

The FIVES strategy as a way to enhance reading comprehension in eleventh graders at Normal  
Superior Cristo Rey School

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University of Pamplona

Faculty of Education

Foreign Languages Degree

Practicum

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## **Dedication**

All this process ended and it was satisfactory to obtain results that allowed me to improve in my personal and professional life. However, this could not have been achieved without the help of people so important to me. For this reason, I want to thank God, first of all, for giving me the wisdom, faith and necessary patience to complete my studies.

To my family who were always by my side and supported me when I needed them the most.

To the close people who were part of the process and who contributed to my life in order to get ahead.

**APPROVAL NOTE**

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**Practicum Committee Signature**

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**Cooperative Teacher Signature**

## **Table of contents**

General Presentation .....	16
Introduction.....	18
Justification.....	20
General Objective .....	22
Specific Objectives .....	23
Conclusion .....	24
Institutional Observation.....	26
Historical review.....	26
Topographical location of the school .....	28
Educational authorities.....	29
School Educational Project .....	30
Curriculum .....	32
Curricular Conception .....	32
Curricular design. ....	32
Pedagogical Model.....	33
Study program.....	34
Study Program and Pedagogical Practices related to Transversal Pedagogical Programs....	38
Pedagogical Strategy.....	38
Handbook .....	39

Physical Distribution .....	49
Institutional Organizational chart.....	50
School Calendar .....	52
Supervisor’s schedule.....	54
Observed Pedagogical aspects .....	55
Planning.....	55
Observation sheets.....	56
Support material .....	57
Chapter I: Pedagogical Component .....	59
Title .....	59
Introduction .....	59
Statement of the problem .....	61
General Question .....	62
Sub question .....	62
Justification .....	63
Objectives.....	65
General.....	65
Specifics.....	65
Theoretical Framework .....	66
Reading comprehension .....	66

Reading strategies.....	67
Communicative Competence.....	68
Tools to work on reading.....	69
Prueba Saber Exams .....	70
Literature Review .....	73
Pedagogical Proposal Methodology.....	76
Pre-reading stage .....	76
While-reading stages .....	76
Post-Reading Stage.....	77
The FIVES strategy .....	77
Research Methodology.....	79
Setting.....	80
Participants .....	80
Data Gathering Instruments.....	81
Data Analysis Process .....	83
Timeline.....	84
Ethical Considerations.....	86
Methodology of the pedagogical proposal implementation.....	87
Contact Activity.....	88
First Workshop .....	91

Second Workshop.....	96
Third Workshop.....	101
Fourth Workshop.....	105
Final product.....	110
Expected results.....	113
Conclusions.....	115
Recommendations.....	116
Development of the practicum.....	117
Face-to face practicum.....	117
Virtual practicum.....	118
Chapter II: Research Component.....	129
Introduction.....	130
Justification.....	131
Statement of the problem.....	132
General objectives.....	133
Specific objectives.....	133
Theoretical Framework.....	134
The teaching profession.....	134
The reflection.....	135
The reflective practice.....	136



The pedagogical practice .....	137
Methodology .....	140
Context.....	140
Population.....	142
Data Gathering process.....	143
Timetable.....	146
Results .....	147
Conclusion.....	148
Chapter III: Community Outreach Component .....	153
Presentation .....	153
Introduction .....	154
Justification .....	156
General objectives .....	157
Specific Objectives.....	157
Typology of the project .....	158
Contribution lines.....	159
Theoretical framework .....	160
Language teaching .....	160
National Bilingual Program.....	161
Teaching English in primary school.....	162

Pamplona’s context .....	167
Subprojects .....	169
Benefited population .....	170
The direct beneficiary population:.....	170
The indirect population benefited:.....	170
Institutional dependencies articulated to the Project .....	170
External institutions linked to the Project.....	170
Subproject.....	172
Justification .....	172
General Objective.....	173
Specific Objectives.....	173
Need .....	174
Theoretical Framework .....	175
Methodology .....	178
Participants .....	178
Setting.....	179
In-person methodology.....	179
Virtual Methodology .....	181
.....	188
Conclusions .....	191

Chapter IV: Administrative Component.....	193
Introduction.....	193
Objectives.....	194
General.....	194
Specifics.....	194
Methodology.....	195
Participants.....	195
Setting.....	196
Timetable.....	197
Debate of Representatives to “Personería”.....	197
Meeting with the police.....	199
Women’s Day.....	200
Virtual Activities.....	201
Conclusion.....	202
References.....	204
Appendix.....	211

## List of Tables

<b>Table 1.</b> .....	35
<b>Table 2.</b> .....	36
<b>Table 3.</b> .....	37
<b>Table 4.</b> .....	54
<b>Table 5.</b> .....	84
<b>Table 6.</b> .....	85
<b>Table 7.</b> .....	111
<b>Table 8.</b> .....	111
<b>Table 9.</b> .....	112
<b>Table 10.</b> .....	118
<b>Table 11.</b> .....	121
<b>Table 12.</b> .....	123
<b>Table 13.</b> .....	126
<b>Table 14.</b> .....	146
<b>Table 15.</b> .....	162
<b>Table 16.</b> .....	180
<b>Table 17.</b> .....	183
<b>Table 18.</b> .....	186
<b>Table 19.</b> .....	188
<b>Table 20.</b> .....	197

## List of Figures

<b>Figure 1.</b> .....	28
<b>Figure 2.</b> .....	28
<b>Figure 3.</b> .....	29
<b>Figure 4.</b> .....	33
<b>Figure 5.</b> .....	50
<b>Figure 6.</b> .....	51
<b>Figure 7.</b> .....	53
<b>Figure 8.</b> .....	56
<b>Figure 9.</b> .....	78
<b>Figure 10.</b> .....	88
<b>Figure 11.</b> .....	89
<b>Figure 12.</b> .....	91
<b>Figure 13.</b> .....	94
<b>Figure 14.</b> .....	98
<b>Figure 15.</b> .....	99
<b>Figure 16.</b> .....	100
<b>Figure 17.</b> .....	103
<b>Figure 18.</b> .....	119
<b>Figure 19.</b> .....	120
<b>Figure 20.</b> .....	121
<b>Figure 21.</b> .....	122
<b>Figure 22.</b> .....	129

<b>Figure 23.</b> .....	135
<b>Figure 24.</b> .....	180
<b>Figure 25.</b> .....	181
<b>Figure 26.</b> .....	182
<b>Figure 27.</b> .....	188
<b>Figure 28.</b> .....	189
<b>Figure 29.</b> .....	190
<b>Figure 30.</b> .....	198
<b>Figure 31.</b> .....	199
<b>Figure 32.</b> .....	200

## List of Appendix

<b>Appendix A. Institutional Observation Sample</b> .....	211
<b>Appendix B. Pre-Implementation Checklist</b> .....	212
<b>Appendix C. Pre-test</b> .....	214
<b>Appendix D. Text used in the While-Test</b> .....	216
<b>Appendix E. Text used in the Post-test</b> .....	217
<b>Appendix F. Face-to-face 11<sup>th</sup> grade planning class</b> .....	218
<b>Appendix G. Present Perfect Workshop Revision: Sample</b> .....	220
<b>Appendix H. Final Test Revision: Sample (1<sup>st</sup> Page)</b> .....	225
<b>Appendix I. Reflection Workshops</b> .....	226
<b>Appendix J. Self-Observation sheet</b> .....	228
<b>Appendix K. Sample: Self-observation sheet (One part)</b> .....	232
<b>Appendix L. Narrative sample</b> .....	234
<b>Appendix M. Planning 4<sup>th</sup> grade: Face-to face class</b> .....	236
<b>Appendix N. Planning 4th grade: Virtual Class</b> .....	238
<b>Appendix O. 4th grade final exam sample (One part)</b> .....	241

## General Presentation

Education is a process of change, as the following sentence says: “La educación es el arma más poderosa que puedes usar para cambiar el mundo” (*Nelson Mandela, 1918-2013*), and for this change to occur, it is necessary to think about different ideas to carry out with students. The reader will find in the following project an idea of a pedagogical implementation that favors the practicum of tenth semester students of the foreign language program at the University of Pamplona.

The present document is composed of four major chapters, each one describing the components developed during the practicum process, as follows: Pedagogical, Research, Community Outreach, and Administrative.

The first one is the implementation of a pedagogical proposal in some of the courses they are in charge of in the institutions, according to the detected problem or need during the week of institutional observation. In the second one, each student is a participant of a macro-project called "The formation of the reflective spirit in the practitioners of PLEX, a training tool to qualify the pedagogical practice".

The following is based on the outreach with elementary students since this work is framed from a macro project. And finally, the administrative one corresponds to the participation of the students in extra-curricular activities raised by the institution so that the students know the role of the professors outside the classroom.

It should be noted that the presentation of each component is composed of introduction, justification, and objectives.



Following, there is the theoretical framework that guided the proposal, the population that benefited, and some of them present the schedule of activities developed during the practicum.

## **Introduction**

The practicum is a space that allows tenth semester students to practice the knowledge acquired in the classroom; in addition, it is a requirement that must be met in order to graduate and, it is a form of autonomous learning that allows to be an active participant in an educational community. This practice process is also a space for reflection, since the last semester student must know the context in which he or she has to be, meet his/her students and learn to fulfil the teaching role. It should be noted that in this period of time, students of the foreign language program must carry out a macro project divided into four subprojects (Pedagogical, Research, Community Outreach, and Administrative).

For this reason, in the present study, a pedagogical project that facilitates the application of strategies for the comprehension of texts in eleventh grade students of the Normal Superior Cristo Rey School is presented. These strategies would allow the eleventh grade students to analyse and better understand a text, so that they can use them for reading, whether inside or outside the classroom. This project not only included the grades of secondary school, it is necessary to develop a class idea with those first grades of the school; in other words, work with the youngest children, and to generate an impact from the classroom. In this way, the tenth semester student would interact with the entire educational community from the classroom and outside it, participating in extracurricular activities that are also of great importance for students' learning.

However, the projects were not fulfilled as planned, it is important to mention that there were changes due to the health emergency that took place in the first half of 2020 related to COVID-19. The schools stopped their functions in March of this year and a virtual methodology

was used. Due to this, the calendar of activities had changes as well as the four components. As for the pedagogical one, the project was only planned for future execution by the institution's English teachers. The research activities were not fully developed, for example the class videos and the reflection workshops. In the extension component, only two weeks of face-to-face class were held. And, in the administrative component, the perspective of the role of the teacher outside the classroom was not fulfilled.

### **Justification**

The ability to understand texts is a skill that a person must be able to acquire through practice.

This is why learning a language becomes autonomous from the beginning. The present project focuses on the application of strategies that would allow the improvement of this ability in students are in their secondary studies. Therefore, the need and urgency of working workshops that would help students understand the importance of identifying main elements in a text, understanding main ideas and answering the questions that arise were observed. That is, one of the reasons for this pedagogical strategy is that students increase their level of English through written comprehension. In addition, this skill is one of the most important for students who finish eleventh grade, since it is the one that is evaluated in the ICFES exam. The Ministry of National Education, together with the Colombian Institute for the Evaluation of Education in the SABER exam, divides the English module into seven parts in which students' written comprehension and analysis is evaluated.

With this project not only the students benefit, but also the teacher, the institution and the University of Pamplona.

Regarding the structure and execution of the administrative, research and community outreach components, it is important to highlight that they allow a more complete process to anyone who participates in them, including the training teacher, the students or supervisor, and the institution. Each of them contributes an important aspect to the development of the practicum and allows to meet a need that includes the requirements of the educational community. For example, in the administrative component it is necessary for the pre-service teacher to

understand their role outside the classroom and its importance. In the community outreach, a call is made to understand the needs of the community in general and those of elementary school courses. And in research, it is required the emphasis on the reflective process of the practicum. All this together allows a better development of the teacher as a transformer of society.

### **General Objective**

To enhance reading comprehension of 11<sup>th</sup> grade students by using the FIVES strategy at Normal Superior Cristo Rey 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 development and work process in the institution during the practice in order to learn the role of teachers outside the classroom.

## Conclusion

The practicum is a very important process for each student who is in the last semester, since, in this space, the pre-service teacher applies his knowledge and reinforces theory learned in previous semesters. It is also an opportunity to contribute, through one or more projects, a necessary value that helps the educational community in which he/she is.

With the planning or implementation of the projects mentioned in this work, the following can be concluded:

It is of great importance to carry out a proposal idea that is executed both with secondary school students and with those who are in primary school. For example, observation was an aspect that allowed the identification of a need in classrooms and through which an idea of implementation was generated.

The reading project with 11th grade students would improve reading comprehension and strengthen the importance of reading as a way of life and personal and professional development. Furthermore, it is concluded that the use of technological tools would facilitate its development by the supervisor in charge.

With the implementation of the reading project, it is expected to obtain positive results, for example: that students have an improvement in their written comprehension through the development of virtual workshops. Also, to promote active participation and become more interested in the reading processes that favour them in acquiring a second language. On the other hand, students are expected to be aware of the importance of autonomy since activities would not be carried out in the classroom, but through a platform. Finally, a beneficial result, not only for the students, but also for the institution, is to obtain good results on the SABER exams.



As for the reflective part of the practicum, it was important because it was a space to determine the strengths and weaknesses of the pre-service teacher, as well as to look for improvement options. This allowed a process of change and application of new techniques to better perform in the classroom.

On the other hand, it is concluded that the role of the teacher was not only with the students within a classroom, but the teacher had to be an active participant in each activity or event that occurred outside the class. . It was in this space where learners were guided, respect was instilled, values were formed, and contributions were made to the education of children and young people.

To sum up, it is important to take advantage of the practice carried out in the last semester, since it helps the professional growth of the undergraduate student, creating a broad vision of the educational reality in which knowledge is expanded and various aspects are learned such as importance of the teacher. This role has gained momentum in recent weeks due to the worldwide health emergency related to COVID-19, and teaching capacity must continue to be strengthened over time.

## **Institutional Observation**

The Normal Superior Cristo Rey School<sup>1</sup> is an official institution with calendar “A” according to the Colombian government's regulations. It offers the community graduates with two types of degrees: Bachiller Académico con profundización en pedagogía (11th), and Normalista Superior (Programa de Formación Complementaria).

In the first instance, the School began in the 60s, when a need to train educators who knew the needs of the inhabitants of the region was seen. The main idea was generated by Doña Paulina de Albornoz, recognized teacher of the city. That was how the first generation of trainers graduated in Barrancabermeja in 1966.

### **Historical review**

In the sixties the need for a teacher-training institution in Barrancabermeja was brewing, this idea of Doña Paulina de Albornoz, a distinguished educator, was welcomed by the community of Barrancabermeja as a solution to the difficulties that arose due to the lack of teachers trained for such a noble mission.

The bishop of the Diocese, Bernardo Arango Henao, managed the foundation of a Normal School in the Ministry of Education and he, himself, facilitated the installation for its operation. To direct this work, he brought the religious community Daughters of Christ the King

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<sup>1</sup> Normal Superior Cristo Rey School: NSCRS

and Mother Gloria García de Codes, a great educator, was the first principal who knew how to overcome all the vicissitudes presented with wisdom.

At the end of 1966, the Normal graduated the first promotion of 25 young entrepreneurs who received the title of “Maestra” and began to develop their educational work for the children of Barrancabermeja which was in need of it.

The direction of the Normal School has always been in charge of the religious Daughters of Christ the King, who have demonstrated great capacity for service, dedication and love, a work that is reflected in the graduated teachers who radiate their pedagogy in children and adolescents of Barrancabermeja and the Magdalena Medio.

Principals:

- Madre Gloria García de Codes (1966 – 1976)
- Madre Inocencia Trujillo (1977)
- Madre Amparo Espinosa (1978 – 1979)
- Madre María del Pilar Rodríguez (1980 – 1990)
- Madre María Jesús Pita (1990)
- Madre María Eva Londoño (1991 – 1992)
- Madre Sonia Ángela Castro Romero (1993 . . .)

## Topographical location of the school

Nowadays, the institution is located in commune 2 of the city of Barrancabermeja (Santander), specifically in the Galán Gómez neighborhood.

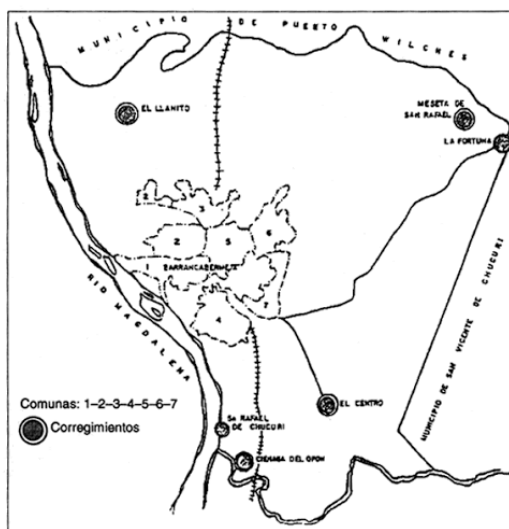
**Figure 1.**

*Department of Santander located in the map of Colombia.*



**Figure 2.**

*Map of Barrancabermeja with the 7 communes and surrounding districts.*



**Figure 3.**

*Image of the block corresponding to the classroom in which secondary school students take their courses.*



### **Educational authorities**

The NSCRS educational community is made up of different members, including:

- Students
- Parents
- Teachers and Teaching Directors
- Rector
- Board of Directors
- Academic Board
- Parent Council
- Parents Association
- Student Council

## **School Educational Project**

The development of the adequacy of the INSTITUTIONAL EDUCATIONAL PROJECT of the NORMAL SUPERIOR CRISTO REY SCHOOL is the responsibility of its educational community. The work is consolidated into four major managements: directive, academic, administrative and financial, community.

The Institutional Educational Project, “Formation of a Humanizing Creative Teacher” of the Normal Superior Cristo Rey School, aims to train teachers to perform at the levels of Preschool education and Primary Basic Cycle. His/her actions are framed in a Humanizing pedagogy that, in dialogue with science, culture, ethical training, allows us to lay the foundations of a future autonomous, creative teacher, research critic and committed to strengthening values, so that his/her work responds to the demands of the country and the world.

The directive management makes reference to the vision, mission, objectives and guiding principles of the educational work in the institution, attending to the fundamentals and aims of the education set forth in Law 115 of 1994.

The academic management in Programa de Formación Complementaria, attends to the formation of normalistas superiores with urban, rural, marginal urban relevance and foundation towards diverse populations’ attention.

In administrative and financial management, the administrative structure, the manual of functions and procedures, the manual de convivencia, the resources and inter-institutional agreements, which guarantee the fulfillment of the objectives of the programa de Formación Complementaria, are addressed.

The community management links the Normal School with its environment through procedures to interact with other institutions and social organizations, through strategic alliances, technical pedagogical assistance and community extension projects.

**Mission.** The Normal Superior Cristo Rey School of Barrancabermeja, forms competent and innovative teachers in the educational field, with human, citizen and Christian sensitivity. They have a dialogic capacity for the recognition of other, transforming their reality, appropriate knowledge in the compulsory areas contemplated in the current regulatory framework. It allows them to perform at the preschool and primary elementary levels; with the ability to read contexts, value the cultural diversity of the people and with the purpose of building relevant curricula.

**Vision.** The Normal Superior Cristo Rey School of Barrancabermeja, will be a high quality institution, with projection towards 2025, in search of school excellence. Recognized at regional and national level; considered as a reference in the educational decision making of the city, with teachers that are capable of generating pedagogical processes from research and responding to the demand of education in Colombia, to the challenges of a globalized world, guaranteeing the transformation of educational structures.

Nowadays, the NORMAL SUPERIOR CRISTO REY SCHOOL confers the titles of “Bachiller académico con profundización en pedagogía” to those who complete their studies in secondary education and of “NORMALISTA SUPERIOR” those who successfully complete the FORMACIÓN COMPLEMENTARIA program.

## **Curriculum**

### **Curricular Conception**

The curricular conception of the Normal Superior Cristo Rey School is framed in its institutional horizon set in motion from the theoretical-practical articulation, the search for educational action with society from research that is transversal to all processes.

Integral human development is constituted as the purpose of the curricular conception and, in this sense, the synergy between reflection and action is required in an integrated and integrative manner. It is conceived in the formulation of training competences: Educational and Pedagogical, Social, Scientific and Technological and Communicative-playful-aesthetic.

Based on this approach, it is possible to articulate the curriculum, from its distinctive features with the social and cultural context to generate a competent teacher in Preschool and Primary School, through the interaction of those involved in the teaching-learning process, form.

### **Curricular design.**

From the process of curricular adaptation, it was possible to establish the relevance of the pedagogical model and the institutional horizon in order to respond to the needs of the context.

The study program was re-established by framing it in the training of teachers who recognize their environment and can develop from their educational actions.

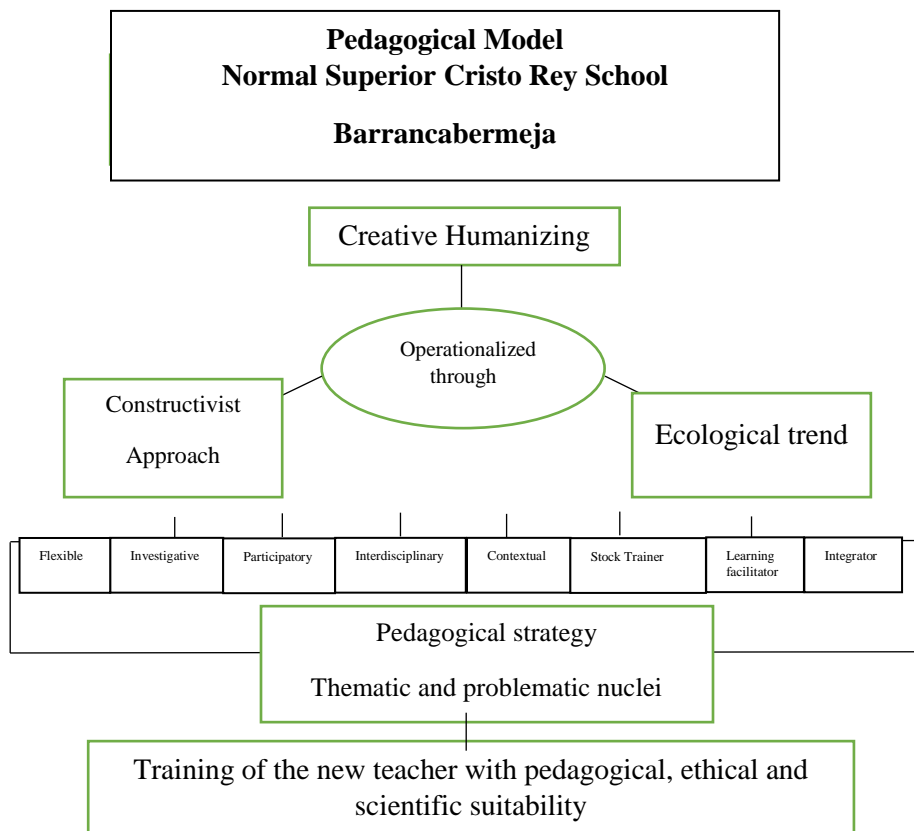
- A curriculum integrated from the pedagogical and the social.
- A unit of action between pedagogical study and teaching work.
- A theoretical - practical interaction.



