Enhancing Reading Comprehension through Literary and Non-literary Texts in Tenth Graders at

Carlos Arturo Torres Peña School: A Practice for State Examinations.

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FACULTY OF EDUCATION

FOREIGN LANGUAGES DEGREE

PRACTICUM

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Acknowledgements

Success is no accident; it is hard work, perseverance, learning, studying, sacrifice, and love for what you do. So, never give up. You only get one life. Go for it!

This space is to thank all those who contributed to my learning process. Firstly, I want to thank God for being with me wherever I go and giving me strength and wisdom to achieve every goal.

Secondly, I want to thank my dear parents, my siblings, and my family, who always believed in me and supported me in difficulties where I lost faith. I am also grateful to my boyfriend, who encouraged me when I fell disappointed and was my confidant in all decisions I took.

On the other hand, I want to express my sincere gratitude to all my Foreign Languages teachers for teaching me not only a foreign language but also how to be a better person, especially to my mentor Maria Fernanda Padilla Stand. I thank her for her dedication and time with my project and for being a guide in every stage of my practicum.

Finally, I would like to thank those special people who contributed to my process and shared moments, experiences, and time with me at the University. We got it!

Table of contents

List of tables

List of figures

General Presentation

The integral practice allows tenth-semester students to enhance their teaching experience by carrying out projects where they put into practice their knowledge and abilities.

The following proposal was carried out during 12 weeks at Carlos Arturo Torres Peña School. Thus, it is divided into four chapters that detail the components developed throughout the practicum process, as follows: Pedagogical component, Research component, Outreach component, and Administrative component.

The first one is the implementation of a pedagogical proposal that aimed at enhancing reading comprehension in tenth graders through literary and non-literary texts. Thus, it was a training for state examinations according to the detected need in the diagnostic. In the second chapter, the pre-server teacher was a participant in a macro-project called "The formation of the reflective spirit in the practitioners of PLEX, a training tool to qualify the pedagogical practice".

The third one presents the outreach component where there was contact with elementary students since this work was framed in the macro-project called "Linguistic awareness of the English language in primary schools in Colombia". Finally, the administrative component describes the participation of the pre-server teacher in organizational, communities, extra-curricular and administrative activities set out by the institution so that the students could perceive the role of teachers outside the classroom.

Introduction

Nowadays, English has become essential in society, taking into account it is the universal language. According to the Colombian Ministry of National Education MEN (2014), learning English in Colombia is considered mandatory for people to participate in globalization processes. In response to this reality, educational policies on foreign languages have been established, which include its study from primary school. Thus, students will increase their communication skills to better understand the world's reality.

As a way to evaluate the knowledge acquired by students during their English learning process, the government established State examinations, where reading comprehension is the assessed skill. Thus, the Ministry of Education must foster an assertive preparation in students, mainly in tenth and eleventh graders to achieve better results in the Prueba Saber 11 exam, which will be the door to higher education.

Bearing this in mind, a suitable strategy to prepare students for this exam was to enhance reading comprehension through literary and non-literary texts where they had the opportunity to analyze and comprehend it. Moreover, these kinds of texts allowed the teacher to teach the seven parts that make up the English module. Thus, the students not only practiced but also knew how the exam works.

This project offered a positive impact on students because they improved their reading comprehension and increased their vocabulary. Thus, they are more comfortable at the moment of presenting the Prueba Saber 11 exam next year.

Lastly, considering the present situation in the world, it means the health emergency, the Education in Colombia established new guidelines where students can access education from

their home. Hence, the Internet has become a useful technologic resource to make the learning

process easier. Thus, this proposal was developed virtually, fulfilling the guidelines established.

It was possible thanks to the use of educational platforms such as Meet and Zoom and the social

network WhatsApp. Moreover, a notebook entitled "Studying at home" was given to students,

promoting inclusion since there are students who do not have access to the internet.

Justification

Reading comprehension is the ability to understand texts. Thus, teachers must arise students the interest in reading by using different tools that technology brings currently. Therefore, teachers can take advantage of the Internet to motivate students to learn English through literary and non-literary texts that provide them a great variety of themes according to their interests.

The present project focused on applying these two kinds of texts, taking into account the needs of the tenth graders, which means the difficulty they have when they read a text and answer the questions set out. Therefore, it enhanced the reading comprehension skill that sometimes makes difficult the learning process in students.

Finally, it allowed them to familiarize themselves with the seven parts that comprise the reading module in the Prueba Saber 11 exam due to there was an explanation about it. Thus, students were benefited because they had more time to practice since they were in tenth grade. Therefore, they recognized their mistakes, expanded their knowledge, and improved their English level.

General objective

To enhance reading comprehension in tenth graders by using literary and non-literary texts at Carlos Arturo Torres Peña School.

Specific objectives

- To implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice.

- To promote the critical spirit development in pre-service teachers in order for them to analyze their pedagogical work.

- To attend the needs of the children of the primary school in the city of Pamplona.

- Integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at the primary school in the city of Pamplona.

- To acquire knowledge and to generate context insertion about the work process in the institution during the practice in order to know the role of teachers outside the classroom.

General conclusions of the project

The proposal was carried out during 12 weeks at Carlos Arturo Torres Peña School. Thus, it allowed the pre-service teacher to analyze findings to obtain the objectives proposed before the implementation of the project.

Firstly, the pedagogical component allowed the tenth graders to enhance reading comprehension by using literary and non-literary texts at Carlos Arturo Torres Peña School. It was achieved due to the development of the three stages for reading comprehension (Pre-reading, While-reading and Post-reading) established by Toprak & Almacıoğlu (2009).

Second, the research component enhanced the pre-service teacher's way of teaching because she could realize some aspects that sometimes she did not pay attention to and find strategies to overcome difficulties in the students' learning process. Besides, she followed the stages of teaching and learning to reflect on her practicum process: first, the planning stage, where the teacher prepared the class using dynamic material. Second, the teaching stage where the teacher interacted with her students, and lastly, the evaluation stage where she assessed her teaching way, considering the class objectives.

Third, in the outreach component, the creation of tutorial videos allowed the students to enhance the use of grammar and oral comprehension due to the didactic material used in class. Likewise, this project contributed to the social impact of the Bachelor of Arts in Foreign Languages since it helped the primary schools with English teachers, considering the lack of teachers in primary school. In this way, the program met the needs of training in English of the primary school with pre-service teachers who were close to the reality as regards the National Bilingual Policy.

Finally, in the administrative component, the pre-service teacher could know the role of the teacher outside the classroom and participate in different extracurricular activities, which provided her the experience of organizing them. Thus, it was an essential part of their practicum because she knew how teachers worked as a team outside the classroom to do the best in the school.

Practicum diagnostic stage

Carlos Arturo Torres Peña School is an official institution that offers the community

graduates two types of degrees: Bachiller Técnico en Sistemas (11th), and Bachiller Técnico en

Comercio (11th).

The educational environment of Carlos Arturo Torres Peña School is characterized by a

high democratic spirit, full of respect, tolerance, responsibilities, and excellent treatment among

the members of the educational community: Directors, Teachers, Parents, Students,

Administrative Staff, and General Services Staff. These values are instilled in the students from

their entry, and they are constituted in duties for everybody.

Figure 1. Image of the entrance to Carlos Arturo Torres Peña School

Historical review

The priest Nicolás T. Pedraza H., distinguished priest of Santa Rosa de Viterbo, founded the SAN LUIS GONZAGA School in 1888, taking as essential elements the moral virtues of this Italian descendant, a young man with an impeccable example of charity towards neighbor.

At the beginning of the 20th century, 1906, the young institution took the name COLEGIO REYES in honor of General Rafael Reyes, a distinguished son of this town and president of Colombia who during his government tried to establish an environment of peace and concord.

Nine years later, the parish priest Faustino Peña called it INSTITUTE TUNDAMA. Thus, he aimed at perpetuating the courage of Cacique Tundama, remembering the province of the same name whose capital was Santa Rosa de Viterbo.

Afterward, the town assumed the management of the Institute through the council. Thus, a Pedagogue of the Ramírez Academy of Bogotá, Mr. Santos María Pinzón was hired as principal in 1939. He requested and obtained the change of the school building's name and from 1946, it was called COLEGIO CARLOS ARTURO TORRES PEÑA, in memory of another distinguished son of Santa Rosa: Man of clear intelligence, author of IDOLA FORI, a work that carries a message of democratic salvation.

As of 1953, the department of Boyacá assumed the direction of the School, and in 1971, it began to be titled INSTITUTO INTEGRADO CARLOS ARTURO TORRES PEÑA.

Fifteen years later, in 1986, due to government regulations on the nationalization of education, it was called INTEGRADO NACIONALIZADO CARLOS ARTURO TORRES PEÑA. For many years, the School operated in various parts of the town and since 1963 it has its own facilities at the current headquarters.

The School has had the Classical or Academic Bachillerato modality, and the Pedagogical Bachillerato modality (removed). Currently, technical secondary education has three kinds of expertise: Administrative Assistance, Computer systems, and Administration and Finance (Approval pending) articulated with SENA. Moreover, the adult education program entitled "PALABRAS MAYORES" that works from Monday to Friday at the El Olivo penitentiary.

In 2003, the Egypt School was merged and in 2006 Cachavita, La Creciente and Puerta de Cuche Schools were merged. In 2009, the name of the school changed to INSTITUCIÓN EDUCATIVA CARLOS ARTURO TORRES PEÑA according to Resolution 000119 of January 22.

Principals:

- o Julio Escipión Ojeda
- o Marcelino Cárdenas
- o Nazario Moreno Herrera
- o Carlos Julio Pedraza
- o Gerardo Suescún
- o Félix Segura
- o Cantalicio Peña
- o Presbítero Rafael Sanabria
- o Tomás Arias Ávila
- o Víctor Julio González P. (person in charge)
- o Rafael Monsalve Parra
- o Patrocinio Jiménez Rincón

- o Servio Hernando Ruano Benavides (person in charge)

- o Jorge Oswaldo Martínez Vargas

- o Gustavo Cascante Flechas

- o Juan José Casallas Robayo

- o Gustavo Reyes Manosalva

- o Francisco Antonio Rincón Castro

- o Helia Isabel Suárez de Valcárcel

- o Luís Guillermo Medina Pinzón (current Rector)

Symbols

- o **Emblem**

Figure 2. Image of Carlos Arturo Torres Peña School emblem

It has the inscription "IDOLA FORI" at the top in honor of the summit work of the distinguished son "Santarroseño" Carlos Arturo Torres Peña; bordering the emblem, the name of the School and the town. Inside there is a two-headed eagle of Roman origin: the one that looks

to the left means looking at the past and the other means looking to the future. Lastly, in the center, there is an open book, which means the well of science.

o **Flag**

Figure 3. Image of Carlos Arturo Torres Peña School flag

It has three horizontal stripes whose colors are green, white, and green.

Topographical location of the school

Carlos Arturo Torres Peña School is located in Santa Rosa de Viterbo, Boyacá, Colombia in the street #11 n° 2-50. It has also four headquarters in the rural area of the town, as follows Egipto, Puerta de Cuche, Cachavita, and La Creciente.
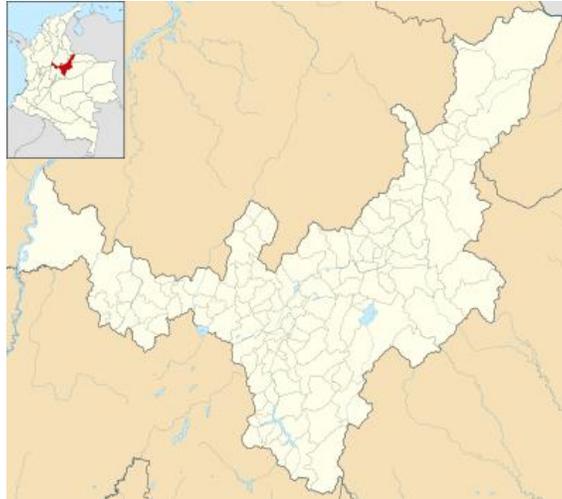
Figure 4. Department of Boyacá located in the map of Colombia

Figure 5. Santa Rosa de Viterbo town located in the map of Boyacá

Figure 6. Image of the place corresponding to the classrooms in which secondary school students

take their courses.

Diagnostic

According to the present situation in the world, Education in Colombia adopted new

guidelines where students received classes despite the difficulty. Thus, the Internet became an

ally since it offered different tools to make the learning process easier.

The Carlos Arturo Torres Peña School fulfilled those guidelines taking into account the

diagnostic and institutional observation carried out during two weeks. Thus, it was found the use

of an educational platform, communications technology, a social network, an institutional blog,

and the development of a notebook entitled "Studying at home" that was addressed to all the

students of the institution, thus promoting inclusion given that they received a physical material

with the respective topics of each area.

Considering this, the diagnostic in the school was positive since there were strategies for

everyone to access education despite the situation. Most students were committed to their

learning process, showing interest in learning and improving their knowledge.

Documentary analysis

Administrative component

Institutional Educative Project (PEI)

The construction of an Institutional Educational Project (PEI) based on respect for human rights, should promote the development of coexistence that allows the creation of new individual and collective projects of social significance and a space that can be used to generate experiences, and it is precisely in this aspect where the handbook begins to play an important role.

Institutional horizon

Mission

Carlos Arturo Torres Peña School, of an official nature, Pre-school Education, Basic Primary and Technical Secondary Education with two kinds of expertise: Administrative Assistance and Computer systems, contributes to the integral formation of its students. Thus, it has personal discipline as a basis using flexible but conclusive pedagogical models in the true understanding of their learning. Therefore, students can organize life projects with ethical principles that contribute to the sustainable development of the region and the nation, demonstrating daily their capacity for harmonious coexistence and constant updating.

Vision

Our Carlos Arturo Torres Peña Educational Institution projects people with basic, labor, general, and specific competencies, starting from the principles and purposes of Colombian Education, embracing the new scientific, cultural, technological, environmental, and business trends in the modern world. Thus, this institution will create strategic alliances with technological and higher education institutions to achieve THE recognition of its academic quality, demonstrating continuous improvement in the Synthetic Index of Educational Quality, as well as in the performance of its graduates, whose follow-up allows establishing that they fulfill the expectations in the socio-economic and cultural contexts in which they must act.

Institutional Organizational chart

The following organigram shows each member that is part of the educational community at Carlos Arturo Torres Peña School.
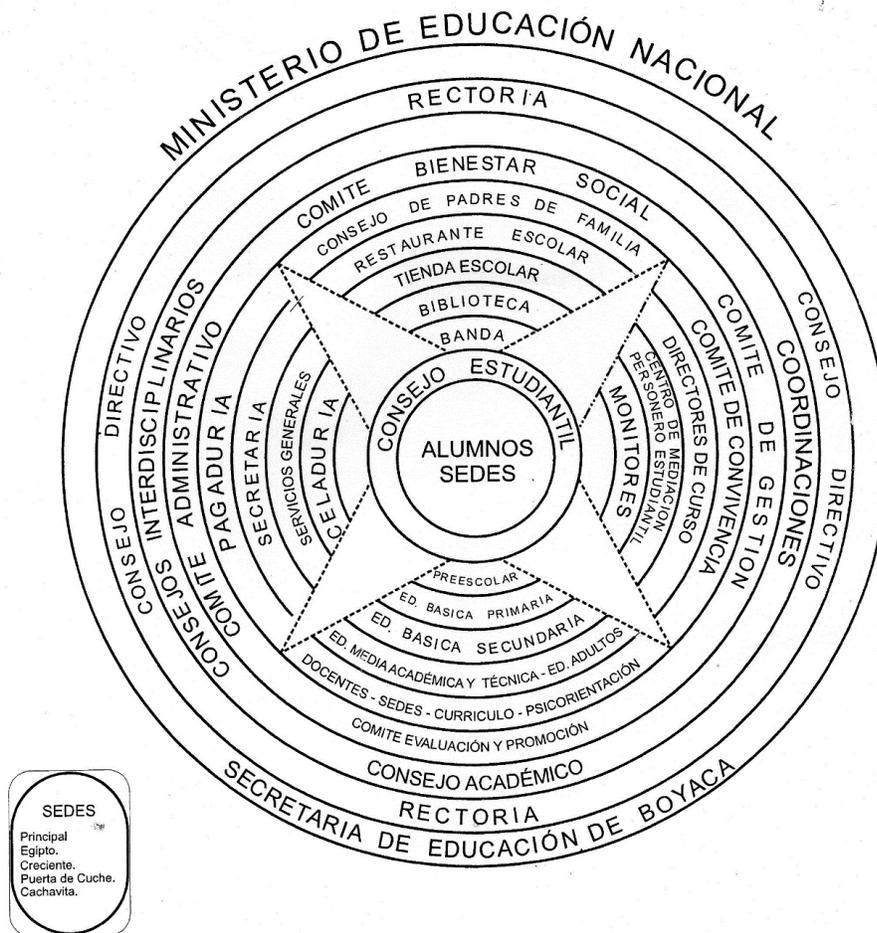
Figure 7. The administrative structure of Carlos Arturo Torres Peña School

The administrative structure is represented by an organigram in a circular shape that shows a modern, dynamic, and suitable distribution that allows them to achieve the proposed goals.

Institutional principles

The Carlos Arturo Torres Peña School will be governed by the following principles:

1. Development of competences in being, knowing, and knowing-how in personal, family, socio-cultural and labor contexts.

2. Research in the scientific, technological, social, artistic, and aesthetic fields.

3. Strengthening of labor skills, training in the practice of work through knowledge and technical and technological abilities as a basis for individual and social development.

4. Development of communication skills to read, learn, write, listen, speak, and express oneself correctly in different areas.

5. The Student develops awareness for the conservation, protection, and improvement of the environment, the rational use of natural resources, the disaster prevention within an ecological culture, the risk, and the protection of the cultural heritage of the municipal, departmental and national order.

6. It fosters training to make accurate decisions in the economic, political, administrative, and cultural life of the nation.

7. It promotes training in respect for legitimate authority, the law, national culture, Colombian history, and national symbols.

