

Literary journal and reading strategies as a mean to improve 6th and 7th grade students'
reading and writing skills at the technical institute Los Patios Centro N°2

An action research

Frank Snyder Peña Moncada

Teacher-in-training

University of Pamplona

Faculty of Education

Bachelor of Arts in Foreign Languages

Pamplona 2020

Table of content

Presentation	1
1) Pedagogic Component:.....	1
2) Research Component:	1
4) Administrative Component:.....	2
Introduction.....	3
Justification.....	4
General objectives	5
Specific objectives.....	5
Technical Institute Los Patios Centro # 2 Observation and Documentary Analysis	5
Documentary analysis	5
Background.....	5
Administrative	6
Institutional symbols.....	8
The institutional logo	8
The slogan.....	8
Institutional Emblem.....	9
Main aspects of the coexistent handbook.	9
Lineaments and normative.....	10
Pedagogical.....	11
.....	12
English area Planning	13
Standards.....	14
Technological.....	14
CHAPTER II.....	16
Introduction.....	17
Justification.....	18
General objective.....	18
Specific objectives.....	19
Theoretical Framework	19
1) Effective reading strategies	19

Pre- reading activities.....	19
a) Quick write:	20
Anticipation Guide:	20
Five word prediction:	20
Semantic map:	20
Quadrant Cards:	21
During the reading	21
b) Say something	21
3-2-1	21
Grand Conversations	22
Three-Minute Pause.....	22
T-chart	22
After the reading strategies.....	23
c) Magnet summary	23
GIST	23
Exit Slips.....	23
Shaping Up Review.....	24
Main idea formula.....	24
SYNTHESIS.....	24
1) Literature within the classroom	25
2) Journal’s writing.....	27
Literature review.....	29
Methodology	32
Pedagogical methodology	32
Research methodology.....	34
Chronogram.....	35
The broken mirror, the black cat and lots of good luck 6 th grade	37
CONTEXT.....	37
Results	39
Conclusion	49
Recommendations	50
CHAPTER III.....	51
INTRODUCTION.....	53

JUSTIFICATION	54
PROBLEM STATEMENT	55
General objectives	56
Specific objectives.....	56
Theoretical Framework	56
The Teaching Profession.....	56
Reflection.....	57
Reflection as a process	57
Reflection as theme	58
The Reflective Practice	58
Pedagogical practice.....	60
Academic Practice	60
Social Efficiency practice.	60
Developmental.....	60
Social reconstruction.....	61
Generic	61
Reflection triggers.....	61
The critical element of reflective thinking.....	61
METHODOLOGY	62
Reflection workshops.....	62
Objectives	63
Self-observation file	63
Narrative.....	63
CONTEXT.....	63
Socializing Function	65
Instructional Function	65
Educational Function.....	65
Population	65
CHRONOGRAM OF THE PROJECT	67
FINDINGS	68
1) Activating students' participation	68
2) Difficulties within the Integral practice	69
3) The role of a teacher in training	70

CONCLUSION	71
CHAPTER IV.....	73
INTRODUCTION.....	74
JUSTIFICATION	74
General objective	75
Specific objectives	75
METHODOLOGY	76
SCHEDULE.....	76
CONCLUSION	78
CHAPTER IV.....	79
INTRODUCTION.....	80
JUSTIFICATION	80
General objective	81
Specific objectives	81
METHODOLOGY	81
CONCLUSION	81
EVIDENCES.....	82
REFERENCES	92
REFERENCES PEDAGOGICAL COMPONENT	92
REFERENCES RESEARCH COMPONENT.....	93
Bibliografía Electrónica:.....	94
REFERENCES OUTREACH COMPONENT	94

Table of figures

<i>Figure 1 English Syllabus</i>	12
<i>Figure 2 English Planning</i>	13
<i>Figure 3 Expectations of the instructor by Walker (2006)</i>	27
<i>Figure 4 Feedback example per student</i>	40
<i>Figure 5 students mistakes reduction System of Codes</i>	41
<i>Figure 6 students perceptions. System of Codes</i>	41
<i>Figure 7 Type of questions worked all along 1st, 2nd, 3th workshops. System of Codes</i>	42
<i>Figure 8 Reflection as a process</i>	58

Table of graphics

<i>Graphics # 1 Workshop 1</i>	44
<i>Graphics # 2 Combined results Workshops 1, 2, and 3</i>	44
<i>Graphics # 3 Literature as a mean to develop students' reading skills</i>	45
<i>Graphics # 4 Quality of the reading according to participants</i>	46
<i>Graphics # 5 Students' reading comprehension evolution according to the type of questions worked in each workshop</i>	48
<i>Graphics # 6 Students' perceptions regarding the reading strategies.</i>	49

List of tables

<i>Table 1 Population</i>	15
<i>Table 2 Sample Instructor's Feedback Comments by Walker (2006)</i>	29

Table of Annexes

<i>Annex 1 Literary Journal Management</i>	82
<i>Annex 2 Workshop 1, whose main grammar topic was Adjectives.</i>	82
<i>Annex 3 Students participation during workshop # 1</i>	83
<i>Annex 4 Workshop 1 All for Julie the prettiest girl by Alex Case</i>	83
<i>Annex 5 Workshop 1 Harry Potter and The Sorcerer's Stone by J. K Rowling</i>	84
<i>Annex 6 Students tasks' submission via Whatsapp</i>	84
<i>Annex 7 Delivered workshops organized in a Google Drive Cloud</i>	85
<i>Annex 8 Correction process and Feedback provided per Workshop.</i>	85
<i>Annex 9 Second workshop on Integral Practice's Reflection</i>	88
<i>Annex 10 evidence of the 7th grade tutoring</i>	89
<i>Annex 11 evidence of the 6th grade tutoring</i>	90
<i>Annex 12 6th grade tutoring attendance</i>	90
<i>Annex 13 Tutoring via Whatsapp</i>	91

Presentation

The following project integrates the procedure a 10th semester student must carry out during his integral practice as requested by the foreign language degree. This project is undoubtedly a pedagogic tool aimed at illustrating 10th semester students how to integrate many aspects of the educational field that put together, frame the procedures a teacher-in-training should take into account when incorporating into the academic field as a professor. This project is broken down into four main section which are: 1) the pedagogic component 2) the component of research 3) the Outreach Component and the 4) administrative component.

- 1) *Pedagogic Component*: This component challenges teachers-in-training to put into practice that theoretical knowledge they have acquired during the years of study at the degree, it also encourages teachers-in-training to examine the most appropriate procedure to make learners to understand what he wants to transmit. In brief, this component makes teachers-in-training to create a project from which they seek to solve a particular pedagogical problem during their integral practice.
- 2) *Research Component*: From the role of teacher-in-training, the author understands that this process of integral practice should provide insights in regards to his teaching practice. For doing so, this component integrates reflection as particular trait to make teachers-in-training to reflect on how are they doing their practice? How can they improve their teaching procedures, why a pedagogical tool is not working as planned? How can I make understandable this topic to the students? Etc. teachers-in-training reflections are important for this component that is why they

must submit a weekly reflection considering the doing of their integral practice itself.

- 3) *Outreach Component*: This component seeks to provide support to the schools that do not have an English teacher in primary, and the subject is assumed by a person less instructed on this matter. Practitioners provide accompaniment to those people so they will know how to proceed when it comes to teach English as a second language.
- 4) *Administrative Component*: This last component, emerges teachers-in-training in schools to prepare them in the functioning and decision making of the facilities due to they are closed to integrate the educational settings as prepared teachers so, they need to know deeper the functioning of the school to be take part in its administrative aspects as well.

Introduction

During the period of observation and diagnostic done to 6th and 7th grade students of the technical institute los Patios Centro #2. The author identified some aspects such as high rate of non-attendance to the virtual encounters, and low participation among the students who attempted the synchronous encounters, and whose cause is embedded into the side effects caused by the COVID-19 pandemic limiting students' access to the virtual classes because of lack of electronic devices such as computers, tablets, smart phones etc. And the restricted access to the internet service. Because of the former, the author proposed Literary journal and reading strategies as a mean to improve 6th and 7th grade students' reading and writing skills. Thus, students could work and keep on learning with materials they already had at home such as note books, pencils, colors etc. During the sanitary situation.

Justification

The author intended to promote the students' English learning through literature and reading strategies via workshops maintaining the learning processes during the strike caused by the pandemic, and this was possible because of three events. Firstly, workshops were carried out with the population able to connect to the synchronous classes. Secondly, the school provided the students who could not connect to the virtual encounters, with the printed version of pedagogical material, hence, students with limited resources were not left behind during the pandemic and they worked with almost the exact methodology in comparison to the ones who could connect to the synchronous classes. And thirdly, because the instructor took notebooks as fundamental tool to carry out the process of learning providing both types of students the ones who connected the classes and the ones who did not, with an understandable notebook structure so students were always aware of what they were doing, practicing and leaning during each workshop.

Workshops were planned taking into account both populations, the ones who currently attended the classes and the ones who could not. So, the workshops integrated an extra guide explaining the step by step of the correct development of each section of the workshop's guide. Which guaranteed the correct understanding of the guide for those I could not attend the virtual classes to listen to the instructor's live explanation.

Finally, the author also sought to increase students' participation in the synchronous classes by providing them material granting conversation such as literature. Hence, they could discuss what did they like the most of the story, which characters they found, what did they learnt after doing the task, how could the story change if something suddenly happened etc. While instructing of course the grammar rules.

General objectives

- To integrate reading strategies and literary journal as a mechanism to stimulate the development of English reading and writing skills among 6th and 7th grade students.

Specific objectives

- To implement reflection as a transforming tool of the pedagogical processes proper to the integral practice.
- To promote the development of a critical spirit in the teachers-in-training that allows them to analyze their pedagogical work.
- To support 6th and 7th grade students of the Technical institute los Patios Centro N°2 through the -tutoring service.
- To incorporate the teacher-in-training into the administrative activities of the school

Technical Institute Los Patios Centro # 2 Observation and Documentary Analysis

Documentary analysis

This process is very important for the pre-service teacher can immerse in the institutional setting, population, advantages and disadvantages presented in the school academic environment, in order to understand in a better way, the phenomenon to study. Moreover, this immersion helps the practitioner to gain experience in the academic and administrative organization in high school.

Background

The school Instituto Técnico Los Patios Centro N° 2 was founded on August 10, 1976 during the governorship of Mrs. Carmenza Arenas, attached to La Sabana school, achieving administrative autonomy in 1980, with its first director José Maria Pezzotti

Lemus until 1986; from this date, Mrs. Débora Rojas was appointed, who lasts at the head of the institution for 15 years. On March 30, 1988, Decree No. 00474 of the Departmental Education Secretary was issued to grant it the official recognition that supports the operation of the institution. In that period of time (25 years of service to the community), numerous achievements have been made in the administrative, pedagogical and community projection dimensions. In 2001, the institution opened its doors to serve young people in sixth grade, continuing the basic secondary education and taking as its corporate name Patios Centro No. 2 high school, located on 4th avenue #28-27, Patios Centro neighborhood.

Administrative

Institutional Education Project (P.E.I)

The technical institute Los Patios Centro N°2, led by its principal Gustavo Ramirez Camargo, offers a public education in kindergarten, primary school, and high school. The last grades, tenth and eleventh have a technical emphasis; technician in the preparation of handmade objects in leather, technician in administrative assistance, systems technician, Technician in sales and services and technician in design and integration of multimedia.

The school has an average of 3,500 students spread over seven campuses; Central, Sabana, 12 de Octubre, Patios Centro 1, Luis Enrique Ávila, and Rudesindo Soto.

Its philosophy promotes the formation of citizens with inclusive principles of quality in autonomy, authenticity, conscious freedom and a critical spirit, which prevails in respect for values and human rights, which encourage peaceful coexistence and democratic principles, the preservation of the environment. Its seven principles are spiritual,

administrative, research and environment conservation, axiological, democratic, entrepreneurship, and equality and acceptance.

The institute's mission is to train integral citizens from kindergarten to grade eleven through a pedagogical, inclusive, academic, and investigative and ICT (Information and Communications Technology) proposal that prepare students for productive work or to continue with professional studies by acting with success in the academic, labor, cultural, scientific and social environment of the region. The institution values are based on respect, responsibility, honesty, love and equity.

In its vision for 2025, the school Instituto Técnico Los Patios will be the business support of the region, offering an inclusive education, with the use of research and new ICT, being competent and contributing to the transformation of its social reality.

The institutional pedagogical trend is humanist with a socio-cognitive approach, dialogue methodology and a constructivist pedagogical model which allows students to build their own knowledge supported by teachers in their roles as guides and researchers.

Student Profile: The student of the Instituto Técnico Patios Centro 2 is and will be a critical, analytical person, an active agent of their own personal development, capable of transforming their social reality, contributing to the sustainable growth of their community, integrating themselves into productive work or continuing his higher studies, he evolves culturally, spiritually and socially as an inclusive human being.

Its pedagogical and curricular management deals with the processes of pedagogical design (curricular), pedagogical practices, classroom management, and academic

monitoring. For community management, is taken into account the components of accessibility outreach to the community, participation and coexistence, and risk prevention.

The evaluation System (SIE): It is necessary a comprehensive evaluation of the students that includes their being, knowing and doing. As well as their context, individual differences and if they are part of being an inclusive population.

Institutional symbols

The institutional logo



The colors of the logo represent the department of North of Santander. The letters ITPC represent the initials of the name of the institution, and the red background represents the number two.

The slogan “*Más que conocimiento!*” presents the institution as a comprehensive entity that not only cares about its academic achievements but also about the training of people capable of functioning in today's world with excellent academic knowledge, but mainly, with a high sense of leadership and training in ethical values and moral.

Institutional Emblem



The institutional emblem presents two highlighted black ovals that indicate the union and the inter-institutional support that surrounds the institute. The small oval contains the seed that signifies the beginning of school life and the large circle represents the progress made in comprehensive training. The emblem is embodied in the colors of the Los Patios municipality flag: white, green and yellow. White means purity and the achievement of peace which we all yearn for under the spiritual principle that governs the institution. Green means life and hope, demonstrates commitment to the environment by promoting research and conservation. Yellow means happiness, joy and prosperity; the name of the school is in this color applying the administrative principle emphasizing the sense of belonging, and teamwork.

Main aspects of the coexistent handbook.

Considering the law 001620 of 2013, it is adopted a coexistent handbook in order to accomplish some requirements for the good development of school coexistence, that aims at encourage and strengthen the exercise of responsible human behavior, Therefore, it is necessary to implement pedagogical and training strategies that strengthen and improve the interpersonal relationships proposed from workshops and experiences to all the actors of

the institution where it allows to know the way for School coexistence and conflict situations according to the types involved for each case. For that reason, This handbook establishes a reference framework to strengthen the rights and duties of the educational community established for coexistence, according to the rules established by the Ministry of National Education, in which is contemplated the general information of the institution as the name of the institute, institutional symbols, principles, mission, vision, philosophy, values and other aspects that are important to know since they allow the correct adaptation for the coexistence between teachers and students on the campus.

In the same way, students have access to the knowledge of the school government bodies and their respective functions this handbook defines students' rights and obligations and each of the members of the educational community too. In addition, there are established some protocols for the attention to situations of school coexistence and specific regulations that guide and allow students to know how to behave in each situation and place of the institution, and finally the institutional incentives that are granted to students at certain stages of their school cycle.

Lineaments and normative

The MEN's guidelines are largely an instruction manual for educational institutions to address a pedagogical strategy that will allow children and youth to continue their studies during the COVID-19 pandemic. This document instructs schools to continue with their curricula and to adapt the accompaniment of schools to families in the home study mode. Similarly, it promotes the design of strategies to ensure the advancement of children, ensuring spaces for dialogue to obtain information on the experience of working at home.

The activities proposed for the working at home mode in alternation should stimulate the autonomous work in relationship with the different schemes of pedagogical action involved in the alternation. Besides, they should also indicate the orientations and key moments for the collection of evidence, so that these allow the evaluation of the students' performances and the delivery of the observations or feedback, so that the process has the due monitoring.

Following the guidelines established by MEN, the technical institute los Patios centro N° 2 has integrated the platform Webcolegios together with the platform of Zoom and whatsapp as a means to keep track of the students learning process in the study at home modality. In that order of ideas, students will continue with the virtual modality until COVID-19 does not represent a risk to the students' health.