## Pedagogical Model

**Figure 4.**

*Pedagogical Model*



*Note.* The figure demonstrates the pedagogical model adopted by La Normal School which is humanizing creative.

It also shows the two trends and principles of the institution.

The pedagogical model adopted by the Normal School has been called HUMANIZING CREATIVE with a constructivist approach and ecological tendency. It seeks the development of competences, attitudes and habits to take advantage of all spaces of pedagogical interaction in a creative and playful way. The humanizing creative pedagogical model assumes the integrality of the person at all levels and in particular way, all the potential.

This is how this model starts from an education that tends towards the development of the humanizing potential and competences of oneself and the environment. It allows each person to assume their own life and contributes to social, family, community, local and national development.

In the Humanizing Creative Pedagogical Model hosted by the NSCRS, underlay paradigms, which meet the needs of the sociocultural, political, economic context. It allows a collective work proposal where all the actors of the educational community contribute to the reconstruction of the present to build the future

### **Study program**

The study program is the structured scheme of the mandatory and fundamental areas, optional areas with their respective subjects, which are part of the curriculum of the educational establishment.

The Normal Superior School Cristo Rey of Barrancabermeja, for the organization of the Basic and Secondary Education Curriculum takes into account the fundamental areas stipulated in article 23 and 31 of the General Education Law of 1994. In a specific way the elective areas in the field of pedagogy and related sciences to comply with the PEI; following the guidelines of article 34 of decree 1860 of 1994. Likewise, it takes into account the rural relevance in which the Formación complementaria program emphasizes. To comply with the above, the institution groups the areas into competences, so that, from the affinity that unites them, it is directed to the development of specific competences. At the same time, the intensity of hours for each subject is

described for the case of basic and medium, for the training spaces and autonomy is given for the development of the dimensions in the case of preschool.

Class time at Normal School from preschool to the Formación complementaria program is 60 minutes. Since 2015, it assumes the “Jornada única” for secondary education, a situation that leads to students having 40 class hours, including pedagogical practice. In the same way, the Formación Complementaria Program meets this same weekly time intensity.

The following tables specify the organization of the Study Program for each of the levels of training provided by the institution:

**Table 1.**

*Formación Complementaria Study Program*

<b>Competitions</b>	<b>Training Spaces</b>
Pedagogical and Educational	educational administration and management I/II
	Development of scientific thought (discipline, orientation, standards, epistemology, didactics, evaluation)
	mathematical thinking development (discipline, orientation, standards, epistemology, didactics, evaluation)
	Curricular design
	practice orientation
	early childhood pedagogy
	body pedagogy (discipline, orientation, standards, epistemology, didactics, evaluation)
	general pedagogy
	pedagogical practice
	Psychology of Learning
	developmental psychology (from 0 to 11 years old)
	seminar: inclusion
	seminar: educational models and modalities

	seminar: Special educational needs
	pedagogical workshop
Communicative, cultural, playful and aesthetic	literacy development
	reading and writing development (discipline, orientation, standards, epistemology, didactics, evaluation)
	artistic skills development
	write to post
	"English" as a foreign language
Social	development of social thinking (discipline, orientation, standards, epistemology, didactics, evaluation) (problems of urban and rural communities)
	moral and ethical development of the teacher
	teaching of the E.R.E (Discipline, Orientation, Standards, Epistemology, Didactics, Evaluation)
	History of Education (sociology)
	leadership
	Rurality (internships)
	Seminar: (institutional philosophy)
Scientific and technological	Computer science applied to education
	Educational informatics
	Introduction to education
	Directed research I/II
	School and context research
	Research and Systematization

*Note.* This table shows the subjects taken by the students of Formación Complementaria program and the competence to which they belong.

**Table 2.**

*Elementary and Secondary School Study Program*

<b>Competition</b>	<b>Subject</b>
Scientific, Technological and Research	Natural Sciences and Environmental Education.
	Chemistry
	Mathematics
	Statistics
	Physical
	Technology and Informatics

	Investigation
Social	Social Sciences, History, Geography, Political Constitution and Democracy
	Economy
	Philosophy
	Religious Education
	Ethical and Human Values Education
Communicative, Cultural, Playful and Aesthetic	Artistic Education
	Drawing and Modeling
	Music
	Physical Education, Recreation and Sport
	Dance
	Humanities, Castilian Languages and Foreign Languages
	Reading project
	English
Educational and Pedagogical	Pedagogy
	Pedagogical workshop
	Psychology
	Sociology
	Pedagogical practice

*Note.* This table shows the subjects taken by the students of elementary and high school and the competence to which they belong.

**Table 3.**

*Pre-school Study Program*

Preschool competitions Superior Normal School Cristo Rey		
Competitions	Dimensions	Knowledge areas
Communicative, Cultural, Playful aesthetics	Communicative Body I Aesthetic	Spanish Language Physical Education Artistic Education
Social I	Affective partner Ethics Spiritual	social science ethics religion
Scientific and Technological	Cognitive	Social Science Natural Sciences Mathematics
Educational and Technological	Socio-affective	

*Note.* This table shows the subjects taken by the students of pre-school and the competence to which they belong.

### **Study Program and Pedagogical Practices related to Transversal Pedagogical**

**Programs.** The institution develops the compulsory education topics defined in article 14 of Law 115/94 through themes included in the cross-curricular curriculum and activities raised in each of the following projects:

- Environment Program: “Live happily in a better environment”.
- Sex Education Program. "Sexuality Education and Citizenship Construction".
- Education Program for the Exercise of Human Rights Democracy: “Conflict Resolution based on Mediation and Negotiation for leadership training and citizenship building”.
- Healthy Lifestyles Program: Within this program, the following projects are assumed: arts

### **Pedagogical Strategy**

The Superior Normal School proposes as a methodological strategy the “Problematic Thematic Nuclei”, which constitute a prototype of innovation, which aims to overcome the academic, systematic task of designing programs and putting them into operation to go beyond the marginal, formal adjustments until venturing into the scientific and interdisciplinary level of the educational task. The methodological strategy of thematic nuclei requires that more flexible teaching-learning models are applied within an ethical, humanistic and creative conception.

## **Handbook**

As regards the “handbook”, the NSCRS launched its latest edition in 2015; however, it is still in the process of improvement and continuous change. Below, there are some of its most relevant aspects.

The Normal School started a restructuring process in 1994; approved in its first stage by Resolution 3063 of July 15, 1996 issued by the Ministry of National Education.

On February 26, 1999, according to Resolution 373, the Prior Accreditation is granted to the Cristo Rey Superior Normal School.

On October 28, 1999, according to Resolution 1233, the Ministry of Education of Santander, granted Official Recognition as the Normal Superior Cristo Rey School, to the formerly called Normal School for Ladies, located in Carrera 28 No. 53-08, city of Barrancabermeja , telephone 6 02 43 98.

## **TITLE II. From the actors of the educational community**

### **Chapter 1. Students.**

#### **Art. 7** Rights of students.

1. All rights that are indicated in the Political Constitution, International Treaties and other norms that expressly consecrate them in favor of students are part of this Article.

2. To receive an integral education based on human values, according to the general principles of Colombian education and with the philosophy of the institution, which allows to be an agent of its own development and of the community in which serves as a teacher.

3. To receive education according to the institutional profile contemplated in the PEI.
4. To receive an education without preference of creeds, race or social position.
5. To receive relevant and quality education.
6. Right to be evaluated considering the physical, sensitive and cognitive difficulties duly diagnosed.
7. To have professionally qualified and ethical teachers.
8. To participate in the planning of the different areas of study through the corresponding instance, as well as in their development.
9. To remain in the classroom when instructed and to participate in the different academic, recreational and cultural activities that the institution projects.
10. To responsibly use the equipment, tools, materials and physical spaces of the institution.
11. To have a renewed registration as long as it has complied with the conditions of permanence established in this manual and in the registration renewal contract.
12. To receive timely and efficient attention from school counseling and counseling services, as well as advice from teachers to help solve difficulties at an academic and personal level.
13. To receive the incentives established in this Manual, previously approved by the Board of Directors.
14. To receive a courteous and kind treatment, according to human dignity.
15. Not to be discriminated against, humiliated, or blackmailed by any member of the educational community.



16. To know the curriculum and academic programs of each subject, as well as the activities to be developed with the group director and other teachers.

17. To be elected as a representative of the students and students in the School Government bodies corresponding to the student status.

18. To be heard and / or attended in the competent educational instances, when there is any disagreement, doing so in a respectful and cordial way and using the corresponding channels.

19. To participate and know in a timely manner the form of evaluation, the progress during the process and the difficulties, as well as the results and also the corresponding academic report for each school period.

20. To be valued and / or fully valued taking into account all the dimensions of the human person.

21. To know the Institutional Evaluation System.

#### **Art. 8** Duties of students

1. To assume with responsibility the academic and training commitments acquired with the Institution in order to achieve a quality education.

2. To fulfill with the schedule set by the institution for academic activities.

3. To participate in the different activities and processes programmed in the institution.

4. To daily fulfill with the homework, tasks, assignments, research and evaluations assigned, in each area or subject and other activities.

5. To fulfill with the rules about use of the library, new technology room and other common spaces.

6. To bring and take care of the supplies, texts and notebooks necessary for school work respecting those of the classmates.
7. To assume and fulfill with the corrective measures proposed against the poor academic performance, adopted in the institutional evaluation system.
8. To respect the symbols that identify the country and the institution (Flag, emblem, anthem)
9. To abstain of saying words or to do actions that produce mockery or discrimination towards the members of the institution.
10. To have a good image inside and outside the institution, demonstrating the formal education reflected in attitudes and behaviors that are part of daily life (in the street, with neighbors, in the means of transport, y public spaces).
11. To responsibly know and fulfill the “Manual de Convivencia” established by the institution.
12. To carry the student card and present it when requested.
13. To participate in the agreements and commitments of the Classroom Pact.
14. To contribute to the cleanliness, conservation, improvement and beautification of the physical plant and school property and preserve, respect and care for the environment.
15. To take care of all the implements and physical plant of the school such as: chairs, doors, glass, decorative paintings, billboards, maps, books, laboratory implements of chemistry, physics, televisions, elements of the computer classroom, flowerpot, supplies of toilet, bathrooms and respond for the damage caused.
16. To use equipment, tools, materials and physical spaces in the institution.

17. To properly behave during breaks, avoiding running in the aisles, littering and leaving the containers abandoned anywhere and breaking them.

18. To keep order, good manners and composure in classrooms, library, laboratories, chapel, cooperative and other places of the institution adjusting their behavior to the standards and acting appropriately in each one of the situations.

19. To respect the dependencies of exclusive use of the managerial, administrative, teaching staff and general services.

20. To ask for permission to the rectory in order to promote or participate in any sell, raffle or business with partners, teachers and other staff of the institution.

21. To justify the absences by written communication signed by the parent or guardian and, in case of illness, to present the corresponding medical excuse in order to be evaluated.

22. To arrive at the appointed time to the institution and, in case of any eventuality, to present the written excuse with the signature of the parent or guardian.

23. To take care and keep the classroom and other facilities on the campus clean and conserve natural resources.

24. To preserve cleanliness, neatness and personal presentation, through the application of good hygiene habits.

25. To introduce yourself to the institution wearing the respective uniform for the occasion, neat, tidy, daily shoes in good condition and well packed, those of physical education very clean. The well-presented sweatshirt.

26. To keep the job site neat, therefore it is necessary that students participate responsibly in this activity, taking advantage of the assigned shift.

27. To use an appropriate vocabulary and manners of an educated person according to the student's profile.

28. To assume and fulfill with the corrective measures to which someone deserves due to bad behavior and to communicate them in due time to the parent.

29. In case of withdrawal from the institution, whatever the reason, it is the student's obligation to be at peace and except in pays, library, orientation, etc. sign the cancellation of the registration in the Secretariat together with the person and deliver the student card.

30. To seek harmony and the spirit of collaboration between students, and teachers and other members of the educational community.

31. To promote actions that foster peace and harmony as a means to achieve the common good.

32. To respect and abide by the orders of the directors and professors of the institution, and when there is any complaint, to follow the regular conduit.

33. To give respectful treatment and cordial greetings to all members of the educational community.

34. To use decent and respectful language inside and outside the classroom that excludes every vulgar or offensive word.

35. To responsibly participate in the election of students to school government representations and committees.

36. To deliver the communications or reports that the Institution sends to the parents or guardian.

37. To demonstrate honesty in all manifestations of the daily life through the practice of ethical and institutional values.

38. To maintain a good behavior according to the physical and moral integrity of the person and not to visit places of doubtful reputation.

39. To act with responsible freedom before the commitments acquired in the institution on and off campus.

### **Chapter 3. From Teachers and Teaching directors**

#### **Art. 14** Rights of teachers and teaching directors

1. To enjoy incitements and incentives according to the current legal or conventional provisions.

2. To obtain permission and licenses in the cases provided by law.

3. To receive polite treatment according to the basic principles of human relationships.

4. To participate in contests that allow to obtain promotions within the service.

5. To obtain recognition and timely payment of the benefits enshrined in the general and special regimes.

6. To receive respectful treatment from students and parents and / or guardians, from colleagues and managers of the institution.

7. The rights enshrined in the Constitution, international treaties ratified by Congress, laws, ordinances, municipal agreements, regulations and function manuals.

#### **Art. 15** Duties of teachers and teaching directors

1. To fulfill and enforce the duties contained in the Constitution, treaties of International Humanitarian Law, others ratified by Congress, laws, decrees, ordinances, municipal

agreements, the Manual de convivencia of the Institution and higher orders issued by competent official.

2. To diligently, efficiently and impartially fulfill the teaching function and refrain from any act or omission that causes the suspension or unjustified disruption of the public educational service, or that implies undue abuse of the position or function.

3. To use the assets and resources assigned for the performance of the employment, position or function, exclusively for the purposes to which they are affected.

4. To treat all members of the educational community with respect, impartiality and rectitude and others with whatever is related by reason of the service, especially to ensure a climate of peaceful coexistence and courteous and respectful treatment to all students.

5. To fulfill with the provisions that the hierarchical superiors adopt in the exercise of their powers, according to the National Constitution and current laws, and meet the requirements and subpoenas of the competent authorities.

6. To perform the job, position or function without obtaining or claiming additional benefits to the legal considerations to which you are entitled.

7. To personally perform the tasks entrusted to you, to answer for the exercise of the authority delegated to you.

8. To dedicate the entire statutory working time to the performance of the mandated functions, except for legal exceptions.

9. To carry out functions by constantly consulting the interests of the common good, and always keeping in mind that the provided services constitute the recognition and effectiveness of a right and seek the satisfaction of the general needs of all citizens.

10. To monitor and safeguard the assets and values that have been entrusted and to take care that they are properly and rationally used according to the purposes to which they have been destined.

11. To respond for the conservation of the tools, equipment, furniture and goods entrusted to their guard or administration and render a timely account of their use.

12. To report crimes, contraventions and disciplinary offenses, except for the exceptions of the law.

13. To inform the superior of the facts that may impair the functioning of the public educational service and to propose the initiatives that are deemed useful for the improvement of the service.

14. To impartially act, ensuring and guaranteeing the rights of all members of the educational community, without any discrimination.

15. To fulfill and implement the mechanisms that are designed to facilitate the participation of the educational community in planning, consultation and decision-making in administrative management in accordance with the provisions of the law.

16. To prevent acts of discrimination, mockery or bad treatment inside the Institution.

17. To train and update in the corresponding area.

#### **Title IV. From faults, penalties and their procedure.**

##### **Chapter 2. From the faults and their classification.**

**Art. 74** Serious faults. The following are considered very serious offenses:

1. To incur in more than three (3) Serious Faults.

2. Falsification of documents in general.
3. The bearing of weapons and objects that may cause physical and moral damage even if they have not been used under any circumstances.
4. Theft of community property or any of its members.
5. To disrespect for the dignity of the members of the Educational Community that constitutes slander or insult.
6. Trafficking and consumption of narcotic drugs inside and outside the institution.
7. To carry, consume, market or supply liquor, cigarettes, narcotics, firearms or sharp weapons within the facilities of the Educational Institution, on the bus route or in community activities or programs by the Institution.
8. To impersonate the names of your classmates and signatures.
9. To violate badges, locker locks or any other dependency of the College.
10. To have money that does not belong to you or from the course or, where appropriate, the Institution for any activity.
11. To present yourself to the Institution in a state of intoxication or under the influence of psychoactive substances.
12. To perform or participate in acts related to threats of any kind and means to another person.
13. To impersonate the signatures of the parents in the excuses, permits, removable circulars and agenda notes.



14. Incurring in situations that affect school life, classified in Type III or recidivism of Type II.

15. Incurring in any of the prohibitions indicated in this Manual

### **Physical Distribution**

The institution has currently a physical plant in excellent conditions for the development of all pedagogical activities that contribute to the continuous improvement of the integral training of all our students.

There are 60 classrooms with their respective furniture and, appropriate according to the ages and stages of learning, with enough ventilation and lighting for the development of the classes; 3 laboratories (physics, chemistry and natural sciences) which have been conditioned; 1 artistic workshop with its respective furniture; 1 GALI classroom for the development of the Technology area for primary school students; 3 computer rooms (two for secondary and one for primary students) which receive permanent monitoring of the operation of all their equipment, as well as due corrective maintenance, preventive software and corresponding hardware; a mobile classroom equipped with 20 laptops with access to internet for the work of students in the media and formación complementaria.

One of the computer rooms (primary) has a permanent broadband Internet connection.

The CRA module area has wireless broadband Internet access with free excess for the entire educational community.

The library has a significant number of printed material (textbooks, novels, books by grades of specific areas, specialized dictionaries, etc.) that help in the development of queries which are relevant to the acquisition of knowledge in our students. Additionally, the excess of information through the Internet has been supplying the absence of material in some areas of knowledge.

An adequate coliseum for the development of sports practices, as well as cultural and recreational activities for all students of the institution. In addition, two fields, one closed with fence and the other one is outdoor in cement.

All the elements of the endowment and physical plant have a continuous monitoring plan for their permanent maintenance, remodeling or change to the extent of the possibilities and agreements of the financial management controlled by the Board of Directors of the Institution.

**Figure 5.**

*Coliseum for the development of sports practices*

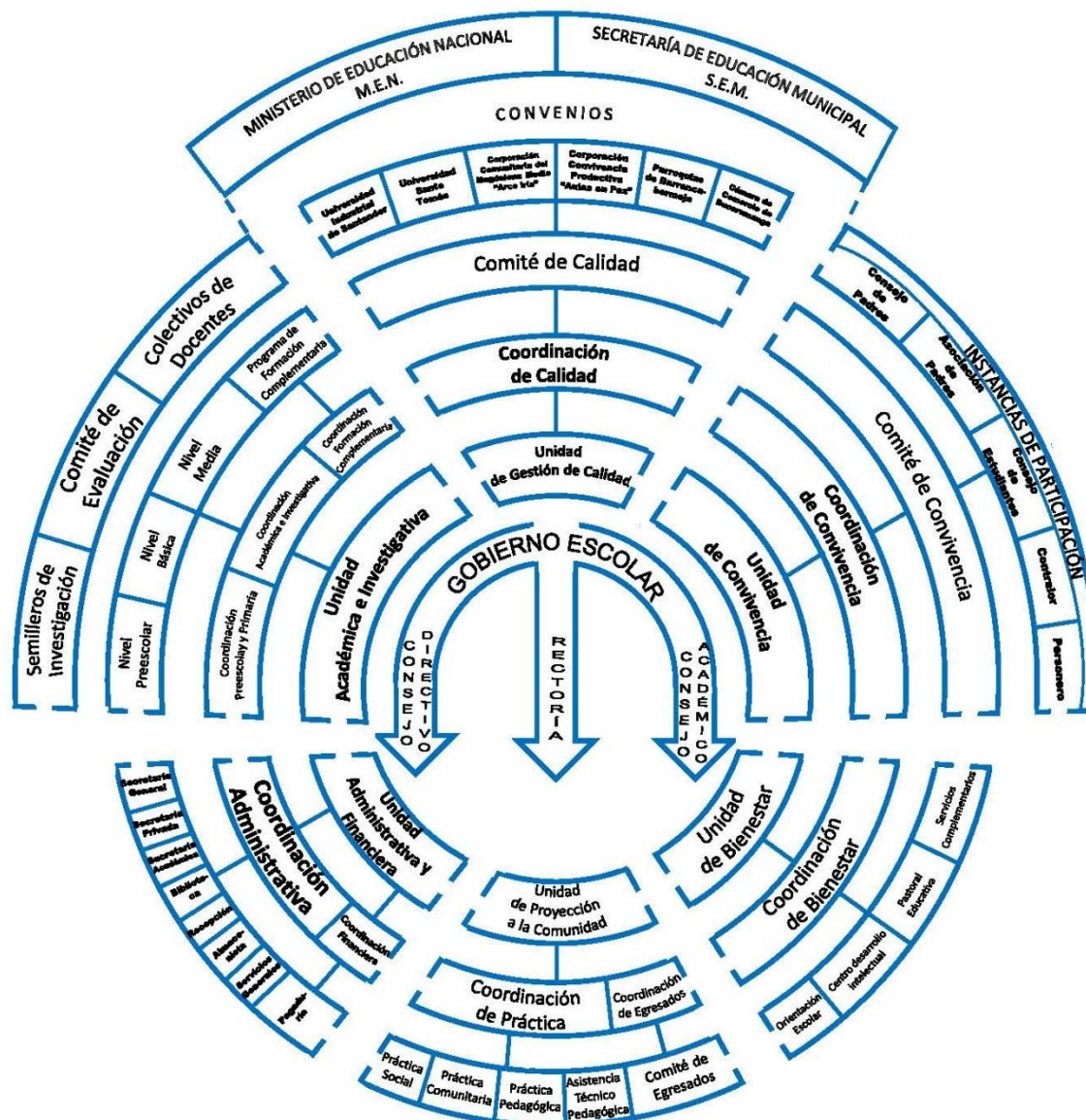


**Institutional Organizational chart**

In the following picture, there is the organizational chart of the NSCRS and each one of the members of the educational community:

Figure 6.