8. The institution promotes the follow-up of its Graduates within the participation in the performance roles of the economic, political, administrative, and cultural life of the country or international.

9. It supports the Educational Training of the local and regional community with the development of flexible adult education programs in order to complement, refresh update and supply knowledge in academic and labor aspects.

Quality targets

1. Incorporation of the basic standards, Basic Learning Rights of excellence to the curriculum.

2. Appropriation of the Mission and Vision of the institution by the entire community.

3. Design of articulation actions and plans to improve educational quality.

4. Development of educational projects, curriculum, and the articulation between educational levels with the social, labor, or productive system.

5. Development of innovation and research processes in the classroom and outside of it.

Pedagogical component of PEI

It refers to the conceptions, strategies, actions, and means that are put into play for the achievement of a purpose. Thus, it is found the permanent training of human talent capable of contributing to the development of its region, understanding, and assuming the economic and political problems at the various levels. Hence, the achievement of this purpose demands the reconstruction of a pedagogical model that allows autonomous management in the logical and social construction of knowledge.

For attending to the Mission - Vision and the Carlos Arturo Torres Peña School philosophy, a pedagogy is proposed from the humanization of education with an integrated approach in the development of the different pedagogical, methodological, didactic, evaluative, and organizational actions. It corresponds to the needs and interests of the educational community from the curricular guidelines that guides the Institutional Educational Project.

Pedagogical model

The pedagogical approach "Teaching for Comprehension" places the Student at the center of the integral training process and, therefore of their autonomy. This purpose helps the learners to train in self-discipline and self-learning and guides them in the advancement of their personality based on the experience of habits and values. Thus, it forms an internal discipline based on ethics and autonomous self-control.

Meaningful Learning and "Teaching for Comprehension" show the paths for social, personal, and critical development. It also accentuates the student's creative participation, identifies the teacher as a guide, facilitator, and companion, giving importance to the Student's motivation for learning, recognizing their work with a continuous communicative relationship, and a permanent dialogue process.

Curriculum

The Academic Council approved the Curriculum of the Carlos Arturo Torres Peña School on January 26, 2012. Thus, it was endorsed by the Board of Directors according to Act No. 001 of February 14, 2012 after a long process of surveys, analysis, discussion, and socialization.

The Curriculum is the structured scheme of the mandatory and fundamental areas of knowledge and training together with the training processes offered by the Institution. It is a dynamic proposal of the educational work that takes part in the dimensions of the human development profile expected in the Institutional Philosophy.

Contents of the curriculum

In each area of knowledge and training of the Basic Education and Secondary Education levels, it is important to keep refresh updated the following aspects:

1. Diagnosis of the Area based on academic results from the previous year in internal evaluations, SABER 11 tests, internal tests carried out with the support of external entities, and other reliable assessments of the advances in pedagogy and didactics of each area and the needs, interests, and challenges of Society and Students.

2. The quality targets formulated from the diagnosis of the Area indicated in the previous paragraph of this article.

3. Definition of the Area in relation to the dimensions of development with a pedagogical foundation based on the Curricular Guidelines and Learning Standards issued by the Ministry of National Education and on the advances of Pedagogy and Didactics of each Area, within a vision of the world and life.

4. The identification of standards, competency components, unifying threads, generative topics, thematic axis, comprehension target, comprehension performances, resources, and continuous evaluation defined within the Teaching for Comprehension Pedagogical model. Thus, they are the reference that the teacher must know for the development of pedagogical activities in each area.

5. The time distribution and the educational process sequences, indicating in what grade and school period the different activities will be carried out as well as the number of hours for each one.

6. The performances that express knowledge, competencies, and attitudes that the learners must achieve and acquire at the end of each school period, in each area and grade, with

their corresponding valuations, within the framework of curricular technical standards that the Ministry of National Education issues and the learnings that the Institutional Educational Project establishes.

7. The criteria and procedures to evaluate the learning, performance, and capacity development of the learners, according to the Institutional Evaluation System.

8. The general design of special-support schemes for students with difficulties in their learning process.

9. The methodology to be used for each area, indicating the use of didactic material, school texts, laboratories, audiovisual aids, educational informatics, or any other means that guides or supports the pedagogical action.

Transversal projects

The Carlos Arturo Torres Peña School organizes, plans, and develops these transversal projects from preschool to eleventh grade, involving all members of the educational community. These projects are evaluated and adjusted annually, according to the needs and the Institutional Improvement Plan.

Projects:

- Life project (Education in Human Values)

- Education for Sexuality

- Environmental education – PRAE-RESPEL

- Education in Disaster Prevention and Response - Risk Management

- Use of free time

- Chair for peace

- Newspaper and magazine: "Teen Voice"

- WEB Page - Institutional Historical Archive

- Road safety

- Healthy Schools- School Restaurant

- Go to the School Library

Handbook

Every year, Carlos Arturo Torres Peña School has been adjusting its handbook, trying to promote democratic practices for the principles and values learning of citizen participation, based on respect for Human Rights, Education for sexuality, and the prevention and mitigation of school violence. Hence, it is considered a common denominator in the relationships between the members C.A.T.P Educational Community.

Likewise, the handbook was created to accomplish what the Law 1620 of March 15, 3012 stipulates; promoting the creation of new individual and collective projects of social significance and a space that can be used to generate experiences.

The handbook contains:

o **TITLE I. Institutional identification**

o **TITLE II. The educational community and the institution**

Chapter I. The school leadership

Chapter II. The school orientation

Chapter III. Educators

Chapter IV. Students: Admission and stay in the educational institution

Chapter V. Students: Personal presentation and uniforms

Chapter VI. Students: Rights and Duties

Chapter VII. Parents

Chapter VIII. Rights and Duties as part of the national system of school coexistence

Chapter IX. Office workers

Chapter X. General Service staff

Chapter XI. School governance

Chapter XII. The directive council

Chapter XIII. The academic council

Chapter XIV. Evaluation and promotion committee

Chapter XV. The educators' council

Chapter XVI. The school representative

Chapter XVII. The students' council and grade representative

Chapter XVIII. Parents

Chapter XIX. Graduates

Chapter XX. Sport club and sport schools

- **TITLE III. The academic system**

Chapter I. Curriculum

Chapter II. Resolution institutional system for student assessment (SIEE)

Chapter III. School welfare services

- **TITLE IV. Cohabitation regimen for students**

Chapter I. Prevention

Chapter II. Disciplinary situations

Chapter III. Applicable consequences

Chapter IV. Competence and procedure for the imposition of measures

o **TITLE V. Incentives**

o **TITLE V. Modifications and validity**

Ministry of Education guidelines facing the health emergency

The Ministry of National Education guidelines document entitled "Lineamientos para la Prestación del Servicio de Educación en Casa y en Presencialidad bajo el Esquema de Alternancia y la Implementación de Prácticas de Bioseguridad en la Comunidad Educativa" aims at guaranteeing the provision of the educational service during the health emergency derived from the pandemic.

The educational system must carry out all actions and protocols that allow the Educational Institution to be prepared, accompanying the learning processes at home, and, according to the situation of each territory to guide a gradual and progressive return to in-person classes under the alternation scheme taking into account the consent of health authorities, families, and students.

The Carlos Arturo Torres Peña School has put into practice the main aspect:

o *Academic work at home:*

Considering the health emergency, the Ministry of National Education (2019) suspended the in-person classes to safeguard students' welfare. Thus, it demanded the secretaries of

Education, the directors and the teachers to carry out an immediate adaptation of the different components of school management to guarantee the educational support for students at home. Bearing this in mind, the ministry adopted the strategy "Together at home, we will make it" that allows us to guarantee the continuity of children and teenagers educational trajectory in the framework of the health emergency.

This strategy aims at:

1. "Identifying key communication channels to facilitate interactions among the actors of the educational community" (2019, p. 13).

2. "Reviewing the curriculum, chronogram, and how to carry it out" (2019, p.13).

3. "Identifying and prioritizing the learning process and strategic basic competences in the curriculum to develop in academic work at home, as well as the strengthening of healthy lifestyle habits, social-emotional, and coexistence skills" (2019, p.13).

4. "Identifying appropriate didactic options (integration of flexible, innovative, physical or virtual resources) to be worked at home with the mediation of families that favor the development of transversal projects, optimizing resources derived from an interdisciplinary approach" (2019, p.13).

5. "Offering guidance in homes to make possible the time management, adapt routines, as well as the spaces to facilitate the development of academic work at home for children and teenagers" (2019, p.13).

6. "Opening and energizing spaces for educational community participation, according to the opportunity demanded by the situation and the conditions that students and their families have" (2019, p.13).

7. "Adapting the remote monitoring to the development of the students' academic work at home and value their achievements and productions according to the conditions that the emergency entails" (2019, p.13).

School calendar

For the development of the school year, the Education secretary of the department proposes a calendar. It is divided into four periods, as the following table shows:

Table 1. School calendar

ACADEMIC PERIOD	DATE
First	From January 27th to May 8th
Second	From May 11th to July 17th
Third	From August 3rd to October 9th
Fourth	From October 13th to December 18th

Supervisor's teacher schedule

The teacher is in charge of 10th grade, consisting of 2 courses (10 ° 1 and 10 ° 2), with four hours a week and 11th grade, consisting of 2 courses (11 ° 1 and 11 ° 2) with five hours a week.

Table 2. Supervisor's teacher schedule

Hour	Monday	Tuesday	Wednesday	Thursday
1	11 ° 2 (8:00-10:00)	11 ° 1 (8:00-9:00)		
2	11 ° 2 (8:00-10:00)	11 ° 1 (9:00-10:00)		
3				10 ° 2 (10:30-11:30
4	10 ° 1 (11:30-12:30)			10 ° 2 (11:30-12:30
5	10 ° 1 (12:30-1:30)			
6			11 ° 1 and 11 ° 2 (2:30-3:30)	

Institutional programming

The following pictures show the special dates of the Carlos Arturo Torres Peña School, according to the programming:

Enero 20	Presentación de Docentes y Directivos Docentes e iniciación de labores escolares.
Enero 20 al 24	Actividades de planeación, organización institucional y académica.
Enero 27	Iniciación de clases del Primer Periodo Semestral Académico. Iniciación del Primer Periodo Académico. Iniciación de actividades académicas con estudiantes.
Febrero 05	Inducción para estudiantes nuevos.
Febrero 07	Entrega de Planes de Área, Proyectos Pedagógicos, Planes de Dirección de Grado, Proyecto y Plan Operativo de Actividades Complementarias, Planes de Mejoramiento de Área y Planes de Mejoramiento Personal.
Febrero 12	Asamblea General de Padres de Familia. Hora: 7:00 a.m.
Febrero 26	Miércoles de Ceniza.
Marzo 09	Celebración Día de la Mujer. (Programación especial - 3 horas)
Marzo 16-19 de abril	Receso Estudiantil, cinco (5) semanas. Abril 06 al 10 Semana Santa
Abril 22	Día mundial de la Tierra.
Abril 23	Celebración Día del idioma.
Mayo 08	Finalización Primer Periodo Académico. Entrega de Informes a Padres de Familia. Entrega del primer informe trimestral por parte de Coordinadoras y Docentes Sedes Fusionadas.
Mayo 11	Iniciación del Segundo Periodo Académico.
Mayo 15	Celebración día del trabajo, día de la Secretaria y del Buen Pastor. Día del maestro-Celebración Día del Educador (Programación Especial)
Junio 5	Día del Medio Ambiente.
Junio 12	Celebración día del estudiante- entrega de cartillas.
Julio 13 al 17	Desarrollo del PROYECTO DE VIDA- Actividades socioemocionales.
Julio 17	Finalización Segundo Periodo Académico.
Julio 20 al 02 agosto	Receso estudiantil.
Julio 30 y 31	Entrega de Informes y cartillas a Padres de Familia.
Julio 20 al 02 de agosto	Semanas de Desarrollo Institucional. Actividades de actualización académica y formación docente.

Figure 8. Special dates: Part I

Continuación Acuerdo 001,3.

Agosto 03	Iniciación de clases del Segundo Periodo Semestral Académico. Iniciación del Tercer Periodo Académico.
Agosto 07	Fiesta Patria. Celebración Institucional Especial.
Septiembre 01 al 04	Semana por la Paz (por definir).
Septiembre 18	Día del Amor y la Amistad.
Septiembre 24	Día del Recluso (Por Definir).
Septiembre 28 a Octubre 02	Expo-Ciencia y Tecnología Institucional-día cultural- Foreign Language Day-Cultural-oratoria-teatro-feria del producto elaborado con material reciclado. Día de la "Boyacensidad".
Octubre 09	Finalización del Tercer Periodo Académico- Entrega de Informes a padres de familia-entrega de cartillas.
Octubre 05	Día del directivo docente.
Octubre 05 al 09	Semana de receso estudiantil- Semana de desarrollo Institucional y capacitación docente- Tercera Jornada Pedagógica (Comunidades de Aprendizaje.
Octubre 13	Iniciación del Cuarto Periodo Académico -Celebración Día de la Raza.
Octubre 23	Celebración Villa Republicana (Por definir).
Octubre 31	Día del ahorro y Día de la alegría infantil (Preescolar y Básica primaria).
Noviembre 11	Fiesta Patria.
Diciembre 11	Finalización del Cuarto Periodo Académico.
Diciembre 18	Entrega de Informe horas efectivas laboradas segundo semestre. Tercera Jornada Pedagógica (Comunidades de Aprendizaje).
Diciembre 17	Clausuras. Sedes fusionadas 8:00 a.m. Preescolar y Básica Primaria 8:00 a.m. Secundaria – 10:00 a.m.
Diciembre 18	Entrega de Certificados de Estudio de Bachillerato Básico a Grados Noveno. Hora: 08:00 a.m. Ceremonia de Proclamación de Bachilleres: Técnicos – Hora: 10:00 a.m. Aula Múltiple
Diciembre 21	Vacaciones para Docentes y Directivos Docentes y estudiantes (cuatro semanas) Presentación e iniciación de labores y directivos docentes: 17 de enero de 2021.

Figure 9. Special dates: Part II

Pedagogical component

Language area planning

Currently, our students have multiple difficulties in the learning process of English due to various factors, as follows: lack of engagement by students to their learning, nonfulfillment with materials necessary for the development of classes, and lack of vocabulary management that allows them to have an adequate and complete understanding of the texts.

To develop the educational process by competences, it is fundamental to consider the concepts and curricular guidelines established by the Ministry of National Education, as well as the objectives and basic learning rights to achieve the integral development of the student.

The language area planning intends that the student knows the topics that will be worked on during each academic period, as well as how it will be evaluated and the performances that must be achieved, developing the skills in each of the areas involved.

Syllabus

The syllabus established in the language area is divided into four units. Thus, each period has a different unit composed of different topics that will enhance students' English level.

Each unit organizer contains:

o   Public

o   Time

o   Period

o   Subject

o   Name of unity

o   Objectives

o   Standards

o   Basic learning right

o   Guiding threads

o   Competences

o   Components of the competence

o Comprehension goals

o Comprehension performances

o Criterions

o Materials

ORGANIZADOR DE UNIDAD DE INGLÉS

GRADO: DÉCIMO **DURACIÓN:** 10 Semanas **PERIODO:** CUARTO **INTENSIDADHORARIA:** 4 H
NOMBRE DE LA UNIDAD: LET´S WRITE
ESTÁNDAR: 1. Identifico conectores en una situación de habla para comprender su sentido. 2. Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla. 3. Identifico palabras claves dentro del texto que me permiten comprender su sentido general.
DERECHOS BÁSICOS DE APRENDIZAJE: 1. Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones. 2. Intercambia opiniones sobre situaciones de interés personal, escolar o social. 3. Distingue información general y específica en textos de opinión y discusiones orales y escritos sobre temas conocidos.
HILOS CONDUCTORES: 1. ¿Cómo mejorar mi habilidad para comprender textos? 2. ¿Cómo mejorar mi escritura? 3. vamos a aprender vocabulario.
TÓPICO GENERATIVO: DISCOVERING MY SKILLS!

EJE TEMÁTICO COMPETENCIAS	COMPONENTE DE LA COMPETENCIA	METAS DE COMPRENSIÓN	DESEMPEÑOS DE COMPRENSIÓN	VALORACIÓN CONTINUA/ CRITERIOS	RECURSOS
REGULAR AND IRREGULAR VERBS.

WRITING ACTIVITIES | LINGÜÍSTICA PRAGMÁTICA SOCIOLINGÜÍSTICA

Comprensión de situaciones.

Construcción de oraciones.

Principiante | Los estudiantes desarrollaran la habilidad para aprender y usar algunos verbos regulares e irregulares, al igual que los pondrán en práctica en la construcción de textos, oraciones y preguntas. | Por medio de fichas se presentará a los estudiantes algunos verbos y se les preguntará el pasado, pasado participio y significado de cada uno de ellos, esto con el fin de identificar cuales saben y cuáles no, al tiempo que se reforzará la pronunciación de cada uno de ellos.
Se dará una lista de verbos a los estudiantes para que los aprendan y así incrementen su vocabulario y pronunciación.
Por medio de una charla dirigida por la docente, se darán algunas pautas y diferencias entre los verbos.
Se pedirá a los estudiantes que utilicen los verbos aprendidos en la creación de textos escritos en el tiempo dado.
A través del desarrollo de ejercicios, los estudiantes afianzarán el uso de los diferentes verbos.
Por medio de actividades escritas y sustentadas, los estudiantes confrontarán el | Actitud y responsabilidad. Trabajo en clase. Comprensión y análisis. Buena pronunciación. Uso de estructuras. Vocabulario. Desarrollo de talleres | Textos. Guías. Diccionario. Fotocopias. Hojas. Cuadernos. fichas |

Figure 10. Special dates: Part II

Methodology

The methodology that is developed in the English area is focused on giving greater participation to students within the teaching-learning process, highlighting the following:

o *Meaningful learning:* The student is an active subject, restructuring and organizing information. It comprises three fundamental components: First, Exploration where a

diagnostic of knowledge, skills, needs, and states of competences is carried out, which means, a review of previous knowledge. Second, Confrontation where there is a transition between prior knowledge to new knowledge through analysis, reflection, understanding, and application of critical thinking. Third, Transfer where there is verification, evaluation, culmination of new meanings, and comparison of previous experiences with new ones, taking into account the performance that will measure the quality of learning.

o *Teacher explanation:* The teacher is in charge of explaining the topics that are developed in the classroom when something is not clear enough or has not been understood by the students.

o *Collaborative learning:* Through team learning, learners recreate themselves, training themselves to do something they could not do before. Considering this, a learning environment is created when classmates support each other, learning to work as a team.

o *Cooperative work:* Students must learn to learn, to be autonomous, and to develop their capacities and abilities. In order to accomplish it, the role of the teacher plays an important part where the planning, design, and development of activities will be evident.