Pedagogical

Teachers in the area of English work together for developing the plans of area in the schedules established. They have a periodical meetings to give academic reports, in other words, they have four meetings during the year. However, when it is necessary, they call extraordinary assemblies.

Concerning the pedagogical resources that English teachers use are: the educative platforms “Colombia Aprende” and “Web colegios”. And the guide books of the Ministry of education “Way to go” for sixth, seventh, and eighth grade, and “English please” for ninth, tenth, and eleventh grades.

ASIGNATURA: INGLÉS GRADO: 6th PERIODO: 1 y 2 DOCENTE: _____

ACTIVIDAD	DURACION	PROPOSITO	DESCRIPCION	MATERIAL A IMPLEMENTAR
ACTIVIDADES DE FINALIZACION PERIODO DE GUÍA FINAL 1 Verbos regulares e irregulares	Semana 20 al 24 de Abril (3 Horas)	Que el estudiante elabore oraciones simples con verbos Regulares e Irregulares	Guías de trabajo completas que el estudiante debe utilizar para completar las actividades propuestas, según las instrucciones descritas en la plataforma.	Plataforma Guía virtual Listados de verbos
ACTIVIDADES DE FINALIZACION DEL PERIODO GUÍA FINAL 2 Describir personas y actividades cotidianas utilizando Presente Simple.	Semana 27 al 30 de Abril (3 Horas)	Que el estudiante haga un listado de oraciones cortas y sencillas sobre actividades cotidianas.	Diseñar estrategias de evaluación flexible, respetando los ritmos de aprendizaje del estudiante y las condiciones del estudio en casa	Plataforma Guía virtual Prueba de Calidad Listados de verbos
GUÍA No 1 Partes del Cuerpo. Describir las partes del cuerpo	Semana 4 al 15 de Mayo (3 Horas)	Que el estudiante reconozca y describa las partes del cuerpo en Inglés.	Guías de trabajo completas que el estudiante debe utilizar para completar las actividades propuestas, según las instrucciones descritas en la plataforma.	Plataforma Guía virtual Listados de verbos
GUÍA No 2 Rutinas diarias y cuidado personal.	Semana 18 al 29 de Mayo (3 Horas)	Que el estudiante identifique información	Guías de trabajo completas que el estudiante debe utilizar para completar las actividades	Plataforma Guía virtual Listados de verbos

Figure 1 English Syllabus

The image above represents the model of syllabus that the school Instituto Técnico Patios Centro 2 implements. It states the subject with the corresponding grade, the term or the academic period and the name of the teacher in charge. The chart is divided into five sections; activity, date, objective, description and materials. In the first section the teachers state the topics corresponding to each guide. Then, the date specified with the week and hours. After, the objective of the lesson focused on the learner. Later on, a brief description of the methodology to develop the lesson, and finally, the materials and resources to use. This is the same model of syllabus that teachers implemented in both modalities, presence-based modality and virtual modality, however, on the last one, the flexibility and disposition to share the different materials to work on with the students were taken into account, complying with the regulations presented by the national government for the country's schools.

English area Planning

This format offers a complete information about the content of the lesson for each course, including the objective, the module, the period of time, functions of the language, the vocabulary, and the grammar topic to teach. Also, the indicators of performance where it describes the different actions that the learner must acquire through *knowing*, *doing* and *being* design. 4

GRADO DECIMO

META: Impulsar el uso de prácticas éticas y de convivencia ciudadana

MÓDULO 1	DEMOCRACIA Y PAZ: DEBERES	PERIODO	PRIMERO	TIEMPO	40 HORAS
FUNCIONES DEL LENGUAJE		CONTENIDOS			
<ul style="list-style-type: none"> • Describir actividades sociales locales. • Solicitar información sobre prácticas sociales y actividades. • Expresar acuerdos y desacuerdos. • Justificar puntos de vista • Expresar condiciones. • Reportar ideas presentadas sobre el punto de vista discutido. • Solicitar aclaración sobre información presentada por pares. • Sustentar opiniones con argumentos válidos. 		LÉXICO		GRAMÁTICA	
		Lexical Problemas escolares y su manejo <ul style="list-style-type: none"> • Cheating • Using electronic devices in class • Plagiarism <u>Expresiones para solicitar aclaración</u> • Could you expand a little bit on what you said about ...? • Could you be more specific about...? • Something else I'd like to know is... • If I have understood you correctly, your point is that... • I didn't understand what you said about... • I'm sorry; could you repeat what you said about ...? • Sorry, but I'm not quite clear about... 		<ul style="list-style-type: none"> • Presente, pasado y futuro simple y perfecto • Condicionales • Modales • Estilo indirecto 	
INDICADORES DE DESEMPEÑO					
SABER		HACER		SER	
<ul style="list-style-type: none"> • Reconoce información general y específica en textos narrativos y descriptivos orales y escritos relacionados con temas académicos de interés. • Distingue expresiones relacionadas con: causa/efecto, síntesis, clarificación, etc. • Identifica estructuras básicas de los tiempos presente, pasado y futuro simple y perfecto. • Diferencia las estructuras de los condicionales reales e irreales. 		<ul style="list-style-type: none"> • Elabora un texto escrito de recomendaciones sobre temas académicos de interés. • Hace una exposición oral sobre temas académicos de interés. • Intercambia opiniones en una mesa redonda sobre temas académicos de interés. • Resume, con el apoyo de los compañeros, información sobre causas y soluciones de un conflicto entre docentes y estudiantes a partir de estrategias de parafraseo estudiadas. • Realiza preguntas y pide aclaraciones en una encuesta dirigida a estudiantes y docentes sobre posibles conflictos escolares, utilizando una pronunciación clara y entonación apropiada. 		<ul style="list-style-type: none"> • Valora y respeta la opinión de los demás. • Reconocer la importancia del lenguaje en la resolución de conflictos. • Aprecia los aportes culturales de su propia comunidad y de otras. • Asume una posición crítica ante temas académicos o sociales de su interés. 	

Figure 2 English Planning

In the image, we can see an example for tenth grade, the content for the first period is focused on the module 1 “*democracy and peace: duties*”, where grammar and vocabulary is linked to communicate expressions of responsibilities as social and participatory beings.

Standards

The Foreign Language Proficiency Standards: English, as well as the standards for other areas, constitute "clear and public criteria that make it possible to establish the basic levels of quality in education to which children in all regions of Colombia are rightfully deserving". With the standards, the school community and parents are being told what children should learn at the end of each course and what they should be able to do with what they have learned, so that they can function effectively in the field of education and work.

Likewise, the English standards are a fundamental orientation for English teachers, directors and parents to be clear about the communicative competences that children on Basic and Medium levels are expected to develop allowing them to communicate in the language, to acquire knowledge and to use it effectively in real situations of communication.

Technological

From what could be observed during the first week of observation the technological institute los Patios Centro N°2 uses the platform WebColegios to carry out the pedagogical process of the school, this platform is used to assign different task to the students so they can download that material at any time they dispose.

Furthermore, once student do their homeworks they submit it by sending pictures to their teachers via Whatsapp. During the week, there is a synchronic encounter with the students that lasts one hour per session. It serves to explain them the topics established in the syllabus of the course and to provide them the guidelines they need to take into account to develop the homework of the week.

Grade	Male and female students	Dropouts	Remaining students
6: 01	59	20	39
6: 02	43	0	43
6: 03	51	14	37
6 : 04	48	6	42
7: 02	40	4	36
7: 03	41	3	38
7: 04	38	3	35
	320	50	270

Table 1 Population

CHAPTER II

Introduction

In times of the COVID-19 pandemic, professors have been forced to look for strategies allowing them to keep on instructing learners remotely. However, there are some items one need to reflect on so, the process of teaching and learning is not disrupted. For instance, one need to pay attention to students technical resources basic information such as the former better depicts the students' possibilities to get access to internet, in the same way, one get to know whether or not students have devices such as smartphones, tablets, and personal computers among others allowing them to connect to a synchronous encounters. According to Amaya. A.D. may 15th, 2020 **“Educación virtual en poblaciones vulnerables: un aspecto de desigualdad académica”** students in vulnerable conditions struggle to adapt themselves to virtuality since they do not get access to internet connection, the ones who reach to connect must deal with connection issues because of the internet bad service. In brief, only few students can count with good internet connection which underlines inequality within education.

With the purpose to narrow down inequality in education the author proposes literary journal as a teaching tool to encourage students to keep on learning English as a second language while they practice and reinforce the language reading and writing skills through passages of short stories, tales and literature in general. This process will be tracked on the students' journals serving as evidence of the process they will go through while they stay safe at home during the pandemic.

Justification

Literary journal emerges as a necessity to help 6th and 7th students of the technical institute los Patios N°2 to continue with their English learning process while they stay safe at home during the COVID-19 pandemic. In fact, from the diagnostic done to the population aforementioned, it was evidenced that a minimum number of students reached to connect to a synchronous encounter that are usually set up on Mondays and Thursdays morning being among 5 students present out of 37 per group. By introducing literary journal within the remote education, one guarantees that students who cannot join to the virtual encounters, work with the same methodology in comparison to the ones who currently attend the virtual classes.

With a view to establish a critical and constructive view in regards to a literary journal as pedagogic tool the author formulates the following questions:

- How to integrate reading strategies and literary journal as a mechanism to stimulate the development of English reading and writing skills among 6th and 7th grade students?
- How do readings such as short stories, tales, fables, and passages of English literature contribute to students' reading skills development?
- How do reading strategies stimulate reading comprehension and written skills?
- Which perceptions do students draw after applying the reading strategies during the reading workshops?

General objective

- To integrate reading strategies and literary journal as a mechanism to stimulate the development of English reading and writing skills among 6th and 7th grade students.

Specific objectives

- To develop reading skills through short stories, tales, fables, and passages of renown English literature
- To stimulate reading comprehension and written skills through the use of reading strategies
- To outline students perceptions after applying the reading strategies during the reading workshops.

Theoretical Framework

In the following section, the author integrated three aspects that served as guidance to incorporate literary journal as pedagogic instrument yielding English language skills improvement. The aforementioned items are listed as follows: 1) effective reading strategies. 2) Literature within the classroom 3) Journal's writing.

1) Effective reading strategies

One cannot deny the potential reading strategies have to promote reading among students of any level since, they allow students to understand what the writer wants to transmit.

“Understanding of reading is best considered as the interaction that occurs between the reader and the text, an interpretive process.” Budiharso (2014). In this regard of reading strategies, Tomas Ville Schools' web site offer a complete guide to teachers explaining how to proceed a) before, b) during and c) after a reading.

Pre- reading activities

“Pre-reading activities are instructional activities carried out before students conduct the real reading activities” Budiharso (2014). According to Tomas Ville

School's guide, it serves to activate prior knowledge, build background knowledge, generate questions, make predictions, discuss vocabulary, and to establish a purpose for reading/lesson. With this purpose, the author will select some of the activities presented to introducing them within his lessons.

- a) *Quick write:* This activity allows students to interpret an unknown concept by providing a brief guessed meaning. Then, they are giving the opportunity to discuss what they wrote with their classmates.

Anticipation Guide: The teacher selects the main ideas of the text so he rewrites them being either true or false statements which yields students to anticipate or to predict before reading the text

Five word prediction: The professor presents 5 unknown words from the text students will read, after the explanation of those concepts, students will be asked to write down a paragraph using the 5 words trying to imagine what is the text about. At the end of the lesson, they will compare their predicted paragraph and finally they write a summary of the reading using the exact five words previously explained.

Semantic map: The instructor will select a specific word encompassing the main topic of the text, after that, he will circle that word on the board and ask the students to brainstorming subtopics that better connect with the word or topic selected. After the reading, the course discusses new knowledge

Quadrant Cards: Students will be given a word to be learnt, for doing so, they will divide a sheet into four quadrants section number 1 will contain the given word, section number 2 will contain the definition of the word, section number 3 will contain synonyms of the word selected and section number 4 will contain an antonym of the word.

During the reading

During-reading activities are understood as the activities that keep students focused on the reading while they read. “To maximize reader interactions to a text, readers should be guided during reading activities” Budiharso (2014). Tomas Ville School’s guide indicates that “during reading strategies” seek to engage students with the text, they can verify and reformulate predictions done during the pre-reading section, they can summarize the text, self-monitor comprehension, and they can construct graphic organizers, use mental imagery and to integrate new information with prior knowledge. Taking into consideration the purposes of during-reading activities, the author will integrate some of the possible activities recommended in the Tomas Ville School’s guide be applied in this study.

- b) *Say something:* Once the students are given the text to be read, set at specific point in the reading to make students stop. As they reach that “Stop point” ask them to tell the partner next to them something of what they just read, this exercise will continue until the end of the reading.

3-2-1: During The reading, students will be asked to fulfill a 3-2-1 chart by paying attention to; 3 (important details) 2 (connections) 1 (question I still have) this

process will continue until the reading finishes, this process help students to summarize the text presented while they verify comprehension.

Grand Conversations: students will have a deck of cards with designated letters as follows: W = they write on the card something they do not understand from the text N= Students write something they noticed as interesting from the text P = Students write something they have to share when the reading elicits prior knowledge S = It is used when somebody says something that makes the student think of a passage from the text

Three-Minute Pause: A three-minute pause allow students to stop their reading exercise to reflect on concepts, ideas, and prior knowledge to look for clarify possible doubts. In this way, students will be able to extract main ideas while they can also reflect on whether or not they are getting every single key aspects, secondly, students are asked to critically think on what connections can be made, what the text makes them to think of, in what way this text complement their understanding And how can they complement the authors ideas. Thirdly, students post question with the purpose to clarifying aspect they are not clear about, confusing sections in the text etc.

T-chart: Students are given a T-chart so they proceed to fulfill it taking into account the information requested which could be: issue, event, or character, or for cause/effect, problem/solution, pro/con, then/now it depends on the teacher's instruction, the instructor must provide an example to clarify students' doubts.

After the reading strategies

After-reading strategies can be perceived as the activities teachers and students carry out to assess the complete comprehension of the text. “The activities are used to rechecking reader’s understanding on the text topic being read” Budiharso (2014). In this last stage of reading strategies Tomas Ville School’s guide provide a broad pathway to follow in order to succeed the reading’s closure. It was established in the Tomas Ville School’s guide that after-reading strategies serve the following purposes: to reflect on the content of the lesson, to evaluate predictions, to examine questions that guided reading, to respond to text through discussion, to respond to text through writing and to retell or to summarize. In this regard, the author will implement some of the strategies recommended by Tomas Ville School’s guide within his instruction listed as follows:

- c) *Magnet summary*: Students are asked to write from 3 to 5 words. Then, they write a summary of the text keeping in mind the word they wrote and at the end of the summary they underline the words they previously wrote.

GIST: Students will be asked to write down a 20 words summary or less, So the instructor draws 20 lines on the board so he/she proceed filling the lines as he/she tells the summary of the story aloud so the students do the same exercise with the following passage of the text or another text.

Exit Slips: This strategy require students to reflect on what they learnt while they express what and how they feel about the facts presented in the text, this is a useful strategy as it integrates writing into the lesson to make students critically think.

Shaping Up Review: This strategy allow students to synthesize in a different manner what they learnt during the lesson by incorporating shapes to better organize information

- In the shape of a heart they will be asked to write what they loved from the lesson
- In the shape of a square they will write a concept per corner learnt during the lesson
- In the shape of a triangle students will be asked to write down the relevant facts of the text
- In the shape of a circle pupils will write a complete summary of the facts learned from the lesson

Main idea formula: this strategy helps students to better organize their summaries. For instance, a professor can give the students a chart containing: Topic + what is said about the topic + Purpose + Main Idea. So, the instructor can keep track of students think process and correct if necessary.

SYNTHESIS: This strategy allow students to integrate contradictory arguments to the story so they can create something new for instance; by incorporating Harry Potter to the conflict of the text, how would it change?

It is important to mention that even if the author intends to use the reading strategies above described, they will be modified in order to be adapted and incorporated to the methodology of teaching adopted by many public schools during the COVID-19 pandemic period.