The administrative structure of the Normal Superior Cristo Rey School



## Adecuación 2014

The administrative structure is represented by an organization chart in a circular and open way. It has this shape in response to a modern, dynamic administration, typical of a living and

moving body where all its members interact in the achievement of the proposed goals. A single institution is jointly administered from Pre-school to Formación Complementaria.

### **School Calendar**

For the development of the school year, the school proposed a calendar with academic activities to develop in the four periods. Each one of these activities included by the office of rectory are shown below:

Figure 7.

Schedule of the year: academic activities

FECHA	ACTIVIDAD
Fecha: 15/01/2020 <span style="float: right;">Circular No. 002 de 2020</span>	
DE: RECTORIA	
PARA: DOCENTES Y DIRECTIVOS DOCENTES	
ASUNTO: ENTREGA DE CRONOGRAMA 2020	
<b>20 enero al 27 marzo</b>	<b>PRIMER PERIODO</b>
19 al 21 de Febrero	Retiros grado 11° 1
27 al 29 de Febrero	Retiros grado 11° 2
24 de febrero al 3 de abril	Práctica pedagógica IV semestre
8 y 22 de febrero	Sábados a recuperar
5 al 7 de marzo	Retiros grado 11° 3
16 al 20 de marzo	Acumulativas primer periodo
27 de marzo	Cierre de Plataforma
27 y 28 de Marzo	Comisiones de evaluación primer periodo
28 de marzo	Sábado a recuperar
abr-03	Entrega de informes a padres de familia
<b>abril 1 al 14 de junio</b>	<b>SEGUNDO PERIODO</b>
Marzo 31 al 17 de abril	Nivelaciones primer periodo
21 al 27 de Mayo	Acumulativas segundo periodo
2 de junio	Cierre de Plataforma
3 y 4 de junio	Comisiones de evaluación segundo periodo
10 de junio	Entrega de informes a padres de familia
11 de junio	Socialización proyectos de grado
18 de junio	Grados
<b>julio 6 al 11 de septiembre</b>	<b>TERCER PERIODO</b>
julio 8 al 19	Nivelaciones segundo periodo
31 de julio al 3 de septiembre	Acumulativas - tercer periodo
24 de agosto al 2 de octubre	Práctica rural IV semestre
11 de septiembre	Cierre de Plataforma
15 y 16 de septiembre	Comisiones de evaluación tercer periodo
22 de septiembre	Entrega de informes a padres de familia
<b>15 septiembre a noviembre 27</b>	<b>CUARTO PERIODO</b>
16 al 26 de septiembre	Nivelaciones tercer periodo
05 AL 12 DE Octubre	RECESO ESTUDIANTIL
27 al 30 de octubre	Acumulativas del cuarto periodo
6 de noviembre	Cierre de Plataforma
10 de noviembre	Informe oral a padres de familia
11 al 13 de noviembre	Nivelaciones cuarto periodo
17 de noviembre	Cierre de plataforma nivelaciones
18 y 19 de nivelaciones	Comisiones de evaluación y promoción
20 de noviembre	Entrega de información a estudiantes
23 de noviembre	Superaciones
24 de noviembre	Entrega de informe de superación
25 de noviembre	Comisiones de promoción
27 de noviembre	Matrículas y entrega de informe final
2 de diciembre	Grados

## Supervisor's schedule

The teacher is in charge of 11<sup>th</sup> grade, consisting of 3 courses (11 ° 1, 11 ° 2 and 11 ° 3). Each course has four hours a week, divided into blocks of 1 to 2 hours. In addition, she works with first semester of Formación Complementaria and has area meetings. On the other hand, it should be noted that within her functions, there is no allocation of hours in 4th grade; however, she establishes with teachers a weekly hour so that students begin to acquire their first knowledge in English.

**Table 4.**

*Teacher's schedule*

	<b>Lu</b>	<b>Ma</b>	<b>Mi</b>	<b>Ju</b>	<b>Vi</b>
<b>1</b> 6:30-7:00	Inglés			Inglés	
<b>2</b> 7:00-7:30		4°4	4°2		
<b>3</b> 7:30-8:00		I			
<b>4</b> 8:00-8:30	Inglés	4°1	4°5	11°1	
<b>5</b> 8:30-9:00					
<b>6</b> 9:00-9:30	11°3				11°1
<b>Descanso</b> 9:30-10:00		4°3	<b>Descanso</b>		
<b>7</b> 10:00-10:30			Inglés	Formación Complementaria CYVS/EAGR/JCO/ LMTC/MD/NVA/ OCSR/RG/UNU/ YRG	
<b>8</b> 10:30-11:00					
<b>9</b> 11:00-11:30		Inglés	I		
<b>10</b> 11:30-12:00			Inglés	Docentes_Inglés  DTCO/MD/MM/	Inglés

				RG/RGT	
<b>11</b> 12:00-12:30		11°2			
<b>12</b> 12:30-13:00			11°2		11°3
	14:00-15:00				
	11°2				
	15:00-16:00				
	11°3				

*Note.* This table shows the schedule of the supervising teacher with each of the courses in which she has classes (4th and 11<sup>th</sup> grades), there is also the day, the number of hours, and the corresponding classroom.

## Observed Pedagogical aspects

### Planning


With regard to planning, the institution assigns it for periods. That is, the supervising teacher has the complete planning for the first period, which is done for weeks. In addition, it should be noted that the school has a digital format for structuring it so that the development of the classes can be effective.

The teacher takes into account the Basic Learning Rights, standards, and the book "English please" in order to make a cross-cutting content for the classes, while the objectives, resources, procedures and times are established in the planning.



**Figure 8.**

*Example of the planning 11th grade*

 ESCUELA NORMAL SUPERIOR CRISTO REY BARRANCABERMEJA NIT: 800.036.029-0					
<b>TEACHER:</b> Margarita Diaz Gamarra		<b>GRADE:</b> 11th		<b>ACADEMIC TERM:</b> First	
<b>STANDARDS:</b> <ul style="list-style-type: none"> <li>I identify the principal idea of an oral text when I have previous knowledge of the subject.</li> <li>I analyze descriptive, narrative and argumentative texts with the aim of understanding the main and specific ideas.</li> <li>I structure my texts taking into account formal elements such as spelling, syntax, coherence and cohesion.</li> <li>I answer questions taking into account the other person and the context.</li> </ul>		<b>DBA: (BLR's):</b> The student: <ul style="list-style-type: none"> <li>Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others.</li> <li>Writes opinion texts about academic topics using a clear and simple structure.</li> <li>Narrates personal experiences or familiar stories in oral or written form</li> </ul>			
<b>MODULE:</b> The Future is in your hands		<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>
		DATE: Jan 20-24	DATE: Jan 27- 31	DATE: Feb 3-7	DATE: Feb 10 -14
		<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>	<b>WEEK 9</b>
		DATE: Feb 24 -28	DATE: March 2-6	DATE: March 9-13	DATE: March 16 - 20
<b>ACHIEVEMENTS:</b>		<b>CONTENTS:</b>			
•		• Ambitions and Goals: I intend/ hope to   I'm keen to			

## Observation sheets

As for the discipline and order of the students, the most observed exercise in the classroom is the wake-up call. That is, when the learners do not follow instructions, speak frequently or register inappropriate behaviors in class, the teacher raises the tone of the voice a little more and demands good discipline. In this way, she maintains order throughout the development of activities.

Daily, there is a coexistence folder in each classroom, in which teachers make observations about the behavior of students during their classes. This serves to keep track of discipline in the classroom.

On the other hand, an element that is used at the institutional level is the “observador”, a booklet in which teachers write down when students commit a serious offense or present inappropriate behavior repeatedly. The teacher writes the observation and action of the student, in addition, both parts must sign.



## **Support material**

Taking into account the observations made by the pre-service teacher, it is concluded that the teacher in charge uses different resources in the classroom in order to promote students learning. First, technology is used in most of the activities, for example: the projector is the most evident resource for class development. The teacher uses it to show exercises, texts, questions, etc. From this, she promotes active participation because everyone can read and work together. The computer and speakers are also necessary for oral comprehension activities in which students must answer questionnaires or open questions.

Secondly, some classes are important for the use of photocopies, especially to do exercises that allow the acquisition of vocabulary in students.

It should be noted that the school has some resources that are sometimes used for the development of classes and / or activities.

Resources for learning. The N.S.C.R.S has physical resources for its operation and a variety of materials of various technologies that foster environments conducive to learning. Currently, all the classrooms of the institution have interactive boards, television and projection, so that the teacher can recreate knowledge according to the management of the technology that attracts the attention or that facilitates learning in students.

It also has:

- Physics laboratory kit.
- Sciences laboratory kit.
- Mathematics laboratory kit.

- Educational software for the areas of Physics, Chemistry and Projects (Micromundos)
- Material for the development of different sports disciplines.
- Costumes for the respective assembly of folk dances.

## **Chapter I: Pedagogical Component**

### **Title**

The FIVES strategy as a way to enhance reading comprehension in eleventh graders at Normal Superior Cristo Rey School

### **Introduction**

Learning a foreign language becomes more important every day. From the development of civilizations, cultures and countries, the human being is forced to communicate with other people both in and outside the own context. It is here that the importance of learning English is generated, since it is the most widely used worldwide for communication.

This implies that the learner is able to master the four necessary skills of a language: oral comprehension, written comprehension, oral production and written production. The ability of written comprehension allows the person to be able to understand texts and information in a written way, either in a formal or informal context.

In Colombia, the Ministry of National Education proposes the National Bilingual Program, so that Colombia is a Bilingual country by 2025. However, the country still has a very low level of English and continues to decline, as expressed by the Portafolio magazine: “The country occupies the 68th position, among 100 countries, and its cities have a command of English between low and very low. It only beats Venezuela and Ecuador” (2019).

That is why it is necessary to accompany the institutions in order to increase the level of English in the country, starting from the elementary schools and rural areas of the country.

With regard to written comprehension, it is necessary to reinforce even more and continue working so that students finish their high school with a good average in this area and, especially, in the Pruebas Saber 11, which evaluates this skill. As stated by Sustaining Reading First, “providing sufficient emphasis on comprehension skills in the early grades and then continuing to teach comprehension in grades 4-12 will help ensure that all students become proficient reader” (2009, p.10). In other words, the proficient reader must practice and maintain this activity to achieve an efficient reading comprehension.

Due to the aforementioned, it became evident in the classroom, through two weeks of observation, that the students had weaknesses in reading comprehension. This is supported by the fact that, during the activities carried out by the English teacher, some learners responded incorrectly to the questions of a text or did not fully understand the sentences. This is why an implementation project was proposed with different instruments to apply. However, its approach underwent changes as the worldwide health emergency of COVID-19 arose; therefore, the workshops and activities were planned and may be carried out in the future by the institution's English teachers.

## Statement of the problem

Learning a foreign language such as English requires mastery of four basic skills: oral comprehension, written comprehension, oral production and written production. However, in recent years the level of English in Colombia is not the best. This is why it can be seen that the comprehension of texts by students who are about to graduate is very low.

Reading is an activity that must be promoted in all the schools around the country because it has many advantages. It is a way to acquire knowledge, give way to imagination and inspiration, and it allows the exercise of the brain. In addition, reading is essential for vocabulary acquisition while helping communication and entertainment. Du Toi stated that “reading fosters personal, moral and intellectual growth, it is a principal source of inspiration, information, entertainment, and insight into ourselves and others” (2001, p.6.).

Therefore, it is important for teachers and students to know reading strategies that are helpful for the comprehension of texts and guide learners in the process of learning. Besides, these strategies play the role of tools that contribute to the reading and comprehending texts with the intention of collecting particular types of information out from different types of reading texts. [...] For different students, different reading strategies seem to be useful. [...] When the strategies are taught explicitly to the students, it gives them the chance to learn and know those strategies and to be able to reflect on their effectiveness. (Sattar & Salehi, 2014, 10927).

At Normal Superior Cristo Rey School, 11th grade students should reinforce written comprehension since they take the Pruebas Saber 11 in August. In addition, through non-participatory observations, it was evident that some of them do not understand at all the texts that are worked in class. Therefore, the purpose of this research would be to enhance the reading comprehension of 11<sup>th</sup> grade students by using reading strategies at a public school. Through the implementation of a pedagogical project, the following research questions would be answered:

### **General Question**

1. How does the use of the FIVES strategy improve reading comprehension in eleventh graders?

### **Sub question**

1. Which are the most common problems students find when reading a text?
2. What is the process of evolution of students throughout the development of activities involving reading strategies?

## Justification

The formulation of this pedagogical project within the practicum process carried out by the tenth semester student of the Foreign Languages program at the University of Pamplona, is based on the necessity to cover a need in the context in which he or she operated. This also allow the student to gain experience, put into practice and reinforce the use of English with high school students.

On the other hand, this project should be carried out since it is important to allow the eleventh grade student to know their skills and aspects to improve when talking about text comprehension. Written comprehension is one of the four basic skills required for learning and mastering a foreign language.

Also, reading is one of the main activities of our everyday life as every one of us is engaged in reading in a way or another, it can be by just reading a newspaper article or taking a glimpse at the main headlines, reading a book or the label of a bottle of medicine. (Rraku, 2013, p.1)

This methodological project also aims to establish reading comprehension strategies that allow learners to improve both personally and professionally. “Reading strategies can be helpful in the classroom to assist any learner in learning. Learners can better understand the purpose of reading by giving them tools to assist them with comprehension” (Bozorgian & Aalaam, 2018, p.40)

However, it is important that the student has a good attitude and concentration or motivation towards the activities in order to have a good reading comprehension. As stated by Hülya, “students’ attitudes regarding the purposes for reading also influence their ability to read.

If students want to get the most out of the materials they are assigned, they have to learn to read critically or analytically” (2017, p.709). Therefore, it is important to instill the habit of reading so that this ability is improved. This project will be very useful for 11th grade students as it is a way to improve reading levels and practice a foreign language. At the same time, they are encouraged to continue to improve not only this skill, but to put it together with the others and master the language. On the other hand, the students will train a little more so that they can apply it in the SABER exams.

From my role as a teacher, it would be of great benefit in different aspects: first, it is a way of applying the knowledge acquired in research courses. On the other hand, being a participant in institutional life through the development of workshops with 11th grade students. Finally, to execute my role as a teacher and guide to help students improve one of the four basic English skills.

The institution would also benefit, since the improvement of reading ability will allow to obtain a good result compared to other schools in the city. In addition, it can be positioned as one of the best, especially in this aspect of reading comprehension.



## Objectives

### General

- To enhance the reading comprehension of 11<sup>th</sup> grade students by using the FIVES strategy.

### Specifics

- To organize and implement reading strategies in order to help students understand the main aspects of a text.
- To provide students with new vocabulary through the reading of texts.
- To understand the process of analysis of a text.

## **Theoretical Framework**

This theoretical framework defines three key terms that guide the study, as follows: reading comprehension, reading strategies, and communicative competence. These terms are connected by their comprehensive role and understanding what each one of them means will help the reader to get in context. It is important to define each key term in order to have a deeper insight into the process of reading comprehension of eleventh graders.

### **Reading comprehension**

Learning another language requires autonomous or directed learning and the practice of four essential skills: Oral and written comprehension; and, oral and written production. Each one of them is necessary to master a language; however, for the purpose of the project, and according to the needs of the students, reading comprehension will be given more importance. In order to master the ability of reading, it is mandatory to comprehend different types of information so that there is an effective process of 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). The author established the idea that it is the ability to understand input that comes through different sources. Finally, Gamboa supports the previous conception by stating that “reading involves not only the recognition of printed symbols but the development of meaning to the words the writer intends to transmit. Comprehension of the text is the essence in the reading process” (2017, p. 160)

## **Reading strategies**

To better understand a text or visual information, it is necessary to use different strategies that allow full understanding of the input. First, the Common European Framework of References defined strategy as “any organised, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself or with which he or she is confronted” (2001, p.10). In this way, a strategy has a specific purpose in order to achieve a goal or to fulfill an objective. According to the CEFR, “Receptive activities include silent reading and following the media. They are also of importance in many forms of learning (understanding course content, consulting textbooks, works of reference and documents)” (2001, p.15). It also provides some examples of reading activities in which “the user as reader receives and processes as input written texts produced by one or more writers” (p.71), including:

- Reading for general orientation;
- Reading for information, e.g. using reference works;
- Reading and following instructions;
- Reading for pleasure.

Reading strategies are broadly used inside the English classes as it is necessary to help students improve their comprehension. Different authors have tried to establish some strategies to take into account during the reading process. For example, Abbas (2016) proposed:

- Activating and Using Background Knowledge
- Generating and Asking Questions
- Making Inferences

- Predicting
- Summarizing
- Visualizing
- Comprehension Monitoring

Meanwhile, the book *Strategies for teaching reading* (2008) suggested:

- Brainstorming and organizing ideas
- Clarifying
- Click, Clunk
- Predicting
- Problem-solving scenarios
- Question Generating and Answering
- Reciprocal Teaching (RT) – Peer to Peer Teaching
- Role Plays
- Summarizing
- Think-Pair-Share

### **Communicative Competence**

The communicative competence has a fundamental value in the reading process, since, once the student understands what he reads, he can communicate. In other words, the student has a knowledge that must know to use when he is going to produce, in this case the textual information. Hymes first describes what a competence is, stating that it is the most general term for the capabilities of a person (1972, p. 282).

According to Bermúdez & González, “the communicative competence is seen as a compendium of knowledge, abilities, skills or aptitudes that participates in the production of co-existence and interpersonal and intergroup relationships, since human coexistence requires the mediation of effective communication” (2011, p.95).

However, this competence is made up of other ones that characterize it and give meaning to its action. The Common European Framework of References established that

For the realization of communicative intentions, users/learners bring to bear their general capacities as detailed above together with a more specifically language-related communicative competence. Communicative competence in this narrower sense has the following components (2001, p.108):

- Linguistic competences;
- Sociolinguistic competences;
- Pragmatic competences.

### **Tools to work on reading**

Technology is a silent advance that has gained strength and provides different resources to work. From a teaching perspective, the teacher can benefit from using different tools that allow him to work on students’ reading comprehension. Biancarosa & Griffiths stated that technology “can be a tool for acquiring the vocabulary and background knowledge essential to becoming a skilled reader” (2012, p.143).

Some tools that allow students and teachers to practice reading are (Educatorstechnology, 2014):

- Reading Bear: integrates both vocabulary practice (over 1200 vocabulary items) and phonetic awareness (covering different phonetic principles and patterns of written English) into their lessons.
- Rewordify: lets you read more, understand more, learn more words, and teach more effectively. It simplifies English, teaches vocabulary, creates learning materials, and lets you create documents to teach a global audience.
- SpeakIt: reads selected text using Text-to-Speech technology with language auto-detection. It can read text in more than 50 languages.
- Read with me; is a web platform that for monitoring oral reading progress on any web device. It provides students with practice fluency at home on any web device and to keep track of miscues. They can also use it to record and listen to their own reading.
- Language Garden; Language Garden is a treasure trove of materials and resources on teaching language literacy. Using Language Garden, students will be able to learn about language plants, read and listen to narrated stories, and compose their own language plants.

### **Prueba Saber Exams**

The Prueba Saber exams are the tests carried out by the Government and Ministry of Education in Colombia every year in order to assess the level of knowledge of students who

finish their secondary studies (11<sup>th</sup> grade). One of the evaluated modules is "English", which is composed of different sections, mainly favoring reading comprehension.

According to Instituto Colombiano para la Evaluación de la Educación the “test seeks the student to demonstrate their communication skills at the level of reading and language use” (2019, p.56), and it is composed of:

- Part 1: “This part evaluates the student's lexical knowledge. To do this, the student must understand a series of descriptions in order to relate them to a list of words” (p.57).
- Part 2: “In this part of the test it is investigated by the pragmatic knowledge of the student. In particular, the student must recognize the communicative purpose of a notice and where it may appear, depending on the purpose” (p.57).
- Part 3: “Part 3 evaluates the student in his communicative knowledge. Specifically, the student must choose the most appropriate intervention that an interlocutor 1 would face what was said by an interlocutor 2” (p.58).
- Part 4: “Based on a text, the grammar knowledge of the student is evaluated. It is about choosing the most appropriate words to complete a text” (p.58).
- Part 5: “In this part of the test, the student must perform an exercise in reading a text literally. This exercise consists of selecting the paraphrase that allows you to correctly answer each question posed on a text” (p.58).
- Part 6: “Based on a text, the student must carry out an inferential reading process. In this part, different questions about the author's intention and the general and particular aspects of the text are raised” (p.59).

- Part 7: “From a text that is presented, in this part of the test the grammatical and lexical knowledge of the student is evaluated. The exercise consists of choosing the most appropriate words to complete the text” (p.59).



## Literature Review

This section shows a review of some studies that have been conducted over the past years regarding the use and/or effect of reading strategies on students' reading comprehension.

Gamboa (2017) conducted an action research in order to collect data from 20 students, 10 boys and 10 girls in sixth grade. The study took place at a private mixed school located in Engativá, one of the urban sectors of Bogotá, Colombia. The purpose was to describe and analyze sixth graders' reading comprehension processes in an English as a foreign language setting through the implementation of strategies based on the Interactive Model of reading in the reading plan project at a private school in Bogotá. The instruments used for the data gathering were students' journals, artifacts, two questionnaires and field notes. The findings revealed that students were able to make intelligent guesses about texts through the use of background knowledge and experiences. This process allowed them to have significant connections when working and predicting. Furthermore, students used context in order to make sense to the understanding of some words, as well as they took into account previous knowledge; in other words, after the use of some strategies they communicated the meaning of unknown words.

Besides, Echeverry & McNulty (2010) carried out an action research project with an eighth grade EFL class in a public, elementary-high Normal School, in Envigado (Department of Antioquia), Colombia. Participants were 30 students, aged 13 to 15, a cooperating teacher (CT), a practicum advisor (PA), and the teacher-researcher. It aimed at examining the foreign language reading comprehension in eighth graders; for this reason, the researchers collected data through

journals, attitude and rating checklist, a feedback card, graphic organizers and worksheets. The authors found that the use of reading strategies for learning another languages, allows students to be motivated while predicting, organizing and answering, since background knowledge plays an important role. In the same way, the use of gestures and discussions help learners understand the input during the classes.

Likewise, a quantitative descriptive methods research was implemented by Suyitno (2017). The participants were 97 students of the Indonesian Language and Literature Department, State University of Malang, who had completed and passed the reading course. In order to collect data, the author used a reading comprehension test, a Likert scale questionnaire. The findings showed that Indonesian students use not only a single cognitive strategy but a varied amount of them. The use of each one of them depended on students' experiences in reading and the self-factor, as well as the type of text being read. Students who had more reading experience chose an appropriate strategy when reading; nevertheless, those who used to read little, had problems when choosing one for the comprehension of texts.