Pedagogical resources

After carrying out the institutional observation, the pre-service teacher found that Carlos Arturo Torres Peña School established different resources so that students could access all the information.

These resources are:

o "WhatsApp" where groups were created for each grade, which allows teachers to have contact with students.

o "Google Meet" and "Zoom" to carry out synchronic meetings with students who have access to the Internet. However, information worked on each class is sent via WhatsApp for students who do not have the opportunity to attend.

o Google classroom, which is addressed to eleventh graders to practice reading comprehension through tests.

o Institutional blog to supply institutional information about each area, its contents, and the PDF document of the notebook "Studying at home".

Design of guides and material

Considering the present situation where many students do not have access to the Internet, Carlos Arturo Torres Peña School created a notebook entitled "Studying at home". It was delivered at the beginning of each period to students' parents. Thus, it was composed of the explanations of each topic and different activities that had a respective delivery date.

"Studying at home" notebook was a useful and practical didactic resource, which aimed at guiding the students' learning process. Thus, technological tools, whose purpose was to show the students the different moments in which the contents of each area were structured, supported this notebook. Therefore, they could follow the proposed route, achieving the expected learning results.

Moreover, it allowed them to establish and maintain permanent and effective communication with teachers. Thus, they received feedback about their learning process. Finally, teachers answered questions and doubts to guide and complement academic work at home.

Modalities of accompaniment to learning

On Wednesdays at 7 o'clock, teachers had a predefined schedule to help parents either WhatsApp or Call. Thus, they established communication to know the students' learning progress.

After sending each activity proposed in the notebook "Studying at home", teachers assessed the development of it. Thus, they took into account the attitudinal aspect such as punctuality, participation in synchronic meetings, and the responsibility that this new strategy to study comprises.

Technological component

Within the technological component, the pre-service teacher found the use of Google Classroom educational platform, the institutional blog, platforms such as Zoom and Google Meet, and a social network (WhatsApp).

Considering this, teachers established the dates of the meetings according to the calendar. Each class was divided into two parts: first, the synchronic meeting where teachers clarified doubts and gave instructions to develop the activities by using PowerPoint presentations (it lasts one hour). Second, the non-synchronic meeting where teachers sent the instructions through note

voices and the material used in the online meeting. Thus, students could access the different explanations of topics and useful material for reinforcing their learning process. Moreover, teachers were online to be attentive to any question (it lasted one hour).

Population

The pre-service teacher had the opportunity to work on with the following grades:

o   11 ° 1, 11° 2: 62 students

o   10° 1, 10° 2: 67 students

o   5° 1, 5° 2, 5° 3: 85 students

The major part of the students lived in the urban area and the others in the rural area. On the other hand, families on average were made up of a father, mother, and three children, almost all couples were married, and a small percentage lived in a consensual union. Moreover, income was mostly a minimum salary, as independent workers (farmers, dealers, builders, etc.).

o   *Management and teaching staff:*

Principal: Luis Guillermo Medinda Pinzón

High school coordinator: Julia Edith Rodríguez

Primary school coordinator: Claudia Esperanza Tamayo

o   *Teachers* (52): English teachers (6)

o   *Administrative staff* (3)

Chapter I: Pedagogical component

Title

Enhancing Reading Comprehension through Literary and Non-literary Texts in Tenth Graders at

Carlos Arturo Torres Peña School: A Practice for State Examinations.

Introduction

Nowadays, the importance of English is evident since it is the greatest common language spoken universally. Thus, it is considered the door to the modern world since it is found everywhere. The Internet is a clear example where most of the information appears in English. Thereby, learning English has become a need for people in order to get professional and personal goals (Nishanti, 2018).

During the learning process, students must develop the four skills of a language: oral comprehension, written comprehension, oral production, and written production. Thus, the Ministry of National Education established the Basic Learning Rights, an essential tool in the construction of quality education since it develops communication skills. Therefore, students must know and be able to demonstrate a command level B1, at the end of Grade Eleventh, according to the Common European Framework of Reference for Languages (MEN, 2015).

Considering this, the Prueba Saber 11 exam is responsible for assessing student English level. Thus, students demonstrate their communication skills through reading comprehension (divided into seven parts). However, results are not as expected, since the national results report (2019) shows that most students have a low level of English, as follows: 37 % A-, 34% A1, 19 % A2 and the other students have the expected level: 8 % B1, 2 % B+ (ICFES, 2019). Therefore, it

was necessary to implement training in 10th graders, contributing to the improvement of their reading comprehension by using literary and non-literary texts in order to accomplish better results in the next state examinations.

Statement of the problem

Learning English implies an engagement for students, taking into account that they must develop the four skills: oral comprehension, written comprehension, oral production, and written production. Thus, they must be aware of the importance and positive impact it has on their life since English offers better job opportunities and improves communication due to it is a universal language.

Despite this, in Colombia, the level of English is low and worrisome, taking into account the results of the previous exam "Prueba Saber 11 (2018-2)". There, most students got a low English level, showing that methodology in schools must be improved.

During the observation carried out from August 31 to September 4, the pre-service teacher found that at Carlos Arturo Torres Peña School, 10th graders had problems in reading comprehension due to their limited vocabulary and the lack of practice in this skill. On the other hand, the teacher in charge stated that it was evident the need to practice reading comprehension where the students began to analyze texts, asking questions to find answers.

General question

1. How does the use of literary and non-literary texts enhance reading comprehension in tenth graders?

Sub question

o How can literary and non-literary texts expand students' vocabulary?

o How can literary and non-literary texts motivate students to read?

Justification

In Colombia, English is the foreign language taught in schools. Thus, the Ministry of National Education has established guidelines to foster students' learning. However, their English level shows the need to improve the methodology, implementing new strategies.

An important skill in the learning process is reading comprehension since although many people can read, the act of reading and the act of comprehending what is read are different aspects taking into account that reading comprehension is to think about the sense that was just read, giving a relevant meaning. Thus, the development of the ability to read, understand, and analyze the text is necessary (Rutzler, 2020).

Researchers claim that students are growing up in a world saturated with media and messages. In this way, they need to receive a critical pedagogy for learning to analyze or evaluate different facts. As a result, some teachers use literary texts as a basis for critical reading in order to widen students' horizons while others use non-literary texts as newspapers to familiarize students with Anglophone culture (Shokrolahi, 2014).

Bearing this in mind, Carlos Arturo Torres Peña School needs to promote reading in students; thereby, this pedagogical proposal aimed at enhancing Reading Comprehension in 10th graders through the implementation of literary and non-literary texts. Thus, the students increased their knowledge, expanded their vocabulary, and were aware of what they read.

Furthermore, it represented an aid for the students since reading comprehension is the assessed skill in the Prueba Saber 11 exam. Thus, they are prepared to present the exam, getting better results, which means the door to higher education.

Objectives

General

- To enhance reading comprehension in tenth graders by using literary and non-literary texts at Carlos Arturo Torres Peña School.

Specifics

- To establish the effects of applying literary and non-literary texts.

- To analyze the students' progress according to the proposed readings.

- To compare the use of literary and non-literary texts.

Theoretical Framework

This theoretical framework is an essential part of the proposal since it guides the reader to get in context and have an insight into the importance of reading comprehension through literary and non-literary texts in 10th graders.

Reading comprehension

According to Kirby "Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text)" (2007, p.1). Thus, this skill complements the others to improve the learning process of a foreign language, amplifying mental capacities too. Considering this, there are two levels in reading comprehension: First, bottom-up where there are main ideas to propose generalizations in order to establish what the text is about, and top-down where the reader identifies the general topic and then proceed to identify lower-level information. Finally, Moree contributes to the prior concept,

saying that "Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation" (2015, p 2).

The use of literary texts in reading comprehension

According to Hiwanupong & Yimwilai (2017), literary texts are writings that present thoughts by using creative thinking where readers can improve the imagination due to the content presented by authors. Despite the main function of literary texts is aesthetic, they also contain beliefs and political messages.

Likewise, literary texts are works that contain complex literary devices mainly in metaphor and symbolism. They are important elements that allow us to differentiate literary from non-literary texts given that they present deep and figurative meanings. Thus, it involves more layered themes (Hardison, 2020).

Moreover, the authors use a special style to write that gives a poetic touch in order to catch the reader's attention. Songs, poems, dramatic narratives, and lyrical odes are clear examples that cause emotions and feelings, raising interest in people (Neopode.net, 2019). Finally, literary texts provide rich linguistic input since it helps students to practice the four skills: oral comprehension, written comprehension, oral production, and written production. Thus, they are considered an important source of learner motivation, which gives opportunities to learn the English language from different styles (Rayahu, 2011).

Daskalovska and Dimova (2012) state that the implementation of literature in language teaching provides students the experience of using language creatively. Thus, they can be aware of the language they are learning.

Besides, literature plays a useful role in the classroom since it presents materials that invite students to react, evaluate and interact with the text, which motivates them to get involved emotionally and compare it with their own experience. Therefore, motivation is the main factor for the learning process where teachers must offer students interesting texts and activities to create the feeling that they are using the language in a real context.

On the other hand, Capello (2004) affirms that the use of literary texts is related to history, theory, and criticism. Therefore, teachers can take advantage of the cultural background of these texts to teach the language. Likewise, it is important to motivate students to read. For instance, teachers must establish interesting activities, squeeze the texts in every possible way, and be creative. Thus, students will enjoy reading while they learn the language.

Moreover, the use of literary texts in the classroom must develop the student´s interests to find responses to the text, leading them to a personal discovery. Thus, these texts should enrich vocabulary, the understanding of another culture, and the development of critical thinking.

The use of non-literary texts in reading comprehension

According to Hiwanupong & Yimwilai (2017), non-literary texts are texts that present facts, events, and issues that happen in the world. Thus, they seek to inform, explain, and persuade people to understand what they read. Articles, biographies, autobiographies, scientific texts, advertisements, film reviews, news reports, and instruction manuals are a clear example of

non-literary texts. Thus, most of the time they are effortless to read and understand, taking into account the vocabulary used. Hence, it is easier to conceive the theme of the text due to its accuracy. Moreover, reading non-literary texts helps students to develop critical reading skills, assessing the authors' biases. Thus, it enhances their judgments about what they read.

Hiwanupong and Yimwilai (2017) claim that non-literary texts are a useful tool for English Foreign Language students since there are no cultural differences in these texts. Thereby, they do not need to interpret because the content of these are facts, truth, events, information, and issues. Thus, learners can understand non-literary texts faster than literary texts, which require them to interpret differences of culture.

Besides, non-literary texts enable students to expand their vocabulary and enhance their grammatical knowledge, taking into account that these are precise, which facilitate comprehension of texts.

Pruebas SABER exams:

The Pruebas saber 11 exams are a test applied to 11th graders, which aims at assessing students' knowledge. According to The Ministry of National Education (n.d.), this state examination provides information to institutions about the basic competences that students must develop throughout their formal education. Thus, it has the following objectives established in Decree 869 of 2010:

1. "To check the degree of development of students' skills who are about to finish the eleventh grade of secondary education" (p.1).
2. "To provide elements to the student for the realization of their self-evaluation and the development of their life project" (p.1).

3. "To provide educational institutions with relevant information about the competences of applicants to enter higher education programs, as well as of those who are admitted, which serves as a basis for the design of academic remedial programs and prevention of dropping out at this level" (p.1).

4. "To oversee the quality of education in educational institutions in the country based on the basic competency standards and quality benchmarks issued by the Ministry of National Education" (p. 1).

5. "To provide information for the establishment of added-value indicators, both for secondary education and higher education" (p. 1).

The English module is composed of seven parts. Each one evaluates a skill-specific to the English language and is associated with a particular percentage:

o Part 1 assesses the lexical knowledge where the student must match the word with its correct description (Value 11%).

o Part 2 assesses the pragmatic knowledge where the student must recognize the communicative purpose in an advertisement and the place where it may appear (Value 11%).

o Part 3 assesses the communicative knowledge where the student must complete short conversations, selecting the correct answer from the three options (Value 11%).

o Part 4 assesses the grammatical knowledge where the student must complete a text with the most appropriate words (Value 18%).

o Part 5 assesses a literal reading comprehension exercise where the student must choose the correct paraphrase that answers the question (Value 16%).

- o Part 6 assesses an inferential reading process where the student must think about the author's intention and the general aspects of the text (Value 11%).

- o Part 7 assesses the grammatical and lexical knowledge where the student must choose the most appropriate word to make sense of text (Value 22%).

Literature Review

In order to support this proposal, five studies were taken into account based on the use of literary and non-literary texts for the improvement of reading comprehension.

Khatib (2010) conducted a research whose purpose was to investigate the impact of using literary and non-literary texts as supplementary reading in a writing class focusing on critical writing. The participants were sixty students who participated in the 16-week study and were divided into experimental (literary texts) and control groups (non-literary texts). The teaching method for each one was similar and the instruments for data gathering were a writing test, a questionnaire, and a semi-structured interview. Thus, the results showed that the two groups improved their writing and critical thinking after applying the literary and non-literary texts. Moreover, the questionnaire results showed that they had similar attitudes that influenced the improvement of reading.

Afterward, Shtepani (2012) carried out an inquiry where the data was collected through two questionnaires given to 60 teachers and students in Master's program. It aimed at identifying the beliefs and attitudes of participants in using and integrating literature in English language teaching and at giving some suggestions on how to select and use literary texts in EFL. Thus, the findings reveal that the use of literature in EFL learning plays an important role since it is a

useful technique to improve linguistic skills. Therefore, the use of literary texts enhances learning, developing students' critical thinking and their cultural knowledge. Likewise, the study showed that teachers and students need training to transform the class environment where they can enjoy the reading of a literary text and learn English at the same time.

Besides, Alizadeh (2012) in his inquiry aimed at arguing for the development of critical thinking in language learners as an important element in EFL classes. The participants were 34 learners divided into two groups after presenting a comprehension pre-test. Thus, they attended a 15-session reading comprehension course. The experimental group worked on literary books and short stories and the control group worked on non-literary texts such as Interchange, Topnotch, and Spectrum series. Finally, a post-test was applied where findings revealed that literary texts are an essential tool for teachers, researchers, and material developers since it can improve learners' critical thinking ability given that students amplify their reasoning and inference at the moment of reading.

On the other hand, Mokhtari (2014) carried out an investigation, which aimed at exploring whether there is any difference between learners who read literary texts and those who read non-literary texts on inference demanding tests. It was addressed to 30 students of English translation.

Participants took part in an inference test constructed by the researcher consisting of two tests: the first one A non-literary text and the other one A literary text. Thus, findings revealed that literary texts had a more positive and important impact on participants' inferring skill than non-literary texts. Therefore, this study was significant since the material required a deeper interpretation, thus demonstrating how literature benefices the development of students' comprehension and inference.

Finally, Hiwanupong & Yimwilai (2017) carried out a research about the effect of literary and non-literary texts on EFL Students. The participants were seventy 11th graders divided into two groups: an experimental group for literary texts and a control group for non-literary texts. It aimed at investigating the effect of literary and non-literary texts on developing students' critical reading and studying EFL students' attitudes towards teaching critical reading by using literary and non-literary texts. The instruments used for gathering data were a critical reading test, lesson plans, questionnaires on students' attitudes towards using literary and non-literary texts, and a semi-structured interview. The outcomes showed that the use of literary and non-literary texts developed students' critical reading skills. However, the experimental group obtained a higher level than the control group. Thus, it suggests that literary texts have a positive impact on the critical reading comprehension since students presented positive attitudes towards using literary texts. They enjoyed reading, feeling relaxed and comfortable despite the vocabulary was complicated to comprehend.

Pedagogical proposal methodology

The improvement of reading comprehension is a process that requires practice and effort. In order to develop reading comprehension skills, Chall (n.d) proposes six stages for reading development, which must be considered by teachers when they choose a text for students. Thus, these stages are a guide for teachers to teach reading comprehension:

- o Stage 0: *Pre-reading:* Birth to age 6. "The learner also begins to develop insights into the nature of words and begins to realize that words are made up of sounds and that some of these words have the same beginning and ending sounds" (p. 1).

- Stage 1: *Initial Reading or Decoding Stage:* Grades 1-2, Ages 6-7. "The reader realizes that letters and letter combinations represent sounds. He also become aware of vowels and vowel sounds. To this child, decoding is extremely important. A bottom-up approach to teaching reading may be appropriate for this stage of development" (p. 1).

- Stage 2: *Confirmation, Fluency, Ungluing from Print:* Grades 2-3, Ages 7-8. "The reader acquires orthographic knowledge of words. They recognize patterns of words and reach a level of automaticity in word recognition. This newfound ability enables the reader to become more fluent (p. 1)".

- Stage 3: *Reading for Learning:* Grades 4-8, Ages 8-14. "Reading during this stage is seen to be both top-down and bottom-up. Students need direct instruction, not necessarily in the aspect of decoding, but in strategy activation and selection as well as comprehension monitoring" (p. 2).

- Stage 5: *Multiple Viewpoints:* High School, Ages 14-18. "The essential difference between the Stage 3 reader and the Stage 4 reader is that the Stage 4 reader begins dealing with learning from multiple viewpoints. The successful Stage 3 reader grows in their ability to analyze what they read and react critically to the different viewpoints they encounter (p. 2)"

- Stage 6: *Construction and Reconstruction - A World View College:* Age 18 and Above. "Upon the arrival into Stage 5 of reading, the student has learned to read certain books and articles in the degree of detail and completeness that one needs for one's purpose. A Stage 5 reader knows what not to read, as well as what to read (p.1)".