1) Literature within the classroom

One cannot deny that literature has a huge amount of resources that perfectly managed can represent an infinity source of knowledge, in other words, it involves particular traits of the culture from which it was produced, it depicts the multiple representation of grammar structures that exist and most importantly it embeds uncountable words exposed to multiple contexts. Furthermore, “vocabulary knowledge can be expanded through considerable exposure to literary texts which treat both formal and informal language. Reading short stories and novels is a good exercise for enlarging your vocabulary domain of knowledge” M Khatib, S Rezaei, A Derakhshan (2011). Considering the above, this section integrates some aspects to consider when introducing literature in an ESL classroom proposed by Khatib, M. (2011).

Teachers should work for learners' personal involvement with literary texts: learners need to be provided the opportunity to compare what they find in the literary text to their experiences in life mainly because that involvement will keep them focused in the text while they recognize particular traits of other cultures.

Learners should have the chance to use literary language in creative ways: Human languages has this characteristic of being malleable to be used in creative ways therefore, language teaching curriculum should incorporate this trait due to individuals also comprehend language in different ways. It is then suggested that language instruction be worked through literature-based classroom.

The four language skills (listening, speaking, reading, and writing) should be integrated: According to (Ghosn, 2002; McKay, 2001) mentioned in Khatib, M. (2011). Literature can

easily integrate the four language skills for instance: short stories, novels can stimulate class discussion, analysis of the text through writing, listening if learners are given a tape-record short story to be summarized etc.

The teacher should provide scaffolded assistance with literary texts: Professors should assist students on how to understand and to interpret a literary text following the scaffolding process by means of challenging students to go beyond their current level of competence as (Murray & McPherson, 2006, p. 139) mentioned in khatib (2020) suggested. khatib (2020) provides the following example of scaffolding process:

1. Schema Building

A. Brainstorming

a. Contextualization of the task (through pictures, realia, questions, and answers)

b. Illustration of the context

c. Introduction of some of the key vocabulary items (through matching, predicting, and guessing)

B. Group scaffolding

C. Performing a similar task chorally

2. Authentic Listening Exposure

A. Exposure to pertinent songs

B. Listening to the relevant story.

2) Journal's writing

In regards to incorporate journal into the instruction of reading strategies and literature it is important to discern how to properly use this tool within the classroom. Since, “Journal writing can have many different applications based on the goals of the instructor and student. One common use of journal writing is to promote reflection and thought through one-on-one dialogue between the student and instructor.” Walker, E. (2006). Furthermore, before introducing journal into the course Walker (2006) discusses some parameters to reflect on which are:

Expectations and planning: This procedure allows the instructor to let the students know what the purpose of the journal is and how it will be graded. For doing so, the instructor need to clarify the questions of figure 3

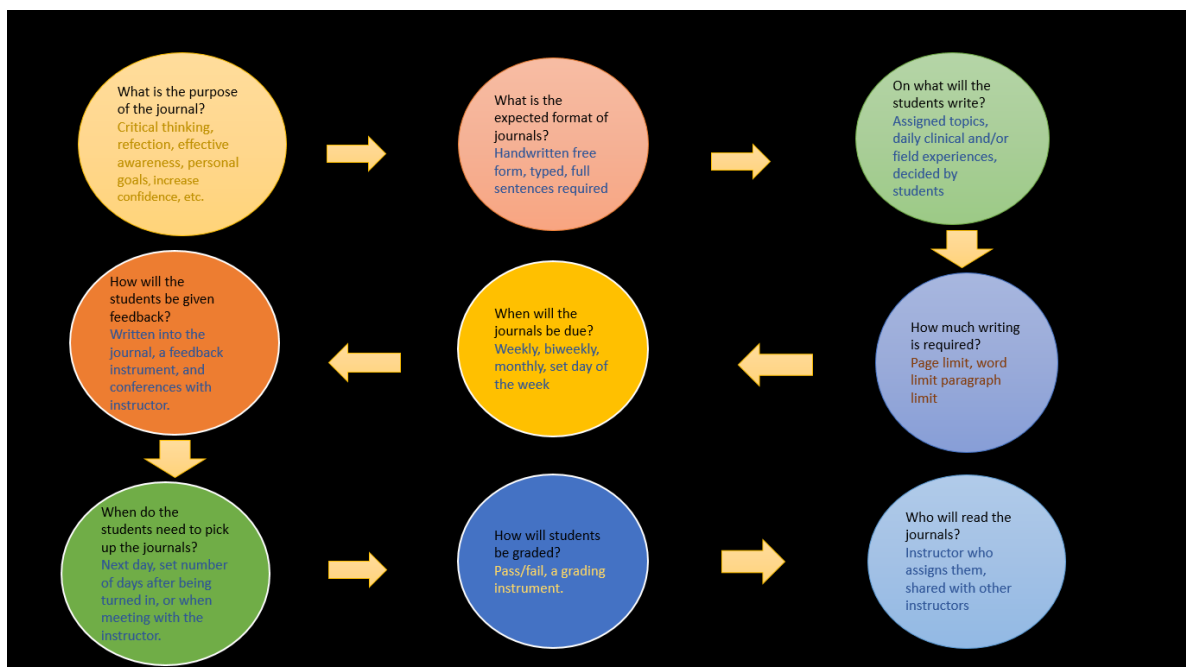


Figure 3 Expectations of the instructor by Walker (2006).

Journal Utilization Techniques: Journals can be used in many forms, they can be fulfilled daily, weekly etc. their purpose is founded in enhancing students' critical thinking while encouraging reflection. Besides, topics may vary depending on the student's classroom content, Spontaneous topics, experiences, incidents etc. Furthermore, instructors can pre-assign the topic to work on so, students can think before they write. Freeform writing style should be allow. (See table 2.)

Topic	Subtopics
Classroom experiences	Learning goals Difficult concepts to understand Summaries of day's lesson
Clinical experiences	Classroom, laboratory, athletic training room Rehabilitation experiences Assessment experiences
Field experiences	On-the-field assessment experiences Observations Interactions with coaches, patients, peer students, and Approved Clinical Instructor
Communication	Patients, athletes, coaches, fellow athletic training students
Personal goals	Confidence level, personally and with athletic training skills Time management Career aspirations and goals

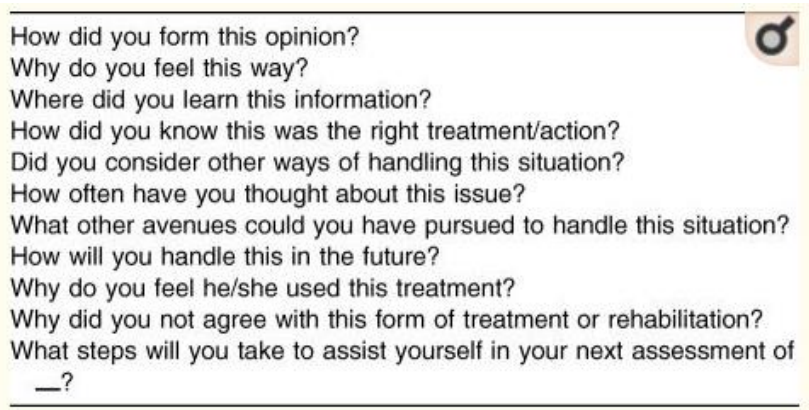
Table 1 Potential Journal Topics by Walker (2006).

Journal content and format: In this section, each instructor must decide what the appropriate amount of words and length of journal writing is depending on the purposes of the instruction, in the same way students should know that what truly matters is the production it-self.

Journal grading: The fulfillment of the journal will demand the students' motivation to engage and being part of their self-learning process. Even though, students should be informed on how the journal will be graded. Here, the instructor need to pay attention in

regards to the grades so students will not feel discouraged and end up minimizing their writing efforts.

Journal feedback: It is recommended that students receive their feedback after their first journal's entry. In fact, evaluating student's written work can be a complex task for instance, "apprentice and professor can discuss the journal along with feedback and goals for upcoming writings" judgment and criticism must be avoid. See table 2



How did you form this opinion?	♂
Why do you feel this way?	
Where did you learn this information?	
How did you know this was the right treatment/action?	
Did you consider other ways of handling this situation?	
How often have you thought about this issue?	
What other avenues could you have pursued to handle this situation?	
How will you handle this in the future?	
Why do you feel he/she used this treatment?	
Why did you not agree with this form of treatment or rehabilitation?	
What steps will you take to assist yourself in your next assessment of ___?	

Table 2 Sample Instructor's Feedback Comments by Walker (2006).

Literature review

The following section of the study is intended to depict the role of literature in an ESL classroom as a mean to foster students' language learning. It is also important to consider the role of reading strategies to be incorporated in the instruction of literature within the classroom to guarantee students complete comprehension of the text. Which according to Budiharso (2014), the different strategies to address reading comprehension allow students to be actively involved in the reading. Finally, it will be presented the journal as pedagogic tool to ameliorate students' written production with a view to work hand in hand reception skill (reading) with production skill (writing).

Arboleda, A and Castro, A (2019) in their study entitled “Fostering Language Learning in the University EFL Classroom through Literature: A Task-Based Approach” published on Gist Education and Learning Research Journal. ISSN 1692-5777 had the purpose of analyzing how literature can be advantageous in fostering learners’ language skills through the use of literary text a non-instructed material. The target population integrated 26 students from the foreign language English and French BA program. Findings indicate that literature in a foreign language class is important since it connects people from different cultures and backgrounds which contributes to the students’ learning. Furthermore, as literature is enriched by lots of themes, situations, characters, events etc. This contribute to activate students’ imagination and serves to encourage them to put pen into paper. In brief, it was evidenced that when students are involved in activities interesting to them. Their performance is better with yields to foster language learning. Furthermore, Tevdovska, E. (2016) in her study entitle “Literature in ELT Setting: Students’ Attitudes and Preferences towards Literary Texts “published on Procedia-Social and Behavioral Sciences, and - core.ac.uk. Focused on investigating students’ attitudes towards the impact of literary texts on language learning and teaching. The population selected for this study was composed of 53 undergraduate students of English language and literature who were not English native speakers. Results showed that participants enjoyed reading novels, short stories and poems, besides, providing background information of the literary text such as historical events, social aspects are helpful to the apprentice yielding understanding linked to the context the story was written. Finally, texts that result challenging to the students in terms of linguistic complexities should not be incorporated in the instruction.

In regards with reading strategies, Pratiwi, E.(2020) in her study entitle “STRATEGIES OF READING SKILLS FOR ENGLISH LANGUAGE CLASS “published on ESTEEM: Journal of English Study and jurnal.univpgri-palembang.ac.id had the objective of improving her students’ reading comprehension through the use of reading strategies. The action research had a population of 15 students from an intermediate level integrated skills course. Results showed that not only did the students improved their reading through the implementation of reading strategies but also the professor incorporated those reading strategies in her curriculum as they proved to be effective when it comes to read a text. Besides, Küçükoğlu, H. (2013) in her study entitle “Improving reading skills through effective reading strategies” published on *Procedia-Social and Behavioral Sciences*, - Elsevier. She had the purpose of improving students reading comprehension through six reading strategies which are; predicting, visualizing, making connections, summarizing, questioning, and inferring. This study was an action research and the population was composed of 14 students. Findings indicated that after a comprehensive instruction and weeks of practice, students reached to improve their reading comprehension by integrating the reading strategies before, during and after the reading.

Finally, Sholah. H (2019) in his study “Enhancing EFL Learners’ Writing Skill via Journal Writing” Published on *ALSUNA: Journal of Arabic and English Language*. Sought to elucidate whether journal writing was a useful method to meliorate students’ writing skill. Sixty students of the Al-Munawwariyyah Senior High School took part in this study which were divided into 2 groups of thirty people each with a view to compare result from one group to another. Writing fluency was assessed through students’ writing speed. Results showed that students in the experimental group had and increased improvement in

their writing skill in comparison to the controlled group and, by the end of the last week of the study it was evidenced that students mistakes in terms of accuracy were reduced a 60% whereas the controlled group reduced the number of mistakes by 30%. In brief, the author came to the conclusion that implementing journal diary within the students' learning process, it will contribute to improve students' writing skills and accuracy.

The aforementioned studies are in fact a clear example of how literature can be worked in an ESL classroom as instrument conceding learning, mainly, because students connect with the new culture through the imaginative process provided by literature. Furthermore, reading strategies are in fact essential when instructing any kind of reading activity within the classroom due to, students will better comprehend what the author of the text wants to communicate so, when learners reach to completely understand the text they will be prone to keep reading since they already know how to properly read. Finally, even if there is not enough literature involving journals as pedagogic tool fostering writing skills Sholah. H (2019) showed that journals are in fact an instrument conceding reading skills development.

Methodology

In regards to accomplish the objectives of this study, the author provided a clear explanation of his pedagogical procedure during his integral practice at the technical institute los Patios Centro N°2 and a broad explanation of the research methodology embedded in this project.

Pedagogical methodology

With a view to encourage 6th and 7th grade students to be curious about reading literature, the instructor supplied the students with specific literary texts and genre (They were short stories, tales, fables, among others) it is important to highlight that those texts were not be modified to keep the authenticity they embed, however, activities were proposed based on those literary texts keeping in mind the objectives, lineaments and standards already established by the school and MEN (Ministry of National Education). To guarantee the students' reading and writing improvement, the author integrated reading strategies in his instruction which, served to guide the students before, during and after the reading as Tomas Ville schools' guide proposes.

As Walker (2006) indicated "Journal writing can have many different applications based on the goals of the instructor and student" For this study, the literary journal was fulfilled in a simple manner, (it was understood for journal as a current note book) the left side of the journal was used to work aspects related to the literary text and the reading strategy of the lesson. Whereas, the right side of the journal was intended at encouraging student's written production in regards to reflecting on the text. For instance students were asked questions such as, how can you relate the story in your real life context? What did you like the most from the story? What did you hate? How would you change the end of the story? What did you learn from the text? Do you think the author's life is reflected on the story he wrote? If you were a character of the story how would you act face to the problem presented? Etc. ([see annex # 1](#))

Even if Walker (2006) suggested not to correct grammar mistakes since journals are supposed to be written in a freestyle manner, the author opted to correct those mistakes to make students aware of what they needed to reinforce. Considering that this study sought

to ameliorate students reading and writing skills through reading strategies while incorporating the literary journal into the instruction. It was necessary to take into consideration the sanitary situation with the COVID-19 pandemic so, feedback was given through virtual resources such as e-mail, WhatsApp among others so, students could correct their written production when it was necessary.

Research methodology

This research adopts the characteristics of qualitative research. According to Creswell (2007), qualitative research is the most appropriate to solve problems for which we do not know the variables and what is needed is to explore the results in the face of the detected problem. In addition, this study focuses on the design of action research.

According to Creswell (2002) we speak of action research when we want to find solutions to a problem, by leading changes based on the results. In addition, Creswell indicates that action research has 3 stages for its development. The first stage concerns the observation and identification of the problem, the second stage includes practice and the need to include teachers in solving their problems, and the third stage concerns the responsibility that groups assume when we talk about participating in their own change.

Even though this project covered by 6th grade (161 students) and 7th grade (108) students of the technical institute Los Patios Centro N°2, the sample population was composed of 18 students of 704 grade (school manages the following nomenclature to easily identify the number of courses it is composed of. 6th grade would be 601, 602, 603, and 604 while 7th grade would be 702, 703, and 704). Instruments of data collection were students' literary journal, a survey conducted at the end of the study to the students whose purpose was to assess their reflection based on their experience being part of this study. Data was manually

analyzed using MAXQDA to measure students' evolution in each workshop. In the same way, the author followed the interpretative analysis recommended by Hatch (2002) to be as precise as possible when showing results.