As it is observed, there are studies that have focused on relating the use of strategies for reading comprehension. Marzuki, Alim & Suardi (2018) classroom action research aimed at solving reading comprehension problems of students in an EFL class through cognitive reading strategies. It took place at the Islamic Education Department Faculty of Tarbiyah and Teacher Science, Palu State Institute for Islamic Studies in Indonesia. The subjects were 30 students who enrolled in the English 1 class 2016/2017 academic year. Field noted, observation and

participation were used as instruments for collecting data. The authors found that the use of cognitive reading strategies improved students' comprehension. The instructional materials and procedures were two factors that influenced the process during the two cycles' research. Finally, students were able to enhance strategies as answering, predicting, guessing, among others, which were useful for the purpose of the study.

Finally, Hülya's (2013) action research focused on studying the effective reading strategies in order to improve reading skills in language classes. It was applied to a number of 14 students in an intermediate level integrated skills course. The findings concluded that students lacked knowledge about reading strategies when the study began. After the intervention, the author found that participants improved their reading comprehension skills; therefore, they had a better comprehension and reinforced strategies for reading during the classes.

## **Pedagogical Proposal Methodology**

The development of reading comprehension skills is a broad process that requires a lot of effort from teachers and students. However, it can be achieved through different activities. It should be noted that this process requires some steps to be taken into account so that there is significant learning. For instance, Gulchekhra (2016) established that there are three stages when reading:

### **Pre-reading stage**

— By pre-reading activities, we mean tasks/activities that students do before they read the text in detail. The purpose of this stage is to facilitate while-reading activities. Garmer calls this stage of reading Lead-in, where the students and teacher prepare themselves for the tasks and familiarize themselves with the topic of the reading exercises. Pre-reading activities contain: Predicting based on the title, Predicting based on vocabulary, Predicting based on the true or false questions, Skimming, Scanning, Eliciting word games, Word spider, Discussions, Brainstorming.

### **While-reading stages**

- these include activities that a pupil engages in while reading the text and the purpose of these activities would be to enable pupils to achieve the lesson aims by handling the text in different ways. Reading discussion, Answering the questions, Predicting what is next, Matching, Jigsaw reading, Reading puzzles, True/ False activities are while-reading activities.

### **Post-Reading Stage**

— the purposes of this stage are: to help students use their acquired knowledge in similar readings, to have them integrate their reading skills both with the other language skills: listening, speaking, writing and with the foreign culture, to make use of key words and structures to summarize the reading passage, to extract the main idea of a paragraph or a reading text and to interpret descriptions (outlining and summarizing). Useful and interesting activities of this stage are: Retelling, Reporting, Discussion, Writing a paragraph, Role play, Gap-filling, Summarizing. (2016, p.45)

### **The FIVES strategy**

The aforementioned process requires a series of strategies that can be implemented by the teacher in the classroom in order to help students improve. Shea & Roberts (2016) proposed the FIVES strategies for the development of the reading comprehension in the classroom. For the authors,

The letters of FIVES represent a competency or skill for understanding concepts, the message, and vocabulary in text. They also represent making personal connections with background knowledge and experiences as well as elaborating and expanding to construct personal meaning and express it succinctly and accurately (2016, p.8).

- F stands for facts. This is what is right there in the text. You can go back and point it out. It is not just a matter of I know it; I can point to it or show it. (p. XVIII)

- I represents inferences. This is what the text makes you add because of what the author suggests or hints. You read between the lines, adding logical details based on your own knowledge and life experiences. (p. XVIII)
- V is for vocabulary. These are the words in the text that are either new or are used in a new way. Using words and sentences around target words helps readers get a better understanding of them. (p. XVIII)
- E stands for experiences. As they read, investigative readers read beyond the lines. Think: Have you met these or similar ideas in other text? Have you had experiences like ones in the text? Do you have a friend who knows anything about this or does anything like this? Did you see a movie or news show that connects to this? (p. XVIII)
- S is for summary. As you read, collect important facts or key ideas (i.e., who, where, when, why, what, how). Try for three and keep them in order. Determine a central theme or the big idea. Write a summary of the text, including key ideas and central theme. (p. XVIII)

**Figure 9.**

*Visual reminder of the components of FIVES*



*Note.* This figure shows the way in which the FIVES strategy is represented by the authors, using the fingers of a hand.

## Research Methodology

The main idea of the research project was to carry out a process with the application of different instruments previously planned in the proposal. In this way, the aim was to collect information from specific activities and analyse it at the end of the research.

However, this strategy had an important change due to the current worldwide situation which is the COVID-19; therefore, it is only proposed for future implementation since the virtual work methodology did not facilitate the implementation of the project. This is why it seeks to provide the institution with a virtual project that can be executed later by the supervisor in charge of, in this case, 11<sup>th</sup>-grade.

This is a mixed methods research design study since, according to Creswell, this type of research includes “procedures for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem”. (2002, p.623).

As stated by Creswell, the main idea of the process is to understand or explore a phenomenon; in this case, the central problem or situation to be enhanced is the Reading comprehension in eleventh graders. However, the analysis of numerical results or percentages is also necessary, since reading ability is a comprehension or receptive ability and a score is assigned to students’ work.

The present study is an action research due to the fact that Reading strategies would be implemented with the participants. Ferrance established that this “is a process in which

participants examine their own educational practice systematically and carefully, using the techniques of research” (2000, p. 1). Besides, this process would include the strategies of reading comprehension inside the classroom, where learning takes place.

### **Setting**

The present study would take place at Normal Superior Cristo Rey School, which is located in Barrancabermeja (Colombia). It is an official institution which has elementary and secondary education, as well as Formación Complementaria Program. Its main focus is to train teachers that develop themselves in any context, implementing strategies in order to improve Colombian’s education.

### **Participants**

This study would be implemented with eleventh grade students at NSCRS. According to the English Basic Learning Rights proposed by the Ministry of Education in Colombia, upon reaching this course students should be able to:

- Identify the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others using his/her knowledge about the structure of texts.
- Identify opinions of the author in oral and written texts related to his/her school environment using prior knowledge related to the topic as well as the structure of the text. (2016, p. 24)

There are 3 eleventh-grade classrooms (11th, 11th, 2nd and 11th 3) and each has about 36 students. However, from the entire population, only one sample will be taken for the analysis of data that will be made from the implementation of the pedagogical strategy. Between 6 and 8



students will be selected at random from grade 11<sup>o</sup>2 so that the analysis process is simpler and more precise.

### **Data Gathering Instruments**

In order to collect data for the purpose of the study, some instruments would be used:

#### ***Non-Participant Observation***

Creswell refers to observation as “the process of gathering firsthand information by observing people and places at a research site” (2002, p.624). Nevertheless, the role in this process is “non-participant observer”, which according to the same author, it “is an observational role adopted by researchers when they visit a site and record notes without becoming involved in the activities of the participants” (2002, p.624). The observation process was carried out during the first two weeks of the semester, so that the practicing student identified a need that required a pedagogical intervention aiming at enhancing eleventh graders’ reading comprehension through the implementation of the FIVES strategies ([Appendix A](#) shows an example of aspects observed in a class taking into account what students and teacher did during the activities).

#### ***Participant Observation***

This data collection process is seen by Jorgensen as the moment when “it is possible to describe what goes on, who or what is involved, when and where things happen, how they occur, and why—at least from the standpoint of participants—things happen as they do in particular situations” (1989, p.12). In this case, the participant

observer is an observational role adopted by researchers in which they take part in activities in the setting they observe (Creswell, 2002, p. 625). During the pedagogical intervention, participatory observation would take place in the process of reading activities development. For this, a journal would be used in order to make notes about what should have been observed in the classroom during the readings. It is important to highlight that this instrument was included as part of the project before the global health emergency began; in other words, it is included in the planning to be developed in the future.

### ***Attitude and Rating Checklist***

According to Payne & Payne “attitude scales provide a quantitative measurement of attitudes, opinions or values by summarizing numerical scores given by researchers to people's responses to sets of statements exploring dimensions of an underlying theme”(2000, p.17). Through the use of this instrument, students would provide their opinions, thoughts or feelings about reading strategies and/or reading comprehension.

### ***Tests***

Three tests would be implemented: at the beginning, in the middle and, at the end of the intervention. The objective would be to observe the changes in the student reading process. According to Creswell, “testing is a potential threat to validity in an experiment when participants become familiar with the outcome measures and remember responses for later testing” (2002, p. 629).

### ***Students worksheets (documents)***

Creswell stated that the collection of documents “consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they

can include newspapers, minutes of meetings, personal journals, and letters” (2007, p.223) . Following this statement, it would be necessary the use of worksheets with texts and activities during the workshops. As the project changed, it would be useful to take into account students’ answers from the Google forms activities.

### ***Semi structured Interviews***

In order to know students’ strategies for reading, a semi structured interview will be carried out. Hatch (2002) established that interviews “are semi structured because, although researchers come to the interview with guiding questions, they are open to following the leads of informants and probing into areas that arise during interview interactions” (p.94). It will have open questions so that students express more freely and without pressure. It is important to highlight that this instrument was included as part of the project before the global health emergency began. Due to the aforementioned, interviews with the participants will not be taken into account during the planning of this project, they were only proposed as part of the training teacher practicum.

### **Data Analysis Process**

For the analysis of the information, the triangulation process would be used, so that all data obtained from the implementation of the instruments can be analysed and linked. Creswell stated that

Qualitative inquirers triangulate among different data sources to enhance the accuracy of a study. Triangulation is the process of corroborating evidence from different individuals [...], types of data [...], or methods of data collection [...] in



*Note.* The table shows the planned dates to be carried out a process in which the project is presented, and data is collected and analysed. However, it was planned when classes had still the in-person methodology, it means, before the pandemic.

The next table shows the possible dates that were thought in order to apply each one of the instruments before the worldwide sanitary emergency (COVID-19):

**Table 6.**

*Application of instruments to collect data*

		FEBRUARY				MARCH				APRIL			
ACTIVITIES AND STAGES		1 <sup>ST</sup> MONTH				2 <sup>ND</sup> MONTH				3 <sup>RD</sup> MONTH			
		WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Non-participant observation												
2	Participant observation												
3	Attitude and Rating checklist												
4	Tests												
5	Students' worksheets												
6	Semi-structured interviews												
		MAY				JUNE							
ACTIVITY		4 <sup>TH</sup> MONTH				5 <sup>TH</sup> MONTH				6 <sup>TH</sup> MONTH			
		WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK	WEEK
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Tests												
2	Students' worksheets												
3	Participant observation												

*Note.* The table shows the planned dates to implement each one of the instruments in order to collect the necessary data for the project. . However, it was planned when classes had still the in-person methodology, it means, before the pandemic.

It is important to highlight that this schedule was not fully met since there was an interruption due to the global pandemic COVID-19. In other words, the only step or process carried out was non-participant observation for two weeks in February. The other activities were planned and will be left at the institution as part of a project that may be carried out by the English teachers.

### **Ethical Considerations**

Every research has ethical considerations, according to Hatch (2002) “qualitative researchers doing research in education contexts have special ethical responsibilities when the participants in their studies are students and teachers” (p.66). The main idea of the project was to develop it in person with the 11th grade students. This required carrying out some activities to have the permission of the participants and to comply with the basic requirements of the research, such as a letter of consent signed by participants, giving permission to work with them and being aware of their responsibilities. In addition, it was sought to report them on the process to be followed; however, due to the emergency of COVID-19, none of these steps could be developed.

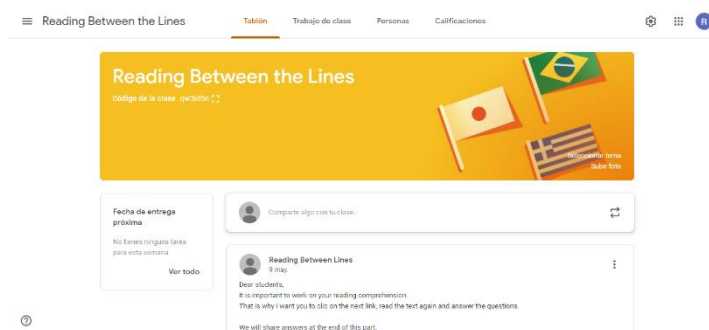
## Methodology of the pedagogical proposal implementation

The present proposal is only intended to be carried out virtually, since due to the health emergency (COVID-19) in the first semester of the year, it could not be developed during practice.

The only instrument applied during the in-person classes was the “Non-participant observation” which took place in two weeks of February. The other instruments were only planned to be implemented in the future as part of a project by the English teachers. They are: Pre-implementation Checklist (See [Appendix B](#)), Pre-Test ([Appendix C](#)), Contact Activity, Four Workshops, While-Test ([Appendix D](#)), Post-Test ([Appendix E](#)), and Final Activity. It is necessary to explain that the steps and stages of the workshops were planned according to the FIVES strategy.

Regarding the implementation of the instruments, it is important to highlight that all the planning of the project is in Google Classroom with the steps and the necessary material for each of the activities. This space or virtual class is entitled “Reading Between the Lines” and it is found in the following access account:

- Account: [saberreadingproject@gmail.com](mailto:saberreadingproject@gmail.com)
- Password: saber12345

**Figure 10.***Google Classroom Space*

*Note.* The image shows the space in which the activities with their steps and material were uploaded in order to have a better organization.

On the other hand, each workshop is duly explained in the "Teacher's Guide" in which the step-by-step is in English, and in the "Student Guide" with all the information in Spanish. These documents are in "Trabajo en clase" space of Google Classroom or in Google Drive, and they will be used by teachers and students to follow the route to be developed during the implementation of the reading strategy and activities of the project.

Google Drive Link to find the Guides for teacher and students:

[https://drive.google.com/drive/folders/1-suXuvre78btQq01OXzcKDG5THHQ\\_gTT?usp=sharing](https://drive.google.com/drive/folders/1-suXuvre78btQq01OXzcKDG5THHQ_gTT?usp=sharing)

### **Workshops to apply**

Below there is the planning of the four workshops that are part of the implementation.

Each one was design following the steps of the two theories mentioned above:

### ***Contact Activity***



- Pre-Reading

Students will watch a video related to the text of the activity, and they have to say what the video is about: <https://www.youtube.com/watch?v=aZEGF4AJGmU>

In a slide, the teacher will show different ingredients and learners have to circle the ones used to prepare the most expensive taco in the world.

**Figure 11.**

Expensive TACO



✚ Inference:


Music will be played and students have to pass a balloon. When the music stops the student who gets it, has to explode it and find a question in order to answer it.

Why do you think this Taco is famous in Mexico?

What do you think is the idea of selling expensive food?

Why do you think this taco is expensive?

Would you like to sell this taco to poor people? Why?

 Experiences:

Have you tried expensive food like the example on the text?

Some students may participate to express or comment on an opportunity in which they have tried very expensive food or a dish that has been unique to them.

 Vocabulary:

Some students will receive a bag with the letters of one of the following words. They have to organize them in front of each image that will be on the projector. After that, the teacher will explain some of them if students have doubts about the meaning.

Resort

Sprinkle

Guests

Expensive

Beef

Caviar

Mushrooms

Hungry

- While-Reading

In groups of 4 students, they will receive parts of a text (The most expensive taco) that is disorganized. Students have to organize it and read the questions that will be delivered on a

sheet. The first group that ends will be the winner. Then, they will read it individually in order to better understand the ideas in the text.

 Fact:

After this, the teacher will have a ball that will randomly throw to a student who must respond the question: What is the main idea of the text? What is the text about?

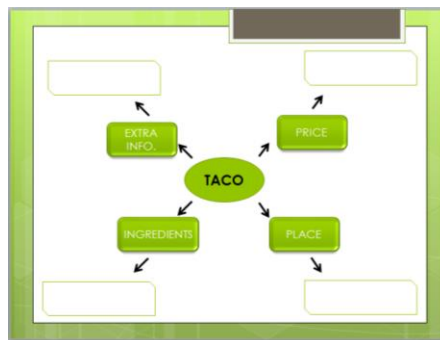
- Post-Reading

 Summary:

In a slide, the teacher will have an empty mind map so that students complete it, including: price, place, food /ingredients, and extra information. As it is only a contact activity, students will do it together as a group.

**Figure 12.**

*Empty Mind Map*



### ***First Workshop***

Course: Eleventh grade

TEXT: The Edinburgh Festival

Objective: To develop the FIVES strategy through ICFES type texts in order to promote reading comprehension.

- Linguistic: To learn and practice vocabulary related to festival
  - Communicative: To express own ideas about the importance of a festival
  - Cultural: To know more about the Edinburgh Festival and activities or performances that take place in it.
- Pre-reading
- ✚ Experience:

The teacher will explain to the students that they have 3 minutes to think about a short performance (individually, in pairs or in groups). They can choose a part of a song, a dance, a short story, among other options. Then, the teacher will say a name to perform his/her act; after that, the student will say the name of a classmate and so on. Once some of them have performed, the teacher will ask questions:

How did you feel doing so in front of your classmates?

How (the others) did you feel being spectators and observing your classmates?

Why did you choose that performance? (Including those who didn't do it)

✚ Inference:

The teacher will show the students a video about the topic:

<https://www.youtube.com/watch?v=zYATaMN-1PU>

Then, she will talk about the Edinburgh festival using some slides.

At the end, the teacher will ask some questions that they have to discuss and share the answer with the rest of the class.

Questions:

What does the image represents? Why?

Why do you think this festival is so important?

What do you think would happen if it does not take place this year?

If you had the opportunity to invite a famous person, who would you choose and why?

If you had the opportunity to choose another city for the festival, which would it be?

Is this festival profitable for the city or does it only contribute to disorder? Why?

### Vocabulary

Students will go to Kahoot.it in order to practice vocabulary. All of them will participate trying to find the correct word based on a definition. At the end, if somebody does not understand a word, the teacher will explain it.

Kahoot Username: [saberreadingproject@gmail.com](mailto:saberreadingproject@gmail.com)

Password: saber12345

<https://create.kahoot.it/share/vocabulary-game/1a94a56d-f073-4a02-9cc1-cd5add10190e>

- Festival
- Actors
- Artists
- Music

- Dance
  - Pictures
  - Comedy
  - Show
  - Café
  - Tourists
  - Plays
  - Musician
  - Performance
- While-reading


Students will have some minutes to read the text individually.

<https://forms.gle/f2v6CQADo1c5Bk4d9>

**Figure 13.**

*First Workshop Text*

**EDINBURGH FESTIVAL:**



Every year, thousands of people come to Edinburgh, the capital city of Scotland to be part of the Edinburgh Festival. For three weeks every August the city is filled with actors and artists from all over the world. They come to Edinburgh for the biggest arts festival in the UK. During this time the streets of the city are alive with music and dance from early morning until late at night. You can even see artists painting pictures on the streets. One of the best parts of the Festival is the 'Fringe', where students do comedy shows in small halls and cafes.

Tens of thousands of tourist come to the Festival to see new films, plays and hear music played by famous musicians. This year, you can see over eight hundred performances with actors from more than sixty countries.

The tickets for these performances are quite cheap, and it is usually easier to see your favorite star in Edinburgh than it is in London. So come to Edinburgh next summer, but remember it can be hard to find a room, so why not book your hotel now.

 Facts:

Then, they will answer the following questions:

1. How long is the Edinburgh Festival?

- Less than a month.
- A month.
- More than a month.

2. Why do actors and artists come to the Festival?

- It is the biggest in the world.
- It is the biggest in Europe.
- It is the biggest in Britain.

3. Who takes part in the 'Fringe'?

- Students.
- Famous Artists.
- Famous Actors.

4. How many performers are there this year?

- Less than eight hundred performances.
- About eight hundred performance.
- Over eight hundred performances.

5. What are difficult to find during the Festival?

- Places to stay.
- Tickets for the shows.
- Famous people.
  - Post-reading

We are going to have a feedback in order to share the answers. Students will participate to say each question with its answer and we are going to explain the reason for the right option.

### Summary

In the last part of the activity, students will work on a flyer. They are going to use specific information learnt during the activity or in the text, such as: Name, date, place, people involved, activities, and other information. They have to be as creative as possible in order to show it to their classmates. They will do it online and send it as homework.

### ***Second Workshop***

Course: Eleventh grade

TEXT: My job at a summer camp

Objective: To develop the FIVES strategy through ICFES type texts in order to promote reading comprehension.

- Linguistic: To learn vocabulary related to Summer Camps
- Communicative: To be able to share ideas or to talk about experiences in a summer camp.



- Cultural: To know about American activities for teenagers such as summer camps.

- Pre-Reading

- ✚ Vocabulary

In groups of 3 or 4 students, they will receive one of the following words and its definition. In groups (camera or in class), they have to mime the word while the rest of the class tries to guess it. If students have doubts at the end, the teacher will explain them.

Summer camp

Nearly

Table-tennis

Rock climbing

Encouragement

Lonely

Busy

Ring back

Argue

Don't mind

Realise

- ✚ Experience

Students will watch a video about summer camp. They have to imagine that they are in this place having fun and doing the activities. [https://www.youtube.com/watch?v=fnuu1F6F\\_jk](https://www.youtube.com/watch?v=fnuu1F6F_jk)

After having watched the video, students will answer the following questions:

If you had a chance to go to summer camp, how would you feel?

What activities would you like to do?

What would your relationship with other young people be like?

#### Inference

Students are going to think about the next two questions and share ideas:

- Why do you think this kind of summer camps are important for kids?
- How does it help in the confidence, self-esteem and development of young

people?

#### ○ While-Reading

#### Summary:

Students and teacher will read the text (My job at a summer camp) only one time. After that, they have to create a post card in which they must add the most important data or information from the text to generate a summary. Before doing it, the teacher will show some examples of this material so that the students have a guide.

**Figure 14.**

*Example of Post Card*



#### Fact:

Students will go to google forms to read the text: My job at a summer camp. Then, they have to answer some questions based on it.

**Figure 15.**

*Second workshop Text*

**My Job at a Summer Camp, by Charlie Rose**

Every year I work at a summer camp for kids and I really enjoy seeing the children do things they never thought they could do. Nearly all the kids know how to swim and play table-tennis before they come, but things like rock climbing are new experiences for most. Some of them are very nervous, but after a bit of encouragement, they agree to try and they all get to the top in the end, which makes them feel great.

The kids stay several weeks and some do miss home. You might expect it to be the really young ones who feel like that the most but it's actually the ten- to thirteen-year-olds. We don't let them use their mobile phones all the time. First we tell them they can phone home after lunch. Then when they ask again, usually after dinner, we say it's a bit too late to phone and suggest doing it the next day. Most children are fine in a couple of days and at the end of their stay, it's amazing how many come and thank us because they have had a great time.