Considering the previous stages, it is important to consider what kind of text is appropriate for students, depending on their age. On the other hand, Toprak & Almacıoğlu (2009) state that

for encouraging students to practice reading, it is important to propose different exercises that can be divided into three stages, as follows:

1. Pre-reading (warm-up, into, before reading): Teachers must propose activities that raise interest in students where they can guess the reading topic easier. Thus, they will not get bored or disappointed. Likewise, they will think about the situations or key points in the text. Some activities are discussing the author or type of text, considering illustrations and titles, brainstorming, and related to the situation to a similar context.

2. While-reading (during, through reading): Teachers must establish exercises that contribute to the development of students' reading strategies for they can learn how to enhance their control of the foreign language. However, supporting students can be difficult considering every student has a different need. Nevertheless, teachers can teach which strategies individuals most need to practice, giving them a guided reading. Thus, some activities are analyzing reference words, predicting text content, and learning to use the dictionary effectively.

3. Post-reading (After, follow up, beyond reading): Teachers must check students' comprehension, leading them to a deeper analysis of the text. It is important to consider that there are different types of texts. Thus, scanning is an appropriate strategy to use with newspaper advertisements, and predicting is appropriate with short stories. Moreover, discussions are an efficient tool for students to express what they have understood to complement their ideas in order to better analyze the text.

Implementation of the pedagogical proposal

Enhancing reading comprehension through literary and non-literary texts.

Considering the purpose of this proposal, the pre-service teacher implemented six readings: three literary texts and three non-literary texts. Thus, she established different activities for each one with a delivery date. These texts were published in the notebook "Studying at home" that the school gave to the students. Thus, the 10th graders had the physical material to work on in each synchronic meeting where they received instructions and learned the three stages for reading, receiving training for the Prueba Saber 11 exam. Nevertheless, the students who did not have the opportunity to attend the synchronic meetings received the explanation through recordings and messages via WhatsApp after the meeting. Then, they had time to answer and send the exercises in order to be corrected.

The following table shows the implementations of each reading, which were carried out successfully.

Table 3. Topics developed

Date	Topic
October 13th – 16th	Literary text: Milkmaid and the spilled milk.
October 19rd - 23th	Non-literary text: John Lennon
October 26th – 30th	Literary text: Nessie – the Loch Ness Monster.
November 2nd – 6th	Non-literary text: Coffee
November 9th – 13th	Literary text: Robin Hood
November 16th-20th	Non-literary text: Jonathan's trip to Colombia.

Bearing this in mind, she created six class sequences to be developed in each meeting with the tenth graders. Each one was divided into three parts, as follows: firstly, the introduction where the teacher greeted, checked class attendance, gave recommendations to keep in mind, and took a quiz to keep track of the previous text. Secondly, the text development where the pre-service teacher established different activities to carry out the three stages for reading comprehension, which means pre-reading, while-reading, and post-reading. Finally, the closing of the meeting where she reminded the delivery date and clarified doubts.

For the development of the meetings, the pre-service teacher used three technological resources as Zoom, Google Meet, and WhatsApp. Thus, she developed eight synchronic meetings where she worked with 10°1 and 10°2 on different dates.

On the other hand, she developed four classes using WhatsApp, where she worked with 10°1 and 10°2 on different dates. There, she greeted, checked class attendance, gave recommendations to keep in mind, sent the reading again so students would remind what to read, explained the activity of the week, and clarified the students' doubts.

First implementation

The first reading was a literary text entitled "Milkmaid and the spilled milk", which was developed via WhatsApp. Thus, the pre-service teacher followed the class sequence established. First, she greeted the students, checked class attendance, and started with the class. Then, she continued with the development of the text. During the "Pre-reading" stage, she gave them a vocabulary, using flashcards where the students could learn new words related to the text. During the "While-reading" stage, she asked the students to read using recordings. Hence, they had to

record a part of the text and send it to the group to follow a sequence. However, nobody wanted to participate; thereby, she motivated the students, sending the first recording. Moreover, she wrote to them that they should not be afraid because it was a good opportunity to practice pronunciation. Considering this, some students participated in the activity, and the pre-service teacher congratulated them for their participation.

Lastly, she asked them to write a moral about the text, considering that it was a fable. Thus, there were different comments, creating a debate full of respect and understanding of the ideas of others. Although at first, the students did not show interest in participating, during the development of the class, their attitude changed. The pre-service teacher felt pleased because without planning it, the students reflected while they understood the main idea of the text.

Finally, during the "Post-reading" stage, she explained the activity to be developed where the students had to translate the text and then answer five open questions. Last, she reminded the delivery date.

Considering the grades from the first activity, the pre-service teacher affirms that the students should practice writing production because several of them wrote the answers in Spanish. On the other hand, they understood the main idea of the text given that during the development of the activity, all the answers were right.

Second implementation

The second reading was a non-literary text entitled "John Lennon", which was developed on the platform Google Meet. Thus, the pre-service teacher followed the class sequence established. First, she greeted the students, checked class attendance, gave recommendations to

keep in mind, and took a quiz of six questions on the platform Kahoot to keep track of the previous text. After answering each question, the students received feedback. Considering the results obtained in the quiz, the pre-service teacher states that they were fair, taking into account the general average of the grade, which was 66.6%. Even though the students got the general idea of the text, they could work harder on the new vocabulary so that they were more prepared and were able to answer the quiz better.

Second, the pre-service teacher continued with the development of the text. During the "Pre-reading" stage, she sent a link to her students so that they could watch a video entitled Imagine by John Lennon. Thus, they could remember or know this famous artist. After watching the video, she asked her students how the song was like and what the message that the author wanted to convey was. Hence, the students participated by giving their opinion and point of view regarding the song's theme. Then, she told them to tell her some information that they knew about him, and only two students answered. Therefore, the others were able to understand more about this singer, contextualizing themselves with the text to be read.

During the "While-reading" stage, the students had to participate voluntarily. The purpose was that all the students followed the reading and read it aloud so that the pre-service teacher could correct their pronunciation. When she told them to read, none of them wanted to do it; perhaps, the fear of being wrong led them to keep quiet. Considering this, she decided to start reading so that her students would be motivated to continue reading. Although not everyone read, some students did. Then, when the reading of the text finished, she read the text once again for the students to notice their pronunciation mistakes and could improve.

Finally, during the "Post-reading" stage, she explained the activity to be developed where the students had to underline the verbs in the text and then answer five multiple choice questions and one open question about the main idea of the reading. Last, she reminded the delivery date.

According to the activities delivered, the pre-service teacher says that the students demonstrated a well understanding of the text. Thereby, most of the answers were correct. There were some grammar mistakes in the writing part, but she could understand what they wanted to express. Thus, they showed an understanding of what they had been asked.

Third implementation

The third reading was a literary text entitled "Nessie- the Loch Ness Monster" which was developed on the platform Zoom. Hence, the pre-service teacher followed the class sequence established. First, she greeted the students, checked class attendance, gave recommendations to keep in mind, and took a quiz of six questions on Google forms to keep track of the previous text, where the students had time to answer it, and they could know their grades with respective feedback in each question. Considering the results, the pre-service teacher affirms that, in general, the results obtained in the quiz were good, taking into account that the general average of the grade was 87%. Therefore, the students improved their comprehension, and compared to the previous quiz, which was about a literary text, they improved at this one, which was a non-literary text. In this way, the reading comprehension of the non-literary text was easier for them than the literary text so far.

Second, the pre-service teacher continued with the development of the text. During the "Pre-reading" stage, she reminded the students what a legend was and asked them to tell her

some legends of their region to remember a little of their beliefs. Then, considering that the week text was about Nessie, the Loch Ness monster, she decided to show her students a picture of the monster so that they could imagine what the text was about. Thus, she showed the image and let them a few minutes to imagine the story. Then, they gave their ideas about the text, demonstrating their ability to hypothesize in a situation. Considering their answers, she told them if they were right or not and that throughout the reading, they would find out if their ideas were true or not. Additionally, the pre-service teacher told them that the text was a legend of Scottish origin and that they were going to learn a story of a new culture. Thus, she states that reading was useful to them since they were able to learn and know about a legend from another country.

During the "While-reading" stage, the students had to read aloud to follow a sequence. When the pre-service teacher told them to read, none of them wanted to do it; perhaps, the fear of being wrong led them to remain silent. Considering this, she told them not to feel panic and fear of being wrong. Thus, she decided to start reading so that her students would be motivated to continue reading. Some participants read voluntarily, and others whom she asked to do so. Thus, everyone read a part of the text. Then, when the reading of the text was finished, she read it once again so that the students would improve their pronunciation.

Finally, during the "Post-reading" stage, the pre-service teacher explained the activity of the week, presenting it on the screen. In this way, they had to make a list with unknown vocabulary and then answer five multiple-choice questions and one open question about the main idea of the reading. Moreover, she explained to the students the type of text to work on and remembered the delivery date.

Considering the activity delivered, the students demonstrated a great understanding of the text. Hence, the answers were mostly correct; only a few students got a question wrong. Besides, they were able to practice written production, writing the main idea of the text.

Fourth implementation

The fourth reading was a non-literary text entitled "Coffee" which was developed on the platform Google Meet. Hence, the pre-service teacher followed the class sequence established. First, she greeted the students, checked class attendance, and gave recommendations to keep in mind.

Second, the pre-service teacher continued with the development of the text. During the "Pre-reading" stage, she showed an image of the benefits and side effects of coffee and two students read it. Then, the teacher read each effect and side effect and after each intervention, she asked them if they agreed or disagreed, creating a debate given that the students gave their reasons why for each stance.

During the "While-reading" stage, the students had to read aloud to follow a sequence. Therefore, the pre-service teacher started with the reading of the text, then she chose a student to continue reading and that student should choose another one to continue the reading. In this way, all the students read an extract of the text, and finally, she read it once again with the objective that the students were attentive and noticed their mistakes.

Lastly, during the "Post-reading" stage the pre-service teacher explained the activity to be developed during the week, where the students had to write the main idea and then choose the

correct word for each space. Besides, she explained to them the type of text to work on and remembered the delivery date.

According to the activity delivered, the pre-service teacher states that the students were able to complete the text correctly. Hence, most of the answers were correct, showing a good level of reading comprehension.

Fifth implementation

The fifth reading was a literary text entitled "Robin Hood" which was developed on the platform Google Meet. In this way, the pre-service teacher followed the class sequence established. First, she greeted the students, checked class attendance, gave recommendations to keep in mind, and took a quiz of six questions that had to be answered in four minutes on the platform Educaplay to keep track of the previous text. After taking it, the students received feedback. Considering this, the teacher affirms that the results obtained in the quiz were good, taking into account the general average of the grade, which was 75%. Hence, the students understood the topic and worked on the vocabulary in detail.

Second, the pre-service teacher continued with the development of the text. During the "Pre-reading" stage, the pre-service teacher told her students that the text was a famous legend. Then, she sent the students a link to a video, which was the movie trailer about Robin Hood. Thus, they could know the modern version of the legend. After watching the video, the students talked about the film, and some had already seen it, so they shared what it was about. Hence, the students were able to contextualize themselves with the text they were going to read. Likewise,

she told her students that after reading the text, they would be able to compare the two versions and see how the story changed a bit.

During the "While-reading" stage, the students had to participate voluntarily. The idea was for everyone to follow the reading and do it aloud so that the pre-service teacher could correct their pronunciation. When she told them to read, the students started participating. Considering this, she felt comfortable and satisfied with the reading as her students participated. Then, when they finished reading, the pre-service teacher read it once again so that the students would notice their pronunciation mistakes and could improve it.

Finally, during the "Post-reading" stage the pre-service teacher explained to the students the type of text to work on, remembered the generative topic worked on and the corresponding delivery date. Then, she introduced and explained the activity they had to do in order to make the instructions clear. In this way, the students had to translate the text and then choose the correct word for each space. Lastly, she clarified doubts and told the students what they should send for the work evidence.

According to the activities delivered, the students demonstrated a good understanding of the text. Thus, they presented the translation of the text and the questions developed. Considering this, most of the students obtained good grades, demonstrating knowledge of what they had read.

Sixth implementation

The sixth reading was a non-literary text entitled "Jonathan's trip" which was developed on the platform Meet. Hence, the pre-service teacher followed the class sequence established. First, she greeted the students, checked class attendance, gave recommendations to keep in mind,

and took a quiz of six questions on the platform Kahoot to keep track of the previous text. Thus, after each answer, the students received feedback.

Considering the results, the pre-service teacher says that these were fair, taking into account the general average of the grade, which was 60%. Thus, she states that the students understood the general idea of the text. However, they needed to work more on the vocabulary so that when taking the quiz, they would remember it to answer correctly. Additionally, she found that the understanding of literary texts was more complex for the students due to the results.

Second, the pre-service teacher continued with the development of the text. Before starting, she told her students that the text was used in the exams "Prueba saber 11". In this way, they could know this kind of text. Then, during the "Pre-reading" stage, the pre-service teacher decided to do a vocabulary activity using flashcards. In this way, she showed them a flashcard with the name of what appeared there. In each flashcard, a student had to read it so that they could practice the pronunciation and had to give the meaning of the word so that the others would say if it was correct or not. After each intervention, she corrected pronunciation and made students repeat.

During the "While-reading" stage, the pre-service teacher asked the students to read the text aloud. The idea was for everyone to follow the reading and practice pronunciation. When she told them to read, none of them did. Thus, she started calling them, but only two students in the class read. With this in mind, the pre-service teacher affirms that students need to practice reading and speaking skills to lose their fear of making mistakes. Then, when the reading finished, she read it once again so that the students would notice their pronunciation mistakes.

Finally, during the "Post reading" stage, the pre-service teacher explained the activity of the week, said the type of text to work on, and remembered the generative topic worked on and the corresponding delivery date. Last, she clarified doubts and reminded them how they should send the work evidence.

Considering the activities delivered, the students demonstrated a high understanding of the text. Therefore, most of the answers were correct. There were some grammar mistakes in the writing part, but the idea about what they wanted to express was clear. Moreover, they identified verbs in the reading, thus demonstrating knowledge.

Final product

Considering the implementation of the proposal, the teacher created a blog where some students shared their answers about each text, taking into account what the pre-service teacher had demanded. Thus, it represents the students' ability to analyze literary and non-literary texts, writing the main idea of each one. Likewise, the blog shows the literary texts and then the students' answers. Hence, the work done by the teacher and her students is evidenced.

Research methodology

Approach

This study adopted a mixed methods research approach. According to Creswell "A mixed methods research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (2020, p. 623)". Therefore, the use of both quantitative and qualitative methods

supply a better understanding of the research problem. Thus, it allowed gathering data to answer the research questions and understand the impact of the study on the 10th graders.

Methodology

This study adopted an action research methodology. According to Creswell (2002), this kind of inquiry is the most used when we talk about finding a solution to a social problem, introducing changes based on the results obtained. Thus, there are three stages to carry out action research: first, the recognition of a process to overcome the social issue. Second the practice and the need to include educators in order to establish a solution to the reported problem and third, the responsibility that groups take on when they participate in their own change. Considering this, it is important to highlight that the use of literary and non-literary texts enhances students' reading comprehension, thus improving the skill in order to overcome their difficulties.

Participants

This proposal was addressed to 62 students from 10th grade at Carlos Arturo Torres Peña School. Thus, their English level should be B1 according to The Common European Framework of Reference for languages (CEFR), which states that people in level B1 "Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans (2001, p. 24)". However, after carrying out the institutional observation, the teacher in charge stated that students were in level A2 considering their academic performance in the area. Thus, they had difficulties in their English learning process that had to be overcome.

On the other hand, the sample was composed of four students from 10° 1 who were selected at random so that the analysis data could be exact and well developed.

Data gathering instruments

Participant observation:

Kawulich (2005) states that participant observation is part of qualitative methods. Thus, it allows the inquirer to describe and analyze different situations in the setting where he is involved. Likewise, it provides ways to check how participants communicate with each other, how much time is spent on different activities, and understand some terms that participants use in interviews.

Moreover, participant observation is used to increase the validity of the study since it provides a better understanding of the context and the phenomena under study. Thus, throughout the pedagogical implementation, the researcher carried out four participant observations that allowed analyzing the process of the readings proposed for each week.

Focus group interview:

According to Creswell (2002), focus groups are used to collect shared understanding from the participants and their different points of view. Thus, a focus group interview is applied to a group of people generally, four to six, where the inquirer asks a series of questions, and participants answer according to their ideas.

Besides, focus groups are advantageous because they provoke trust among the interviewees, and they do not take long. It is useful that when inquirers conduct a focus group interview, encourage participants to talk and participate, waiting for the turn.

Bearing this in mind, the researcher carried out a focus group interview where she established an atmosphere of trust with the participants. Thus, they had the opportunity to answer questions, share their ideas, and express their considerations taking into account their experience.

Likert scale:

According to Joshi & Kumar (2015), the Likert scale aims at measuring the attitude of participants. This attitude is composed of thinking, feeling, and action. It is defined as a way to react to a situation in a specific circumstance through the experience. Thus, participants must choose their level of agreement (from strongly disagree to strongly agree).

Considering this, a Likert scale was applied at the end of the pedagogical implementation to gain a more in-depth understanding of what has been studying. Thus, it allowed the students to express their feelings, opinions, and thoughts through the intensity range. Therefore, the researcher supported the answers of participants in the focus group interview about the impact and effects of applying literary and non-literary texts in the participants' learning process.

Field diary:

According to Baribeau (2015), the field diary is an instrument frequently used in professional development, taking into account it comprises different functions that help

researchers to create theoretical, methodological, and descriptive notes, which make possible the reflective and personal analysis. Moreover, the author mentioned that it is an important tool in action research since it enables reflective practice, thus ensuring both the internal and external validity of the research process.

