempo de realizar las actividades, dar un descanso como si estuviera en la escuela.
- Si no le alcanza el tiempo para finalizar, deje que su hijo descanse y luego retoma el propósito del día.
- Si necesita alguna explicación favor comunicarse (vía telefónica o WhatsApp).

Mis conocimientos

1. Completamos el nombre de las siguientes prendas de vestir en inglés.



T_e



J__k__



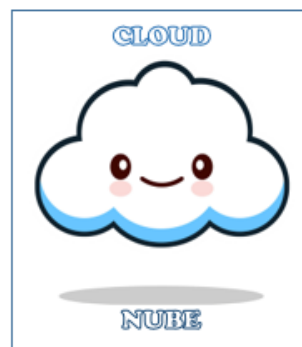
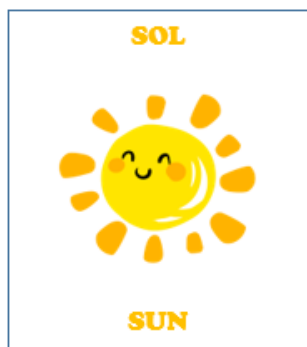
S_a_f



B_e__

Relacionemos

1- Tenemos en cuenta el siguiente vocabulario sobre el día y noche. **The day and the night.**





Argumentemos

1. Dibujamos los siguientes elementos sobre el día y la noche.

Ejemplo:

Sky

Star

Cloud

Sun

Moon

Contextualicemos

1. Escribimos el nombre de cada uno de los elementos del día y la noche que se explicaron en la sección “**Relacionemos**”.





Transversalicemos (Artística)

1. Rellenamos las siguientes nubes con algodón.



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GUIA 2 DE INGLES 3 PERIODO

GUIA 2 DE INGLES 3 PERIODO

❖ **Estándar:** escucha

★ Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara.

❖ **Competencias:** Competencia lingüística

❖ **DBA:** Reconoce que es parte de una familia, una comunidad y un territorio con costumbres y tradiciones.

★ **Evidencia:** Describe roles de su familia y entorno cercano.

Objetivo: Al finalizar la guía, los estudiantes estarán en capacidad de identificar el lenguaje básico sobre mi familia y adjetivos.

Recomendaciones

- X Todas las actividades por desarrollar deben ir acompañado de un adulto.
- X Buscar un lugar adecuado para desarrollar las actividades (limpio, aireado, sin interrupciones)
- X Tener mucha paciencia; recordar que ustedes son los maestros.
- X Después de un tiempo de realizar las actividades, dar un descanso como si estuviera en la escuela.
- X Si no le alcanza el tiempo para finalizar, deje que su hijo descanse y posteriormente retoma el propósito del día.
- X Si necesita alguna explicación favor comunicarse (vía telefónica o whatsapp).

Mis conocimientos

Actividad

1. Escribo en inglés los miembros de la familia que viven en mi hogar.
2. Escribo los nombres de cada persona. **Ejemplo:**

Mi tía Juliana — My aunt Juliana

Mi padre Camilo — My father Camilo

Relacionemos

⊕ **Escribe y tengo en cuenta los conceptos.**

Los adjetivos: los adjetivos son cualidades que tiene una cosa o a una persona. **Ejemplo:**

Tall – Short

bajo short



alto tall



Fat – Thin

Gordo

Delgado

fat

thin



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Ugly – Beautiful

Hermosa Fea



beautiful ugly

Clean – Dirty

Sudo Limpio



dirty clean

Old – Young

Viejo Joven



OLD YOUNG

Happy – Sad

Triste Feliz



SAD HAPPY

Poor – Rich

Pobre Rico



POOR RICH

Good – Bad

Malo Bueno



bad good

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Para tener en cuenta:
 En inglés los adjetivos cambian de lugar, es decir que en vez de escribir:
 I am a **boy good** (Yo Soy un niño bueno) se dice
 I am a **good boy** (Yo soy un bueno niño)
 Entonces, primero se escribe el adjetivo y después la persona que se está describiendo.

Argumentemos

1. Observemos los siguientes ejemplos.



Boy-> Niño

Yo soy un niño bueno
 I am a good boy



Doll-> Muñeca

Mamá tiene una muñeca delgada
 My mother has a thin doll

Practiquemos

2. Escribamos una oración como lo muestran los ejemplos anteriores. Podemos utilizar miembros de la familia y adjetivos. (Uso el diccionario o traductor.)