It's not just the children who get lonely. We get parents who are on the phone the whole time, asking how their child is getting on, which is quite unnecessary. Often their son or daughter will be busy, playing games or doing something else, so we have to tell parents to ring back another time.

Some kids arrive dressed in smart, designer, new clothes and they sometimes argue when we tell them to change into something they won't mind getting dirty, but before long they realise what we mean.

What is the writer trying to do in this text?

- A** describe how children make friends at a summer camp
- B** suggest how parents should choose a summer camp for children
- C** explain what it is like for children at a summer camp
- D** advise children how to behave at a summer camp

What does the writer say about rock climbing at the camp?

- A** Some children already know how to do it.
- B** Some children prefer to swim or play table-tennis.
- C** Some children refuse to take part.
- D** Some children find it more enjoyable than they expected to.

What surprises the writer about the children who stay at the camp?

- A The youngest ones find it hard to be away from home.
- B They complain if they cannot phone their parents.
- C They miss meal times with their parents.
- D They seem grateful for their experience here.

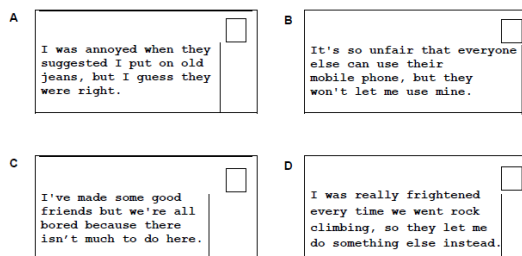
What does the writer think about some parents?

- A They should visit their children instead of phoning them.
- B They don't need to keep on phoning the camp.
- C They shouldn't allow their children to bring phones to camp.
- D They need to be reminded to phone their children.

Which postcard might a child at the camp send home?

**Figure 16.**

*Options of post card*



- Post-Reading

Once they have answered, we will discuss about the answers and the reason for each one in order to clarify doubts. They will also share their postcards with their classmates.

### *Third Workshop*

Course: Eleventh grade

TEXT: Breaking the ice

Objective: To develop the FIVES strategy through SABER exam type texts in order to promote reading comprehension.

- Linguistic: To learn vocabulary related to Unique experiences
- Communicative: To be able to share ideas or to talk about different activities in life.
- Cultural: To know about worldwide activities or places to visit someday.

#### ○ Pre-Reading

##### Vocabulary:

In order to learn and practice new vocabulary, the teacher will divide the class into two or more groups. She will say a word and learners have to look for its definition in the dictionary. The group that first do it, will read it and win a point. At the end of the activity, the group with more points will be the winner.

- Outdoor
- Swimming pool
- Temperature
- Swimmer
- Winter
- Fitter

- Illness
- Frozen
- Ice
- Dive
- Shock
- Block

 Experiences:

Students will think of a unique experience that they have experienced before. They have three minutes to organize their ideas and share with the rest of the class what they lived. In this way, they will discover the adventures that different classmates have had.

 Inferences:

In order to motivate students to talk, they will watch the next video about different places to visit or activities to do and which are unique to people.

<https://www.youtube.com/watch?v=q74SJUTF-Uk>

Then, they will answer the following questions:

- Why do you think that the human being should live one of these experiences in the video?
- What can you learn from these experiences for your life?
- What different activity would you like to experience someday?

- While-reading

- ✚ Summary:

The teacher will explain to the students the main idea and how they can create a mind map to summarize information from a text by using slides.

Bearing this in mind, students will create a mind map on which they have to write the most relevant information from the text “Breaking the Ice”, for example: characters, place, time, activities, and other information. The text will be in a slide.

The teacher will choose some of them who must present their map. Students can use different tools such as: Microsoft word, power point, Canva, among others.

- ✚ Facts:

Students will go into Google Forms in order to read the text: “Breaking the ice”. Then, they have to answer five questions according to the text.

Link: <https://forms.gle/7U7EQDU86tH2etg2A>

**Figure 17.**

*Text third workshop*

## Breaking the Ice

Michael Sharp visits an outdoor pool

It's just before 7 a.m. and I'm at an outdoor swimming pool in London, where the temperature of the water is only 11 degrees above freezing! Amazingly, there are already eight people swimming. I had intended to discover, by taking a swim myself, why anyone would want to swim in such cold water. However, in the end, I decided to ask people instead. Peter Smith has been a swimmer here for three years, coming every morning before work. 'It's wonderful on a cold winter morning,' he says. 'I thought it would make me healthier and I haven't been ill once since I started.' All the swimmers here say the same thing. They all feel fitter.

However, not everyone agrees with them. Some doctors say it helps fight illness, while others say it could be dangerous, especially for your heart. I asked Peter what they did on the days when the pool was frozen. 'That's easy,' he said. 'There's a place in the middle where the ice is thin and easy to break. You have to avoid the sides where the ice is thicker. I did try to swim there once just to see what it was like, but I found that it was impossible to break through the ice.' I would like to be able to say that I too dived happily into the water and swam a couple of hundred meters. But the truth is, fearing the worst, I walked very carefully into the pool, stood there almost in shock and then got out again after 30 seconds before I became a block of ice!

***1 What is the writer trying to do in this text?***

- A** explain why some people like swimming in the cold
- B** prove an idea he has had about keeping fit
- C** warn people not to go swimming in cold water
- D** advise people on ways to stay healthy

***2 What can a reader find out from this?***

- A** where to go swimming in London
- B** what happened to the writer at the pool
- C** how to keep warm in cold water
- D** how often the writer goes swimming

***3 What does Peter Smith say about his morning swim?***

- A** It has helped him recover from a recent illness.
- B** He enjoys it when the pool is covered in ice.
- C** It is the reason why he keeps well all year.
- D** He thinks it makes him work better.

***4 What did the writer feel about swimming at the pool?***

- A** It was as cold as he expected.
- B** He did not like the ice.



**C** It made him feel healthier.

**D** He enjoyed swimming up and down

**5** *What do you think the writer would say to his friends?*

A. My doctor has advised me not to go swimming there.

B. It's amazing how the pool stays clear of ice all winter

C. I really enjoyed my early morning swim at the outdoor pool.

D. I was surprised at the number of people in the pool – they must be crazy.

- Post-reading

Finally, the teacher and students will share the answers on order to correct it, giving reasons behind each one.

Students will create a second mind map based on an experience they have had. In this way, they will compare information from the text and from the real life.

### ***Fourth Workshop***

Course: Eleventh grade

TEXT: Improving English

Objective: To develop the FIVES strategy through SABER exam type texts in order to promote reading comprehension.

- Linguistic: To practice vocabulary related to the learning of a new language.

- Communicative: To discuss ideas about the importance of learning a second or foreign language.
- Cultural: To be able to recognize typical words and accents from British people.
- Pre-Reading
  - ✚ Inference

Learners will be divided into groups of 5 or 6. They will be given some questions in order to discuss about the session's topic: Improving English They will have around 5 minutes to talk to their group and share ideas. . (Zoom: Use breakout rooms)

When the time is over, each group will choose a leader to answer one of the questions to the rest of the class:

- Why do you think learning a languages is important?
- Why do you think learning English is important?
- How do you incorporate English languages in your everyday life?
- Why is English being so important in the world?

✚ Experience

Students will watch a video where they can learn 5 important ideas to practice English every day. Video Link:

<https://www.youtube.com/watch?v=ksYCNuctkmQ>



The video is directed by an English woman, therefore her accent is British. At the end, ideas will be shared and students will answer the following questions:

- Was it easy or difficult for you to understand the video? Why?
  - What ideas did you understand from the video?
  - Which steps can you follow to practice English every day?
  - Which of the 5 ideas called your attention?
- While-Reading
    - ✚ Vocabulary

The teacher will explain to the students different activities or tips that they can take into account when they read a text so that they can better understand its ideas. In this case, some slides will be used.

Students will read the text one time and they have to do the activities that the teacher previously explained, they include looking for unknown words. They can print the text to better follow the tips.

After following these tips, we will share the new vocabulary as well as the definitions.

#### ✚ Summary:

Taking into account the same text, students have to do a mind map. They have to write, especially, advantages and disadvantages of learning the language in an English-speaking country such as England or another one. They can also write different ideas on their own to complement the information they read.

#### ✚ Facts

Students will read a text carefully in order to answer five questions related to it.

Link: <https://forms.gle/sAcJ53LmcgHattyz5>

Text:

Today, millions of people want to learn or improve their English but it is difficult to find the best method. Is it better to study in Britain or America or to study in your own country?

The advantages of going to Britain seem obvious. Firstly, you will be able to listen to the language all the time you are in the country. You will be surrounded completely by the language wherever you go. Another advantage is that you have to speak the language if you are with other people. In Italy, it is always possible, in the class, to speak Italian if you want to and the learning is slower.

On the other hand, there are also advantages to staying at home to study. You don't have to make big changes to your life. As well as this, it is also a lot cheaper than going to Britain but it is never possible to achieve the results of living in the UK. If you have a good teacher in Italy, I think you can learn in a more concentrated way than being in Britain without going to a school.

So, in conclusion, I think that if you have enough time and enough money, the best choice is to spend some time in the UK. This is simply not possible for most people, so being here in Italy is the only viable option. The most important thing to do in this situation is to maximise your opportunities: to speak only English in class and to try to use English whenever possible outside the class.

1. Choose a title for the article

Improving English

What is English

English in the world

2. What is the article about?

How many people learn English.

The best way to learn English.

English schools in England and America.

3. What is one of the advantages of going to the UK to learn English?

There are no Italians in Britain.

You will have to speak English and not your language.

The language schools are better.

3. What is one of the advantages of staying in your country to learn English?

The teachers aren't very good in Britain.

You have to work too hard in Britain.

Your life can continue more or less as it was before.

4. People who don't have a lot of time and money should...

Learn English in Britain.

- Try and speak English in class more often.
- Go to Italy to learn English.
  - Post-Reading

At the end, the students and teacher will discuss each one of the options and the reason behind their choices.

They will also how and present their mind map to the rest of the class.

### **Final product**

As the reading project could not be developed and executed in person due to the sanitary emergency (COVID-19), the activities were designed to be carried out virtually, including the final activity. This stage will consist of a self-reflection session by the students. In this one, they must fill in a grid and observe their results to know if their reading comprehension process improved or not, as well as other implicit aspects.

Course: Eleventh grade

Objective: To be able to share ideas or information to other people about texts worked in classes through the use of different graphics.

The final activity will be a process of reflection that the students will carry out so that they can self-evaluate and analyze how their process was during each of the workshops.

For this, students will observe the results of all their readings as well as their tests.

- First of all, the students will fill in a grid in which they must write the results of the readings according to the time or the order in which they were developed; in this way, they will be able to observe whether there was improvement or not in their reading comprehension.

**Table 7.***First Final Activity Table*

ACTIVITY	GRADE
PRE-TEST	
READING WORKSHOP 1	
READING WORKSHOP 2	
WHILE-TEST	
READING WORKSHOP 3	
READING WORKSHOP 4	
POST-TEST	

- After observing the results, the students will write a paragraph in which they specify, according to their point of view, if there was improvement or not through the readings. In other words, reflect and be critical despite the results.
- Complete the following table, take into account that:  
1: Bad - 5: Excellent

**Table 8.***Second Final Activity Table*

	1	2	3	4	5
My results improved from the first to the last text					

I identified the topic and main idea of each reading					
I identified the organization of the texts: Beginning, development, ending					
I was able to identify unknown vocabulary by taking into account the whole sentence and context.					
I was able to locate explicit information in order to answer the questions					
I inferred information and secondary ideas from the text.					
I was able to make a relationship between the ideas in the text and previous experiences.					

- Finally, students have to answer the following questions to finish the reflection process and realize some aspects that were developed in each reading.

**Table 9.**

*Third Final Activity Table*

STATEMENT	COMMENTS
What do you do in your personal or student life to improve your reading process?	
What do you think was missing to answer correctly all the questions in the readings?	
Did your reading comprehension improve or worsen with the development of the workshops?	
What aspect is most difficult for you in your reading process? Grammar, vocabulary, inference, literal comprehension, identification of ideas, other. Why?	
Was there any variation or advancement after developing the two workshops where mind maps were used?	
Did you find the use of mind maps was useful? Why?	
What difficulties do you still find in your reading comprehension after these activities?	
What advantages or disadvantages did you find with the development of this process in general?	



## **Expected results**

As previously mentioned, this project could not be implemented due to the health emergency that took place since March, related to COVID-19. This is why each of the workshops and other activities were planned and shared through the Google Classroom platform, where all the necessary material is also found. All this was done so that the supervisor, an eleventh grade English teacher, can implement the project with the students in the future.

From each of the activities and reading aspects taken into account, it is expected to obtain some results:

First, that students become familiar with the types of texts that are assessed or worked on in sections five and six of the SABER exam that the government conducts each year for final-grade students from educational institutions in the country. In this way, they will also recognize the types of questions that are part of these two sections.

Second, students are expected to understand the importance of reading, not only for their student life, but for their professional life. Through the workshops, the aim is to promote in the learners a taste for reading and for them to understand new concepts through it.

Furthermore, another expected result is that students are able to apply some reading strategies when they have a text, especially the one carried out with FIVES, in which the following aspects are worked on: vocabulary, inference, experience, facts, and summary. Furthermore, by the end of the workshops, students must have understood that the reading process includes three stages: pre-reading, while-reading and post-reading.

An important process expected as a result is the improvement of reading comprehension by students. Through each workshop, the project would present activities that allow them to think, infer, analyze and that all this leads to the understanding of a text in the school environment. In other words, students are expected to gradually improve the results of the texts evaluated over time.

Finally, it is expected that the 11th grade students of the Normal Superior Cristo Rey School can apply all processes to the SABER tests they present in August.

## Conclusions

The idea of a reading related project in 11<sup>th</sup> grade is of utmost importance. It is important to highlight that this skill must be accompanied by the others so that there is adequate integration and learning is more effective.

This is why a project was planned and it included a set of activities in which various skills are worked on, but which mainly promoted reading comprehension. From the above, it is expected that the 11th grade teacher can implement it with the groups, so that the students relate to the types of texts that are worked on the tests, to know, but also to understand the importance of the processes that entails reading.

It can be concluded then that reading is the fundamental basis of the school and allows students to improve their ability to understand.

Regarding the project in general, it is concluded that the activities and workshops was planned in such a way that it catches the attention of the students. In addition, it became important to carry out a variety of activities to make it more meaningful for participants.

It can also be concluded that it was not easy to plan a project, therefore it was important to have the guidance of some authors to have the steps of each workshop, for example Shea & Roberts (2016) with the FIVES strategy, and Gulchekhira (2016 ) who established the stages of the reading.

## **Recommendations**

Firstly, it is suggested to the supervising teacher to apply this project in grade 11<sup>th</sup>, since it is the course in which the SABER exams are carried out. However, it is open for implementation in other grades and for students to relate to the types of texts.

On the other hand, it is essential that the step-by-step of the workshops be followed without skipping any, so that an organized process can be seen and progress is made by the students.

It is also suggested to make a change to an activity if it is considered the most appropriate, in order to adapt it to the needs or context of the students. It is also important that the instructions are followed and that students are advised to follow each of the suggested activities, motivating them to be active participants.

Finally, it is suggested to keep track on the activities, and if possible, a journal in which the feelings, thoughts, ideas that arise from the observation of the work carried out by the students during the activities are written.

### **Development of the practicum**

The practice process consists mainly of conducting face-to-face classes and activities with high school students; however, due to the worldwide pandemic COVID-19, a virtual methodology is taking place in the country. Therefore, since the third week of March, platforms are used to continue classes or carry out online activities with students.

#### **Face-to face practicum**

The first two weeks of practice were face-to-face, that is, classes (See [Appendix F](#)) were held in the classroom with the students; however, the modality became virtual from March. During the first two weeks of practice, the following topics were worked with the 11th grade students:

- Simple Past
- Present Perfect
- Expressions to use in present perfect

It was necessary to use slides and videos so that they were a complement to the explanation of the topics. Furthermore, for the development of these class topics, a variety of activities and games were used to attract the attention of students so that there was meaningful learning, including:

- Game: Who wants to be a millionaire?
- Activity: Stairs and slides (Review of verbs in the past)
- A part of a story in English that the students had to continue.

- Game: Have you ever..?

The following table shows the topic and the two weeks in which the classes were carried out with eleventh grade students as part of the Practicum.

**Table 10.**

*In-person classes*

<b>CLASS TOPIC</b>	<b>DATE</b>	<b>ACTIVITY</b>
Past Simple	March 9 <sup>th</sup> to 13 <sup>th</sup>	Who wants to be a millionaire?  Stairs and slides  Story in past  Video
Present Perfect	March 16 <sup>th</sup> / 20 <sup>th</sup>	Have you ever...?  Use of slides

### **Virtual practicum**

Once the global pandemic COVID-19 began, the face-to-face classes were suspended and the virtual modality took place, a challenge for many teachers and students.

That is why, from the practice coordination, some activities were suggested in order to continue supporting the supervisors processes and classes, including:

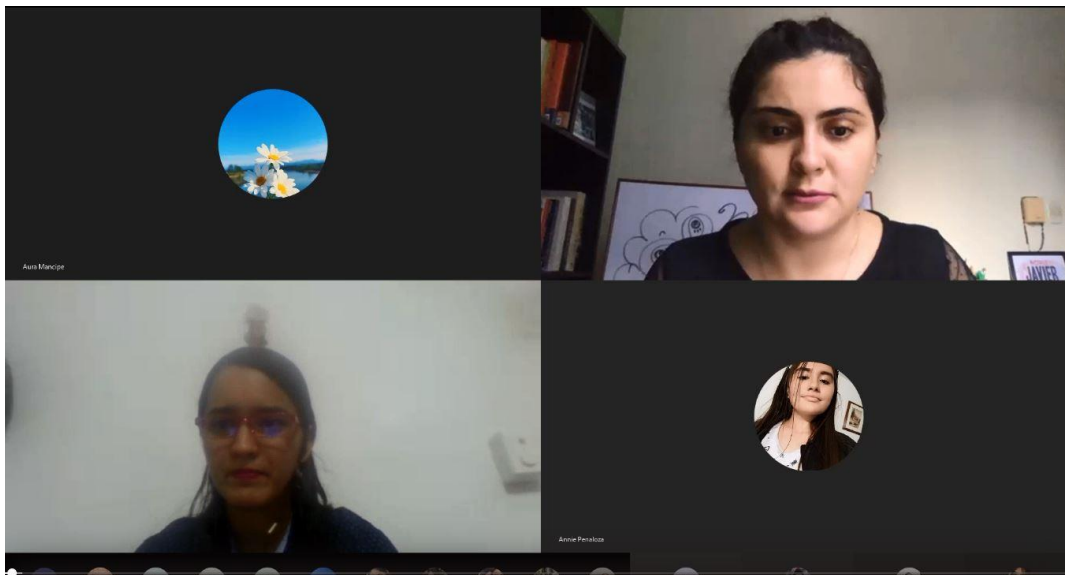
- Planning of classes (second period). Two types of planning: face-to-face and virtual in case the situation does not improve.
- Making material for class

- Making material for inclusion students (these were already identified in the observation week)
- Area plan organization
- Conducting student review workshops for exams
- Conducting workshops
- An online ICFES workshop

During the first month of the virtual modality, only a process of planning and organizing workshops and material was carried out. For example, for 11<sup>th</sup> grade a workshop was organized in Google Forms in which there were exercises on some topics of the second period. In addition, the planning of the classes of the new period was organized, restating them to the virtual modality.

**Figure 18.**

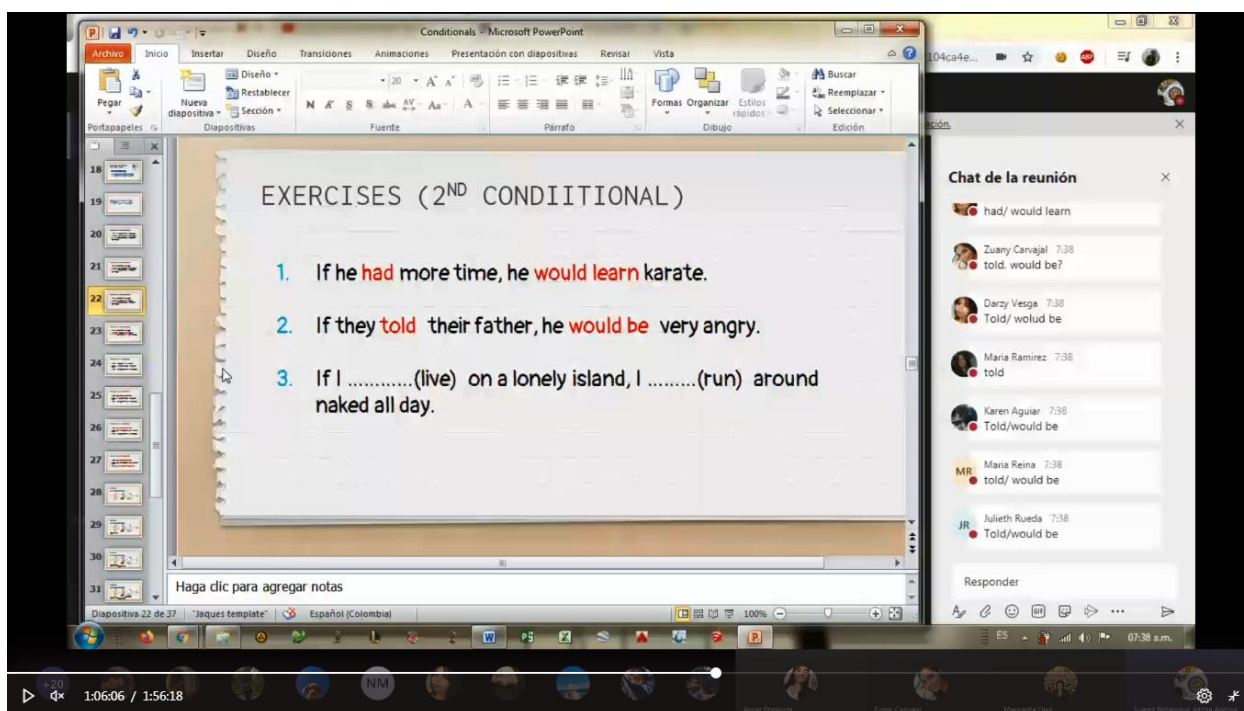
*Virtual class with 11<sup>th</sup> I on May 6<sup>th</sup>*



Online classes began the last week of April. Regarding the English area, the pre-service teacher was in two weeks of the second period working with the students through video calls by using the Microsoft Teams platform. In addition, workshops or assessments were sometimes assigned through Microsoft Forms. All the material, workshops and classes were supervised by the English teacher.