Considering this, the researcher adopted this instrument in order to develop data collection to establish the results of the research. She also decided to use the field diary as an instrument for the study after recognizing that it makes it possible to collect information such as the narration of events, emotions, thoughts, decisions, facts, descriptions of things seen or words heard and it allows to contextualize the data (time, people, places, argumentation).

Chronogram

The following table presents the activities that were implemented in the pedagogical proposal. This process began in October and finished in November.

Table 4. Schedule of activities

	STEPS AND ACTIVITIES	MONTH 1 AUGUST WEEK :				MONTH 2 SEPTEMBER WEEK :				MONTH 3 OCTOBER WEEK :				MONTH 4 NOVEMBER WEEK:				MONTH 5 DECEMBER WEEK:			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Project formulation				▓	▓															
2	Socialization						▓	▓													
3	Implementation										▓	▓	▓	▓	▓	▓	▓				
4	Instrument Application										▓	▓	▓	▓	▓	▓	▓				

| 5 | Data Analysis | | | | | | | | | | | | | | | | | | | |
| 6 | Findings Socialization | | | | | | | | | | | | | | | | | | | |

Interpretive analysis

"Interpretation is about giving meaning to data. It's about making sense of social situations by generating explanations for what's going on within them" (Hatch, 2002, p. 180). Thus, this kind of analysis provides inexperienced researchers with the opportunity to apply the processes directly to obtain findings more descriptive. After the data was collected, the pre-service teacher started to read it and analyze it, following the steps established by Hatch, as follows:

1. Read the data for a sense of the whole. (p. 181)

2. Review impressions previously recorded in research journals and/or bracketed in protocols and record these in memos. (p. 181)

3. Read the data; identify impressions, and record impressions in memos. (p. 181)

4. Study memos for salient interpretations. (p. 181)

5. Reread data, coding places where interpretations are supported or challenged. (p. 181)

6. Write a draft summary. (p. 181)

7. Review interpretations with participants. (p. 181)

8. Write a revised summary and identify excerpts that support interpretations.

Thereby, following it, allowed the pre-service teacher to make conclusions from the proposal implemented.

Data analysis process

After gathering the data, the inquirer continued the analysis process. Thus, the triangulation was used in order to establish a relation among the instruments used.

According to Salkind (2020), the triangulation is "The term triangulation refers to the practice of using multiple sources of data or multiple approaches to analyzing data to enhance the credibility of a research study". Thus, it allows corroborating data in order to reinforce what has been established in each instrument. Therefore, it aligns multiple perspectives that lead to a better understanding of the studied phenomenon.

Findings

After implementing the proposal, the pre-service teacher applied four instruments to collect data, as follows: four participant observations, one focus group interview, one field diary, and one Likert scale. Then, she carried out a triangulation of the data to establish the results of the research, where she found that the students enhanced their reading comprehension, given that during the meetings, the pre-service teacher carried out the three stages established by Toprak & Almacıoğlu (2009). In this way, they felt encouraged to read the six texts: three literary texts and three non-literary texts. During the "Pre-reading" stage, the activities established by the pre-service teacher allowed the students to contextualize themselves with the text, getting an idea about what they would read. "The students participated by giving their opinion and point of view regarding the subject of the song. Then, I asked them to tell me some facts that they knew about John Lennon, and only two students responded. Therefore, after their answers, the others were

able to understand more about this singer, thus contextualizing themselves with the text to be read" (Pre-service teacher).

During the "While-reading" stage, the pre-service teacher motivated the students to read aloud to follow sequence. At first, the students showed fear of reading aloud because they were afraid of being wrong and had not had the opportunity to practice reading in this way. However, in the last classes, their participation was more remarkable. "When I asked them to read, the students started participating. Considering this, I felt comfortable and happy with the reading as my students participated. It has been the class where they have participated the most. Then, when the reading was finished, I read it so that the students would notice their pronunciation mistakes and could improve it" (Pre-service teacher).

During the "Post-reading" stage, the students had time to develop the activities established and sent to the teacher to be corrected. Thus, they demonstrated a high comprehension of the different texts, and despite there were some mistakes in the writing production, the ideas about what they wanted to express were easy to understand. "The students demonstrated a good understanding of the text. There, most of the answers were correct, there were some grammar mistakes in the writing part, but it was understood what they wanted to express and their understanding of what they had been asked" (Pre-service teacher).

Furthermore, from the point of view of the participants, the implementation of literary and non-literary texts increased their vocabulary and improved their reading comprehension. "Si claro, mejoré mi vocabulario aprendí nuevas palabras y como lo decía antes siempre se aprende algo nuevo. Además, las palabras nuevas que aprendí, las pude conocer en un contexto diferente al que de pronto más adelante voy a leer. Así, pienso que es importante conocer los diferentes usos de las palabras que vamos aprendiendo" (Participant 4). Besides, the activities carried out

throughout the meetings were something new for the students because they used to do the same, it means, "Listen to the teacher and do not participate in anything" Thus, the three stages of each reading motivated them to continue learning and practicing the language. "Pues a mi parecer fue mejor por lo que implementamos como algo didáctico para poder entender mejor a qué se referían las lecturas, hicimos como un análisis más profundo sobre el tema y conocimos más detalles de un simple texto literario o no literario y pues eso nos ayudó mucho para el desarrollo de las actividades" (Participant 3).

Likewise, some effects of applying literary and non-literary texts were found. Firstly, after reading each text, the students had the opportunity to reflect on each one, giving their opinion. Hence, they demonstrated their critical thinking, improving the ability to analyze and understand the main idea of the two kinds of texts worked on, which means literary texts and non-literary texts. "The students stated that the reading had been easy and that it left them a good moral because it is a situation that happens commonly. Therefore, they were able to reflect, leaving a positive impact on them as they are using their critical thinking in front of the story of the text" (Pre-service teacher).

Secondly, the students could compare different cultures with theirs and expand their knowledge about legends, fables, and famous singers that are icons in the musical world. Thus, culture played an important role in reading comprehension since, through the texts, the students practiced while learned something new. "The students stated that the reading had been interesting since John Lennon was a singer who greatly influenced the musical world. Additionally, they said that reading the text helped them learn more about the life of John Lennon and that they learned something new about culture" (Pre-service teacher).

On the other hand, the pre-service teacher could follow the student's progress due to the activities developed and the quizzes applied. Firstly, according to the texts worked, the students showed a high understanding of the development of each activity delivered, considering the answers where most of them were correct.

Secondly, in the first quiz applied, the students obtained a fair result that allowed the pre-service teacher to consider their comprehension of the text. Then, in the second quiz applied, they improved their comprehension. "The general average of the grade was 87%. Considering this, I can say that the students improved their comprehension and that compared to the previous quiz, they did better in this one" (Pre-service teacher). In the third quiz, the students' grades went down. Nevertheless, the average of the grade was good, considering that nobody failed the quiz. Last, in the fourth quiz, the students obtained the worst grade in comparison to the previous quizzes.

Table 5. Students' progress

Quiz	First Quiz	Second Quiz	Third Quiz	Fourth Quiz
Text	*Literary text:* Milkmaid and the spilled milk.	*Non-literary text:* John Lennon	*Non-literary text:* Coffee	*Literary text:* Robin Hood
General average of the grade	66.6%.	87%	75%	60%.

Considering the prior chart, the pre-service teacher states that the students maintained fair results in each quiz. Thus, there was no significant progress in the results of them. However, they

showed better comprehension in each activity developed where they were able to answer questions completely and to establish the main idea of the texts.

Furthermore, there were differences between the two kinds of texts. First, the participants stated that literary texts were easier to understand and get the main idea considering that authors convey feelings to readers, allowing them to know the feeling that they want to express and imagine what the story is about. Besides, it expanded their knowledge in literature and culture since the stories come from another country. "Pues a mi parecer, el más fácil de comprender es el texto literario, ya que este busca expresar, hacer sentir las emociones y como para que la otra persona entienda también lo que se siente, como si estuviera ahí dentro de la lectura, es decir, que potencia la imaginación" (Participant 3). Likewise, they affirmed that literary texts are more entertaining because non-literary texts are very realistic; it means there is no magic in these stories.

Finally, after analyzing the Likert scale, the pre-service teacher found that each statement supported the data collected in the three qualitative instruments, it means participant observation, focus group interview and filed diary. Thus, the participants showed their perspectives in the process of improving their reading comprehension. Therefore, most participants agreed that the use of literary and non-literary texts helped them to improve their reading comprehension since it increased their vocabulary. Likewise, the use of quizzes in Kahoot, Google Forms, and Educaplay allowed them to know their level of comprehension in each reading, and the pre-reading activities were creative and helped them to contextualize with the text to read. Moreover, the reading of the text in class helped them to improve their pronunciation and made the text easier to understand.

Results of the Likert Scale:

1. El uso de textos literarios y no literarios ayudaron al mejoramiento de mi comprensión lectura.

| Rank	Participant 1	Participant 2	Participant 3	Participant 4
Muy de acuerdo	X			X
De acuerdo		X	X	
En desacuerdo				
Muy en desacuerdo				
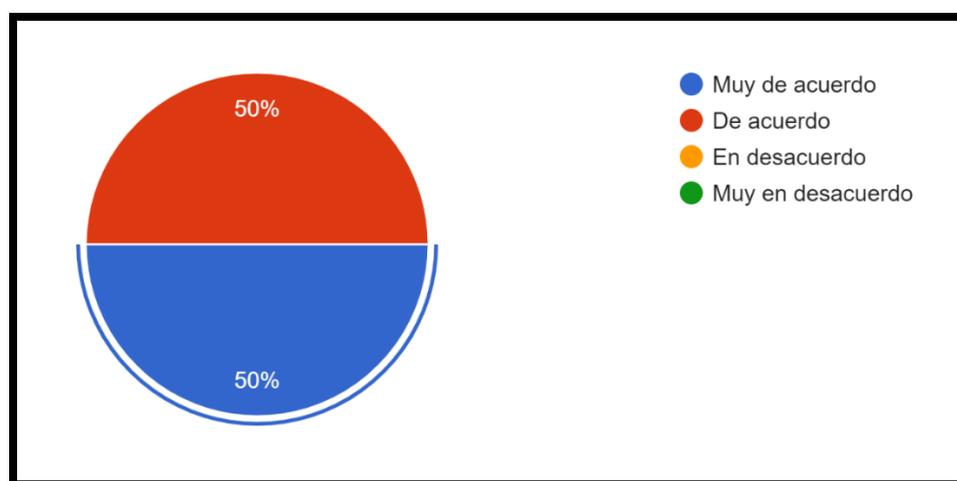
Figure 11. Likert scale: First answer

2. La lectura de textos literarios y no literarios incrementó mi vocabulario.

| Rank	Participant 1	Participant 2	Participant 3	Participant 4
Muy de acuerdo			X	X
De acuerdo	X			
En desacuerdo		X		
Muy en desacuerdo				
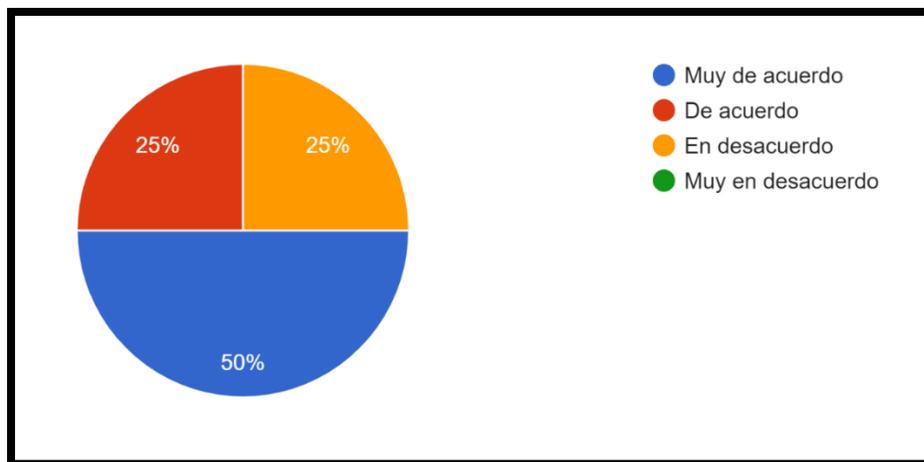
Figure 12. Likert scale: Second answer

3. Los textos literarios son más fáciles de comprender que los textos no literarios.

Rank	Participant 1	Participant 2	Participant 3	Participant 4
Muy de acuerdo				
De acuerdo		X	X	X
En desacuerdo	X			
Muy en desacuerdo				
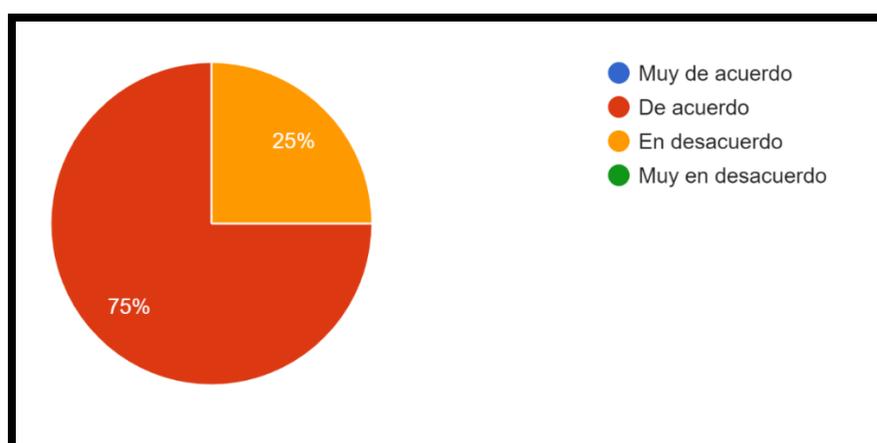
Figure 13. Likert scale: Third answer

4. El uso de quizzes en Kahoot, Google formularios y Educaplay permitieron conocer mi nivel de comprensión en cada lectura.

Rank	Participant 1	Participant 2	Participant 3	Participant 4
Muy de acuerdo			X	X
De acuerdo	X	X		
En desacuerdo				
Muy en desacuerdo				
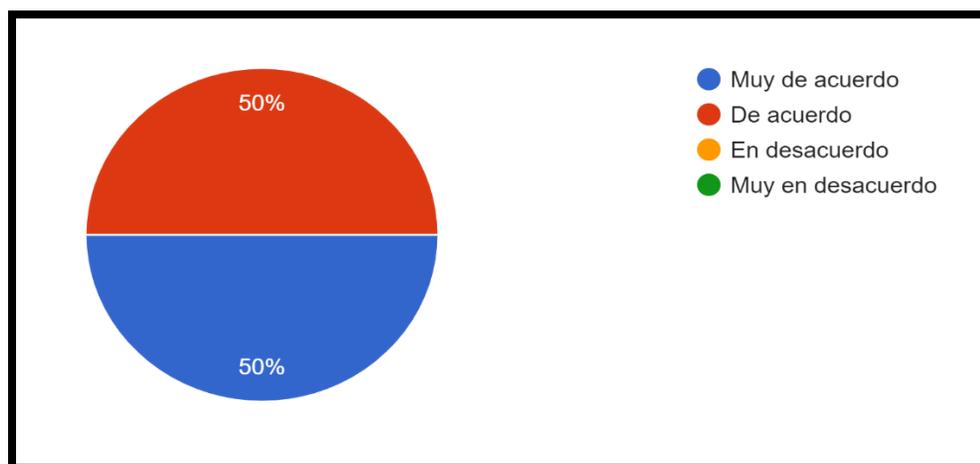
Figure 14. Likert scale: Fourth answer

5. Las actividades de pre lectura fueron creativas y ayudaron a contextualizarme con el texto a leer.

Rank	Participant 1	Participant 2	Participant 3	Participant 4
Muy de acuerdo			X	X
De acuerdo	X	X		
En desacuerdo				
Muy en desacuerdo				
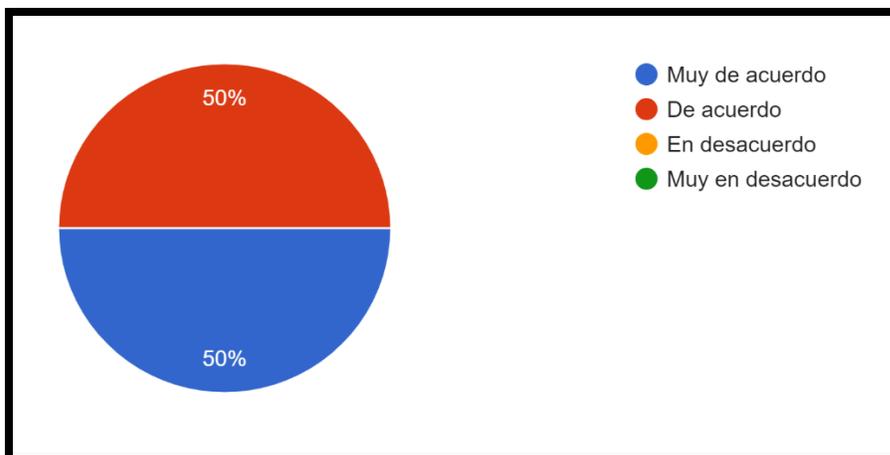
Figure 15. Liker scale: Fifth answer

6. La lectura del texto en clase contribuyó a mejorar mi pronunciación y a comprender más fácil el texto.

Rank	Participant 1	Participant 2	Participant 3	Participant 4
Muy de acuerdo			X	X
De acuerdo	X	X		
En desacuerdo				
Muy en desacuerdo				
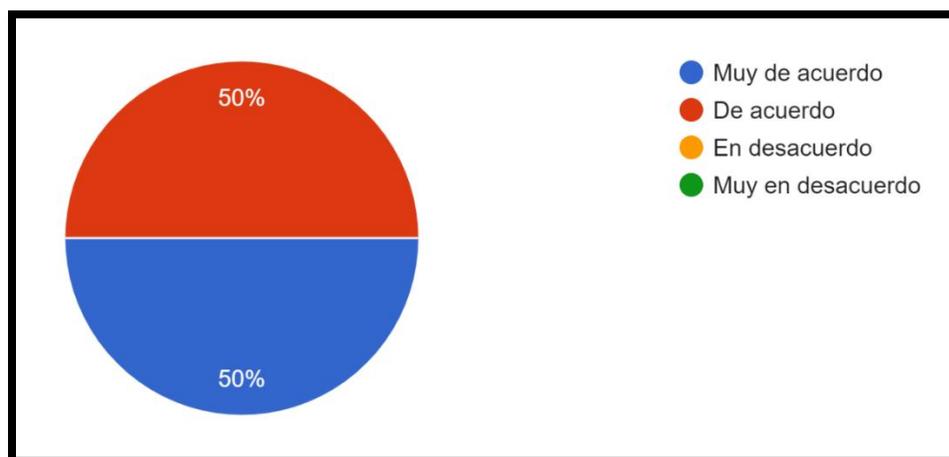
Figure 16. Likert scale: Sixth answer

7. La actividad para cada semana ayudó a l mejoramiento de mi comprensión escrita y
   producción escrita teniendo en cuenta los puntos a desarrollar (Por ejemplo:
   Preguntas abiertas, preguntas de opción múltiple con única respuesta e idea principal
   de cada texto).