Chronogram

Activities	September				October				November				December			
Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
School diagnostic																
Project plan																
Project correction																
Project in action																
Report of the implementation of the project																
Report's corrections																
Report's submission and correction																
Tutor's corrections																
Final report's analysis																
Project's sustenance																

Activities	September				October				November				December			
Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
*All for Julie, the prettiest girl *The Sharpest Chin in the World 6 th grade																
Harry Potter's workshop 7th grade																
Jack from the Forest 6 th grade																
A Story of Seasons 7th grade																
Right to a Nationality 6 th grade																
*THE WISE KING AND THE BEE. *KING SOLOMON AND THE ANTS. 7 th grade																

The broken mirror, the black cat and lots of good luck 6th grade																	
It would have been such a nice Christmas 7 th grade																	
Students final test																	
Literary Journal Analysis																	
Survey																	
Findings and oral report																	

CONTEXT

During the integral practice process, the teacher in training carried out 3 classes with 4 courses of 6th grade and 3 classes with 3 courses of 7th grade, being one synchronous encounter per week with each group, the students’ attendance fluctuated from 6 to 14 students among the courses. The instructions were divided into two moments, firstly, explanation of the grammar topic through PowerPoint slides which served as an aid to the students to better comprehend the grammar topic before developing the guide of the lesson. During the explanation of the grammar topic the instructor also provided the students with plenty of graphic examples coming from the images embedded in the PowerPoint presentation, besides, students were asked to provide their own by typing them on the Zoom’s chat, shortly afterwards, the instructor gave feedback based on the students grammar mistakes, misspelling, sentences lack of coherence which were the most common “mistakes” among the classes, and the instructor also highlighted the correct examples

students provided which served to explain the ones having writing troubles to do the exercise requested. Secondly, the second part of the class was intended to explain the attendees how they needed to develop the workshop of the week, in that order of ideas, the instructor explained them how to develop each point by following simple steps which were mainly proposed depending on the workshop, for instance in workshop #1 Students played the Quizlet's flashcards game, to become familiar with the vocabulary they would encounter all along the guides, secondly, they watched a YouTube video so, they got contextualized on the guide's reading topic. Thirdly, they read the graphic vocabulary bank placed under the reading (this section provided the reader extra unknown words he/she would encounter while reading. In the stage number 4, learners read the literary text or reading of the lesson. Step number 5, apprentices fulfilled the chart requesting specific information from the text and they also answered some questions linked to the reading. Finally, to develop the critical sense on students, they were asked to relate the events of the story to their own social context thus, he/she would write what he/she thought about a certain event. (See Annexes [2](#) and [3](#))

According to the programmatic content students of 6th and 7th grade were supposed to work Adjectives during the practitioner first week of integral practice hence, workshops were planned to integrate this topic in the teacher-in-training instruction, however, language difficulty changed between the 6th and 7th due to 7th grade students have a higher level in comparison to the 6th grade ones. Which was why in 6th grade it was worked the reading "All for Julie the prettiest girl by Alex Case" owing to, with this reading it was quite efficient to explain the adjectives rules and also because students reached to easily identify them in context. On the other hand, in 7th grade it was worked "Harry Potter and

The Sorcerer's Stone by J. K Rowling" as this reading not only integrated the adjectives topic but also because students were able to practice the simple past too as they read. (See Annex [4](#) and [5](#))

Workshops were set to be submitted on Thursday (6th grade students) and on Friday (7th grade students) via WhatsApp which was also a channel students used to ask questions and to clarify doubts. (See Annex [6](#))

Once the workshops were delivered, the instructor uploaded them into the Google drive cloud he created with a view to file the tasks in a more organized manner and also to correctly grade each student. The "Instituto Técnico los Patios Centro #2" unit integrates four files entitled as follows: *recuperaciones*, *ética y valores*, 7th grade students, and 6th grade students. In the last two files, each student has a file with his/her name, and inside that file, students have three files encompassing the workshops they sent and the corrections done to each task already graded. (See Annex [7](#) and [8](#))

Results

In the following section of the pedagogical project, the researcher is going to present the way in which the literary journal, the reading strategies and literature such as short stories, fables, and passages of renown English novels influenced students' English learning as well as the perceptions learners had after using the aforementioned reading aspects at the end of this project. For this purpose, Hatch's interpretative analysis was adapted with a view to elucidate students' evolution in the target language since the study started. Furthermore, every single workshop developed by the students furnished and offered a landscape allowing the instructor to keep track on the students' progression since

workshop #1 hence, an extensive reading on students' submitted workshops was required and many aspects showed up indicating students evolution in the target language since, reading comprehension mistakes, spelling, misunderstanding when using personal pronouns were significantly reduced as they continued developing and putting into practice the techniques taught. Which became particular traits of the coding process and data analysis. Thus, once identified certain impressions on the submitted workshops the instructor provided feedback accordingly to what he found using a notes format to easily record his impressions while correcting students' tasks (see figure 4)

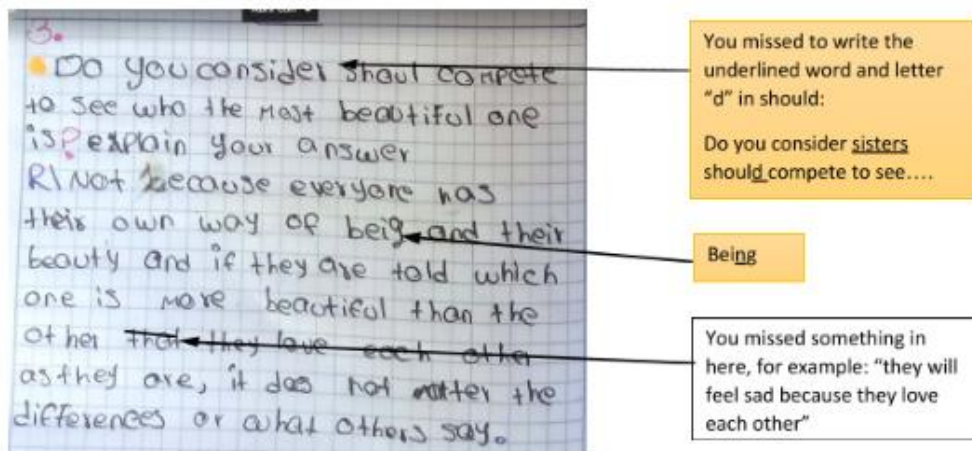


Figure 4 Feedback example per student

Finally, data was introduced into MaxQda to easily assign the codes to all workshops developed to proceed with the final step of analyzing and interpreting the data thus, the effectiveness and appropriateness of the literary journal, the reading strategies and the readings selected to each workshop were properly assessed.

Sistema de códigos















-  Reading comprehension mistake
-  Spelling
-  Omission or incorrect selection of personal pronouns
-  Further explanation needed
-  Omission of relevant information
-  Use of the mother tongue
-  Misunderstanding between why and because
-  Word selection
-  Missing word
-  Mother tongue's interference
-  Omission of prepositions
-  Tense selection mistake
-  Incorrect use of the auxiliaries
-  Omission of the definite/indefinite articles

Figure 5 students mistakes reduction System of Codes

▲ Sistema de códigos










-  Literature train students to easily locate relevant information
-  Literature as interactive way to learn vocabulary and Culture
-  Literature as a mean to yield understanding
-  Difficulties when placing the information on the L. Journal
-  Reading and Writing Improvement
-  Information is easily located
-  Better organization when writing
-  They were not useful at all
-  They were useful

Figure 6 students perceptions. System of Codes













-  Sistema de códigos
 - ▲ ●  Evaluative Questions
 -  Argumentation needs to be improved
 -  Questions correctly answered regarding students perceptions
 - ▲ ●  Inferential Questions
 -  None of the questions were correctly answered
 -  All questions were correctly answered
 -  Most of the questions were correctly answered
 - ▲ ●  Literal Questions
 -  None of the questions were correctly answered
 -  Most of the questions were correctly answered
 -  All questions were correctly answered

Figure 7 Type of questions worked all along 1st, 2nd, 3th workshops. System of Codes

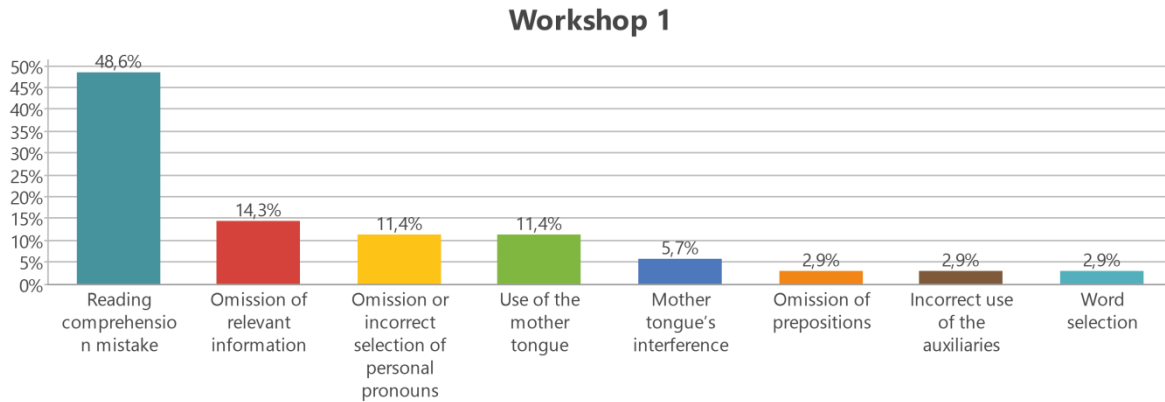
Students’ target language evolution after the implementation of the before, during and after reading strategies and the literary journal.

At the beginning of the project, students were told that they needed to develop the workshops provided by the instructor on their notebooks, and it was understood for being a literary journal as we would be working with literature, students were also notified that they needed to follow a specific structure to develop the workshops, hence, on the left side of the literary journal they needed to answer questions related to the workshop’s reading with the purpose of measuring students reading comprehension, while on the right side of the notebook they would provide their personal point of view towards a set of questions topic related to the week’s workshop whose purpose was to teach them to be critical. Working with the literary journal had also plenty of advantages since, with this kind of organization the instructor was able to apply some of the before, during and after the reading strategies provided by the “Tomas Ville Schools’ web site”

First workshop was relevant since it offered the instructor a clear perspective on the students' language level since, it was evidenced that students had weaknesses in regards to comprehend basic information presented in the reading selected, 48,6% tended to misunderstand the description of characters the reading provides and even they were prone to invent information when writing. As it was the case of participant # 7 who in the description of Mrs Potter's husband wrote " He has glasses and cute hair and has a black wool bust" while the correct description was " He was a good-for-nothing according to the Dursleys in the story.

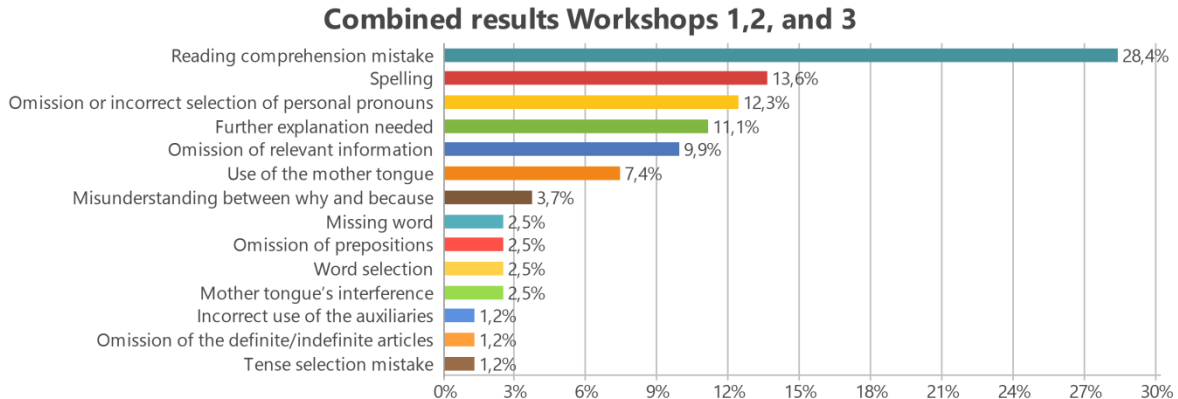
Furhtermore, 14,3% of the participants tended to omit relevant Information while developing the workshop # 1 they either omitted important information of the text when writing or either they voided to answer a certain question of the workshop, as it was the case of participant number # 5 who in the summary section of workshop # 1 he did not write the Durlesys' secret and that was cosidered to be important information.

Finally, 11,4% of the participants either omitted to write the personal pronoun or they just used to confuse them as it was the case of participant number 1 who wrote "was thin and blonde and ..." he never used the pronoun so it was difficult to know whom he was talking about.



Graphics # 1 Workshop 1

In general, all along the development of the reading comprehension workshops, 28,4% of the participants made mistakes linked to the reading comprehension, besides, 13,6% of the participants had spelling mistakes in the workshops developed and finally, 12,3% of the students either omitted the personal pronouns or they did not select the correct one.



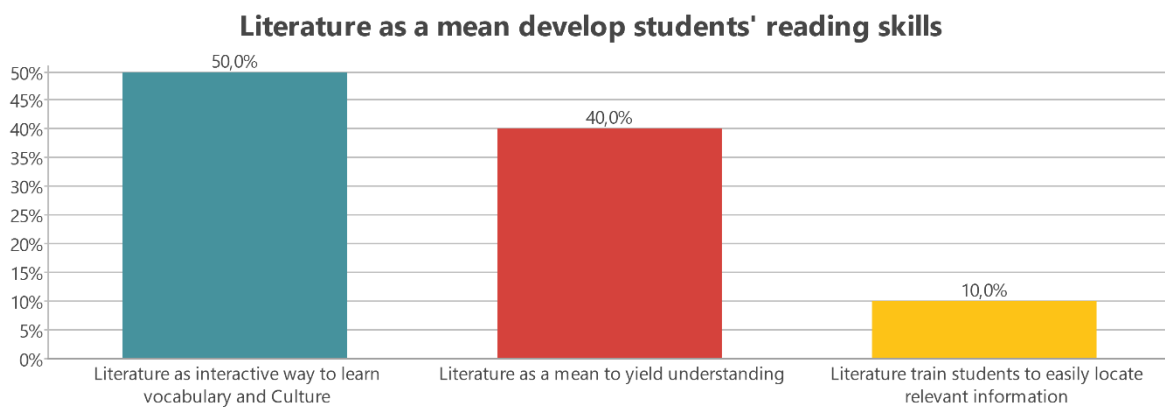
Graphics # 2 Combined results Workshops 1, 2, and 3

In brief, it was evidenced that reading strategies and the use of the literary journal contributed to the development of students' reading comprehension as well as written production. However, the former skill requires to be reinforced due to students need to enhance the way they provide their arguments when defending an idea so, their answers

will not be as limited as they tended to be during this study. Thus, more immersion in the target language is required.

Contribution of readings such as short stories, tales, fables and passages of English literature on the students learning process.

Students testified that after implementing the before during and after the reading strategies 50,0% of the students concluded that it was useful for them that in a way they reached to increase their own vocabulary bank and also they got to be familiar with the foreign culture through the reading they read. Moreover, 40,0% of the participants claimed that literature hand in hand with reading strategies allowed them to increase their reading comprehension as participant # 6 indicated “ Never before have I thought that a single reading would encompass plenty of ideas that well written allow us to understand what the author wants to transmit”. Finally, 10,0% of the participants stated that reading strategies accompanied with literature allowed them to easily locate relevant information.



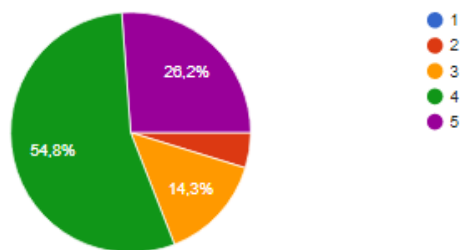
Graphics # 3 Literature as a mean to develop students' reading skills

One of the most difficult challenges when introducing literature in a classroom is in fact the students' language level. When carrying out this project, finding literature in simple

tenses was a difficult task since, literature in general encompasses many tenses for it to have sense. However, the instructor opted to add key graphic vocabulary of unknown but important words immersed in the story below the readings, and also, to rehearse unknown concepts before the reading to maximize the reading comprehension of the written text during the reading. In brief, working vocabulary before the reading will guarantee the comprehension of the text and the grammar tenses will represent a minor trouble since, one can explain the tenses after the reading. Furthermore, it is important to select stories students will love as that will also catch their attention and they will better understand the stories' plot, from the facts aforementioned, 54,8% of the students graded the quality of the readings worked all along the three workshops with a 4/5. Besides, 26, 2% of the students graded the quality of the readings with a 5/5 and finally, 14, 3% of the apprentices, scored the quality of all the reading with a 3/5.