**Figure 19.**

*11th graders participating in an exercise*



*Note.* The picture shows students' participation in Microsoft Teams. In this opportunity, they were completing some sentences by using the second conditional.

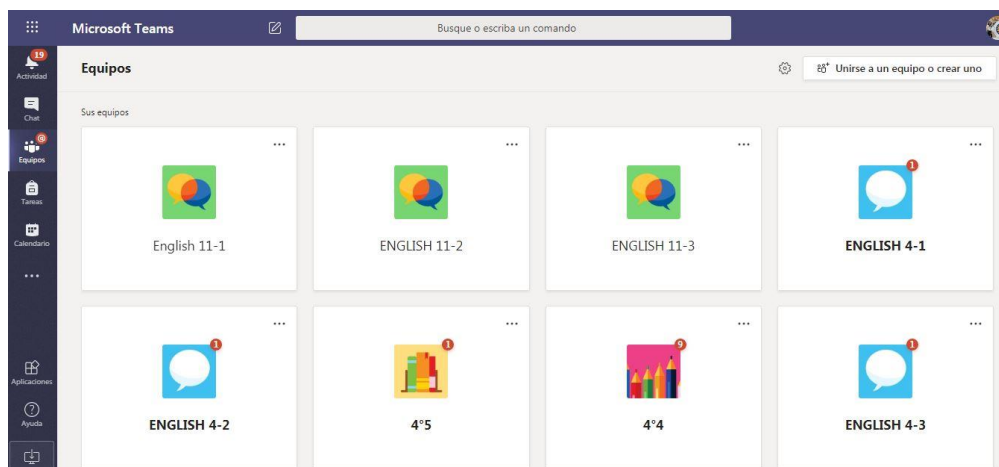
Next there is a table with the activities that were worked per week. In other words, an overview of what was done during practice:



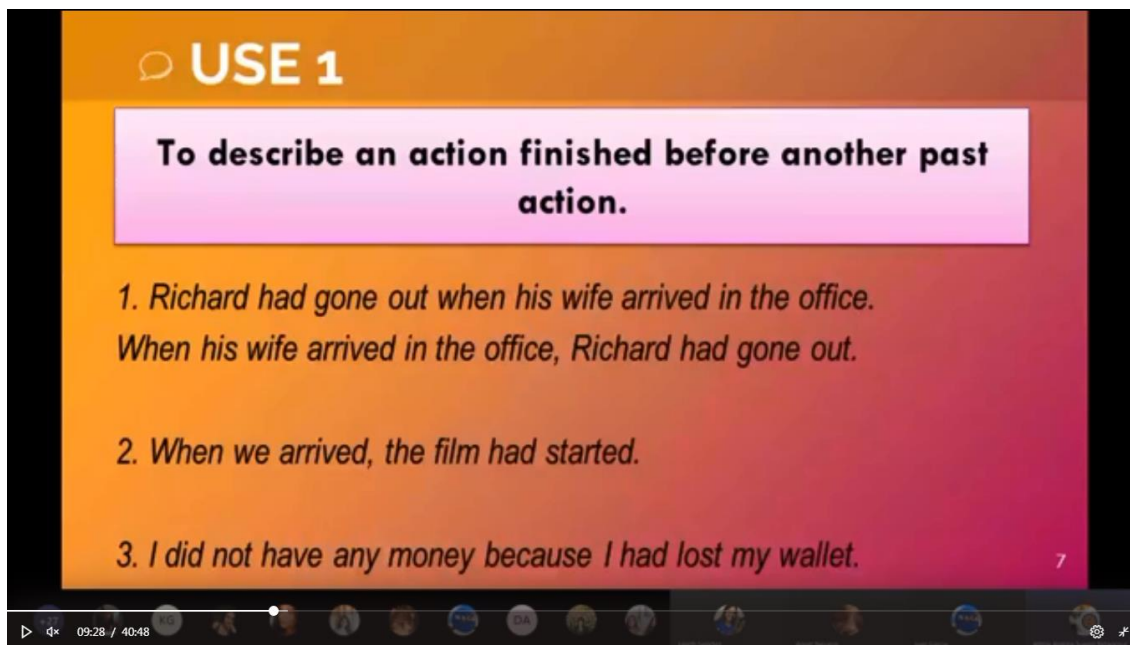
**Table 11.***Timeline virtual activities*

ACTIVITIES AND STAGES	MARCH				APRIL				MAY			
	1 <sup>ST</sup> MONTH				2 <sup>ND</sup> MONTH				3 <sup>RD</sup> MONTH			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
1 Planning												
2 3 Workshops												
3 Present Perfect Workshop												
4 Quiz Ps vs PC												
5 Virtual Classes												
6 Final Exams												
7 Revision: Exams and workshop												
8 Nivelación TEST												
9 Homework: 2 <sup>nd</sup> and 3 <sup>rd</sup> conditionals												

*Note.* The table shows the activities that were developed with the supervisor and students during the virtual classes.

**Figure 20.***Microsoft Teams Platform*

*Note.* This image shows how the Microsoft Teams platform looks like. It is composed of the groups, calendar, messages, and homework section. In this case, there are the eight groups in which the pre-service teacher had classes.

**Figure 21.***Past Perfect Explanation*

Note. The image shows a slide in which there is theory about the topic of the class (Past Perfect) Students were listening to the teacher who was explaining the uses.

In order to access Microsoft Teams or Microsoft Forms platforms to go into the videos of the virtual classes as well as the online activities, use the following account:

- User: [jsuarezb@escuelanormalcristo.onmicrosoft.com](mailto:jsuarezb@escuelanormalcristo.onmicrosoft.com)
- Password: Tan40904

Below, there are two more tables: The first one has a description of the material created and / or executed with the students. In the second table, there is a list of other activities that were part of the practicum.

**Table 12.***11th grade Class Material*

<b>Type of material</b>	<b>Description of the material</b>	<b>Topics</b>	<b>Course for the implementation</b>	<b>Was it checked by the mentor or the supervisor?</b>	<b>Was it delivered or developed by students?</b>
Material for the classes	The material that I made was mainly for the topics of the weeks 3, 5, 6 and 7 of the second period, in which there are: Slides, worksheets, add-on videos, and audios. This was taken into account for the virtual classes. In each material there was theory for the explanation of the topics and practical exercises for the students.	Second and third conditional  Review: Past Continuous and Past Perfect  Comparative and Superlative Discourse	11 <sup>o</sup> 1, 11 <sup>o</sup> 2, 11 <sup>o</sup> 3	The supervisor received the material via email.	It was used in the second period.  Link to find the material:  <a href="https://drive.google.com/drive/folders/1WEXHCnQ6K4n4lqZeH2cAl9Ys7QUb0RQF?usp=sharing">https://drive.google.com/drive/folders/1WEXHCnQ6K4n4lqZeH2cAl9Ys7QUb0RQF?usp=sharing</a>
3 Workshops	Since the first period was almost ending when the pandemic started, three workshops were created for each course so that students could practice. Each workshop had multiple choice and completion exercises to practice some topics. This took place virtually in Google Forms	Present Perfect  Zero and First Conditionals  Section 4 SABER exams	11 <sup>o</sup> 1, 11 <sup>o</sup> 2, 11 <sup>o</sup> 3	The links of the workshops were shared with the supervisor who made some corrections.	Links:  <a href="https://forms.gle/91z9SpTU2cnao7xV9">https://forms.gle/91z9SpTU2cnao7xV9</a>  <a href="https://forms.gle/YiJyhQmak16Ef7AJ6">https://forms.gle/YiJyhQmak16Ef7AJ6</a>  <a href="https://forms.gle/ZAmvfdDTeGRLPFfP9">https://forms.gle/ZAmvfdDTeGRLPFfP9</a>

1 Workshop	Students had the opportunity to solve an online workshop on the Present Perfect topic. Once the class on this was done, they had a week to complete the exercises and send it to the teacher. All exercises were multiple choice and short answer.	Present Perfect	11°1, 11°2, 11°3	The supervisor checked the workshop for corrections.	Students had the link to do it online in Google Forms.  Link:  <a href="https://forms.gle/58TP4sbTZqH9cBq26">https://forms.gle/58TP4sbTZqH9cBq26</a>
3 Final Exams (First Period)	To evaluate the topics of the first period, there was an online exam each class. In this case, the teacher designed the evaluation and my role was to help her pass the exams to Microsoft Forms adapting the exercises. Some of them were the same, but others changed. The students had one hour to develop the test.	CV  Goals  Present Simple vs Present Continuous  Sections 1,2 and 3 SABER exam	11°1, 11°2, 11°3	The supervisor checked it before sharing the link with the students	Students had the link to do it online in Microsoft Forms.  11°2: “Mis Formularios  11°1 and 11°3: “Formularios compartidos”
Quiz	Before starting the pandemic, the teacher did a face-to-face quiz on the Present Simple and Continuous topics. However, a small number of students were unable to do so because they did not attend on the stipulated date. Therefore, the solution to do it virtually was found. An online quiz was created with exercises in which they had to	Present Simple vs Present Continuous	11°1, 11°2, 11°3	The supervisor made some corrections before sharing the link with the students	Students had the link to do it online in Microsoft Forms.  Link:  <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=dE8sVZ0GHkKKrfYD6IjwCVUerH8L1oIFLzRJUFgMrFxUNjFaUUF">https://forms.office.com/Pages/ResponsePage.aspx?id=dE8sVZ0GHkKKrfYD6IjwCVUerH8L1oIFLzRJUFgMrFxUNjFaUUF</a>

	write their answer, select correct options or answer according to an image.				<a href="https://forms.office.com/Pages/ResponsePage.aspx?id=dE8sVZ0GHkKKrfYD6IjwCVUerH8L1oFlzRJuFgMrFxUNEMwW1NVMUpPR1Q2MjczQ0ZSMDM0NUFSUS4u">WRzhPU0s3MUxLV1FJMVBVYQjc1VS4u</a>
Nivelación TEST (2)	Some students failed the first period that is why they had to do a make-up test to be evaluated on the topics seen in classes. I created the test and I was in a meeting with students for an hour. It was composed of different exercises, including: multiple choice, text, and short answers.	Present Simple vs Present Continuous  Sections 1,2 and 3 SABER exam	11°1, 11°2, 11°3	The supervisor made some corrections before sharing the link with the students	Students had the link to do it online in Microsoft Forms.  11°3: <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=dE8sVZ0GHkKKrfYD6IjwCVUerH8L1oFlzRJuFgMrFxUNEMwW1NVMUpPR1Q2MjczQ0ZSMDM0NUFSUS4u">https://forms.office.com/Pages/ResponsePage.aspx?id=dE8sVZ0GHkKKrfYD6IjwCVUerH8L1oFlzRJuFgMrFxUNEMwW1NVMUpPR1Q2MjczQ0ZSMDM0NUFSUS4u</a> 11°1, 11°2: <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=dE8sVZ0GHkKKrfYD6IjwCVUerH8L1oFlzRJuFgMrFxUQzhTNk5DMktDT09GVU1WOU1NSDZXVzFBNi4u">https://forms.office.com/Pages/ResponsePage.aspx?id=dE8sVZ0GHkKKrfYD6IjwCVUerH8L1oFlzRJuFgMrFxUQzhTNk5DMktDT09GVU1WOU1NSDZXVzFBNi4u</a>
Homework: Conditionals 2 and 3	In order to practice one of the topics of the second period, a homework was created. Students went into Microsoft forms, completing multiple choice exercises.	Second and Third Conditionals	11°1, 11°2, 11°3	The supervisor made some corrections before sharing the link with the students	Students had the link to do it online in Microsoft Forms.  <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=dE8sVZ0GHkKKrfYD6IjwCVUerH8L1oFlzRJuFgMrFxUQzhTNk5DMktDT09GVU1WOU1NSDZXVzFBNi4u">https://forms.office.com/Pages/ResponsePage.aspx?id=dE8sVZ0GHkKKrfYD6IjwCVUerH8L1oFlzRJuFgMrFxUQzhTNk5DMktDT09GVU1WOU1NSDZXVzFBNi4u</a>

					<a href="https://youtu.be/zRJuFgMrFxUOUFYnkZaMTJlQjVNUVVRaNkMyVFpQRUViW4u">zRJuFgMrFxUOUFYnkZaMTJlQjVNUVVRaNkMyVFpQRUViW4u</a>
Videos (Pruebas SABER)	The supervisor asked for two videos about sections 5 and 6 of Pruebas SABER. In the videos, I explained the type of texts and questions related to the previous sections, showing some tips and examples.	Sections 5 and 6 (Pruebas SABER)	11°1, 11°2, 11°3	The supervisor checked the videos	Links: <a href="https://youtu.be/pnxW3U71tIA">https://youtu.be/pnxW3U71tIA</a> <a href="https://youtu.be/B1q0cWCFgXc">https://youtu.be/B1q0cWCFgXc</a>

*Note.* The table shows the material planned for each class. There is also a short description of it as well as the subject, and link to find it.

**Table 13.**

*11th Grade Other Activities*

Type of activity	Description of the activity	Topic	Course for the implementation	Was it checked by the mentor or the supervisor?	Was it delivered or developed by students?
Planning 2nd period	The teacher finished part of the planning of the second period; therefore, it was my responsibility to plan weeks 3, 5, 6, and 7 of eleventh grade. Each planning had the topics, objectives and explanation of the activities that take place in the three specific moments of the class.	Second and third conditional  Review: Past Continuous and Past Perfect	11°1, 11°2, 11°3	The supervisor received the mail with the planning and material for the classes.	It was implemented in the 2 <sup>nd</sup> period.  <a href="https://drive.google.com/file/d/1SEeVymMIhs9knxny95vfu8TmKwY3pwwA/view?usp=sharing">https://drive.google.com/file/d/1SEeVymMIhs9knxny95vfu8TmKwY3pwwA/view?usp=sharing</a>

		Comparative and Superlative Discourse			
Revision and grades of workshops in Google Forms (See <a href="#">Appendix G</a> )	For this part, I was in charge of reviewing 120 online workshops with student responses. In addition, I delivered the grades to the teacher in an Excel format.	Present Perfect	11°1, 11°2 and 11°3	-	Students could see their grades once it was revised.
Revision and grades of exams in Microsoft Forms (See <a href="#">Appendix H</a> )	For this part, I was in charge of reviewing 120 exams with student responses. In addition, I delivered the grades to the teacher in an Excel format.	CV Goals  Present Simple vs Present Continuous  Sections 1, 2 and 3 SABER exam	11°1, 11°2 and 11°3	-	Students could see their grades once it was revised.
Virtual Classes in Microsoft Teams (April 29 <sup>th</sup> to May 6 <sup>th</sup> )	For one week, the students had virtual English classes according to the schedule they had; that is, four hours each. In order to take advantage of these spaces, there was a general review of the Present Perfect through the use of slides for its explanation and exercises. In addition, the last topic	Present Perfect  Zero and First Conditionals	11°1, 11°2, 11°3	The supervisor was in the classes checking assistance.	Link of some classes:  April 29 <sup>th</sup> : 11°2 <a href="https://web.microsoftstream.com/video/14e9f52c-a466-4cfa-995c-3dbd0760a28a">https://web.microsoftstream.com/video/14e9f52c-a466-4cfa-995c-3dbd0760a28a</a>

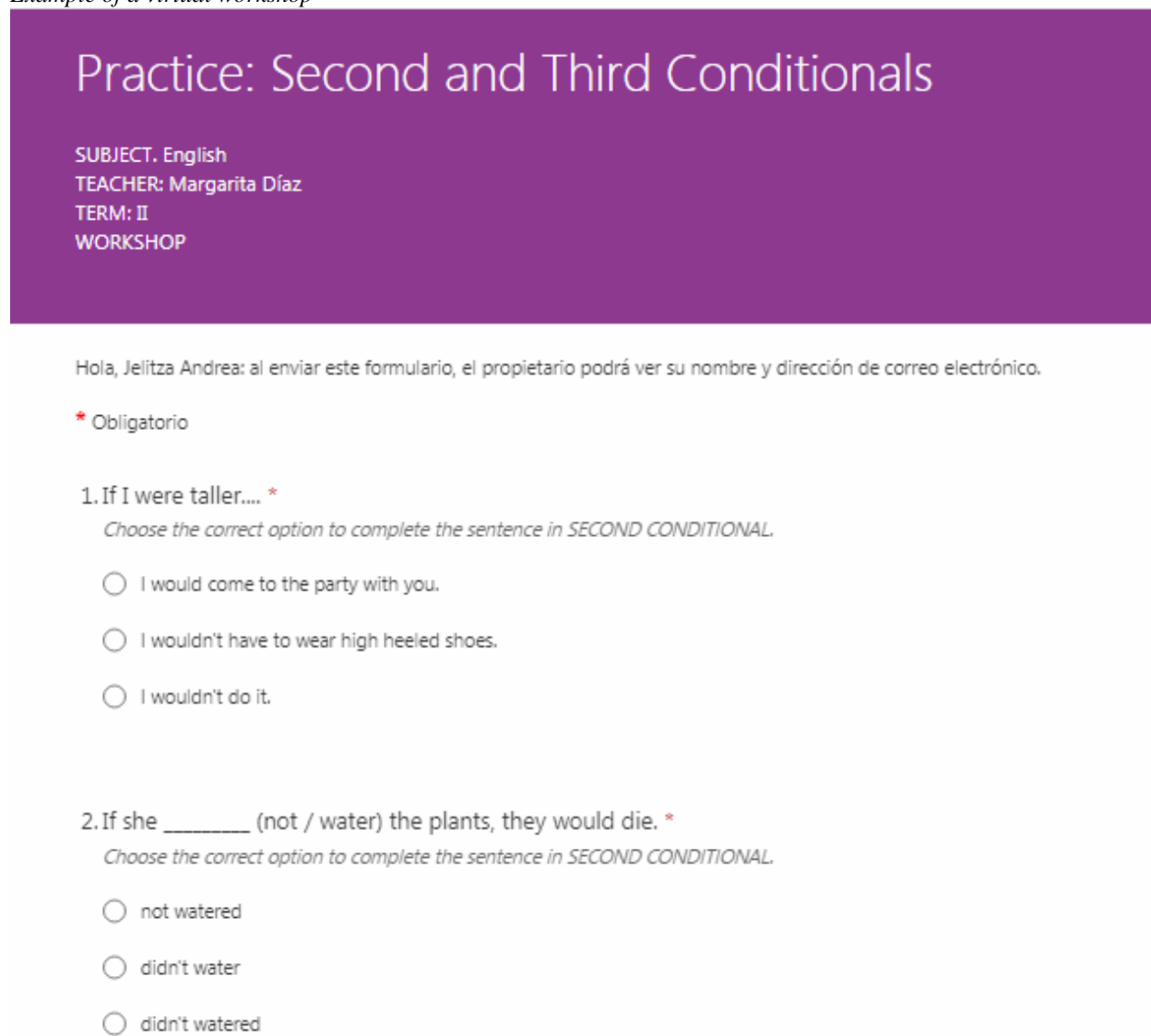
	<p>corresponding to the first period was explained: Zero and First Conditionals, using slides. Finally, the students worked on two texts that have similar characteristics to section 4 of pruebas SABER, where they had to fill in the blanks.</p> <p>The last hour of each course was used for the final exam.</p>	Section 4 SABER exams			<p>May 6<sup>th</sup>: 11°1  <a href="https://web.microsoftstream.com/video/7f3d4009-f954-41a2-b54a-ca1cb49dc708">https://web.microsoftstream.com/video/7f3d4009-f954-41a2-b54a-ca1cb49dc708</a></p>
<p>Virtual Classes in Microsoft Teams (May 21<sup>st</sup> to May 28<sup>th</sup>)</p>	<p>For one week, the students had virtual English classes according to the schedule they had; that is, four hours each. In this opportunity we made a review of topics seen in previous years. Here, the main material was a group of slides for the explanation. They had questions, audios, theory and exercises.</p> <p>Students also worked on section 5 of pruebas SABER.</p>	<p>Second and third conditionals</p> <p>Past Continuous</p> <p>Past Perfect</p> <p>Section 5 SABER exam</p>	11°1, 11°2, 11°3	<p>The supervisor was in the classes checking assistance</p>	<p>Link of some classes:</p> <p>May 22<sup>nd</sup>: 11°1  <a href="https://web.microsoftstream.com/video/105b05fa-3cf7-41a2-9b0f-cef13ec600c4">https://web.microsoftstream.com/video/105b05fa-3cf7-41a2-9b0f-cef13ec600c4</a></p> <p>May 28<sup>th</sup>: 11°3  <a href="https://web.microsoftstream.com/video/d670a295-6fd5-4bc1-8871-7adac4c2a51f">https://web.microsoftstream.com/video/d670a295-6fd5-4bc1-8871-7adac4c2a51f</a></p>

*Note.* The table shows important activities carried out as part of the practicum process.



**Figure 22.**

*Example of a virtual workshop*



The image shows a purple header with the title "Practice: Second and Third Conditionals" in white. Below the header, the text reads: "SUBJECT: English", "TEACHER: Margarita Díaz", "TERM: II", and "WORKSHOP". Below this, a message says: "Hola, Jelitza Andrea: al enviar este formulario, el propietario podrá ver su nombre y dirección de correo electrónico." There is a red asterisk followed by the word "Obligatorio". The first question is "1. If I were taller.... \*", followed by the instruction "Choose the correct option to complete the sentence in SECOND CONDITIONAL." and three radio button options: "I would come to the party with you.", "I wouldn't have to wear high heeled shoes.", and "I wouldn't do it." The second question is "2. If she \_\_\_\_\_ (not / water) the plants, they would die. \*", followed by the instruction "Choose the correct option to complete the sentence in SECOND CONDITIONAL." and three radio button options: "not watered", "didn't water", and "didn't watered".

Practice: Second and Third Conditionals

SUBJECT: English  
TEACHER: Margarita Díaz  
TERM: II  
WORKSHOP

Hola, Jelitza Andrea: al enviar este formulario, el propietario podrá ver su nombre y dirección de correo electrónico.

\* Obligatorio

1. If I were taller.... \*

*Choose the correct option to complete the sentence in SECOND CONDITIONAL.*

I would come to the party with you.

I wouldn't have to wear high heeled shoes.

I wouldn't do it.

2. If she \_\_\_\_\_ (not / water) the plants, they would die. \*

*Choose the correct option to complete the sentence in SECOND CONDITIONAL.*

not watered

didn't water

didn't watered

*Note.* The image shows two questions that are part of a virtual workshop for eleventh grade students. They had to choose the correct answer for each question in order to practice second and third conditionals.