Rank	Participant 1	Participant 2	Participant 3	Participant 4
Muy de acuerdo			X	X
De acuerdo		X		
En desacuerdo	X			
Muy en desacuerdo				
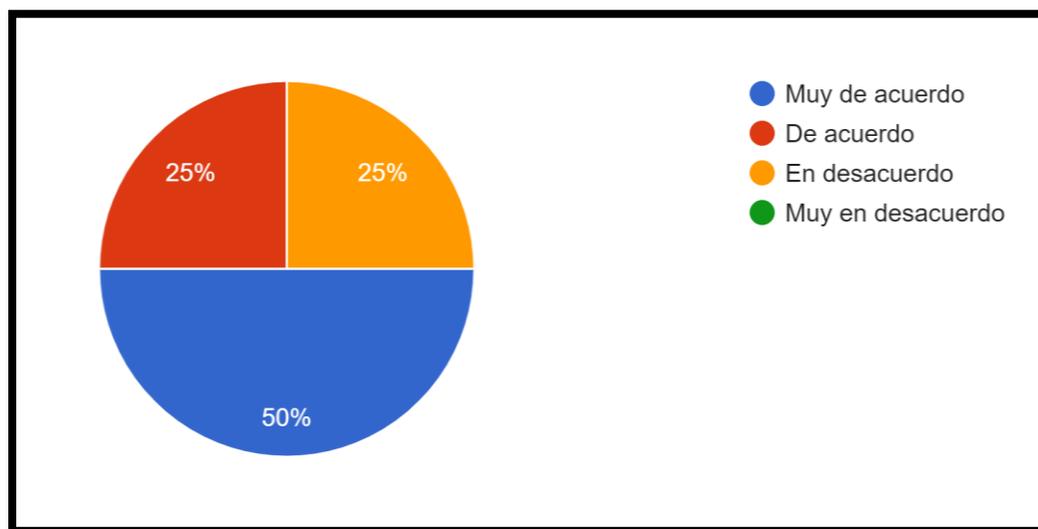
Figure 17. Likert scale: Seventh answer

Conclusions

The main purpose of this proposal, which was to enhance reading comprehension in tenth graders by using literary and non-literary texts at Carlos Arturo Torres Peña School was achieved, considering that the students enhanced their reading comprehension using literary and non-literary texts. Moreover, the two stages worked during the meetings: Pre-reading and While-reading were useful since they helped them to understand better and used their imagination to establish hypothesis about the text read in order to get the main idea and in the final stage, it means, Post-reading they had time to answer correctly.

Likewise, the fear of talking or reading in class was remarkable. Considering this, the pre-service teacher motivated students to read. Hence, she started reading, and someone had to continue. It was a useful strategy because when the students listened to her, they felt ready to continue reading the text. On the other hand, the bad Wi-Fi connection did not allow some students to speak. Thus, the teacher gave the alternative to write on the chat, and she read what they wanted to express. Thereby, their thoughts, ideas, and opinions were shared in class.

Regarding the first specific objective: "To establish the effects of applying literary and non-literary texts" The effects were notable, considering that, the students enhanced their critical thinking and knew different features from a different culture. Likewise, after applying the literary and non-literary texts, the pre-service teacher found that not only the students could improve their reading comprehension but also practice other skills such as listening and writing, considering the activities proposed by the pre-service teacher. Besides, the students concluded that it is important to practice English from tenth grade as a way to improve reading comprehension to get good results in the exam "Prueba Saber 11". Last, they told that English has become essential in their life, considering it is the universal language.

Additionally, on the second specific objective: "To analyze the students' progress according to the proposed readings" The development of different exercises during each reading allowed the students to improve their reading comprehension since they could reflect on the main idea and answer questions about the texts. Likewise, the quizzes applied through the meetings showed a good understanding of the students. Moreover, the results obtained showed that the literary texts were more complicated for the students due to their content. Nevertheless, the students expressed that the non-literary texts were more striking to be read since authors aim at transmitting their feelings.

Finally, the pre-service teacher found it was better to work using platforms like Zoom or Google Meet because teachers can be closer to students. Thus, they could clarify their doubts and felt more motivated to develop the activities. Besides, the Internet offers didactic tools that serve to teach creatively to catch students' attention. Therefore, the advantage of sharing a PowerPoint presentation on the screen allows teachers to follow an orderly process during the meeting. On the other hand, talking about the disadvantages presented in the meetings, the pre-service teacher identified the internet signal because sometimes students wanted to participate, but it did not work. Another one was that not all the students could connect. Thus, the pre-service teacher sent the explanation of the text via WhatsApp and reminded them of the delivery date of each activity. Lastly, the pre-service teacher states that it is necessary to work more on reading comprehension in school and for students to realize the importance of learning new vocabulary to facilitate the understanding of texts.

Chapter II: Research component

Introduction

In the Bachelor of Arts in Foreign Languages degree context of training, pre-service teachers' practicum is defined as one of the focal points of interest and updating to study, and document for the improvement of the teaching-learning processes, for the qualification of education.

Besides the clear interest in the need to understand and transform the teaching practice, many local studies focus especially on the learning issue rather than teaching.

It has been considered relevant to carry out a project that establishes a reflexive approach to the practicum as a way to objectify knowledge, behaviors, and attitudes that guide the teaching process. Likewise, this reflective approach is also regarded as a conscious internalization, immersion, and exploration exercise of teachers' subjectivity itself, through the formulation of questions and search for information for problem solving and self-recognition.

Justification

The proposal of this project in the context of Foreign Languages students' practicum is part of the professionalizing concept of the practicum as a "spearhead" to improve the educational processes in the institutions where the teaching practice is carried out.

It is considered that giving the importance to the role of the reflection in the teaching process is the first step to understand professional issues, own actions, and to be interested in knowledge of models and approaches to address a problematic situation and establish an analytical look at the fact.

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

Statement of the problem

Schools assume core aspects of individuals' training and institutional life without questioning that are seen as imprints, stable, and invariable traits that are part of the school identity and culture. When events are developed without major disruption, the teacher takes the risk of performing in a way that hinders the pedagogical development and the renewal of school culture. A non-reflective practicum does not encourage the emergence of problematic situations; those realities are ignored or invisible. Viewed this way, the practicum is assumed from reproductive codes that make teachers perform traditionally, such as cultural reproduction,

becoming a barrier to the arising of emerging practices aimed at generating transformations of thought and knowledge to attend social needs.

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

In the case of the Bachelors of Arts in Foreign Languages degree at the University of Pamplona, reflection is conceived as a fundamental exercise for students who carry out their practicum, in order for them to self-evaluate and look critically and constructively at their work in the teaching role.

To initiative this study, the following guiding questions are asked:

How does the implementation of reflection contribute to transform the pedagogical processes inherent to the development of the practicum stage?

How does the exercise of reflection influence the development of critical spirit of pre-service teachers in the analysis of their pedagogical work?

General objectives

o   To implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice.

o   To promote the critical spirit development in pre-service teachers in order for them to analyze their pedagogical work.

Specific objectives

o   To consolidate a group of pre-service teachers with a critical spirit that reflects and presents proposals and alternatives for solving problems that are present in their practicum.

o   To exchange criteria, ideas and guidelines to take into consideration in the practicum and integrate them effectively into the institution.

o   To identify and analyze strategies used by students in their pedagogical practice.

o   To implement reflective workshops and the development of didactic units that guide pre-service teachers' reflections.

o   To analyze one's own beliefs about teachers' work and students.

Theoretical framework

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

The teaching profession

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

The teaching profession demands a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must comply with some competences in the discipline that allow him to have mastery of a set of knowledge and skills in the specific area since the first intellectual requirement of a professional is the level at which he develops his activity. In the same way, every teacher must have competences in the organization of the contents, that is, the pedagogical practice does not only require ordering its components to be learned by the students, but also foresee for the teaching conditions in the educational context or outside it. The most immediate function that teachers must develop is to design or anticipate the practice of teaching.

The reflection

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

The reflection as a process

The reflection is made from a series of stages that cyclically result in a process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on experience implies "a type of reflective dialogue with the situation, where language would favour access to the experiences of the individual, which would allow extracting a new structure of the situation".

The stages of the reflection process as a process are evidenced in the following scheme:
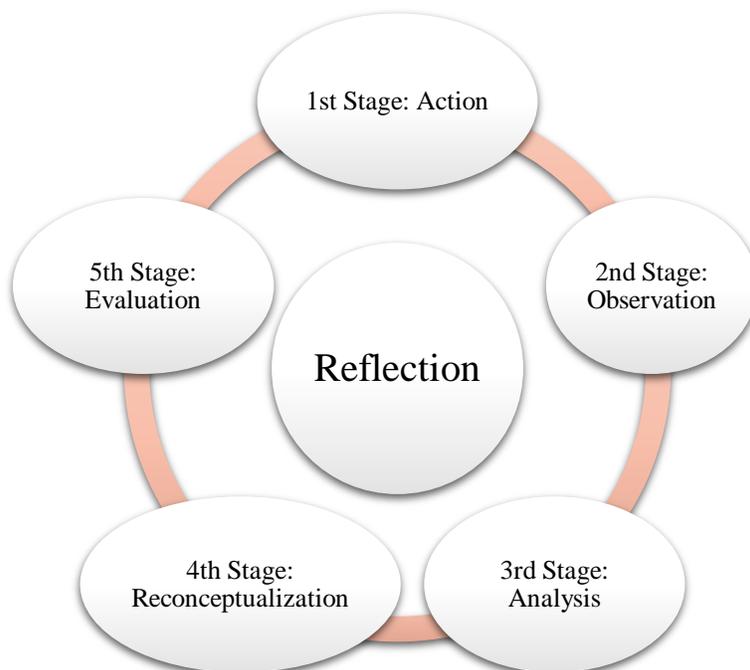
Figure 18. Reflection as a process

Reflection as thematic

The conception of reflection is based on a theme that is related to that concept. For this and taking as reference to Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives:

Reflection as an instrumental mediation of action, reflection as a deliberation and reflection as a reconstruction of experience. Being for the first two perspectives, the external aspects, and the source of knowledge that allows reflection; and contextual aspects, which allows the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in the first instance, there is the action, the context, the colleagues and the same person who reflects.

The reflective practice

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

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

The need to articulate the changing social reality to our pedagogical work is evidenced in the existence of numerous attempts to try to explain school phenomena and in the search for ways to address these phenomena, to make effective work at school.

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

According to Van Manen (1997), there are different levels of reflexivity, in a first level in the classroom there is the effective application of skills and technical knowledge. The reflection is applied to the appropriate selection and use of the teaching strategies that the teacher will use.

On a second level, reflection is found in the implicit budgets of the specific classroom practices. Therefore, the consequences of the adopted strategies, curricula, and practices are analyzed. It is then necessary to apply educational criteria to the practice of teaching in order to make pedagogical decisions adapted to institutional reality and to contexts.

As a third, Van Manen stablishes an exercise of critical reflection; at this level, the author stated that a more elaborated reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom are presented.

The pedagogical practice

For the analysis and reflection on the practice, it is considered appropriate to methodologically use a conceptual operation of classification of the practice; to this end, the proposal of Zeichner is assumed. The author established some modalities of practice, as follows:

Academic practice

It is focused on the training of teachers who are able to reflect on the courses they work in so that they transform them into understandable structures for the students.

Social efficiency practice

It is about a way to achieve an effective teaching through the application of didactic techniques that are deduced from general principles that pedagogical research has reached. In this case, reflection consists of a strategic decision: "To select among a range of available techniques, the one which is considered the most effective".

This is the way of proceeding from the technical rationality:

Developmental

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

Social reconstruction

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

Generic

The programs refer to reflection in a generic way, but without specifying the claims of the programs or the contents on which to reflect, nor the strategies to encourage reflexive learning.

Reflection activators

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

Critical element of reflective thinking

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

These authors stablished some classification categories of knowledge:

1. Knowledge of content

2. General pedagogical knowledge

3. Curriculum knowledge (programs, material, etc.)

4. Teaching knowledge and own professional configuration

5. Knowledge of students and their characteristics

6. Knowledge of educational contexts

7. Knowledge of fundamentals: philosophical, historical, axiological

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

Methodology

The central axis of the methodology proposed was a process of constant reflection while it also included the carrying out of meeting that allowed the strengthening of the practicum stage as an initial point to address the labor and educational phenomena. The methodology organization's principles were autonomy, planning and self-observation.

In order to review the importance of this proposal on reflection for the practicum process, a set of "socialization" and systematization of the process itself was done.

This study fallen within the qualitative research approach, taking as starting point the perspective of reflecting as a professional space that contributed greatly to the description, identification and analysis of the teachers' own pedagogical practicum.

In the process of gathering data for this research, the following instruments were used:

Reflection workshops

The main purpose of the reflection workshops was to guide the process of reflection carried out by the practitioner teachers. In addition, it is also about sharing and communicating experiences that are an intrinsic part of their professional activities. The idea behind this was that they get to enrich their process and to implement new tools that allowed them to transform their pedagogical practicum.

Objectives:

- o To strengthen the organization of teachers and practitioner teachers to as a group of individuals endowed with a critical spirit, able to reflect and to present alternative solution proposals when facing an educational issue in their pedagogical practice.

        o   To communicate the criteria, to share ideas and guidelines for students to take over their pedagogical practicum.

        o   To qualify students for them to effectively join the educational establishment.

Self-observation sheets

Self-observation sheets, main aim was to guide the pre-service teachers towards developing a perspective of their practicum as teachers and their role in the classroom and the educational community in which they had been included. This activity was done weekly. That is, once finished each week of practice, the student made a reflective process about the own classes, and complete the form that must be sent every Monday through the Google Forms platform.

Narrative journal

The reflection exercise allowed the student to express themselves about their professional activity through a narrative of their experience as a way of providing some meaning to the teacher every day's life. Once the student began with the planning and execution of the classes, he sent a narrative to the corresponding tutor.

Context

Pamplona city was founded in 1549, meaning it is the most ancient city in Norte de Santander. Located on "Espíritu Santo" valley in Colombian Andes. Founder of many other cities during the colonial times, it has been the meeting point of and influenced by religion

throughout its history. It fostered different religious communities, such as: "La comunidad de franciscanos", "Las hermanas clarisas", "Los hermanos de San Juan de Dios", "La compañía de Jesús", "La comunidad la Sallista", as well as religious female communities: " Hermanas de la presentación", "Hermanas bethlemitas", among others. The acceptance of these communities in the city lead to the construction of educational establishment with emphasis on their beliefs and values. The aforementioned context is where this study took place and their schools was where the pre-service teachers from the Foreign Language Program played their role.

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

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

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

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

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

Socialization function

This function is connected to the learning of values, rules, behaviors, attitudes and aptitudes that focuses on social culture in the politic and economic context they belong to. This function embraces every socialization process involving the school members.

Instructional function

The instructional function uses two more functions. It optimizes the spontaneous processes of socialization, in order to guarantee the training of human capital that is required for the good functioning of labor market. This function attempts thus to provide a higher level of culture, knowledge and values, among others, and to produce a higher possibility of adaptation.

Educational function

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

Population

Participants in this study were 52 pre-service teachers of tenth semester, belonging to the Bachelor of Arts in Foreign Languages degree at the University of Pamplona.

Direct beneficiary population

- o Pre-service teachers.
- o Supervisor teachers.

- Student community from the educative institutions for practicum implementation.

Indirect beneficiary population

This population comprised the teacher community of the Bachelor of Arts in Foreign Languages degree, since the results of this provided a useful feedback for the view of the program members about their practice as the Practicum group.

Institutional departments articulated to the project

- The Bachelor of Arts in Foreign Languages degree.
- Language and communication department.
- Faculty of education sciences.

External institutions linked to the project

- José Antonio Galán School
- Brighton School
- La Presentación School
- Pamplona Normal Superior School
- José Rafael Faría School
- Cristo Rey Educational Institutional

Expected results

Expected results were derived from the aforementioned proposed objectives, as follows:

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

    o Analysis of pre-service teachers' realities, surroundings and social representations along with notions and different concepts related to schools.

Chronogram

Table 6. Schedule of activities

	STEPS AND ACTIVITIES	MONTH 1 AUGUST WEEK :				MONTH 2 SEPTEMBER WEEK :				MONTH 3 OCTOBER WEEK :				MONTH 4 NOVEMBER WEEK:				MONTH 5 DECEMBER WEEK:			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Classroom observation				▓	▓	▓														
2	Narratives							▓	▓	▓	▓	▓	▓	▓	▓	▓					
3	Reflective workshops											▓	▓				▓				
5	Self-observation														▓						

Findings

Narratives:

The reflexive approach to the practicum was a way to objectify knowledge, behaviors, and attitudes that guide the teaching process. Thus, the pre-service teacher wrote nine narratives, where she told her experience as a teacher at Carlos Arturo Torres Peña School. Thereby, she could reflect on her role as a teacher and how to overcome difficulties during the development of classes.