1) ¿Cómo califica usted la calidad de las lecturas que se encuentran en cada uno de los workshops que desarrollaron? (recuerde que 1 es la calificación más baja y 5 es la calificación más alta)

42 respuestas



Graphics # 4 Quality of the reading according to participants

One can conclude that the more comprehensible literature is, the more students will like it, and thus they will easily elucidate what the author wants to tell in the story. Given

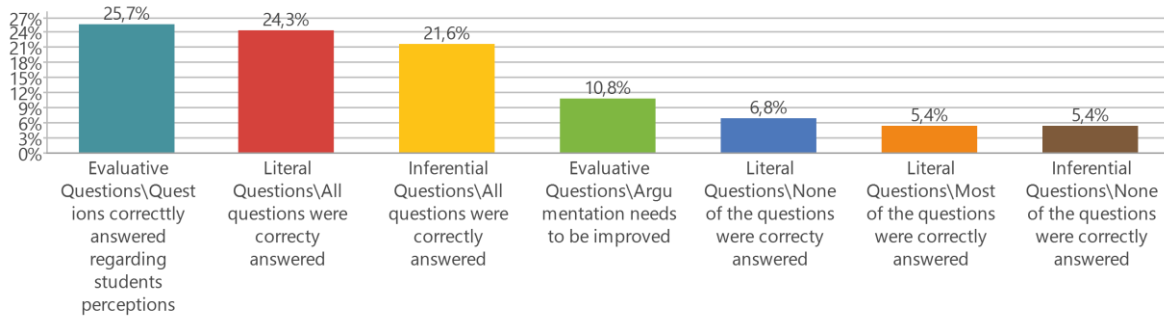
that, the readings worked during this project along with the reading strategies helped students to ameliorate their reading comprehension in a significant way.

Reading comprehension and written skills after the implementation of reading strategies.

After analyzing the types of questions, students responded accordingly to the reading strategies proposed in the before, during and after the reading. For this purpose, three categories of questions were taken into account to assess the way in which reading strategies stimulated their reading comprehension as well as their written skills. The types of questions managed in each workshop were: 1) inferential questions (responses are directly stated in the text), 2) referential questions (responses that are not stated in the text and need to be induced or inferred by the reader), and 3) evaluative questions (Responses are formulated based on the readers' opinion). From this analysis it was evidenced that at the end of the study students improved 25,7% when it came to answer evaluative questions as they successfully answered with brief statements that supported their positions face to the topics they were asked about. Furthermore, 24,3% of the students had a progression when it came to give response to literal questions proposed in each reading, and finally, 21,6% of the learners reached to improve their responses to inferential questions with the aid of the “during reading strategies” carried out during the reading of the text. In brief, students had the best of improvement with the “after the reading strategies” when giving specific responses to the evaluative questions proposed at the end of each workshop however, one cannot deny that the before and during strategies contributed to help students to improve their reading comprehension and written skill at a significant way. Given that,

further training in argumentation is required as students have weaknesses when providing strong arguments to defend their ideas.

Students' reading comprehension evolution according to the type of questions worked in each workshop

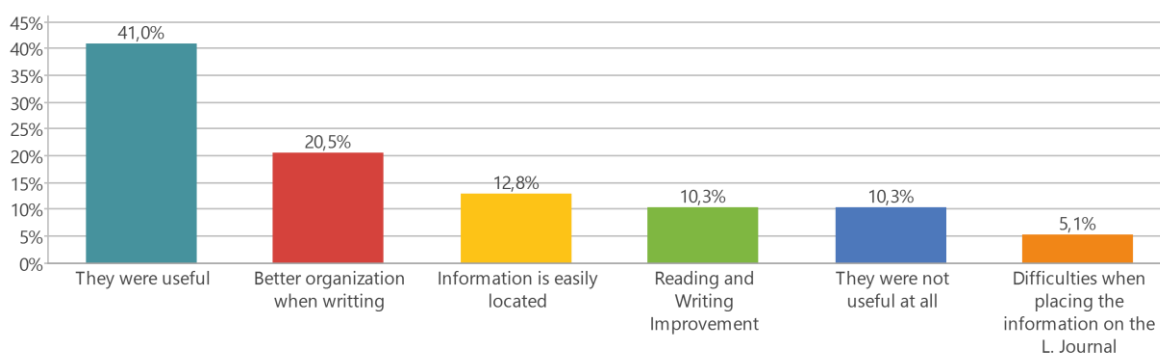


Graphics # 5 Students' reading comprehension evolution according to the type of questions worked in each workshop

Students' perceptions after applying the reading strategies.

To give response to this last research question, 41,0% of the participants agreed that reading strategies were in fact useful as they methodically accomplished to develop the proposed workshops. Participant # 15 stated “After following the reading strategies I encountered valuable information within the text that allowed me to keep on learning new things such as verbs, adjectives etc” Furthermore, 20,5% of the participants reached to better organize the information when they wrote down in their literary journals as participant # 2 indicated “ Now that I apply the before, during and after the reading strategies I do not get confused owing to certain information has its own place at a particular section of my literary journal.” Finally, 12, 8% of the participants claimed that applying the reading strategies during the reading allowed them to easily locate relevant information such as characters descriptions among others.

Students' perceptions regarding reading strategies



Graphics # 6 Students' perceptions regarding the reading strategies.

Conclusion

It is important to remark that this project offered the instructor a new perspective of teaching English as a second language through literature, literary journals and reading strategies. It was also evidenced that students require to be consciously taught about the multiple reading strategies they can use when reading since, it is because of those reading strategies that they can guarantee a self-progression and development in the target language whenever they want to read. Besides, reading should not be perceived as a boring activity, on the contrary, reading serves as a mean yielding exploration to endless worlds, stories, characters, events etc. In the educational field, students shall struggle at the beginning of the reading workshops, however, teachers must manage the perfect ways to immerse them into this magnificent activities of reading and reading comprehension by providing the students catching and understandable material to be read. Throughout this project, it was shown that reading comprehension mistakes were reduced to a half since the second workshop which proves the effectiveness of introducing literature accompanied with reading strategies to maximize students reading comprehension. In the same way, the use of

the literary journal was utterly useful due to, it allowed students to be organized whereas they easily located the information requested of each question linked to the readings on their journals. Moreover, if teachers desire to introduce reading within their instruction, literature is a wonderful option as it is written in descriptive language so, students will actively learning a variety of vocabulary. In the same way, it is important to make sure that the passages provided are interesting so learners will be prone to keep on reading as they will feel curious about the story's plot. Finally, it is important to remark that the more time of immersion as well as the more synchronous classes students are immersed in the best results, and appropriate acquisition of the language they will have.

Recommendations

One cannot deny how powerful reading can be to learn a second language, in this sense, one can motivate students to read in the target language by providing them the most interesting passages of a story so we can wake up students curiosity for them to keep on reading the story. Thus, depending of the way the instructor pretends to introduce reading in the classroom, he or she must make sure it is catching to maximize students learning and liking for reading. In addition, the author recommends to introduce literary journal within the instruction since it has proven to be a wonderful tool allowing students to properly organize information and also because they can freely express their ideas as literary journal has this characteristic of being "personal" so learning becomes also autonomous. Finally, students had a significant progression in the "after the reading strategies, however further research on this regards is needed since students need to develop the critical sense when they read. Which is why the author proposes the following question for future studies.

How to improve the argumentation skill through literature in high school?

CHAPTER III

To encourage the reflexive thinking of PLEX practitioners, as a training tool to qualify the pedagogical practice.

INTRODUCTION

In the context of education in PLEX, the educational practices of the teachers in training are outlined as one of the points of interest to be studied and documented with the purpose of improving the teaching-learning processes, to qualify the education...

Although there is a clear interest in the evident need to understand and transform pedagogical practices, it is also true that a good part of the local studies are focused especially on the problem of learning rather than on that of teaching.

It is relevant to formulate a project that establishes a reflexive approach on the practice of training teachers to objectify knowledge, behaviors and attitudes aimed at guiding their work as teachers; furthermore, it is an exercise of reflection, immersion and conscious exploration of the teaching subjectivity itself, through the formulation of questions and the search for information to solve problems and to achieve the self-recognition.

JUSTIFICATION

The formulation of this project in the context of the Comprehensive Practice of Language Students, is part of the vocational concept of practice as a spearhead to improve educational processes in the application centers where PRADO1 is implemented. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of this profession, the different models and approaches to address a challenging situation by means of establishing an analytical view on the event. In accordance with what has been exposed by the philosopher of education Jhon Dewey, pioneer in the field of reflexive thought applied to teaching, we justify the need of this project to provide students with tools of analysis and self-observation that allow them to distinguish between routine action and reflexive action. We consider that a reflective approach shields the agents of the traditional context from the inertia and authority that permeate school.

PROBLEM STATEMENT

Schools assume core aspects in the constitution of individuals, in institutional life not questioned, they are seen as the stable and invariable reflection of the school identity and culture. Furthermore, teachers have the risk of installing themselves in a situation that does not allow the pedagogical evolution and the renewal of the school's culture as events occur as planned. In this sense, a practice that lacks reflection does not contribute to looking for solutions to problematic situations; such situations tend to be ignored and made invisible. Viewed in this way, the pedagogical practice is assumed as the reproduction of procedures that place teachers in the traditional role of teaching, which hinders the emerging practices that tend to modify thought and knowledge to meet the social needs. Because of this situation, which affects teachers to a greater or lesser extent, the teacher training process must foster a critical spirit and reflection in the teachers-in-training, that contributes to the improvement of their pedagogical practices, so that these, in turn, become essential elements to transform training teachers' future professional performance. In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is conceived as a fundamental exercise for the students who carry out their integral practice, to evaluate themselves, to establish a critical and constructive view of their work in the teaching field. To begin this study, the following guiding questions are formulated:

- In what way does the implementation of reflection contribute to the transformation of the pedagogical processes involved in the development of integral practice?
- How does reflection influence the development of the critical spirit of teachers-in-training in the analysis of their pedagogical practice?

General objectives

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

Specific objectives

- To consolidate a group of teachers-in-training with a critical spirit who reflect and present proposals and alternative solutions to the problems present in their pedagogical practice.
- To socialize criteria, to share ideas and guidelines helping them to effectively assume their pedagogical practice and the insertion in the school.
- To identify and to analyze the strategies used by the teachers-in-training in his/her pedagogical practice.
- To implement workshops and didactic modules that guide the reflection of the teachers-in-training.
- To analyze one's own beliefs about the students and teaching practice.

Theoretical Framework

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

The Teaching Profession

One of the fundamental members of any school is the teacher, who has the function of transmitting knowledge within the framework of a specific science or art, but who also has within his responsibilities the integral formation of the students. The teaching profession requires a series of competencies, which currently constitute a conceptualization and a way of proceeding in the planning and management of human resources oriented to facilitate the articulation between management, work, and education. Therefore, we find that all teachers must have a series of competencies that allow them to master a set of knowledge and skills in the specific domain they teach since the first intellectual requirement of a professional is the level at which he or she practices. Similarly, all teachers must possess skills in the organization of content that is to say, the pedagogical practice not only requires organizing the subjects to be taught but also anticipating the conditions of teaching in the educational context or outside it. In other words, all teachers must develop the skills allowing them to structure and to anticipate from the practice of teaching itself.

Reflection

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

Reflection as a process

The reflection is carried out through a series of stages that in a cyclical way result in a process. According to Schön (1983) quoted by Correa Molina et al (2010), reflecting on the experience implies "a type of reflexive dialogue with the situation, where language would favor access to the individual's experiences, which would allow a new structuring of the situation". 2

The stages of the process of reflection are shown in the following diagram:



Figure 8 Reflection as a process

Reflection as theme

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

The Reflective Practice

To update and to qualify the university's academic proposals in order to guide students towards new ways they can interact with the world, it is necessary that teachers question themselves about their own practice and about the repercussions it has caused; so that they are able to objectify their behavior and to assume the different roles the pedagogical practice demands. Teachers play a central role in the current educational world; they act in a complex environment that is constantly changing as a result of the interaction of various factors and conditions. The profession of teaching demands that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and Elliot:1986). In this context, the problems of practice and class size demand a particular treatment-oriented not only to understanding but also to improve the social interaction. The need to articulate the changing social reality to our pedagogical task is evident in the existence of numerous attempts to explain and to address the school phenomena making the school work more effective and more efficient. This study will serve the teachers-in-training to reflect on their methodological processes in the light of reflection as the only rational and ethical way of taking action. (Sacristan 1999)

According to Van Manen (1997), there are different levels of reflexivity, in the first level there is the effective application of skills and technical knowledge hence, reflection is applied to the selection of the teaching strategies and its appropriateness within the classroom.

At a second level, reflection involves the implicit assumptions in the specific practices of the classroom. As a result, the consequences of the adopted strategies, of the curricula, and of the SE practices are analyzed. Then, the application of the educational criteria to the teaching practice is chosen in order to make pedagogical decisions adapted to the

institutional reality and to the different contexts. In a third instance, Van Manen establishes an exercise of critical reflection; at this level, he formulates the most elaborate reflection, a questioning of the ethical, the normative, and the moral criteria directly or indirectly connected to the classroom.

Pedagogical practice

For the analysis and reflection on practice, it is considered appropriate to resort methodologically to a conceptual process of classification of practice; for this purpose, Zeichner's proposal is assumed, who has established several Modalities of practice in this way:

Academic Practice

It is aimed at preparing teachers to be capable to reflect on the courses they teach so that they can transform teaching into structures that students can understand.

Social Efficiency practice.

The aim is to achieve effective teaching through the application of didactic techniques that are derived from general principles that have been reached by pedagogical research. In this case, the reflection consists of a strategic decision: "to select among the range of available techniques the one considered most effective".

This is the way how technical rationality proceeds.

Developmental

Teaching is based on the interests and development of the students, and simultaneously considers the development of the teacher as a teacher and as a person

Social reconstruction.

The purpose of reflection is the social, the economic, and the political context, to promote truly democratic, egalitarian, and fair relationships in the classroom.

Generic

Programs refer to reflection in a generic way, without specifying the purposes of the programs and the programmatic contents denying strategies of reflection to promote reflexive learning.

Reflection triggers

According to Schulman (1987), these triggers are the teacher's cognitive foundation of life in the classroom which are indispensable because they constitute the element of reflective thinking that contributes to the development of the self-knowledge a good teacher needs to make proper decisions in the classroom.

The critical element of reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as stated by Sparks-Langer and Colton 1991:39.

These authors established some classifying categories of knowledge

1. Content knowledge
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and own professional organization

5. Knowledge of the students and their characteristics
6. Knowledge of the educational contexts
7. Knowledge of the philosophical, historical, and axiological principles.

According to Georgea Spark-Langer and Amy Colton, the narrative element is another of the elements of reflective thought that is included in this study as an instrument to collect teachers-in-training narrations to encourage the documentation of their experiences in the classroom. In this component are situated the teaching diaries in which writing unleashes the elaboration of the teacher's reflective thinking, about his or her experiences of practice at the objective, subjective, and intersubjective level.

METHODOLOGY

The methodological strategy proposed is based on the continuous reflection that additionally involves meetings to strengthen the collective practice as an initial step to address educational and labor problems hand in hand with the principles of organization, autonomy, planning, and self-observation.

This process of socialization and systematization will be carried out in order to review the impact of the proposal of reflection on this process of practice.

This study is part of the qualitative research approach, in which reflection is seen as a professionalizing mechanism that will contribute significantly to the description, identification, and analysis of pedagogical practice.

Data is going to be collected through the application of the following instruments:

Reflection workshops

The fundamental purpose of the reflection workshops is to guide the process of reflection of the teachers-in-training, while at the same time to socialize and to share experiences related to their work allowing them to enrich their practice and also to incorporate new tools to transform their pedagogical methods.

Objectives

- To consolidate a group of teachers-in-training able to reflect and present proposals and alternative solutions to the educational problems of their pedagogical practice.
- To socialize criteria, to share ideas and guidelines in order to carry out their pedagogical practice.
- To qualify, to facilitate and to insert themselves effectively in the educational center.

Self-observation file

The main objective of the self-observation file is to guide the Teacher-in-training towards his own view of the teaching practice and his role in the classroom and his connection with the educational community of which he is a part.