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

## **Statement of the problem**

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 so as 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 initiate 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**

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

**Specific objectives**

- To consolidate a group of pre-service teachers with a critical spirit that reflects and presents proposals and alternatives for solving problems that are present in their practicum.
- To exchange criteria, ideas and guidelines to take into consideration in the practicum and integrate them effectively into the institution.
- To identify and analyze strategies used by students in their pedagogical practice.
- To implement reflective workshops and the development of didactic units that guide pre-service teachers' reflections.
- To analyze one's own beliefs about teachers' work and students.

## **Theoretical Framework**

The theory about 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)

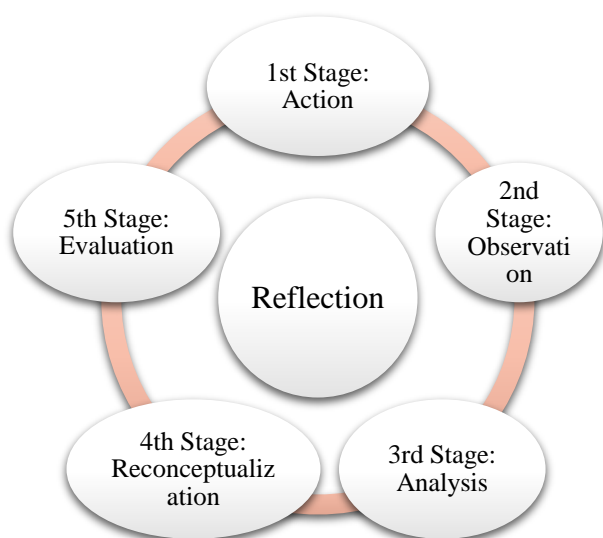
### *The reflection as a process*

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 23.**

*Reflection as a process*



### ***The reflection as a 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, it is necessary for teachers to question their own practice and the impact it has generated; that is able to objectify their behaviours, 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 y 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 establishes 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 so as to promote real democratic relations in the classroom, and egalitarian and fair in the social field.

*Generic*

The programs refer to reflection in a generic way, but without specifying the claims of the programs or the contents on 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 established 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 is a process of constant reflection while it also includes the carrying out of meeting that allow the strengthening of the practicum stage as an initial point to address the labor and educational phenomena. The methodology organization's principles are: 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 will be done.

This study falls within the qualitative research approach, taking as starting point the perspective of reflecting as a professional space that will contribute greatly to the description, identification and analysis of the teachers' own pedagogical practicum. According to Creswell:

Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes. From this data, the researcher interprets the meaning of the information, drawing on personal reflections and past research. The final structure of the final report is flexible, and it displays the researcher's biases and thoughts" (2002, p.626).

## **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 takes place and their schools is where the practitioner teachers from the Foreign Language Program will play their role.

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

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

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

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

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

***Socialization 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 as a consequence of the active participation in the exchange of desires and behaviors with colleagues and adults (Vizcaino, 2010).

## **Population**

Participants in this study are 30 pre-service teachers of tenth semester, belonging to the Bachelor of Arts in Foreign Languages degree at the University of Pamplona.

### ***Direct beneficiary population***

- Pre-service teachers.
- Supervisor teachers.
- Student community from the educative institutions for practicum implementation.

### ***Indirect beneficiary population***

This population comprises the teacher community of the Bachelor of Arts in Foreign Languages degree, since the results of this will provide 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

### **Data Gathering process**

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

### ***Reflection workshops***

The main purpose of the reflection workshops ([Appendix I](#)) is 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 is that they get to enrich their process and to implement new tools that will allow them to transform their pedagogical practicum. There are a total of 3 reflection workshops that will take place during the semester and throughout the practicum. Students in Pamplona must attend in person, while those outside the city must complete a written assignment. The objectives are:

- 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.
- To communicate the criteria, to share ideas and guidelines for students to take over their pedagogical practicum.
- To qualify students for them to effectively join the educational establishment.

There was only one reflection workshop during the practicum. The main topic was institutional observation taking into account the practice and the importance of the teacher in the institution. It took place on March 24<sup>th</sup>.

### ***Self-observation sheets***

Self-observation sheets ([Appendix J](#)) main aim is to guide the practitioner teachers towards developing a perspective of their practicum as teachers and their role in the classroom and the educational community in which they have been included. This activity is done weekly. That is, once finished each week of the practicum, the student must do a reflective process about the own classes, and complete the form that must be sent every Monday through the Google Forms platform.



However, due to the health emergency related to COVID-19, the requirements of the project could not be met. Only one self-observation sheet (See [Appendix K](#)) was completed on March 12<sup>th</sup> as part of the reflective process in which some aspects were evidenced: planning, student motivation, content presentation, classroom activities, classroom climate, and the assessment process, among others.

### ***Narrative journal***

The reflection exercise will allow 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 begins with the planning and execution of the classes, he must send a narrative to the corresponding tutor. This is delivered on Monday of each week; that is, there will be 12 narratives during the semester.

Five narratives (See [Appendix L](#)) were completed in the practicum. They evidenced different experiences lived in the institution that stand out as and are also a source of continuous learning to improve the role that is fulfilled in the classroom. The dates were:

March 2<sup>nd</sup> to 06<sup>th</sup>

March 9<sup>th</sup> to 13<sup>th</sup>

March 17<sup>th</sup> to May 1<sup>st</sup>

May 11<sup>th</sup> to 20<sup>th</sup>

May 25<sup>th</sup> to 30<sup>th</sup>

### ***Class recording***

Evidence of the practitioner teacher's actions inside the classroom allows to reflect on different aspects, related to the foreign language teaching-learning process. These aspects may

have been noticed or overlooked by the teachers, therefore, such recordings are useful to obtain an outside, constructive view of their pedagogical practicum. It is an activity that involves recording yourself during the execution of a class with the students. It is necessary to have a minimum duration of 45 minutes and where the activities and the process carried out by the tenth semester student are evidenced.

It is important to mention that this activity could not be carried out due to the world situation that began in March: COVID-19.

### Timetable

In the following table there is the schedule of the activities carried out during the practice and that are part of the research component:

**Table 14.**

#### *Reflection Activities*

ACTIVITIES AND STAGES	FEBRUARY				MARCH				APRIL						
	1 <sup>ST</sup> MONTH				2 <sup>ND</sup> MONTH				3 <sup>RD</sup> MONTH						
	WEEK	I	II	III	IV	WEEK	I	II	III	IV	WEEK	I	II	III	IV
1 Narratives															
2 Self-observation sheets															
3 Reflection Workshop															
ACTIVITY	MAY				JUNE										
	4 <sup>TH</sup> MONTH				5 <sup>TH</sup> MONTH										
	WEEK	I	II	III	IV	WEEK	I	II	III	IV					
1 Narratives															
2 Self-observation sheets															
3 Reflection Workshop															

*Note.* The table shows the timetable and the organization of the activities that are part of the research component and that were developed as part of the practice to carry out an individual reflexive process.

## **Results**

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

## Conclusion

The practicum has had changes on a large scale since it has gone from a face-to-face methodology to a virtual one. This implies changes in the role and duties of teachers; therefore, a process of reflection can be made in order to establish the most important aspects that have emerged and have been carried out throughout this space of practice.

The importance of the research component lies in the implementation of a reflective process by each student-teacher so that there is an improvement and positive transformation. This process is an aspect that must be taken into account during the practicum, since, as the classes and the work in the classroom progress, it is important to have significant feedback that allows individual improvement in the role of the teacher.

In the personal sphere, reflection is an opportunity to build knowledge and reality; that is, going beyond what is achieved and the pedagogical actions, allowing continuous learning within the practice with 4<sup>th</sup> and 11<sup>th</sup>-grade students. On the other hand, the reflective exercise has allowed me to identify aspects and strengths that I have as a student and teacher in order to continue improving in the educational field and in my classes. Thus, I can act on time and continue every day in the teaching exercise so that it is effective when I am in front of each group.

This does not seek to identify the faults and problems that the teacher has; on the other hand, reflective practice has been a space for professional development, in which I continue to train theoretically, pedagogically and professionally so that there is a new proposal for self-improvement in the classroom from my role as a teacher.

Each one of these exercises, such as workshops, self-observation worksheet, and narratives, have allowed me to realize the reality I am in. In other words, it is not only to get to the classroom and start with a new topic, but also all the factors that influence the teaching-learning process, for example: how a teacher starts class, what activities it favors, what type of learning it favors in the classroom, among others. Those are aspects that I could see in the institutional observation and that allowed me to create new ideas, learn, and reflect on my actions as an English teacher. On the other hand, through the self-observation sheet, I was able to realize and highlight aspects that were not important to me but contribute to the cognitive and human training of the students. In addition, the narratives helped me remember the activities carried out during the first two weeks of class as a teacher. I was able to bring to mind my actions in each of the activities and to reflect on the aspects I needed to improve.

It is important to highlight some aspects in which I have been able to reflect throughout this process both face-to-face and virtual:

First, the face-to-face methodology. Even if there were only two weeks, there was personal learning through interaction with the educational community and classes in the classroom. The methodology of the classes was based on the interaction and participation of the students during the activities to promote the practice of the English language.

Regarding the planning of the classes, at the beginning it was a little difficult since it was important to describe and specify each step, including the time, objectives, achievements, and others. Sometimes, I tried to create or look for funny activities, which was a bit difficult and time-consuming. However, I can say that over time, I became adapted to it in order to develop activities that attracted the attention of the students.

Once in the classroom, it was important to start interacting with the students. At first, I felt a little nervous, but through each class the interaction improved. It was observed in the activities in which I tried to present the contents in such a way that the students enjoyed the stages of the class and understood the topics that were worked on, allowing an efficient work environment. The activities allowed students to put into practice the four communication skills of the language, some more than others.

To present the topics in the classroom, slides, videos, flashcards and worksheets were used because that allowed an easy explanation. However, in the middle of the presentation, students were asked some questions in order to know that they were attentive and to verify that they were understanding the subject.

It is also important to highlight the organization of the classroom since the students are generally organized in rows, but I tried to stimulate that in the dynamics so that they worked individually, in pairs, groups or semicircle. This allowed the classroom climate to be working and everyone to participate and focus their attention on activities. Besides, the classroom had a projector, television, and audio implements that allowed more dynamic classes than those that took place virtually. Personally, I was trying my best to give clear directions or instructions and to make sure the students knew what to do; therefore, students rarely had doubts about the steps to follow.

The main tool to focus attention was voice changes or calls for attention. This aided in controlling discipline and avoiding clutter or noise in the classroom. In addition, it was important to take into account the students who spoke the most to carry out activities that focused their attention and allowed them to learn better. As for the evaluation, there was usually a quiz after

each topic or a written work related to the topics seen, for example: making a personal CV to deliver.

In the second place, there are the virtual classes. They were a bit difficult since some students do not have adequate resources such as a computer or the internet. It was important to think about activities or workshops that could be carried out online or physically, as well as the process of learning to work with virtual tools that allowed interaction with students, such as ZOOM, TEAMS, EDMODO, among others. These tools allowed classes to be a virtual learning space; however, planning had to be very rigorous and specific so that there was a clear order of ideas and execution, taking into account the design of the material adapted to the situation, which implied using more time for the planning process.

The methodology of the sessions was mainly based on the explanation of topics, in which the students took a passive role, only participating when asked. Furthermore, interaction between them was difficult.

Regarding virtual planning, the first week was the most difficult, since it was important to take into account every detail such as time, the type of activity to be carried out virtually, the material to be used in classes, among others. However, I became adapted to the planning circumstances, since I better organized the aspects that I had to take into account for online planning.

Online classes did not facilitate interaction between teachers and students. It was difficult to create group or pair works to allow the assertive communication of learners. In addition, there were almost 40 of them and the online sessions restricted this important aspect; therefore, most of the time the students only listened to the teacher's explanations. Basically the presentation of

the topics in the virtual modality consisted of presentation of slides or videos and clarifications by the teacher, since the platform did not allow to carry out activities that promoted different learning.

In the virtual classes, it was more difficult since the students were more reluctant to participate and it was harder to carry out group activities. In addition, many learners did not have the necessary items at home to be in virtual classes all the time. For example, some did not have a computer or a stable internet connection. On many occasions classes were interrupted due to these inconveniences.

Because the students hardly participated, either out of grief or fear of being wrong about using the microphone, there was no disorder during the sessions. On the contrary, learners had to be motivated with points or assistance. The MICROSOFT FORMS platform was used for the evaluation. Between two or three topics were explained and, after a specific time was assigned to present a quiz, the students had to be connected. Another way to evaluate was through online tasks or quizzes with practical exercises.

From a personal point of view, the teacher must be the main center of communication skills, knowing how to interact, guiding, and allowing students to know how to communicate using a second language. The main role of the teacher is to be the basis for the students to be educated; however, with the arrival of new pandemics in the countries, the role of the teacher has changed and it allows to see the importance of his work, educating regardless of the obstacles that are imposed. His role has changed from being a guide to a person who must train, be an example, work hand in hand with the family and, today more than ever, motivate his students.



### **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 budget estimate table to be prepared by each participant are presented below.

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

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

English teacher to guide teaching-learning processes and therefore the results of evaluations implemented at the national level are not very optimal.

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

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

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

It is important to highlight that this project had the face-to-face methodology for two weeks and the other part was virtual. Due to the health emergency (COVID-19) that occurred in the first half of 2020, educational institutions stopped their functions. The virtual classes began in the last week of April, but there was not any possibility to continue with the planned project.

## **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:

- 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.

## **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 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**

- Contribution to the academic training in the field of foreign languages.
- Citizen preparation (attention to issues of the educational setting aimed at reducing the inequity of the educational system)
- 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. Cross M, Loyo G, & Mendez E, (2011).

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



According to Lima M, (2006). The learning process of foreign languages is now an 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 15.***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”. On the basis of what was written above Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to the LE. “language acquisition is natural and unconscious in form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language.”

“This distinction has been questioned because it is 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. It 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 that characterize children and far from the adult, who usually is more prone to emotional blockage at the time of expressing themselves in another language”. “From the above statements, it appears that age is a factor that affects learning

English as LE, particularly in the acquisition of pronunciation. That is to say, at a younger age, the greater the probability of the child to develop the pronunciation of a native”.

### ***Why learn LE 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:

- Children who begin studying foreign language in school tend to achieve a more positive performance than others.
- 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.
- Children not only tend not to be afraid of committing failures, but often acquire and transmit meaning through gestures and pantomime.
- 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 in that is influenced by prevailing cultures and identify their idiosyncrasies and autonomy, especially among young people in the life cycle of childhood, wherefrom 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:

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

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

- **Colegio Técnico la Presentación**
- **Institución Educativa Brighton Betlemitas.**

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

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



## **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 practitioner will adapt the general guidelines of this proposal to the educational reality of the institution in which the integral practice is carried out.

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

## **Benefited population**

### **The direct beneficiary population:**

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

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

### **The indirect population benefited:**

- Foreign Languages Program Community
- Pamplona educational community

### **Institutional dependencies articulated to the Project**

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

### **External institutions linked to the Project**

- Colegio José Antonio Galán
- Normal Superior Pamplona
- Colegio Técnico La Presentación

- Colegio José Rafael Faría
- Institución Educativa Cristo Rey
- Institución Educativa Brighton Bethlemitas

**Subproject**

The improvement of English language through the use of ludic learning activities in fourth grade students at a Public School.

**Justification**

This project was supposed to be carried out to gain experience, put into practice and reinforce the use of English with the fourth grade students of the NSCRS, since it is vitally important that the level of English be increased in the cycle of Basic Primary. This exercise is not only a positive factor for the groups, but also for the tenth semester student and the University in general.

For the development of the classes, the space of one hour was requested to the five teachers who are in charge of the fourth grade groups. In this way, every week students would take English class for sixty minutes. They would benefit in various aspects: first, new language themes would be learned; on the other hand, those who already had some knowledge could reinforce them. Finally, this learning would be useful in daily life.

However, face-to-face classes only lasted for two weeks as schools suspended classes due to the global pandemic faced by COVID-19. After more than a month, virtual classes started with the 4th grade students, but, not all the students could attend the sessions due to internet problems or not having the necessary tools such as a PC or cell phone.

**General Objective**

- To strengthen the English knowledge and skills in fourth grade students of Normal Superior Cristo Rey School by applying ludic learning activities into the classes.

**Specific Objectives**

- To reinforce English topics learned in the previous year.
- To improve students' knowledge through classroom activities.

**Need**

This proposal arose from the need to increase the level of English in elementary students, since it is a sector in which the language is poorly taught; therefore, students have a low level. That is why, it was necessary to implement reinforcements that strengthen knowledge in the language in order to obtain better personal and institutional results in the English domain.

## **Theoretical Framework**

To better understand this proposal, it is necessary to define some key terms that are part of the process of teaching English and that help to take into account some bases for its better development.

Firstly, According to Lopes refers to the term ludicity as “amusement/recreation, leisure, play, game-playing and the production of ludic artefacts, toys or games, interact” (2008, p.277). In this way, lucidity is related to play, which is defined by Dearden as “a non-serious and self-contained activity which we engage in just for the satisfaction involved in it.” (1967, p. 59)

The use of recreational activities or ludicity in primary English classrooms allows a better learning to be generated in the student, as he or she learns by doing and having fun. Therefore, a playful approach is used. This one is understood by Alcedo & Chacón as “all those didactic, enjoyable and pleasant activities developed in a recreational environment and whose pedagogical impact promotes the significant learning that is planned through play” (2011, p.72).

However, according to Nascimento:

Not all ludic activities have a pedagogic value in the context of the classroom and therefore, it is necessary to develop activities which can enable students to succeed in this process. This can be done by preparing dynamic classes and meaningful activities that contribute to a lighter and effective learning environment and, at the same time, students will enjoy themselves as they learn English. (2017, p.4)

For this reason, it is important that the teacher learns to recognize the importance of the playful approach and the type of activities that should be proposed in class in order to promote students learning. Robles (2016) establishes some advantages of this approach, including:

- Alternation between practical and theoretical knowledge during classes
- Creativity development and significant learning capacity
- Propitious and stress-free environment for students
- Importance to different learning styles
- Changes in student work rhythms

Besides, the Common European Framework of References (2001) proposes a series of activities that can be taken into account when working with students. Example of ludic activities include:

***Social language games:***

- oral (story with mistakes; how, when, where, etc.);
- written (consequences, hangman, etc.);
- audio-visual (picture lotto, snap, etc.);
- board and card games (Scrabble, Lexicon, Diplomacy, etc.);
- charades, miming, etc.

***Individual activities:***

- puzzles (crossword, rebus, anagram, etc.);
- media games (TV and radio: chiffres et lettres, Catchword, etc.).

***Verbal joking (punning, etc.) e.g. in:***

- advertisements e.g. (for a car) ‘Make your money go a long way’;
- newspaper headlines e.g. ‘Feminism or bust!’;
- graffiti e.g. ‘Grammar rules – O.K.?’.



Finally, ludic activities must be included within the development of the classes since there is a connection with real life while students learn. For instance, López established that:

“Language educators can provide a series of speculations with regard to life itself with this kind of activities and students might discover and thus be more aware of their learning. In addition, language learners can establish a bridge between the game and life” (2018, p.9).

## **Methodology**

This project was developed under a constructivist paradigm, in which the reality takes place from individuals' personal experiences. According to Hatch "researchers and the participants in their studies are joined together in the process of co-construction. [...] It is through mutual engagement that researchers and respondents construct the subjective reality that is under investigation" (2002, p.15).

Taking into account this paradigm, one of the research designs that better fits into the previous description is action research. In this case, it is important to highlight the relevance of this design into the educational context which is the setting for the proposal. Tripp stated that "Educational action research is principally a strategy for the development of teachers as researchers so that they can use their research to improve their teaching and thus their students' learning" (2005, p. 2). Therefore, this proposal was based on students' improvement towards the English language attempting to increase the level of the participants.

## **Participants**

This study was implemented with fourth grade students at Normal Superior Cristo Rey School. They do not have a teacher assigned to the English area and do not reach level A1 since they only had one hour of English weekly in third grade, in which they especially learned vocabulary and few basic expressions. Activities were carried out with all of them within the classes which were already scheduled with the teacher in charge of each course. All the classrooms had around 36 students; therefore, there was a total of 180 students.

## **Setting**

The project was carried out with students who were in fourth grade at Normal Superior Cristo Rey School of Barrancabermeja. It is an official institution, founded in 1966 and whose objective is the training of suitable teachers who respond to the needs of the context in which they operate. The school is located in the Galán Gómez neighborhood of the city of Barrancabermeja (Santander).

## **In-person methodology**

The extension component was developed over two weeks with the face-to-face methodology in 4th grade. The topics of the first period were covered in their entirety during the development of the classes (See [Appendix M](#)), presenting different activities and dynamics to work, especially, vocabulary related to “FOOD”.

Only two classes were held with each 4th grade room in which the topics were studied: Healthy / unhealthy, and should / shouldn't. Examples of the ludic activities that were worked on:

- Looking for ingredients around the classroom with the use of flashcards
- Video with a fun quiz
- Group word search about “Harmful consequences of food”

**Figure 24.**

*Flashcards about ingredients*



*Note.* The picture shows some of the flashcards used in class. Students had to go around the classroom and find the correct ingredients for some food such as hamburger, salad, candies, among others.

### ***Timeline***

The following table shows the topic and the two dates in which the ludic activities were carried out with fourth grade students as part of the Community Outreach Component.

**Table 16.**

*In-person classes*

<b>CLASS TOPIC</b>	<b>DATE</b>	<b>LUDIC ACTIVITY</b>
Healthy /Unhealthy Should / Shouldn't	March 11 <sup>th</sup> / 12 <sup>th</sup>	Flashcards: Ingredients Video: Quiz
Harmful effects of FOOD	March 17 <sup>th</sup> / 18 <sup>th</sup>	Matching game Word search

**Figure 25.***Face-to-face class*

*Note.* The photo shows a part of a class in which the main topic was “Harmful effects of food”. After that, students participated in a ludic activity that included a group word search.