Narrative one. During this narrative, the pre-service teacher carried out an institutional observation to know some important aspects such as the Institutional Educative Project (PEI), Institutional horizon, Institutional Organizational chart, Methodology, and Technological resources that allowed her to plan the implementation of her proposal.

On the other hand, after finishing the observations, the pre-service teacher could notice the low participation in class. Most of the students did not pay attention to the rules of the meeting; thereby, the teacher seemed that she was talking alone. Considering this, the pre-service teacher prepared her dynamic classes where the students could participate voluntarily and be comfortable during the development of each class.

Finally, during this narrative, the pre-service teacher expressed that she did not give a class. Thus, she worked on the notebook "Studying at home" to establish the readings to be read with the tenth graders and the class sequences for the fifth graders.

Narrative two. Considering this narrative, the pre-service teacher had not had the opportunity to give a class. Thus, she spent her time planning the classes for 10° and 5°. She thought about how the students' reactions and their answers would be in each lesson or activity she would develop. Likewise, she felt a bit nervous and thoughtful about the process since many students did not be motivated in classes, making the learning process harder. However, she continued with a positive attitude to accomplish her objectives.

Narrative three. According to the narrative, the pre-service teacher stated that she did not have class, and she attended some meetings while students were on holiday. Considering this, it was a fruitful week since she had the opportunity to participate in different webinars about education. Thus, she learned to analyze students' behavior to improve their weaknesses.

On the other hand, she finished the material to be used in the first class. Hence, she was ready to start with the implementation of her pedagogical proposal and reflect on her role as a teacher at Carlos Arturo Torres Peña School.

Narrative four. Considering the narrative, the pre-service teacher felt glad since her beginning as a teacher was good and interesting. However, students' participation was not as she expected, but they were motivated with a grade for participating. After this, they started to talk and answer the questions establish by the pre-service teacher. Thus, she felt good because there was a debate full of respect, where students shared their point of view.

According to this, the use of literary and non-literary texts allows teachers to find topics to talk about in class where students can participate, expressing their thoughts. Thus, they can practice the language and expand their knowledge.

Narrative five. During this narrative, the pre-service teacher realized that her students were judicious with the delivery of the activities established for each week. Considering the readings worked, she found that her students could know other cultures and make comparison with theirs. Thus, she was satisfied and motivated because her students were motivated in each reading despite the low participation in the reading of the text. Bearing this in mind, she considered that students were afraid to be wrong in pronunciation; thereby, she motivated them, saying that the best way to learn is to make mistakes and the importance of learning English nowadays. Likewise, the pre-service teacher explained the activities in the best way to students could understand quickly.

Narrative six. During this narrative, the pre-service teacher created different tutorial videos for students could understand topics easier. After watching the videos, they could practice what they

had learned. Thus, the pre-service teacher felt satisfied with her work since her students could practice pronunciation and improve their learning process. Likewise, she stated that her objectives were achieved because her students had the opportunity to understand better using tutorial videos, showing interest in classes.

On the other hand, for the reading of texts in class, the pre-service teacher motivated the students to read with some activities where they should be attentive to continue a sequence. However, this idea did not succeed as she expected since some students did not participate enough.

Finally, the pre-service teacher's work was well structured due to that in the meetings, the students could obtain the main idea of the texts, and they affirmed that they had comprehended the text worked.

Narrative seven. During this narrative, the pre-service teacher stated that the teacher in charge of fifth grade was grateful to her since the students participated and clarified their doubts, given that the pre-service teacher was attentive in the classes.

On the other hand, the virtual methodology made it difficult for the participation of all the students since not all of them had access to the internet, and those who attended the meetings had limited participation in the class. Besides, the teacher found that the use of videos in class was interesting and motivating to the students since they could learn visually.

Narrative eight. According to the sequence worked in the classes, the pre-service teacher stated that the students participated, asking questions. Thus, they improved their learning process due to explanations carried out by her. Moreover, the students showed a positive answer and attitude in the development of the class, thus enhancing their English level.

Considering this, the activities carried out during the week were attractive to them, having active participation. Likewise, the material used in each class allowed them to understand the topics and develop the activities satisfactorily.

Narrative nine. During the week, the pre-service teacher finished her practicum. Thus, she carried out her last class. There, the students had high participation in the development of activities, thus demonstrating a good attitude for learning and finishing their last period successfully.

Analyzing the teaching process carried out with fifth grade, the pre-service teacher stated that it was fruitful since the students were able to watch tutorial videos to understand the topics. Additionally, they were able to put into practice what they had learned during the explanation.

Finally, the students participated actively and were good with the answers they gave. Likewise, she responded quickly, practicing oral production. Thus, the pre-service teacher's methodology was well-done and good for them, considering their English level. There, her students demonstrated mastery of the topics, showing that the explanations were well-structured.

Reflective workshops

The pre-service teacher developed three reflective workshops that allowed her to share and communicate her experiences throughout the practicum. Thus, those enriched her process and provided her with new tools that enhanced her methodology.

Reflective workshop one.

The first reflective workshop was held on September 23. There, the pre-service teacher reflected on the changes that took place in the world of education, such as the change from face-to-face methodology to a virtual methodology that impairs the teaching process considering most students are easily distracted by other activities outside the class. Thus, it is hard to verify the total understanding of them.

On the other hand, she considered that all students deserved the same attention, but there were students who had different ways of learning, perhaps less fast than others. In this way, she focused a little more on them considering that inclusion is the basis of education.

Reflective workshop two.

The second reflective workshop was held on October 14. There, the pre-service teacher reflected on the institution's priorities that enhanced student growth and development. In this way, she stated that Carlos Arturo Torres Peña School aimed at providing education to all the students at home. Thus, the teachers created a notebook entitled "Studying at home" with the explanations of topics and activities to be developed. Likewise, the institution provided them some tablets and sim cards to complement their learning process. It was a great help for those who did not have Internet.

Furthermore, the reflection allowed the pre-service teacher to know different alternatives when there are students who have special learning skills. Hence, it provided her with new strategies to put into practice with those students.

Reflective workshop three.

The pre-service teacher described the personal way of working with her students in the virtual classroom or in the asynchronous sessions. Thus, she explained the stages of the class, how were the participation and attitudes of the students, the activities developed during each week, and the feedback of each one.

On the other hand, there were some special cases where the pre-service teacher called the students to remind the activities that were missing. Hence, they engaged with her to deliver the activities to avoid a bad grade.

Self-observation

The pre-service teacher developed two self-observation sheets that provided her a perspective of her practicum as a teacher and her role in the classroom. Thus, she reflected on her methodology and deduced that the students participated actively in the activities proposed and showed good comprehension of them, considering the examples that she gave during the meetings and the pedagogical resources used. On the other hand, the feedback in each activity allowed the students to notice their mistakes and improve their learning process.

Conclusions

Considering the reflection process, the pre-service teacher considered that it was a tool to enhance her way of teaching because she could realize some aspects that sometimes she did not pay attention to it. It made her think of new strategies to implement for overcoming difficulties with the students in the classes. Therefore, she could improve her experience as a teacher because sometimes some issues are difficult to deal with, so this reflection gave her ideas to put into practice.

Finally, the reflection allowed the pre-service teacher to analyze her role and how to enhance the difficulties that sometimes were presented in each meeting. Thus, this component was an opportunity to face the reality of a teacher. Moreover, it was useful to consider the stages of teaching and learning to carry out the reflection, it means the planning stage, where the teacher prepared the class using dynamic material. Second, the teaching stage where the teacher interacted with her students, and then, the evaluation stage where she assessed her teaching way, considering the class objectives.

Chapter III: Community Outreach Component

Project to Raise Linguistic Awareness of the English Language in Primary Schools in

Pamplona

Presentation

In this proposal, the reader will find a twofold objective: to organize the social impact of the Languages Program in a project from the implementation of the outreach component to the community of Practicum; and, to raise elementary school students' awareness to the basics of the foreign language, English.

In the first instance, it contains the justification, and the objectives of the project, its characterization and the lines of contribution to which it contributes.

Next, the theoretical framework guiding the proposal, the target population, the timetable, and the estimated table to be prepared by each participant are presented.

Introduction

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

With a view to promote English language learning in Colombia and making Colombians more competitive citizens, the Ministry of National Education launched its bilingual policy in 2004. It aims at having citizens able to communicate in English, with internationally comparable

standards that insert the country in the processes of universal communication, in the global economy and in the cultural openness. In this way, the Ministry has been implementing a wide range of strategies at the distinct levels of education with a view to achieving this goal a prime example of which is the creation of English quality standards for basic and secondary education, the definition of a sound and logical evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work implemented by the secretariats of education, public and private universities and language institutes. However, the results obtained so far have not been very heartening since many educational institutions of the nation have not yet been influenced by it. Concerning primary education, the Government is promoting a coverage extension of English language education for boys, girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching-learning processes, and therefore the results of evaluations implemented at the national level are not very optimal.

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

In recognition of this reality and the problems it generates, the present proposal for social projection seeks to meet the needs of training in English, of the primary school population in the city of Pamplona and to integrate the foreign language training of students of the Foreign

Language English-French Program into the educational reality of this area. Thus, it may deal with and reduce the gap between public and private schools in the foreign language field.

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

Justification

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

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

The development of this project benefits both institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice. This benefit results in the possibility for primary school children to have

contact with the foreign language and in turn with students who complete their university practicum process so that they know the educational realities and needs of the environment and of this how they can help, intervening in processes that impact on the improvement of these needs.

General objectives

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

o   To attend the needs of the children of the primary school in the city of Pamplona.

o   Integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at the primary school in the city of Pamplona.

Specific objectives

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

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

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

- To join the preparation g of students of the Bachelor's Degree Program in Foreign Languages English-French with the social projection programs offered by the Office of Social Interaction of the University of Pamplona.

Typology of the project

This is a formative project, disciplinary in the area of curriculum, open to the institutions where the Integral practicum is carried out and offer basic training in primary education in the city of Pamplona. It is part of the training project of the Foreign Languages program at the University of Pamplona.

This proposal is articulated to the social projection, transcends the institutional space and makes possible the articulation of the PLEX to the Pamplona's community.
The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and outreach to the community of the University and the program.

Contribution lines

o Contribution to the academic training in the field of foreign languages.
o Citizen preparation (attention to issues of the educational setting aimed at reducing the inequity of the educational system).
o Projection to the school community at the university and program levels.

Theoretical framework

Language teaching

International Linguistic policies

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

UNESCO (2003) considers that languages are not just a mean of communication, but they represent a true sector of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, as well as, support the learning of international languages that provide access to global communication and information exchange. To accomplish this, UNESCO suggests the promotion of multilingualism and intercultural dialogue, together with development of policies for the translation, by all possible means, of written and visual materials in order to promote the circulation of ideas and artworks.

According to Lima M, (2006), the learning process of foreign languages is now a real necessity, but so is the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet highlights; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they delate distances

and also bring us closer to science and technology. All types of learning are of vital importance for the sociability of the human being as long as it allows it to have a proper development in different contexts; the learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

National Bilingual Program

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

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

Table 7. Niveles de Lengua esperados en el PNB

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

Fuente: Adaptado de Altablero (2005).

Tomado de: Cárdenas, R.; Miranda, N. (2014).

Bilingualism

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

Teaching English in primary school

According to Yesser A, & Chacon C, (2011) "The acquisition of a foreign language is a complex process which involves multiple variables of cognitive and affective character inherent in the individual as well as specific factors to the socio-cultural and educational context such as curriculum, methodology and training and updating of foreign language teachers, among others".

Thus, the importance of reaching to the point of understanding how the child learns and incorporates a foreign language makes it necessary to analyze the theoretical basis that explain the process of learning or acquiring a second language. (L2) o LE and how this process is related to the mother tongue". Based on what was written above Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to the LE. "Language acquisition is natural and unconscious in form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language."

"This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996)". The authors present their point of view on the subject and differ "that for purposes of this discussion, the terms learning and acquisition interchangeably because the LE can be acquired through inductive recreational activities and naturally which also involves learning processes".

"It is important to note, however, that the contributions of Krashen and Terrel (1983) regarding the natural approach of language are relevant to the process of acquisition of LE in children and nourish the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), a child acquires a language in three stages:

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

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

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

To support the aforementioned about the process of acquiring an LE, it can be said that regarding to Berko and Bernstein (1999), quoted by Yesser A & Chacon C, (2011) "The children ability to learn, understand, discover and formulate communicative forms in a foreign language mainly underlies the need to establish new social approaches" (p. 467). Consequently, children build meanings of the world around them through the language and establish their own criteria of semiotic interpretation to each concept they discover. For this reason, learning the LE must be based on prior knowledge and schemes mother tongue since the representations developed in prior learning and previous experiences are the scaffolding to build by LE, new mindsets or expand the existing ones".

Yesser A & Chacon C, (2011) quote Ausubel (1986) who establishes "from the point of view of cognitive psychology explains that there are differences between child and adult cognitive abilities in relation to cognition and emotions, which are manifested in motivation, creativity, spontaneity, and flexibility. It characterizes children and far from the adult, who usually is more prone to emotional blockage at the time of expressing themselves in another language". "From the above statements, it appears that age is a factor that affects learning English as LE, particularly in the acquisition of pronunciation. That is to say, at a younger age, the greater the probability of the child to develop the pronunciation of a native".

Why learn EFL in elementary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) quote Madrid and McLaren (1981) who claim, "There are different kinds of reasons for learning a foreign language at school. Noting that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- o Children who begin studying foreign language in school tend to achieve a more positive performance than others do.

- o Children show not only a special ability to imitate sounds and colloquialisms but also great flexibility, spontaneity and audacity that surpasses those of young and adults.

- o Children not only tend not to be afraid of committing failures, but also often acquire and transmit meaning through gestures and pantomime.

- o Children are in a stage of their life in which the plasticity of their brains makes it easier for them to learn languages".

To summarize, it is found that the learning process of the human being is based on experiences with the environment. It is influenced by prevailing cultures and identify their idiosyncrasies and autonomy, especially among young people in the life cycle of childhood, where from many theories from the psychological sociological area, it is argued that learning takes place through the observation and listening of sounds that put the main attention of the senses of each individual. Emphasizing that the process of cognition from the mental processes directs and brings to fruition significant learning in children who are at the beginning of learning especially of an LE.

Pamplona's context

Pamplona's city has institutions of basic and secondary education, being mainly public. Most of them are grouped by general Colleges as follows:

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

o **Colegio Provincial San José**, which has as headquarters "Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez".

o **Colegio Águeda Gallardo de Villamizar,** which has the "Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional".

o **Institución Educativa San Francisco de Asís:** which is in charge of "Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII".

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

o **Colegio Técnico la Presentación**

o **Institución Educativa Brighton Betlemitas.**

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

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

Subprojects

This space aims at establishing a line of action for the Languages Program regarding social projection. In this regard, in the implementation of the extension component to the community, each pre-service teacher adapted the general guidelines of this proposal to the educational reality of the institution in which the integral practice was carried out.

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

Benefited population

The direct beneficiary population

It was composed of the student academic community of the primary schools of Pamplona in which the Integral Practice is implemented. The benefited audiences are mentioned below; the number of participants was estimated in a range between 50 and 60 students per institution.

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

The indirect population benefited

- o Foreign Languages Program Community
- o Pamplona educational community

Institutional dependencies articulated to the Project

- o Foreign Languages Program

- o Department of Languages and Communication

- o Faculty of Education

- o Social Interaction Department

External institution linked to the project

- o Colegio José Antonio Galán

- o Normal Superior Pamplona

- o Colegio Técnico La Presentación

- o Colegio José Rafael Faría

- o Institución Educativa Cristo Rey

- o Institución Educativa Brighton Bethlemitas

Subproject

Creation of tutorial videos to teach grammar in fifth grade students at Carlos Arturo Torres Peña School.

Introduction

Nowadays, learning English is a need, taking into account the globalized world where we live. Thus, the Ministry of National Education proposes the English learning from the preschool grade to eleventh grade, based on the basic learning rights. However, most of the primary schools in Colombia do not have English teachers specialized in the area.

Despite at Carlos Arturo Torres Peña School students receive good English teaching, a teacher in foreign languages is needed in order to enhance the learning process since English teachers know different strategies to apply. Thus, the pre-service teacher created tutorial videos to improve the use of grammar and oral comprehension, thus motivating students to continue learning at home.

Justification

       This subproject was considered a social work service since the pre-service teacher supported the English teacher in primary school. Thus, it was addressed to fifth-graders at Carlos Arturo Torres Peña School. It was appropriate to consider the importance to improve teaching English in children since it is a stage where they can consolidate strong foundations in English proficiency.

       Thus, the virtual methodology adopted by the school during this year was reinforced with the creation of tutorial videos as a tool to teach grammar. Therefore, the fifth graders had a clearer explanation of each topic in order to support what had been explained in the notebook. This represented advantages for students since they could better understand the topics and practice not only grammar but also oral comprehension. Moreover, students who did not have the Internet at the moment of the class, watched the videos as soon as they could, given that the pre-service teacher sent the instructions and the tutorial videos for students could listen to after the class.

General objective

- o To reinforce the learning process in the fifth graders by creating tutorial videos at Carlos Arturo Torres Peña School.

Specific objectives

- o To enhance oral comprehension in students.

- o To increase the students' vocabulary and the use of grammar.

- o To facilitate useful material to the English teacher of fifth grade.

Methodology

As main approach for developing the Project, the pre-service teacher adopted the action oriented approach, which allowed her to carry out the purpose of it.

Action-oriented is an approach that makes language learning teaching more efficient. Thus, the learner is responsible for his own learning during this process, building his own knowledge and skills. Delibaş and Günday, (2016) consider students as the social agent due to their autonomous and direct process where they have the control of their progress. Therefore, teachers are just the facilitators that guide the learning process and design tasks that are parallel to the learner's need.