Narrative

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

CONTEXT

The city of Pamplona, founded in 1549, is the oldest city in the Norte de Santander department. It is located in the valley of Espiritu Santo, in the Colombian Andes. Also

known as "ciudad fundadora de ciudades" during the colonial period, it has been throughout its history a center of religious confluences and influences; it has welcomed a great number of religious communities among which we can mention: "la comunidad de franciscanos, la Hermanas clarisas; los Hermanos de San Juan de Dios, la Compañía de Jesús, la Comunidad la sallista", as well as female religious communities: "Hermanas de la presentación, Hermanas bethlemitas" among others. The presence of these communities in the city brought with it the creation of educative establishments with a projection of their beliefs and values. This study is placed in this geographical context, with the school as the agency in which the school actors work: PLEX Practitioners.

The school is understood as a specific educational community that is in charge of making official education, that is to say, the school is the place where education takes place, where education is fulfilled, and where education is ordered.

At present, the school is considered the way of life of the community, meaning that the school transmits those learnings and values that are considered necessary in the community, and those lead students to use and to improve their abilities for the benefit of both society and themselves.

In the school, we always find a series of fundamental elements that take part such as the case of teachers and students whose behavior and ways of acting are subordinated to a social and a cultural order from which the school itself takes its organization.

The school is an organ dependent on society, a social institution destined, within the specific area of education, to administer education systematically and which conditions the

formation and organization of groups represented by educators and students (Crespo, 2010).

School as an educational establishment fulfills specific functions within which it stands out:

Socializing Function

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

Instructional Function

The instructional function is based on the improvement of the spontaneous processes of socialization, to guarantee the formation of human resources, which is required by the functioning of the labor market. It tries to ensure that the higher the level of culture, knowledge, values, etc., the greater the possibility of adaptation.

Educational Function

The educational function requires a community with democratic participation, intellectual search yielding to dialogue and learning. An educational community that breaks down the rational barriers between school and society, a space of culture where the concepts, technical tools, and codes of human culture are learned. As a consequence of active participation in the exchange of meanings, desires, and behaviors with peers and adults (Vizcaino, 2010).

Population

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

The direct beneficiary population:

- Teachers-in-training
- Supervisory Teachers
- The student community of the centers in which the integral practice is implemented

The indirect population benefited:

- It is composed of the teaching community of the Foreign Languages Program
- Results will re-feed the vision of the Program's agents about their integral practice process
- Integral Practice Group

Institutional dependencies articulated to the Project

- Programa de Lengua Extranjeras
- Departamento de Lenguas y Comunicación
- Facultad de Educación

External institution linked to the Project

- Instituto Técnico Los Patios Centro # 2
- Official educational institutions of the City of los Patios in which the Integral Practice proposals are implemented.

PROPOSED LOCATIONS AND SCENARIOS FOR PROJECT ACTIVITIES II

SEMESTER 2020

CHRONOGRAM OF THE PROJECT

Activities	September				October				November				December			
Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Self-observation 1				Yellow		Blue										
Reflection workshops 1					Purple	Blue										
Self-observation 2						Blue	Yellow									
Reflection workshops 2						Blue		Purple								
Self-observation 4						Blue			Yellow							
Reflection 6						Blue				Yellow						
Reflection workshops 3						Blue					Purple					
Narratives				Dark Blue	Dark Blue	Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue				
Data analysis						Blue					Yellow	Yellow				
Conclusion						Blue						Yellow				

To illustrate the reflection process carried out during the integral practice process, the teacher-in-training fulfilled 7 reflective entries and he was also part of the 3 reflective workshops carried out by 10 semester tutors of the integral practice accompanied with all practitioners of 10 semester (see [attachment 1](#) and [annex 9](#))

Data was analyzed following Hatch (2002) typological analysis which is described as the detachment of what was under observation into groups or categories for it to be separately understood. For this purpose, the author established three categories to describe the relevant subjects of reflection during the practice which are: 1) Activating students' participation. 2) Difficulties within the Integral practice, 3) the role of a teacher in training.

FINDINGS

In the following section, the author is going to discuss the relevant findings generated during the processes of reflection carried out all along the integral practice process taking into consideration the three categories of analysis previously mentioned.

1) Activating students' participation

At the beginning of the integral practice process it was evidenced the lack of students participation which could happened because of many aspects such as: students' bad internet connection, lack of attention, misunderstanding of the instructions, lack of vocabulary, fear to speak etc. And those traits were analyzed during the diagnostic section and also during the first class carried out by the teacher-in-training. After analyzing students' behavior, the instructor came to the "conclusion" of including PowerPoint into his instruction which worked since, the explanation of the topics became more graphic and also because examples were provided in real time. Moreover, with the implementation of this tool, the instructor decided to introduce competition within the classes to see if students were prone to participate which perfectly worked since, males wanted to win over females students and in the other way around thus, they provided their examples on the day's topic using the Zoom's chat and they were immediately corrected when needed. One can affirm that when reflecting on how to motivate students to actively participate in the class, the instructor is forced to use innovative strategies to make them speak when needed so activities such as "Gamification" as indicated by practitioners and tutors during the reflective workshops carried out during the integral practice process, worked to motivate students to actively participate as they tended to feel comfortable when providing ideas since they learn

through pedagogical games so they are detached from the traditional practices of teaching which in essence maximizes not only their learning but also their participation in class.

2) Difficulties within the Integral practice

All along the integral practice process there were many difficult aspects, miscommunication was one of those, to contextualize once the teacher-in-training begun his practicum he was assigned as the host in the Whatsapp's group so, students and parents were provided relevant information in regards to the Zoom's links they should use to enter to the virtual classes, how workshops needed to be developed, and Youtube tutorials quite descriptive on how they needed to submit the tasks among other topics, however, even if information was as clear as possible they ended up sending private messages to the instructor asking for information that was already explained. With the goal of being critical, students and parents need to be educated on how they should perform during the remote mode of teaching as teachers are spending time trying to provide instructions as clear as possible, planning material, and also adapting themselves to virtuality, which is why commitment must come from both sites to develop tasks as efficient as possible. Furthermore, disorganization in the delivery of workshops was remarked during the integral practice as students tended to exceed the time-frame to submit their tasks, even sending workshops of class number one a week before the scholar year finished. Besides, grading was quite difficult since every week the instructor was required to correct, and to provide feedback to more than a hundred workshops. Which was also a time consuming job as many of the workshops were submitted in the format of pictures whose quality was not always appropriate and their

number per workshop was higher than expected so, correction became such an exhausting activity. In brief, school requires a platform in which students are allowed to directly submit their tasks due to, one cannot pretend that a single human being could perform such an enormous job of organizing thousands of photos weekly, correcting and providing feedback to more than a hundred workshops per week as it is inhumane and rough.

3) The role of a teacher in training

One cannot deny this integral practice was such as enriching experience owing to it drew a landscape of how the field of teaching really functions. Talking about what it required to instruct, teachers' voice was definitely the main used tool which in the case depicted a weak aspect on the teacher-in-training since, he was not used to speak for a long period of time so he suffered a terrible throat pain for more than two weeks while he adapted to speak for more than 4 hours per day. Moreover, the classes' planning was quite complex since literature for beginners including for instance, just simple present tense is lacking these days however, some beautiful and interesting readings were found which were used to explain and to go deeper the grammar topics of the lesson serving to the purposes and goals of the integral practice project too. Finally, all along this process of analyzing one's role of teaching, reflection allowed the instructor to think of how to increase students' language learning and participation too so, competition and didactic platform such as Kahoot and Quizlet perfectly served this purpose remarking the importance of innovating the way one teaches thus, students can improve their performance while in class. During one of the workshops carried out with the tutors and practitioners. It was mentioned that some of the colleges had to deal with students with

especial needs such as down syndrome, autism, among others, so they were forced to look for strategies to correctly address to population aforementioned which highlights that teachers required constant training to get the experience on how to deal with situations such as the before mentioned and for doing so, reflection can help as, one reach to assess the most appropriate strategies to help students with special needs to cope with their language learning difficulties.

CONCLUSION

In the reflective process of transformation of practices, this component has undoubtedly been a clear environment to reflect on the role of the teacher itself. In fact, the researcher has clearly noticed that reflection do not only involves to analyze whether students learn or not. Instead, reflection goes beyond that, and this component has outlined and provided a pathway of aspects one needs to consider before, during and after the class. In a nutshell, reflection covers for instance, the materials professors need to incorporate to successfully carry out their instructions, the methods they use to teach, how do learners learn?, what do we need to improve while giving the class, is the task appropriate to the students' level and lesson instructed? Among others.

In brief, this process of reflection has been such as a fruitful experience since, in a way, it has shown the practitioner that when one innovates procedures during the classroom, students are prone to participate and also their understanding of the topic explained grows too. As it was the case in class number 3 when the instructor decided to implement a Kahoot game in both 6th and 7th grade to rehearse the simple present tense and simple past tense, as he played the game at the beginning of the class students were active

during the hour and they also provided examples, but more importantly they were not shy about asking questions because they just felt motivated to learn and all of them requested the instructor to use Kahoot once again in future instructions. Besides, during this reflective process it was evidenced the necessity of educating students and parents to read what the instructor sends through means of communication such as Whatsapp as silly questions can be voided because they were already answered. Furthermore, schools need to adapt and to provide teachers appropriate tools for them to properly teach, assess, grade and to provide feedback to students in an efficient and effective way. In this sense, platforms need to be incorporate and adapted in a way that students can submit their tasks so instructors can save plenty of time when assessing and giving comments. Finally, one can assure that reflection is a relevant process every single teacher must go through since, it is because of the aforementioned process of reflection that one reaches to identify aspects that are not working within the classes as they should. So, one can take part and fix what is not working. In brief, teachers need to be in constant learning as they can be put in a situation in which they need to know how to deal for instance with a specific population so teaching is not as simple as one shall consider.

CHAPTER IV

Chapter III Outreach Component

INTRODUCTION

Considering that 10th semester students of the University of Pamplona in the field of foreign languages are required to carry out a project conceding the instruction of a second language through the implementation of the outreach component. The teacher-in-training offers peer-tutoring service as an extracurricular activity to provide support and guidance to 6th and 7th grade students of the technical institute los Patios Centro N° 2 in topics related to English which represent difficulties, misunderstandings or just need to be rehearsed.

JUSTIFICATION

One hour of synchronic encounters per week with the 6th and 7th grade students does not represent a significant time for them to go deeper the topics already established in their curriculum as well as in the standards well described by MEN in regards to learn English as a second language. Furthermore, the side effects of COVID-19 pandemic affecting education emerges when students cannot get access to internet connection, or do not have the devices to connect to their virtual classes so, their learning process is neglected by circumstances that are out of their hands. Even though the teacher-in-training cannot provide a physical solution to this problem, he is conscious that providing spaces such as the peer-tutoring service will give the students a provisional aid to be instructed in English during the quarantine out of their curricular schedule so, their learning process is not

disrupted and slowed down. Because of the former, tutoring becomes an environment allowing students to clarify, to understand, to ask no matter what they want to know and they need to be discern on. Thus, tutoring becomes the ideal setting to integrate not only the students with their classmates in a process of sharing knowledge and clarifying doubts, but also, to incorporate the parents in those tutoring offered due to, in a way they are sometimes compelled to undergo this process of learning English with their children too by helping them to develop and to understand the points of a specific task the kids do not understand, and it might be the case parents get as well confused because they could not understand the task, workshop or homework. In brief, this tutoring covers not only students but parents too.

General objective

- To support 6th and 7th grade students of the Technical institute los Patios Centro N°2 through the -tutoring service.

Specific objectives

- To go into detail about the programmatic contents
- To solve doubts of any topic students do not understand
- To provide an English environment of practice.

METHODOLOGY

With a view to reach the objectives established in this section of the project, the teacher-in-training provided 6th and 7th grade students his schedule and availability to carry out the peer-tutoring service so, the ones who took advantage of this academic notified the practitioner in advance the topic they needed to be instructed in, so the teacher-in-training had time to prepare the explanation as well as the material required for the tutoring section. Furthermore, the practitioner reported the attendance and the topic he explained during the peer tutoring section to his supervisor so, she could track of the students who attended to the tutoring class and the programmatic content reinforced.

SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00	601					
8:00	602	703				
9:00	603	702				
10:00	604	704				
14h			Tutoring service	Tutoring service		
15h			Tutoring service	Tutoring service		

7TH Grade first tutoring

During the first tutoring with 7th grade, students were concern about the development of the guide “workshop 1” So, the teacher-in-training explained them how they had to develop their task step by step. During the process, the instructor provided examples to make his explanation clearer. At the end of the tutoring, students had their doubts clarified and they proceeded to develop the workshop 1 guide. (See [Annex 10](#))

6TH grade first tutoring

As well as 7th grade students, 6th graders asked the practitioner to clarify each point of the workshop so, he explained the step by step of the guide and he answered emerging doubts students wrote in the chat during the tutoring. This tutoring held on October 15th. 2020 lasted two hours because the practitioner also explained the grammar topic of the week as students did not have English class on October 12th, 2020 as it was holiday so, it was necessary the explanation of the grammar topic to guarantee students' complete comprehension of the topic to develop the guide. For doing so, the instructor shared the slides he had previously done and he explained them by shared screen, the instruction was complemented by students' examples when the instructor requested and he also provided his own examples in a view to make the tutoring even more interactive. In total 28 students attended the tutoring. The instructor was connected with 2 electronic devices, his computer to share screen and his smart phone to guarantee the quality of the sound. It is important to underline that the tutoring classes carried out during the integral practice served to provide the students an environment of knowledge reinforcement by clearing up what they did not understand in regards to the programmatic contents as well as the workshops designed for them to be properly developed, as a matter of reflection, educational settings such as the former encourages students to actively learn since, they are not concern on getting a grade as in their regular classes. Besides, they can ask emerging questions they encountered while

developing the workshops or even asking about the content they have seen in previous classes just to have a better understanding of it. Finally, the pedagogical practices will accomplish their goal of instructing students when students take advantage of sessions such as tutoring classes as they understand that by these classes they can polish their knowledge and more importantly to put it into practice as it was possible to do so with the Zoom's chat as students provided examples of as the instructor answered their questions. Hence, teaching and learning need to be interactive too. (See Annex [11](#) and [12](#))

CONCLUSION

In this section of the project the instructor carried out 4 tutoring encounters among 6th and 7th grade students in which he explained: the present perfect; the nationalities; the adjectives; and the comparatives and superlatives. Two of those encounters have been personalized tutoring (tutoring with one student) with a different student in each occasion. These two tutoring took place via Whatsapp because of students issues to log into the Zoom's channel of tutoring. Students requested explanation in regards to the development of the week's guide. (See [Annex 13](#)) On the other hand, the other two sessions of tutoring were held in the Zoom's channel of tutoring and many students were present with the same request of guide' explanation. In brief, these tutoring sections have served the students to be clear on the correct accomplishing and submission of the task previously set. Finally, one can assure that the objectives of this section of the project have been successfully accomplished since, the practitioner and the students went into detail to explain and to understand the programmatic contents as well as the task proposed to each week.

CHAPTER IV

ADMINISTRATIVE COMPONENT

INTRODUCTION

The role of teachers do not only covers the academic aspect (preparing and instructing the programmatic contents) but also they must assume and take part in the administrative processes established by the school and those involve for instance, to plan protocols to face situations such as the one presented with the COVID-19 pandemic so, teachers are required to think of how to keep the functioning of the school face to the pandemic, In de same way, the administrative team need to think of how to modify the coexistent handbook in regards to incorporate new measurements facing the remote study to keep a good behavior during the synchronic encounters. In brief, the administrative body is in charge of looking out for the correct functioning of the school by making the most appropriate decision face to a specific situation.

JUSTIFICATION

The necessity to incorporate workshops on online pedagogical tools emerges as a supporting guidance to provide teachers a dynamic solution on how they can transmit their knowledge during the virtual instruction since, many of those professors might not know that platforms such as Quizzlet, Kahoot, Storyjumper among others exist while, many others must struggle with the fact of teaching remotely. That is why, it is important to provide them a pathway and a clear instruction on the aforementioned pedagogical tools so they can innovate their teaching practices and more importantly, to catch students attention. In brief, as long as the teacher-in-training can help to improve the teaching practices within the school, one will provide a supporting guide on how to do it because he already tested those online tools and have had astonishing results when instructing.

General objective

-To incorporate the teacher-in-training into the administrative activities of the school

Specific objectives

-To provide a clear view to practitioners on how they should perform in the administrative processes of the school (such as meetings, synchronous encounters, conferences etc.)