Contextualicemos

1. Complete las siguientes oraciones colocando la palabra que corresponde en cada línea.

- Cousin
- Aunt
- Brother
- Brother-in-law
- Grandfather
- Beautiful
- Tall
- Old
- Dirty
- Rich



Mi hermano está sucio. -> My brother is dirty .



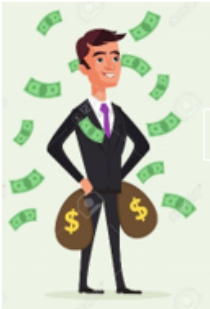
Mi abuelo está viejo. -> My _____ is _____ .



Mi tía es hermosa. -> My _____ is _____ .



Yo tengo un primo muy alto. -> I have a _____ very _____ .



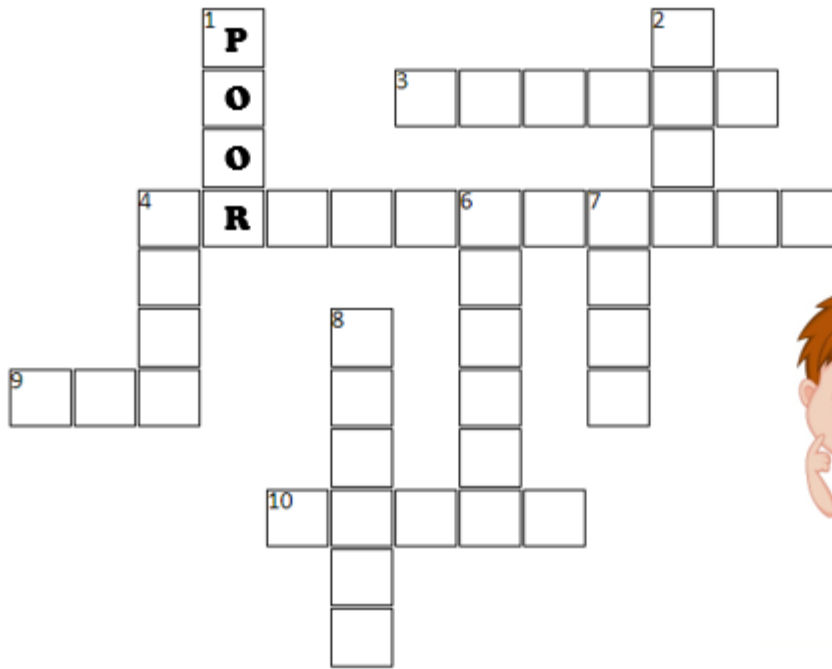
Mi cuñado es rico. -> My _____ is _____ .

Transversalicemos (Español)

★ Resolvemos el crucigrama que se encuentra en la siguiente página, para eso; primero, leemos cada una de las definiciones que aparecen debajo de los títulos “**horizontales**” → y “**verticales**” ↓. Luego, buscamos en el crucigrama el número que corresponde a cada una de las definiciones y finalmente, escribimos la palabra en inglés. **Las palabras en inglés son:** MOTHER, FATHER, GRANDMOTHER, POOR, RICH, BAD, GOOD, COUSIN, SHORT, TALL.

Por ejemplo, la **primera** definición es: **1.** Persona que tiene poco dinero.

Y la palabra en español que corresponde a esa definición es: Pobre. Y en inglés es: POOR.



Horizontales →

- 3 Es un hijo o hija de un tío o tía de alguien.
- 4 Madre del padre o de la madre de una persona.
- 9 Persona que tiene un comportamiento malvado.
- 10 Persona de una estatura pequeña.

Verticales ↓

- 1 Persona que tiene poco dinero.
- 2 Persona que tiene mucho dinero.
- 4 Persona que tiene un comportamiento noble.
- 6 Ella la mujer cabeza del hogar.
- 7 Persona de una estatura grande.
- 8 Es el hombre encargado de la responsabilidad económica del hogar.