Considering this, it was found that this social work complemented with educational action research since it aimed at exploring the dialogue between research and practice in educational settings (Taylor & Francis, n.d). Thus, the pre-service teacher had the opportunity to enhance the Students' learning process according to the strategies implemented such as the use of tutorial videos where the students developed activities autonomously.

Virtual methodology

This project had a duration of 10 weeks. It adopted a virtual methodology that comprised the following aspects:

First of all, five topics were carried out following a planning, which contained the stages of the class according to the curriculum adaptation in the school (introduction, explanation of the topic, clarification, and time to develop the tasks established in the notebook). Thus, each class

was divided into two parts: An online interaction via WhatsApp where the pre-service teacher sent the tutorial video and recordings to carry out the explanation. During this part, the students could participate actively and the teacher clarified doubts.

Afterward, the second part of the class was addressed to the development of activities established in the notebook "Studying at home" and then, students sent it to be corrected. Hence, students developed autonomy and the pre-service teacher followed their learning process, motivating them to continue learning English.

Participants

The project was addressed to the fifth-graders at Carlos Arturo Torres Peña School at Santa Rosa de Viterbo. Thus, the students were 11 years old who according to The Common European Framework of References for Languages (CEFR) had an A1 level which shows how students "Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help (2001, p.4)". This statement was confirmed when the pre-service teacher attended three classes during the institutional observation. There, the teacher gave some instructions in English and the students answered through voice notes, thus interacting with their teacher.

Likewise, the tutorial videos were sent via WhatsApp within the established schedule with the teacher in charge of each course. Moreover, the pre-service teacher sent recordings with the explanation of the notebook given by the school. In this way, the students had a better understanding of each topic.

Chronogram

Table 8. Schedule of activities: Outreach component

Date	Activities related to the topic	Resources	Hours of interaction
October 13th – 16th	Tutorial video And instructions of the class.	Pc, PowerPoint presentation, Notebook "Studying at home".	4
October 19th – 23th	Tutorial video And instructions of the class.	Pc, PowerPoint presentation, Notebook "Studying at home".	4
October 26th – 30th	Tutorial video And instructions of the class.	Pc, PowerPoint presentation, Notebook "Studying at home".	4
November 3rd – 6th	Tutorial video And instructions of the class.	Pc, PowerPoint presentation, Notebook "Studying at home".	4
November 9th – 13th	Tutorial video And instructions of the class.	Pc, PowerPoint presentation, Notebook "Studying at home".	4
November 16th - 20th	Tutorial video And instructions of the class.	Pc, PowerPoint presentation, Notebook "Studying at home".	4

Implementation of the proposal

Creation of tutorial videos to teach grammar in fifth grade students at Carlos Arturo Torres Peña School.

First, the fifth-grade teacher assigned the pre-service teacher four topics to develop during the fourth period. Thus, she created the guide of the fourth period, establishing the explanation of each topic and different activities for each week. This guide was published in the notebook that the school gave to the students. Considering the objectives of this component, she recorded five tutorial videos where children could enjoy the explanation of each topic. Then, she

created six class sequences to be developed in each meeting with the students. Each one was divided into six parts, as follows: firstly, the introduction where the teacher greeted, checked the class attendance, and gave feedback about the previous activity. Secondly, the warm-up where she used a video about the topic to contextualize the students. Thirdly, the explanation of the topic where she explained it using a tutorial video created by her. Thus, the students could watch it, and those who could not watch the video could listen to the audio, which had the same information as the tutorial video. Fourthly, the teacher sent some practice exercises for students to practice and better understand the topic. Lastly, the explanation of the activity where the teacher explained it and reminded the delivery date, and then, she carried out the closing of the meeting.

- o ***First class:***

During the first class, the topic was "Possessive adjectives" which was developed via WhatsApp. Thus, the pre-service teacher followed the class sequence established. First, she greeted the students and checked class attendance. Second, she developed the "Warm-up" where she sent the students a video to see what the topic was. Third, she sent a tutorial video, which contained an explanation of the topic and a recording for those who did not have Internet access.

After watching the video, the teacher asked the students if there were questions. As the answer was negative, the pre-service teacher continued with some exercises to put into practice the topic. Thus, she sent audios and messages with exercises to complete or translate, and she gave feedback, considering each answer. Last, she explained the activities proposed in the notebook: "Studying at home" and clarified doubts.

In general, the children studied very attentively and participated actively in the class. Hence, the pre-service teacher felt glad since, at first, she felt worried because suddenly the children would not like the tutorial videos or did not understand, but it was the opposite; there were no doubts, and the development of the activities showed that the explanation of the topic was clear.

o *__Second class__*

During the second class, the topic was "Seasons of the year and its clothing" which was developed via WhatsApp. Hence, the pre-service teacher followed the class sequence established. First, she greeted the students and checked class attendance. Second, she developed the "Warm-up" where she sent the students a song about the seasons of the year. Third, the pre-service teacher sent a tutorial video, which contained the explanation of the topic and a recording for those who did not have Internet access.

After watching the video, the pre-service teacher asked the students if there were questions. As the answer was positive, the pre-service teacher answered them, and they could understand some features of each season. Then, she continued with some exercises to put into practice the topic. Thus, she asked what were the seasons of the year, and the students answered, sending audios. On the other hand, she proposed eight phrases about clothing where they had to say if those were true or false, and she gave feedback according to the answers. Last, she explained the activities proposed in the notebook: "Studying at home" and reminded the delivery date. During the class, the pre-service teacher felt comfortable with her students because they were active children who loved asking and participating in practical activities.

Bearing this in mind, the pre-service teacher considered that the creation of tutorial videos was fruitful because they felt closer to their teacher, thus enhancing their comprehension. Likewise, it was an opportunity for students to practice their listening comprehension, speaking comprehension, and writing production. Moreover, she felt that the activities that she established for the development of the class were useful, and the students understood the explanation of the topic.

o ***Third class***

During the third class, the topic was the same; it means "Seasons of the years and its clothing," which was developed via WhatsApp. Hence, the pre-service teacher followed the class sequence established. First, she greeted the students and checked class attendance. Second, she developed the "Warm-up" where she sent the students a video to remind them of the topic. Third, the pre-service teacher sent a tutorial video, which contained flashcards with the vocabulary learned. She also sent a recording for those who did not have Internet access. In this way, the students practiced pronunciation.

After watching the video, the pre-service teacher asked the students if there were questions about the vocabulary. As the answer was negative, she continued with some exercises to put into practice pronunciation. She asked the students to participate in recording audios. Thus, she sent a word, and they pronounced it. After each participation, the pre-service teacher gave feedback through audios. On the other hand, she reminded the students of the importance of adding "s" or "es" to the third person in present simple and proposed six phrases to translate for

practicing the conjugation of verbs. Lastly, she explained the activities proposed for the week, told the delivery date, and clarified doubts.

Considering this, there was active participation in the students. Thus, the pre-service teacher felt satisfied with their work since they learned vocabulary and practiced it. Moreover, they showed being pleased with the class due to it was dynamic. Analyzing the development of the class, the pre-service teacher achieved her objectives because the students had the opportunity to understand better each topic by using tutorial videos and always showed good disposal in the class.

o *Fourth class*

During the fourth class, the topic was "Present continuous" which was developed via WhatsApp. Therefore, the pre-service teacher followed the class sequence established. Firstly, she greeted the students, checked class attendance, and sent the activities corrected. Secondly, she developed the "Warm-up" where she sent to the students a video for them to contextualize with the topic. Thirdly, the pre-service teacher sent a tutorial video, which contained the explanation of the topic and a recording for those who did not have Internet access to watch the video.

After watching the video, the pre-service teacher explained some facts about this time. Thus, the students clarified their doubts. Fourthly, she continued with some exercises to practice what they had learned. Thereby, she wrote six phrases to translate, four exercises to complete, and four exercises to write. After each activity, she gave feedback considering the answers.

Lastly, she explained the activities proposed for the week, told the delivery date, and clarified doubts.

Bearing this in mind, the pre-service teacher found that the students showed interest in the class and the teacher in charge for the fifth grades was grateful for the pre-service teachers' work taking into account that the students participated and clarified doubts due to she was attentive in the class. Moreover, there was a positive impact on the learning process of the students since they asked and gave their opinion about the development of the class.

o *<u>Fifth class</u>*

During the fifth class, the topic was the same; it means "Present continuous" which was developed via WhatsApp. Therefore, the pre-service teacher followed the class sequence established. First, she greeted the students, checked class attendance, and sent the activity developed. Second, she reminded the topic, sending images about it. Hence, the students could see the structure of the present continuous, its uses, and some examples. Third, the teacher clarified doubts and proposed some exercises to practice what the students had learned. Thus, she sent a recording about present continuous to practice listening comprehension. There, the students showed good comprehension of the audio, and there were few mistakes. Thereby, they could improve in this skill, thus enhancing their English level. On the other hand, the pre-service teacher proposed a writing exercise where the students wrote different phrases using the present continuous. Last, she explained the activities proposed for the week, reminded the delivery date, and clarified doubts.

Considering this, the students were able to improve their learning process due to the explanation made by the pre-service teacher and the practice exercises used. Besides, the students showed a positive response and participated through audios, thus improving their oral production. Likewise, the pre-service teacher corrected each sentence that the students sent, which allowed them to see their mistakes to improve their learning process.

- o ***Sixth class***

During the fifth class, the topic was "Present simple VS Present continuous" which was developed via WhatsApp. Before starting the class, the pre-service teacher carried out a listening comprehension exercise, where they improved their listening skill. In this way, the teacher sent a song called "Lemon tree" that contains phrases in present continuous the students listened to the song and then completed it with the correct word. Second, the pre-service teacher followed the class sequence established, greeting the students, and checking class attendance. Third, she carried out the "Warm-up" where she sent to the students some images for them to contextualize with the topic. Fourth, the pre-service teacher sent a tutorial video, which contained the explanation of the topic and a recording for those who did not have Internet access to watch the video.

After watching the video, the pre-service teacher explained some differences between these two times. Fourthly, she continued with some exercises to practice. Thus, she wrote ten phrases where the students should say if each one was written in present simple or present continuous. After each answer, she gave feedback for students to notice the correct answer. Last, she explained the activities proposed for the week, told the delivery date, and clarified doubts.

Considering this, the pre-service teacher found that listening comprehension had a positive impact on students since they participated actively, and their answers were correct. Thus, she states that it was the best class because the students answered quickly and sent recordings, thus improving their oral production. Therefore, the methodology used was good, and the implementation of the song was something new for them.

Conclusions

The pre-service teacher used WhatsApp for the development of the classes. Thus, all the students had the opportunity to participate and interact in each class. The children were attentive and asked different questions, showing interest in learning. Considering the evidence of the activities developed by the students, the pre-service teacher found that the objectives were achieved because they reinforced their learning process by watching tutorial videos. Moreover, the students enhanced the use of grammar and oral comprehension due to the didactic material used in classes.

Likewise, they increased their vocabulary since the teacher used flashcards for students to learn new words with their correct pronunciation. The pre-service teacher states that the children participated and always had a positive attitude for the class. Thus, she could carry out all the activities proposed for the meeting, and most students delivered their work on time. Besides, she is satisfied with the students' behavior, aptitude, and dedication because the desire for learning was evident.

Finally, the pre-service teacher believes working in primary schools is important because the children need an English teacher who is prepared for teaching the language, considering that

most of the time the English teachers in primary school are not specialized in the language. Taking about the pre-service teachers' role in this component, she feels comfortable because she created tutorial videos for students, and she helped the fifth-grade teacher with other activities such as the correction of students' interventions for the News Paper entitled "Teen voice" and the creation of the "Fifth Olympics" in Google Forms. Thereby, she was always grateful to the pre-service teacher, and it was what she wanted when she started the practicum. The pre-service teacher considers she influenced positively in her students, and they learned as she expected. On the other hand, this project contributed to the social impact of the Bachelor of Arts in Foreign Languages since it helped the primary schools with English teachers, considering the lack of teachers in primary school. In this way, the program meets the needs of training in English of the primary school with pre-service teachers who are close to the reality as regards the National Bilingual Policy. Therefore, it reduces the gap between public and private schools in the foreign language field and helps the students to be prepared for the examinations following the proposals of Colombia the most educated.

Chapter IV: Administrative Component

Introduction

An educational institution is an organized system that develops values, feelings, and attitudes in students to get a good teaching-learning process. However, not only institutions teach but also promote the development of different activities that involve all its members, thus promoting a coexistence space where students share positive and dynamic moments that make school a comfortable and pleasant place.

Each activity or celebration is implemented after carrying out proper planning where the objectives, the sequence, the time, and the resources are established. Thus, extra-curricular activities were a tool for the pre-service teacher considering she attended to every event that the institution established.

During the practicum, the pre-service teacher had the opportunity to participate in administrative activities since it is an essential part of the teachers' role. Thus, she knew and comprehended how the institution worked outside the classroom.

Objectives

General objective

- o To participate in all the activities established by the Educational Institution.

Specific objectives

- o To become familiar with the development of each extra-curricular activity.

- o To collaborate in each extra-curricular activity.

- o To contribute new ideas for the development of each activity.

Methodology

The procedure in this component is based on the participation to extra-curricular activities. Barge explains that "The word "extracurricular" can be broken down into its roots for a literal explanation: "extra" means "outside" and "curricular" refers to all of the work you do in the classroom (2020, p 1)". Thus, these activities were proposed to be developed out of class by the management and teaching staff at Carlos Arturo Torres Pena School.

Likewise, the pre-service teacher had the ability to support every activity since she received an integral formation that allowed her to work in a team and keep the rhythm that teachers usually have. Therefore, the pre-service teacher not only focused on teaching but also attended all the activities proposed by the institution.

Moreover, it is important to clarify that each activity was developed at home by using videos, photos, or recordings.

Participants

The participants in this administrative component were tenth semester students Foreign Languages Degree at the University of Pamplona who had to carry out the practicum at different Schools in Colombia in order to apply and practice what they had acquired during their integral formation.

Likewise, the other participants were all members who were part of the Educational institution, since everyone participated in the activities.

Timeline

The following table shows the activities that were carried out in 2020-2:

Table 9. Schedule of celebrations and activities

Celebration / Activity	Date
General teacher meeting	September 3rd
Municipal educational forum – 2020	September 7th
Humanities area meeting	September 4th and September 7th
Meeting "Preparación programas radiales: la escuela en tu casa"	October 6th
Meeting "Semana de desarrollo institucional comisiones de evaluación y promoción"	October 6th
Meeting "Seguimiento a actividades complementarias proyectos pedagógicos y transversales"	October 7th
Webinar "Programa de Educación Inclusiva"	October 8th
Webinar "Lenguaje de señas colombiana (L.S.C.)"	October 8th
General teacher meeting	October 27th
Olympics 5 grade	November 4th
Newspaper "Teen voice"	November 24th

Findings

According to the previous schedule of celebrations and activities, the pre-service teacher participated in each activity proposed at Carlos Arturo Torres Peña School. She was received at the institution with a great welcome from the principal and the teachers. In this way, she felt well and thankful for being able to participate in meetings, extracurricular activities, and webinars. Hence, she had the opportunity to learn about the role of the teacher outside the classroom.

First, the pre-service teacher attended two general teacher meetings where the principal talked about the proposed alternation to go back to school where many factors were studied. During these meetings, she listened to the circulars established by the Ministry of Education, and then some teachers expressed their points of view. Then, she attended a humanities area meeting where teachers talked about the newspaper and its release date.

Second, she attended three meetings, as follows: "Preparation of radio programs: school at home." where each area had to prepare a program about a specific topic. Thus, the teachers of the humanities area assigned interventions, and the pre-service teacher's role was to present the advertisements, invitations, events, and celebrations at the end of the program. Considering this, she talked about the newspaper "teen voice" in its two versions: English, Spanish, and the environmental day commemoration.

The other one was "Institutional development week: evaluation and promotion commissions" where the strengths and weaknesses of the students were studied. Taking into account that many students did not send activities, the high school coordinator proposed two solutions to choose the one that the teachers believed the most convenient. There, the pre-service teachers' role was to vote in order to find a final solution. The third meeting was "Follow-up to

complementary activities, pedagogical and transversal projects." Thus, some teachers from each project spoke about the objectives of each one. Therefore, the pre-service teacher could know the different activities with their date.

Third, she participated in a Municipal Educational Forum-2020 where the topic was significant learning. Thus, the three schools from Santa Rosa de Viterbo presented their projects, and then, the jury chose a winner.

Fourth, she attended two webinars: "Inclusive education program" and "Colombian sign language" where she learned about the specific school learning and behavior disorder categories and some words in Colombian sign language.

Fifth, she performed the test design of the Olympics 5 grade in Google Forms. There, two readings were established with five questions each one. Thus, this test was applied on November 4 to fifth-graders who had internet at home.

Sixth, she collaborated in the correction of articles for the newspaper "Teen voice" and she was part of the organizing committee where she was in charge with her supervisor of the newspaper design. Likewise, she wrote an article that was posted along with a photo of her. Thus, she had two roles: teacher and writer.

Conclusions

Considering the previous information, the pre-service teacher had the opportunity of participating in most meetings. Thereby, she knew the role of the teacher outside the classroom and could be part of the organization in different activities, which provided her the experience of organizing extracurricular activities established by the institution at the beginning of the year.

Thus, she contributed with different ideas for the development of each one, where the knowledge about technological resources becomes essential. Therefore, she could recommend some webpages such as Canva, Google Forms, HTML 5, and Loom that facilitated the development of some activities.

On the other hand, she considers that this component was a useful part of her practicum because she knew and understood the teachers' role in educational institutions. Thus, she thinks the extracurricular activities are not easy to develop since when she was a student, she thought it was easy to carry out, but it is a work that deserves commitment. Likewise, each meeting allowed her to be closer to the others despite the modality and she could vote in different decisions where the principal demanded the teacher to take a position face to a situation.

Finally, the pre-service teacher states that each activity, which she contributed, allowed her to expand her knowledge and overcome the fear of talking, contributing ideas, and being wrong. Thus, it was an essential part of their practicum because she recognize how teachers worked as a team outside the classroom to do the best in the school.

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