-To reflect on the role of the teacher which goes beyond the pedagogical component

METHODOLOGY

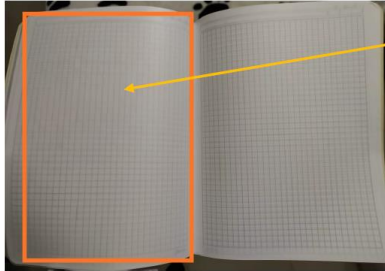
As the teacher-in-training was not integrated within the administrative process carried out by the school during his integral practice, he proposed workshops on online pedagogical tools to encourage new practices which were not implemented since he never received the approval to do so. However, his participation within the Technical Institute los Patios Centro #2 was in the role of practitioner being in charge of 6th and 7th grade students during 10 weeks which was period of time the practicum lasted.

CONCLUSION

The teacher-in-training feels grateful with the Technical Institute Los Patios Centro # 2 owing to, he was happily embraced to carry out his integral practice at this school. Which allowed him to develop a perspective on how the educational processes function, the commitment teachers assume every day to instruct students even when we go through hard times caused by the Covid-19 pandemic, and also how pedagogical practices need to be reinvented since, nowadays the remote teaching is getting stronger so, one needs to innovate the way content is being instructed to guarantee students' correct knowledge acquisition.

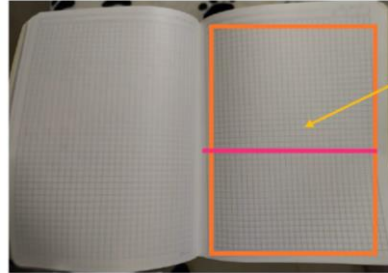
EVIDENCES

On the left side of your literary journal



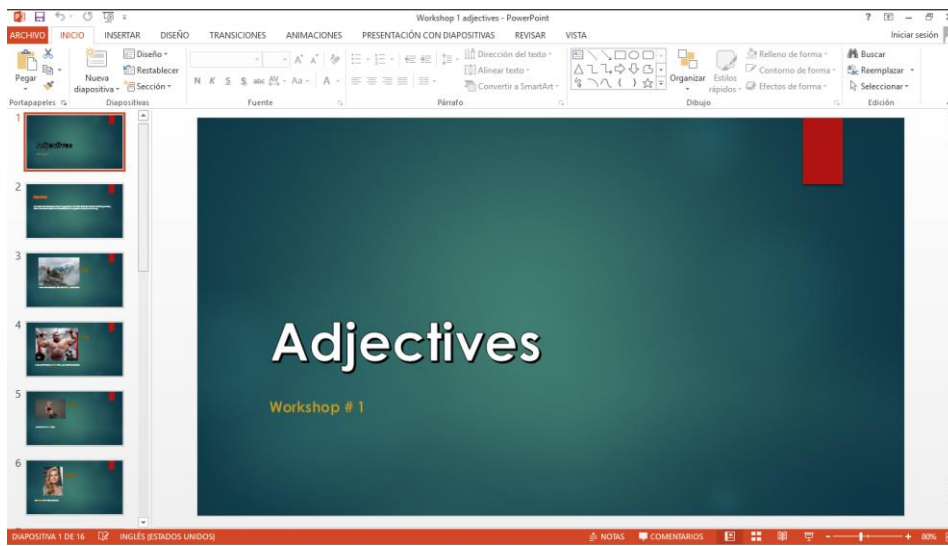
Answer points A, 1, and 2

On the right side of your literary journal



Answer B, 3, 4, and 5

[Annex 1](#) Literary Journal Management



[Annex 2](#) Workshop 1, whose main grammar topic was Adjectives.

Chat de grupo de Zoom

De Tatiana Méndez a Todos:
but im more worriend if you'll be here tomorrow

De mí para Todos:
While you read, be more careful with the tiny letters

De Cristian para mí: (En privado)
I'm careful and she's than too rough

De mí para Cristian: (En privado)
More careful

De Cristian para mí: (En privado)
I'm more careful and she's than too rough
asi

De mí para Cristian: (En privado)
I am very careful
I am MORE careful THAN my brother

De mí para Todos:
I am MORE careful THAN my brother

De Cristian para mí: (En privado)
I'm very careful and she's than too rough

De mí para Cristian: (En privado)
But im more worriend if you'll be here tomorrow

De mí para Todos:
But im more worriend if you'll be here tomorrow
If you are not here I will be more worried


De Ashly Lazaro a Todos:
I am worried but not as much as yesterday
mi nombre es mariana camila Valbuena pero el usuario es de mi hermana

Enviar a: Todos


Escribir mensaje aquí...

Archivo

Annex 3 Students participation during workshop # 1

	INSTITUTO TECNICO PATIOS CENTRO DOS DANE 254874000568 NIT: 900027336_1 Creado por el Decreto N° 003300 de 03 de mayo de 2005 Aprobado por Resolución No. 004444 del 14 de noviembre de 2008	BOG-PA- GA.PA.F.21 12-04-2011 VERSION 1.6
	OBJECTIVES OF THE LESSON:	
	General objective To promote literature as a mean to enhance one's reading and writing skills	
	Specific objectives To teach adjectives, comparatives and superlatives in specific context To teach reading strategies to maximize reading comprehension To promote the use of literary journal as tool yielding learning	
Warm-up Watch the following video: https://www.youtube.com/watch?v=7LpaWY2DOU&ab_channel=EnglishChitChat		
Before the reading: Vocabulary practice: https://quizlet.com/_8uwzt1?x=1qqt&i=2j8s75		
<p style="text-align: center;">All for Julie, the prettiest girl Written by Alex Case for UsingEnglish.com © 2017</p>		
<p>In a town called Moreton lived three friends called John, Harry and Graham. One winter, a girl called Julie moved into the little cottage at the end of their street. They thought she was the prettiest girl in the whole world. From that day, everything they did was just to impress Julie. First they tried to impress her with poems. John wrote a long poem, Harry wrote a longer poem, and Graham wrote the longest poem in the whole world. Then they tried music. John played a loud guitar, Harry played a louder trumpet, and Graham played the loudest drum in the whole world. Then they decided to show off their engineering skills. John made a fast go kart, Harry made a faster go kart, and Graham made the fastest go kart in the whole world. Finally, they thought she's definitely be impressed by circus skills. John juggled something dangerous, Harry juggled something more dangerous, and Graham</p>		

Annex 4 Workshop 1 All for Julie the prettiest girl by Alex Case

	INSTITUTO TECNICO PATIOS CENTRO DOS DANE 254874000588 NIT:900027336_1 Creado por el Decreto N° 000300 de 03 de mayo de 2005 Aprobado por Resolución No. 004444 del 14 de noviembre de 2008	SSC-PA- GAPA-F-21 12-04-2011 VERSION 1.0

OBJECTIVES OF THE LESSON:

General objective

To promote literature as a mean to enhance one's reading and writing skills

Specific objectives

To teach adjectives through authentic material

To teach reading strategies to maximize reading comprehension

To promote the use of literary journal as tool yielding learning

Warm-up

Have you ever watched Harry Potter and the Sorcerer's stone? / ¿Alguna vez ha usted visto Harry Potter y la piedra filosofal?

https://www.youtube.com/watch?v=O6cddFuTPBA&ab_channel=luipotteropenings

BEFORE THE READING / Antes de la lectura

https://quizlet.com/_8pbtot?x=1jqt&i=2i8s75

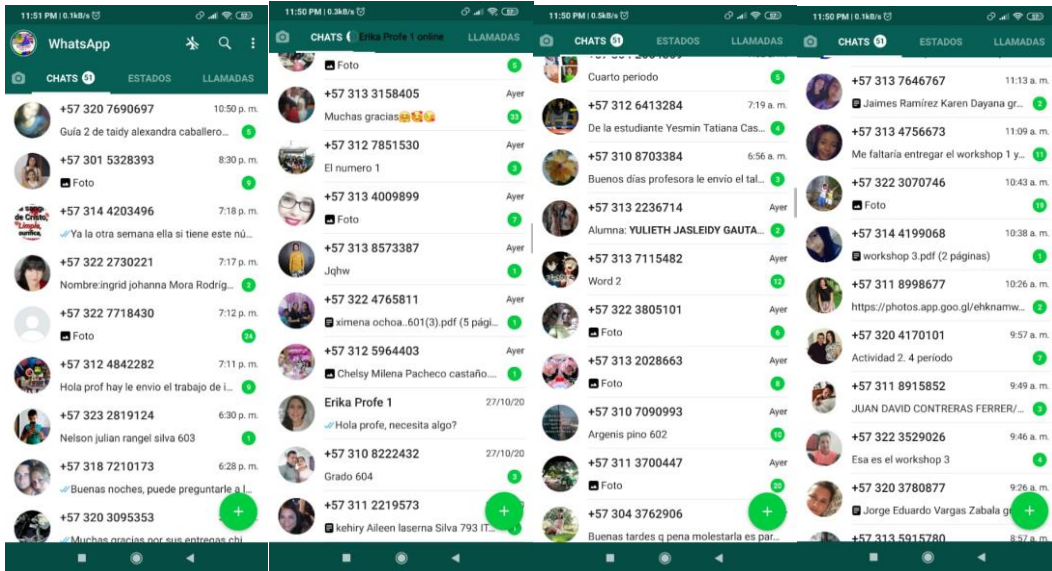
HARRY POTTER AND THE SORCERER'S STONE

CHAPTER ONE: THE BOY WHO LIVED

Paragraph #1 Mr. and Mrs. Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.

Paragraph #2 Mr. Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors. The Dursleys

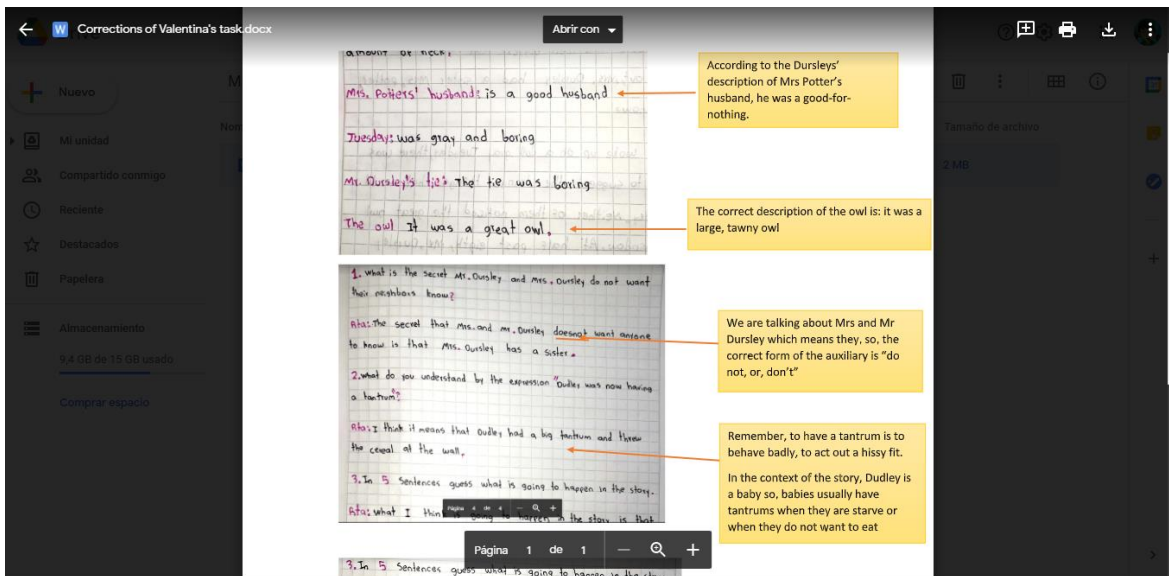
Annex 5 Workshop 1 Harry Potter and The Sorcerer's Stone by J. K Rowling



Annex 6 Students tasks' submission via Whatsapp

Nombre ↓	Propietario	Última modificación	Tamaño de archivo
Recuperaciones	yo	20 oct. 2020 yo	—
Ética y Valores	yo	20 oct. 2020 yo	—
7TH Grade	yo	15 oct. 2020 yo	—
6TH GRADE	yo	15 oct. 2020 yo	—

[Annex 7](#) Delivered workshops organized in a Google Drive Cloud.



[Annex 8](#) Correction process and Feedback provided per Workshop.

[Attachment# 1](#) Reflection number 4

This week was such as a stressful week because of a variety of aspects, before telling those reasons I need to contextualize you. During this week I implemented my workshop number 1 in both 6th and 7th grade, the explanation of the topic (adjectives) was not difficult at all, and students seemed to have understood quite good the adjectives and their rules when it comes to compare or to write a superlative sentence.

For you to know, I am the admin of 6th and 7th grade Whatsapp's groups. Hence, with workshop number 1 also came the duty of correcting and grading students' work so, I got upset because students and parents did not respect the schedule previously established to submit the tasks. They sent homework in the mornings, in the afternoons and at nights all week.

As it was my first time collecting homework and because of the thousands messages I received. I opted to upload every task delivered in a Drive file so, correcting and giving feedback would become easier. The process of uploading the information to the cloud was exhausted since, many students sent like 8 pictures per task, some others submitted 5 and the ones who I could say saved me lots of time were the ones sending a PDF document encompassing the pictures of their task. When grading I got involved in a misleading situation, I mean, I did not know how to grade the tasks mainly because I was taught during my process of learning at the university plenty of strategies on how to teach, however, none of them talked about grading students so I felt frustrated, as I kept on grading I discovered that a number of students cheated on the workshops they submitted, since, they copied other partners work.

Because of the former, I realize that I do not want to be a teacher, I understand perfectly the importance of teachers to instruct and to educate a society but, I just find it to be such as a stressful profession. It is difficult to deal with parents who fight for their children education but they at the sametime refuse to read the instruction written on the whatsapp's groups, they deny to send PDF's because they do not know how to use the app so, there is not that commitment of at least going to YouTube and to look for a tutorial explaining how to convert images to a PDF document. Even if I shared that video, students kept on sending

pictures making the process of uploading the tasks to the cloud and to grade them quite rough, on the other hand, most of the students are not engaged in the process of learning as I noticed so, it is not fair for teacher to waste their time. In brief, I just feel disappointed with the lack of engagement.

Frank Snyder Peña M

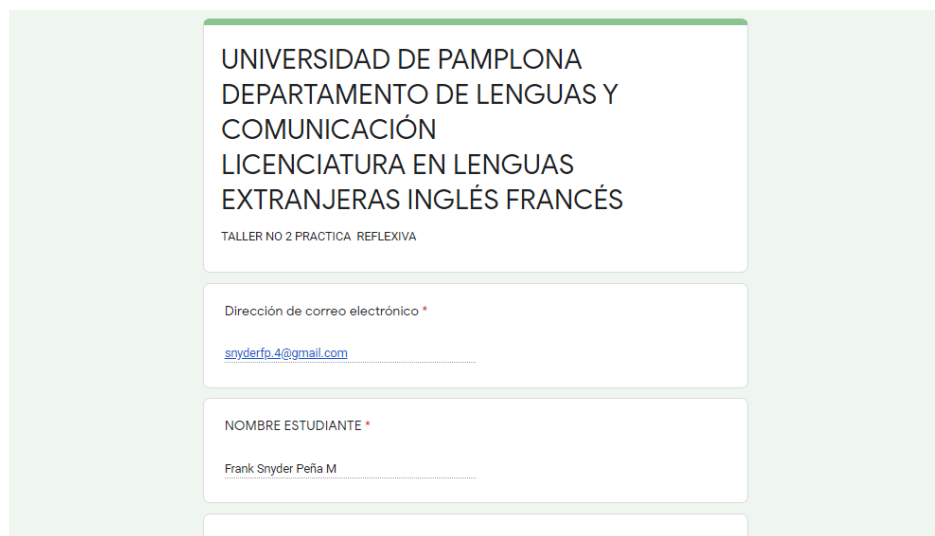
Working virtually has led to seeing inequality in the way students' access education and in the same way, learning process is affected. Likewise, and as you express it, the teacher's work is multiplied because he or she must find a way for his or her students to learn in the best way.