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 GUIA 2 DE INGLES 4 PERIODO

GUIA 2 DE INGLES 4 PERIODO

- ❖ **Estándar: Escritura**
 - ❖ Comprendo textos cortos sencillos e ilustrados sobre temas cotidianos personales y literarios.
 - ❖ **Competencias:** Lingüística
 - ❖ **DBA:** Comprende la idea general y algunos detalles en un texto informativo corto y sencillo sobre temas conocidos y de interés.
 - ★ **Evidencia:** Reconozco el vocabulario en inglés sobre las frutas.
- Objetivo:** Al finalizar la guía, los estudiantes estarán en capacidad de identificar el lenguaje básico sobre las frutas.

Recomendaciones

- ✕ Todas las actividades por desarrollar deben ir acompañado de un adulto.
- ✕ Buscar un lugar adecuado para desarrollar las actividades (limpio, aireado, sin interrupciones)
- ✕ Tener mucha paciencia; recordar que ustedes son los maestros.
- ✕ Después de un tiempo de realizar las actividades, dar un descanso como si estuviera en la escuela.
- ✕ Si no le alcanza el tiempo para finalizar, deje que su hijo descanse y posteriormente retoma el propósito del día.
- ✕ Si necesita alguna explicación favor comunicarse (vía telefónica o WhatsApp).

Mis conocimientos

1. Vamos a escribir los nombres de las frutas que recordamos en inglés.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Relacionemos

✚ Escribo y tengo en cuenta el siguiente vocabulario sobre las frutas.



The fruits - Las frutas

<p>Aguacate</p>  <p>Avocado</p>	<p>Mango</p>  <p>Mango</p>	<p>Fresa</p>  <p>Strawberry</p>	<p>Maracuyá</p>  <p>Passion fruit</p>	<p>Mora</p>  <p>Blackberry</p>
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✚ Tenga en cuenta que las frutas Colombianas no tienen traducción, por ejemplo:

Español	Inglés
Arazá	Arazá
Badea	Badea
Borojó	Borojó
Cherimoya	Cherimoya
Chontaduro	Chontaduro
Curuba	Curuba
Granadilla	Granadilla
Guama	Guama
Guanabana	Guanabana
Lulo	Lulo
Tomate de arbol	Tomate de arbol
Mamoncillo	Mamoncillo
Uchuva	Uchuva

Argumentemos

✚ Vamos a relacionar con una flecha las frutas de la columna izquierda con su nombre en inglés en la columna derecha como lo muestra el ejemplo.

Ejemplo:



Avocado

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Mango



Passion fruit

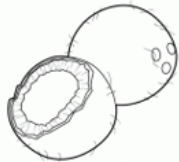


Strawberry



Blackberry

✚ Ahora vamos a colorear. Después, vamos a escribir el nombre de la de fruta en inglés.



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Contextualicemos

- ✚ Vamos a leer el siguiente texto en inglés (usamos traductor si lo necesitamos). Luego, respondemos las preguntas en inglés.

Tengamos en cuenta el siguiente vocabulario:

- The Martínez' family: La familia Martínez
- a: un o una
- went: Pasado del verbo ir
- to buy: Comprar
- some: Algunos o algunas
- bought: Pasado del verbo comprar

Texto:

One day the Martínez' family went to buy some fruits. The mother bought a papaya, some watermelons and a guava. The father bought a mango and a coconut. The son bought some passion fruits and some strawberries. And the daughter bought some blackberries, some lemons and an avocado.

Preguntas:

- ★ What fruits did the mother buy? ¿Qué frutas compró la **madre**?

The mother bought _____

- ★ What fruits did the father buy? ¿Qué frutas compró el **padre**?

The father bought _____

- ★ What fruits did the son buy? ¿Qué frutas compró el **hijo**?

The son bought _____

- ★ What fruits did the daughter buy? ¿Qué frutas compró la **hija**?

The daughter bought _____

Transversalicemos (Artística)

Actividad

- Para desarrollar esta actividad, primero, vamos a pensar en nuestra fruta favorita de las 10 que se explicaron en argumentemos (avocado, passion fruit, guava, coconut, papaya, watermelon, lemon, mango, strawberry and blackberry.).
- Luego, escribimos el nombre de la fruta en inglés y la dibujamos en esta página.
- Una vez hayamos dibujado la fruta, la vamos a decorar de acuerdo al color de la fruta, con bolitas de: papel iris o papel crepe o papel seda.

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My favorite fruit is _____