You have expressed the feelings you may have had about this teaching process, you highlight the teaching work, however you do not see yourself as a teacher, so does the university training you received differ from the reality that is lived in educational institutions ? Although being a teacher is not what you want, what have you learned from this experience?

I would say there has been a coherence between what I have learnt at the University in regards to teaching languages, however, the integral practice is in fact showing me up the real job that exists ahead after being graduated and that is not what I want since, I have put myself in a situation in which I want to teach English so I have searched for information, created material, spent time grading and yet I do not feel like my job is being valued. Even though I do not want to be a teacher, from this experience I learnt that I know how to do the job so, if I had to teach English in the future I would do it as better as I can.

Do you think that reviewing guides is the only way to be able to value what the students have learned? Do you think that other strategies can be implemented that are beneficial for the students in the ways of delivering the assigned tasks and also for the teachers at the time of grading?

To be honest, there are many ways in which students can submit their tasks such as videos, audios, magazines among others, however, because of the pandemic and students' resources I understand that they might not have access to internet there would also be the case they do not count with the economic resources to submit a creative tasks such as the magazine previously mentioned that is way I opted to carry out workshops with them in which the "literary journal" as it is the best option they have to develop their tasks since all of them have access to a note book so it is inclusive.



UNIVERSIDAD DE PAMPLONA
DEPARTAMENTO DE LENGUAS Y
COMUNICACIÓN
LICENCIATURA EN LENGUAS
EXTRANJERAS INGLÉS FRANCÉS
TALLER NO 2 PRACTICA REFLEXIVA

Dirección de correo electrónico *

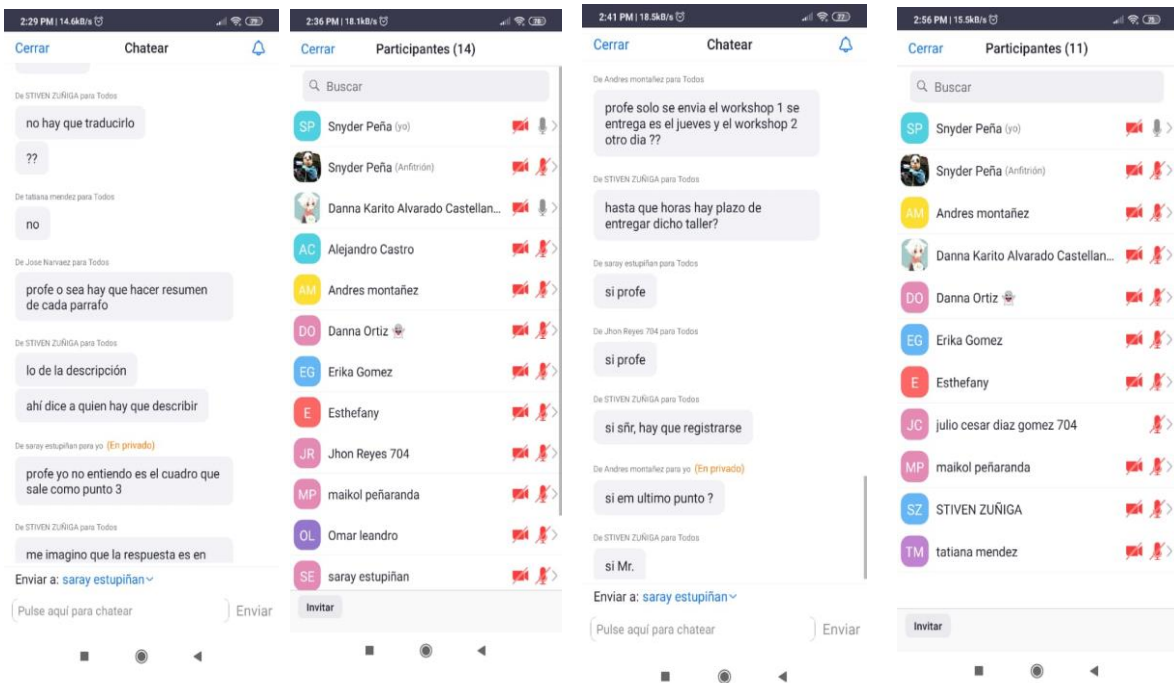
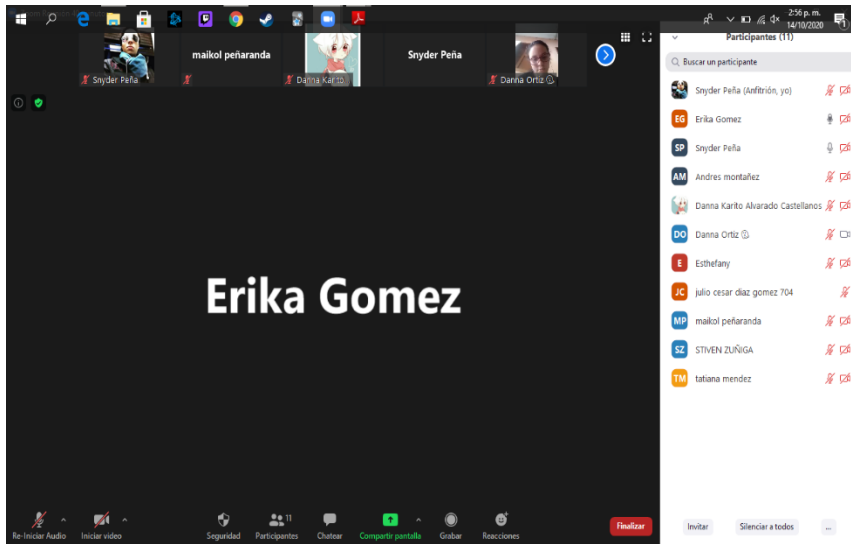
snyderfp.4@gmail.com

NOMBRE ESTUDIANTE *

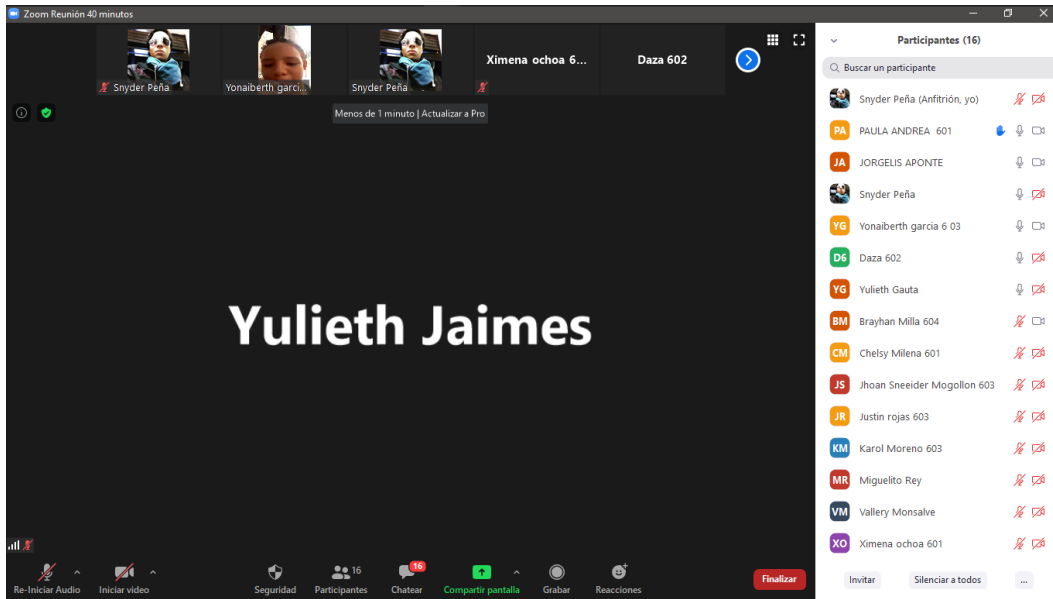
Frank Snyder Peña M

La Programación es la organización sistemática del proceso de enseñanza...

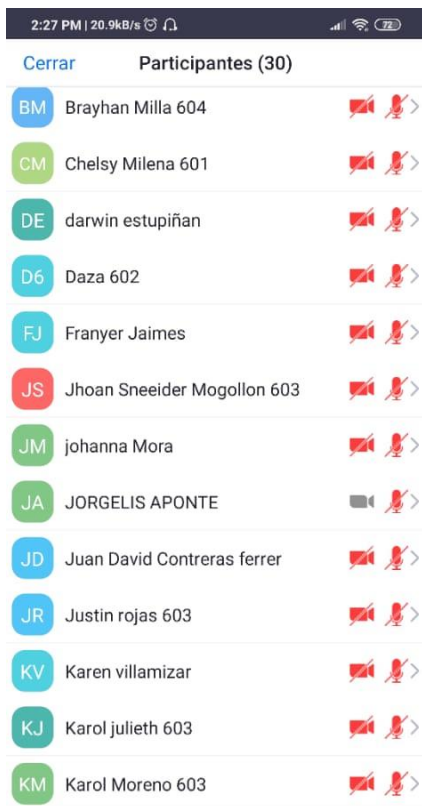
Annex 9 Second workshop on Integral Practice's Reflection



[Annex 10](#) evidence of the 7th grade tutoring



[Annex 11](#) evidence of the 6th grade tutoring



[Annex 12](#) 6th grade tutoring attendance



Annex 13 Tutoring via Whatsapp

File # 1

<https://drive.google.com/drive/folders/1uq603vQqscEWckQYWwneBSqr9RbL1pHs?usp=sharing>

File # 2

<https://drive.google.com/drive/folders/1NMZdjBXDcBgrX1fOf9nbh4tk4ENS7rKD?usp=sharing>

File # 3

https://drive.google.com/drive/folders/1JP7xIZD_KxK_10DvxmQ7SvHw2dyfW1i3?usp=sharing

REFERENCES

REFERENCES PEDAGOGICAL COMPONENT

Amaya. A.D. may 15th, 2020 “Educación virtual en poblaciones vulnerables: un aspecto de desigualdad académica” *uniminutoradioamtv.com* retrieved from <https://www.uniminutoradio.com.co/educacion-virtual-en-poblaciones-vulnerables-un-aspecto-de-desigualdad-academica/>

Arboleda-Arboleda, A., & Castro-Garcés, A. Y. (2019). Fostering Language Learning in the University EFL Classroom through Literature: A Task-Based Approach. *GIST – Education and Learning Research Journal*, (19), 101-127.

<https://doi.org/10.26817/16925777.706>

Budiharso, Teguh. (2014). *READING STRATEGIES IN EFL CLASSROOM: A THEORETICAL REVIEW*. *CENDEKIA: Journal of Education and Teaching*. 8. 189. [10.30957/cendekia.v8i2.63](https://doi.org/10.30957/cendekia.v8i2.63).

Esteem – Journal of English study program

DOI: <http://dx.doi.org/10.31851/esteem.v1i1.3470>

Hatch (2002). *Doing qualitative research in education settings*. New York, United States: State University New York Press.

J Athl Train. 2006; 41(2): 216–221.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1472640/>

Khatib, M., & Nourzadeh, S. (2011). *Some Recommendations for Integrating Literature into EFL/ESL Classrooms*. *International Journal of English Linguistics*, 1(2). doi:10.5539/ijel.v1n2p258

Küçükoğlu, H. (2013). *Improving Reading Skills Through Effective Reading Strategies*. *Procedia - Social and Behavioral Sciences*, 70, 709–714

Küçükoğlu, H. (2013). *Improving Reading Skills through Effective Reading Strategies*.
Procedia - Social and Behavioral Sciences, 70, 709–714. doi:10.1016/j.sbspro.2013.01.113

M Khatib, S Rezaei, A Derakhshan (2011) <https://files.eric.ed.gov/fulltext/EJ1080411.pdf>

Pratiwi, E. (2020) *STRATEGIES OF READING SKILLS FOR ENGLISH LANGUAGE CLASS*

Sholah, H. (2019). Enhancing EFL Learners' Writing Skill via Journal Writing. *Alsuna: Journal of Arabic and English Language*, 2(2), 96-116.

<https://doi.org/10.31538/alsuna.v2i2.397>

Tevdovska, E. (2016) *Literature in ELT Setting: Students' Attitudes and Preferences towards Literary Texts* *Procedia - Social and Behavioral Sciences* 232, 161 – 169
<https://core.ac.uk/download/pdf/82698177.pdf>

TomasVille Schools [https://www.thomasvilleschools.org/Downloads/Before-During-After%20Strategies%20\(Toolkit\).pdf](https://www.thomasvilleschools.org/Downloads/Before-During-After%20Strategies%20(Toolkit).pdf)

Walker, E. *Journal Writing as a Teaching Technique to Promote Reflection*

REFERENCES RESEARCH COMPONENT

Domingo, Angels. *Niveles de reflexividad sobre la práctica docente*. Niveles, Activadores y Pautas

Elliot, Jhon. *La investigación-acción en educación*. Ediciones Morata.

Medina, Jarauta, Imbernon. (2010) *La enseñanza reflexiva en la Educación Superior*. Editorial Octaedro.

Muzás, María Dolores; Blanchard Giménez, Mercedes. *Propuestas metodológicas para profesores reflexivos*. Narcea, S.A. de Ediciones.

Sacristán, Gimeno J. (1998). El curriculum. Una reflexión sobre la práctica. Madrid.

Editorial Morata.

Van Manen, M. (1977) Linking ways of knowing with ways of being practical. Curriculum

Inquiry, vol.6, n.3.

Bibliografía Electrónica:

Correa Molina, E, et al. *Concept de réflexion: un regard critique*. In

<http://numerica.uqam.ca/sites/default/files/livres/1002160ar.pdf>

Mena, M. El enfoque crítico reflexivo en educación: Experiencias en el aula (abril, 2000).

Obtenido en

http://www.micentroeducativo.pe/docente/fileproject/file_docentes/150bi_aa69ca.pdf

Sparks-Langer, G & Colton A. *Synthesis of research on teachers' reflective thinking* en

http://www.ascd.com/ASCD/pdf/journals/ed_lead/el_199103_sparks-langer.pdf

Zeichner, M. *El maestro como profesional reflexivo*. en

<http://www.practicareflexiva.pro/wp-content/uploads/2012/04/Org-El-maestro-como-profesional-reflexivo-de-Kenneth-M.-Zeichner..pdf>

REFERENCES OUTREACH COMPONENT

Altablero (2005). Bilingüismo. *Altablero* (37). Recuperado el 27 de febrero de:

<http://www.mineducacion.gov.co/1621/propertyvalue-32266.html>

Cruz M, Loyo G, & Mendez E, (2011). *Políticas lingüísticas nacionales e internacionales sobre la enseñanza del inglés en escuelas primarias*. Revista Pueblos y Fronteras Digital,

vol. 6, núm. 12, diciembre-mayo, 2011, pp. 167-197 Universidad Nacional Autónoma de

México Distrito Federal, México. Recuperado el 29 de Febrero de 2106 de

<http://www.redalyc.org/articulo.oa?id=90621701007>

Frandiño Y, Bermudez J, & Vasquez V, (2012). *Retos del Programa Nacional de Bilingüismo. Colombia Bilingüe. Educación y Educadores*, Vol. 15, N°3 (2012).

Recuperado el 29 de Febrero de 2016 de

<http://educacionyeducadores.unisabana.edu.co/index.php/eye/rt/prINTERfriendly/2172/2951>

Lima M, (2006), *La enseñanza de lenguas extranjeras en el CELE de la UNAM Reencuentro*, núm. 47, diciembre, 2006, pp. 9-16 Universidad Autónoma Metropolitana Unidad Xochimilco Distrito Federal, México, Recuperado el 29 de febrero de

<http://www.redalyc.org/articulo.oa?id=34004702>

Ministerio de Educación Nacional (2006). *Serie Guías 22. Estándares básicos de competencias en lenguas extranjeras: inglés. Formar en lenguas extranjeras: el reto! Lo que necesitamos saber y saber hacer.*

Yesser A & Chacon C, (2011), *El enfoque lúdico como estrategia metodológica para promover el Aprendizaje de Inglés en niños de Educación Primaria. SABER. Revista Multidisciplinaria del Consejo de Investigación de la Universidad de Oriente*, vol.23, num.1, enero-junio, 2011, pp69-76. Universidad de Oriente Cumana, Venezuela.

recuperado el 28 de febrero de 2016 de

<http://www.redalyc.org/articulo.oa?id=427739445011>.