### **Virtual Methodology**

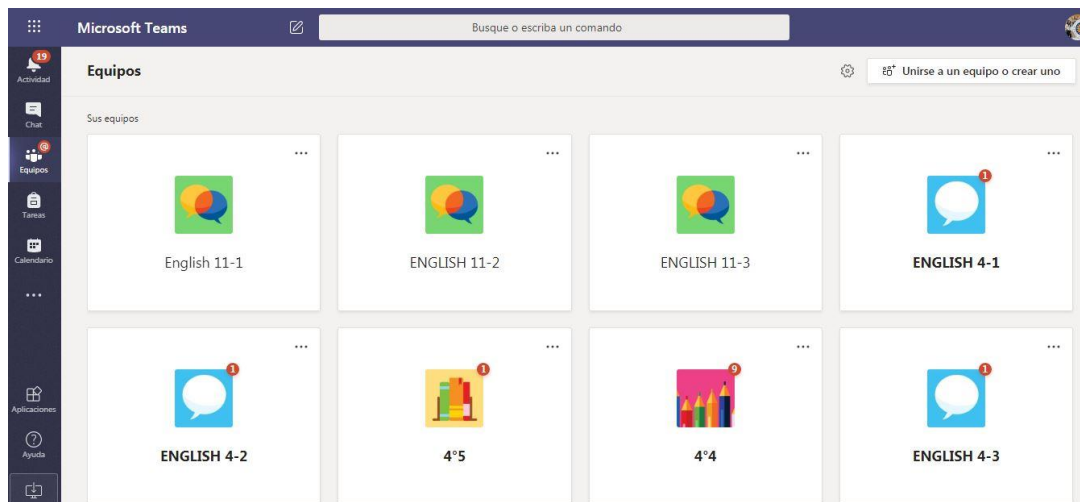
The methodology for the second period went from being face-to-face to virtual, which is why the planning (See [Appendix N](#)) and material for these weeks were being adapted so that it could be worked on virtually. In other words, the planning of the second period was made with activities to be developed in the classroom; however, due to the health emergency of COVID-19, the planning was restructured so that it could be implemented virtually with the students, since the school started to use MICROSOFT TEAMS platform.

To access each of the virtual classes in MICROSOFT TEAMS, or the MICROSOFT FORMS workshops and evaluations, please access with the following account:

- User: [jsuarezb@escuelanormalcristo.onmicrosoft.com](mailto:jsuarezb@escuelanormalcristo.onmicrosoft.com)
- Password: Tan40904

**Figure 26.**

*Microsoft Teams Platform*



*Note.* This image shows how the Microsoft Teams platform looks like. It is composed of the groups, calendar, messages, and homework section. In this case, there are the eight groups in which the pre-service teacher had classes.

Below, there are two tables with the activities and materials that were developed or created for the virtual classes:

**Table 17.***Material for virtual classes*

<b>Type of material</b>	<b>Description of the material</b>	<b>Topic</b>	<b>Course of implementation</b>	<b>Was it checked by the mentor or supervisor?</b>	<b>Was it delivered and developed by students?</b>
<b>Second period material</b>	<p>I created different material such as slides, cards, among other activities (cards, word search, homework) to carry out the second period classes, which consists of eight weeks. Most of the slides contain vocabulary with the images to assimilate what is learned. The cards contain practice exercises according to each class topic, for example: multiple choice, complete, word search.</p> <p>In week 5, there is a quiz which is already designed and can be found in the google drive link.</p>	<p>Physical adjectives</p> <p>Personality adjectives</p> <p>What is he/she like?</p> <p>Expressions to give opinions</p> <p>Polite expressions</p>	4°1, 4°2, 4°3, 4°4, 4°5	The supervisor received the material via email.	<p>It was used in the second period classes.</p> <p>Link material:  <a href="https://drive.google.com/drive/folders/1zxe7ue-0hY6fcNHe1JnYnjsO7xiQ36mq?usp=sharing">https://drive.google.com/drive/folders/1zxe7ue-0hY6fcNHe1JnYnjsO7xiQ36mq?usp=sharing</a></p>
<b>Slides to review 1st period topics</b>	<p>In order to practice the first period topics in the virtual class, I created and organized slides so that the students could observe and practice the vocabulary. In</p>	Fruits and vegetables	4°1, 4°2, 4°3, 4°4, 4°5	The supervisor received the	<p>These material was shown in the 1<sup>st</sup> virtual class. They were also sent to students' groups in Microsoft Teams for them to practice.</p>

	<p>addition, each topic had some practice exercises in which they actively participated.</p> <p>The slides presented mostly vocabulary and images to attract students' attention.</p>	<p>Healthy and unhealthy food</p> <p>Diseases</p> <p>Use of should and shouldn't</p>		<p>material in the email</p>	<p>Link to find the material:</p> <p><a href="https://drive.google.com/drive/folders/1MHWHZnmGVGBf7Z8cf-3ZXKGBiFnB7h10?usp=sharing">https://drive.google.com/drive/folders/1MHWHZnmGVGBf7Z8cf-3ZXKGBiFnB7h10?usp=sharing</a></p>
<p><b>Final exam Fourth Grade</b> (See <a href="#">Appendix O</a>)</p>	<p>The supervisor created an exam in "Word" with different exercises to evaluate the topics of the first period. My help consisted of transferring these exercises to Microsoft Forms and modifying some of them, so that the students could solve it online. There were multiple choice exercises, answer writing, and selection charts on the exam.</p>	<p>Fruits and vegetables</p> <p>Healthy and unhealthy food</p> <p>Diseases</p> <p>Use of should and shouldn't</p>	<p>4°1, 4°2, 4°3, 4°4, 4°5</p>	<p>The supervisor made some corrections before sending the link to the students.</p>	<p>The students were evaluated through Microsoft forms (Online). They developed the exercises about the topics of the first period.</p>
<p><b>Adaptation of second period material to the virtual classes.</b></p>	<p>The creation of the material of the second period had been done with a face-to-face methodology; therefore, one week before each virtual class, it was adapted to use it virtually. This included slides, flashcards, worksheets and class activities.</p>	<p>Physical Adjectives</p> <p>What is he/she like?</p>	<p>4°1, 4°2, 4°3, 4°4, 4°5</p>	<p>The supervisor received the material via email.</p>	<p>It was shown to the students in the virtual classes.</p>
<p><b>1st Homework of the Second Period</b></p>	<p>This homework was created by using the Microsoft Forms platforms. It was composed of 10 points that included: multiple choice, short answer and short description based on a picture.</p>	<p>Physical Adjectives</p>	<p>4°1, 4°2, 4°3, 4°4, 4°5</p>	<p>The supervisor made some corrections before</p>	<p>The students answered a questionnaire related to the topics seen in class, by using Microsoft Forms.</p> <p>Link:</p>



					sending the link to the students.	<a href="https://forms.office.com/Pages/ResponsePage.aspx?id=dE8sVZ0GHkKKrfYD6IjwCVUerH8L1oIFlzRJuFgMrFxUQ1I3RINHwVg2VVY5QlIzWFNVTjNGWUIQVi4u">https://forms.office.com/Pages/ResponsePage.aspx?id=dE8sVZ0GHkKKrfYD6IjwCVUerH8L1oIFlzRJuFgMrFxUQ1I3RINHwVg2VVY5QlIzWFNVTjNGWUIQVi4u</a>
<b>Online Quiz (Second Period)</b>	The quiz was created by using the Microsoft Forms platform. It was composed of 25 points that included only multiple choice.	Physical Adjectives  What is he/she like? He is... She is...	4°1, 4°3, 4°5	4°2, 4°4,	The supervisor made some corrections before sending the link to the students.	The students were evaluated through Microsoft forms (Online). They developed the exercises about topics of the second period.  Link: <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=dE8sVZ0GHkKKrfYD6IjwCVUerH8L1oIFlzRJuFgMrFxURTBaTlkwSINQRVY0NEdFQzhJQjhTWVVYNi4u">https://forms.office.com/Pages/ResponsePage.aspx?id=dE8sVZ0GHkKKrfYD6IjwCVUerH8L1oIFlzRJuFgMrFxURTBaTlkwSINQRVY0NEdFQzhJQjhTWVVYNi4u</a>

*Note.* This table shows that material planned during the institutional week and virtual classes to be developed or presented to students in the sessions of the second period.

**Table 18.***Other activities*

<b>Type of activity</b>	<b>Description of the activity</b>	<b>Topic</b>	<b>Course of implementation</b>	<b>Was it checked by the mentor or supervisor?</b>	<b>Was it delivered and developed by students?</b>
<b>Planning 2<sup>nd</sup> Term</b>	At the beginning, I planned the classes with a face-to face-methodology; however, there are new changes in order to adapt it to virtual classes. The planning has eight weeks with their objectives and activities for each part of the class.	Physical adjectives Personality adjectives What is he/she like? Expressions to give opinions Polite expressions	4 <sup>o</sup> 1, 4 <sup>o</sup> 2, 4 <sup>o</sup> 3, 4 <sup>o</sup> 4 4 <sup>o</sup> 5.	The supervisor received the mail with the planning and material for the classes.	It will be implemented in the 2 <sup>nd</sup> period. <a href="https://drive.google.com/file/d/18kFLBKN2W0RSVmgDEkAemYqUhBbounah/view?usp=sharing">https://drive.google.com/file/d/18kFLBKN2W0RSVmgDEkAemYqUhBbounah/view?usp=sharing</a>
<b>Virtual Classes (April 28<sup>th</sup> and 29<sup>th</sup>)</b>	A virtual class was held course in the first week of the second period with each class of 4 <sup>th</sup> grade. No new topic was discussed in this opportunity: on the contrary, there was a review of all the subjects of the first	Fruits and vegetables Healthy and unhealthy food Diseases	4 <sup>o</sup> 1, 4 <sup>o</sup> 2, 4 <sup>o</sup> 3, 4 <sup>o</sup> 4 4 <sup>o</sup> 5.	The teacher was always in each one of the classes.	Example of virtual class: 4 <sup>o</sup> 1 (April 28 <sup>th</sup> ) <a href="https://web.microsoftstream.com/video/a5c840f1-9733-4650-a18c-9f3080bb245d">https://web.microsoftstream.com/video/a5c840f1-9733-4650-a18c-9f3080bb245d</a>

	period so that the students could study for the final test.	Use of should and shouldn't				
<b>Virtual Classes (May 12<sup>th</sup> and 13<sup>th</sup>)</b>	This virtual class was held course in the third week of the second period with each class of 4 <sup>th</sup> grade. The teacher and students worked on activities in order to learn and practice new vocabulary about physical appearance by using a video and slides. Learners also practiced through some exercises in which they participated in the chat and using the microphone.	Vocabulary: Physical Appearance	4 <sup>o</sup> 1, 4 <sup>o</sup> 3, 4 <sup>o</sup> 5.	4 <sup>o</sup> 2, 4 <sup>o</sup> 4	The teacher was always in each one of the classes.	Example of virtual class: 4 <sup>o</sup> 5 (May 13 <sup>th</sup> ) <a href="https://web.microsoftstream.com/video/aa34cc0e-07f3-4067-88eb-1fcab889c9f8">https://web.microsoftstream.com/video/aa34cc0e-07f3-4067-88eb-1fcab889c9f8</a>
<b>Virtual Classes (May 19<sup>th</sup> and 20<sup>th</sup>)</b>	This virtual class was held course in the fourth week of the second period with each class of 4 <sup>th</sup> grade. Students had a review of the vocabulary learned in the previous class and learning new words. This topic was also used to practice spelling of words.	Spelling  Review: Physical Appearance	4 <sup>o</sup> 1, 4 <sup>o</sup> 3, 4 <sup>o</sup> 5.	4 <sup>o</sup> 2, 4 <sup>o</sup> 4	The teacher was always in each one of the classes.	Example of virtual class: 4 <sup>o</sup> 3 (May 19 <sup>th</sup> ) <a href="https://web.microsoftstream.com/video/32498f01-458f-45cd-820f-1e30f876784c">https://web.microsoftstream.com/video/32498f01-458f-45cd-820f-1e30f876784c</a>
<b>Virtual Classes (May 26<sup>th</sup> and 27<sup>th</sup>)</b>	This virtual class was held course in the fifth week of the second period with each class of 4 <sup>th</sup> grade. Students used the vocabulary of the first class in order to create sentences. The teacher used slides in order to provide examples and exercises to promote participation.	What is he/she like?  He is... She is...	4 <sup>o</sup> 1, 4 <sup>o</sup> 3, 4 <sup>o</sup> 5.	4 <sup>o</sup> 2, 4 <sup>o</sup> 4	The teacher was always in each one of the classes.	Example of virtual class: 4 <sup>o</sup> 4 (May 19 <sup>th</sup> ) <a href="https://web.microsoftstream.com/video/443c3cb9-6e65-4b49-8653-968d7974f3fa">https://web.microsoftstream.com/video/443c3cb9-6e65-4b49-8653-968d7974f3fa</a>

*Note.* This table shows the planned activities to be carried out in the virtual classes with fourth graders.

**Timetable**

These activities were created, implemented or supervised in a determined time. For this reason, a timeline with specific dates is presented below:

**Table 19.**

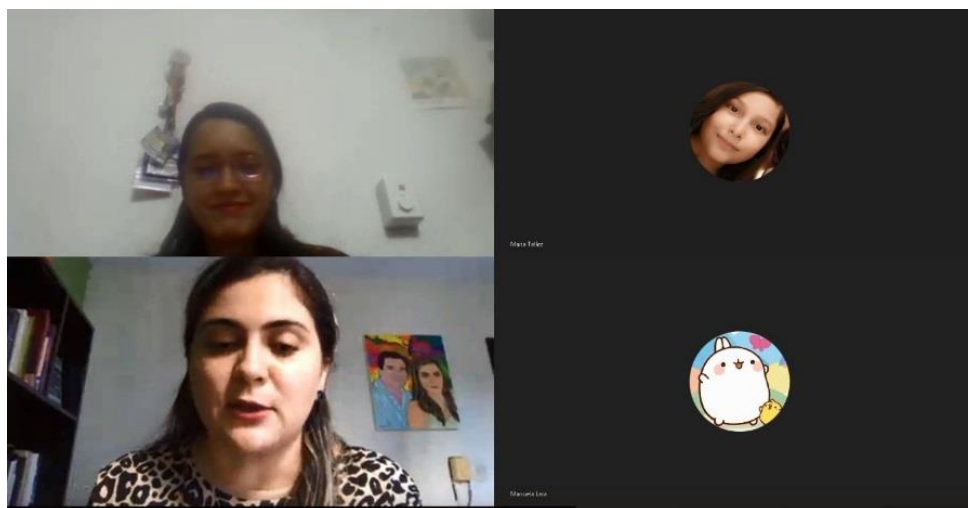
*Timeline of Virtual Activities in 4th grade*

ACTIVITIES AND STAGES	MARCH				APRIL				MAY			
	1 <sup>ST</sup> MONTH				2 <sup>ND</sup> MONTH				3 <sup>RD</sup> MONTH			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
1 Planning				■								
2 Virtual Classes								■	■	■	■	■
3 Final Exam									■			
4 Homework											■	
5 Quiz: 2nd Period												■

*Note.* This table evidences the virtual classes implemented in fourth grade during the pandemic time as well as other activities carried out in the second period.

**Figure 27.**

*Virtual class with 4th grade*



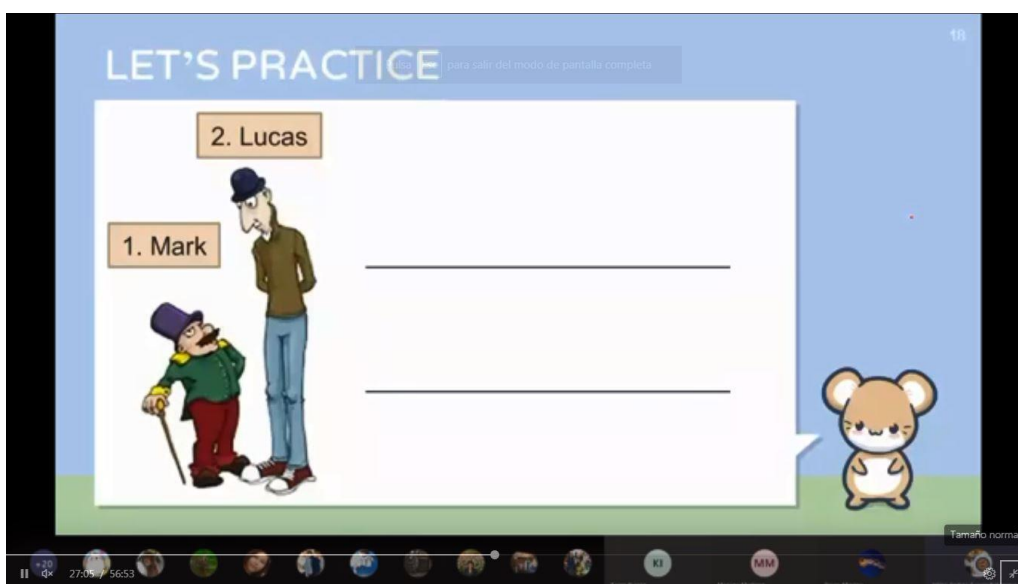
As it was evident in the previous tables, the virtual work involved a rigorous process in which it was important to take into account every detail so that the class developed in the best

way. In addition, it was necessary to take into account the participation of students and to motivate them to work, allowing them to be autonomous, to do the assigned tasks or workshops, and to continue practicing the topics seen in class.

Among the activities carried out in the second period, the following can be highlighted: the exam of the first period, the planning, virtual classes that took place during five weeks, the homework, and the quiz.

**Figure 28.**

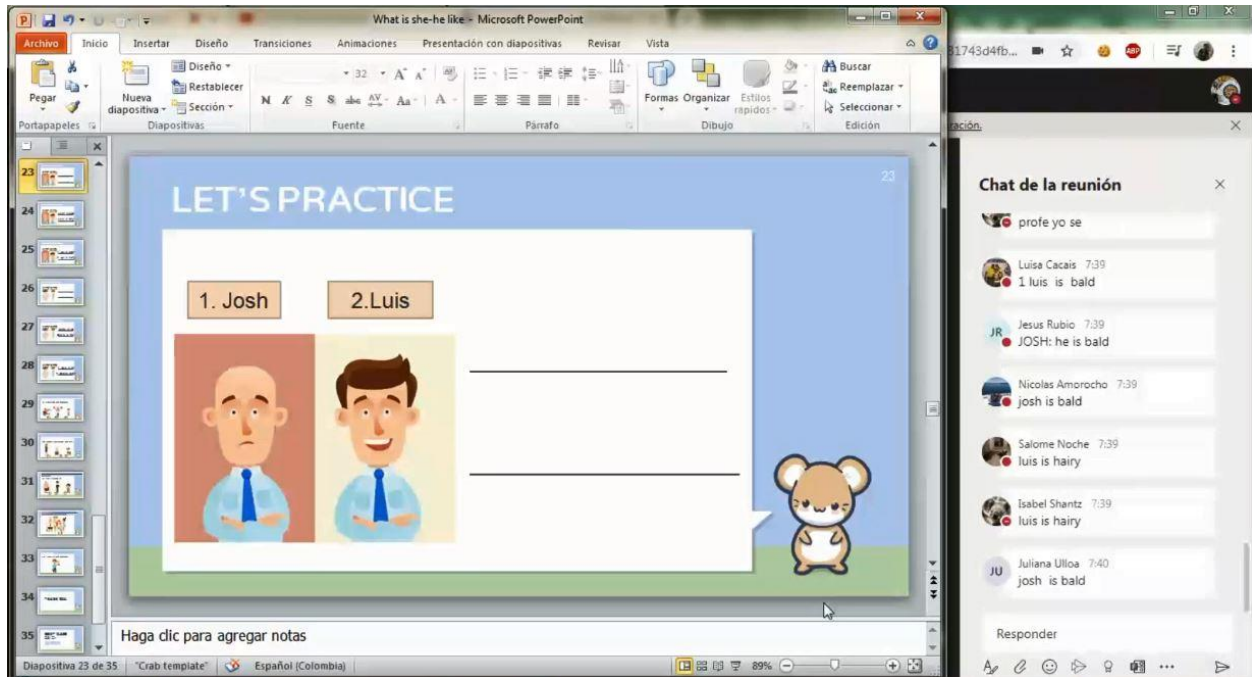
*Example of an activity in the virtual classes*



Although the process was not easy, each session was successfully completed. Sometimes it was difficult because all the children wanted to participate at the same time and did not follow directions; however, they adapted over time. This created satisfaction not only for them, but also for the training teacher, since learning was evidenced.

**Figure 29.**

*Students' participation in the chat*



*Note.* The picture shows participation of 4<sup>th</sup> grade students. They had to describe the people in the slides by creating sentences while using the vocabulary about physical appearance.

## Conclusions

The work done with elementary school has been of great benefit, since I not only learnt and carried out practical exercises with high school students, but I also had direct contact with younger children. This allowed me to have a better performance, in addition to comparing the way of carrying out activities at different levels of the institution. It is important to highlight that dynamics carried out in elementary school must keep the students' attention focused and use the game as a strategy without reaching disorder or indiscipline.

In this order of ideas, it is mandatory to be more didactic, creative and organize the classes in the best possible way so that the students work, have fun and fulfill each of the assignments in class. The transition from face-to-face to virtual classes was a bit difficult at the beginning, but there was an adaptation process with the digital tools to reach the homes of the students and to continue with the teaching-learning process. In this case, students were more easily distracted; therefore, it was important to use strategies such as using colorful material, requesting participation through the list or, in some cases, group participation. This process helped in the improvement of the practicum since the pre-service teacher continued to develop professionally and improve every day in the teaching role.

In other words, the virtual work was of great help since it served to know new tools that are of great help for the situation that arose worldwide (COVID-19). This highlighted the importance of technology in educational processes and virtual approach to students.

This elementary school work contributed to the strengthening of the role as a teacher, giving an effective perspective that allowed to know more about the value of the teacher. Being in class with students was satisfactory in order to know the different skills and ways of learning

of students of different levels, which contributed to the development of practice and personal training.



## Chapter IV: Administrative Component

### Introduction

An institution is the center of all integral formation, together with the family. However, within the process and the organization of school duty, certain extra-curricular activities must be carried out so that everything works perfectly. In other words, in these places of learning not only the school day is fulfilled, but also other dynamics such as flag raising, meetings, and sporting events, among others.

In the Normal Superior Cristo Rey School a set of activities is carried out during the school year. These ones are scheduled in the first weeks of work. It should be noted that the teacher fulfills this role from various fields, both inside and outside the classroom. The main function of the component was is to allow the practitioner to be aware of the context in which he or she works, the main functions and, in this way, acquire an enriching experience of the practice.

The previous activity allows the practicing student to learn the teaching-learning process in an extra-curricular way. That is, the student realizes that the classroom is not the only place where knowledge can be generated.

Therefore, this component corresponds to the participation of students in extra-curricular activities proposed by the institution so that students can learn about the role of teachers outside the classroom.

## Objectives

### General

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

### Specifics

- ✚ To help in the establishment of schedules and places for the development of extracurricular activities
- ✚ To collaborate in the process of organization of events such as flag raising, games, celebrations, among others.
- ✚ To actively participate in institutional activities outside the classroom

## **Methodology**

This project is mainly based on the development of extracurricular activities, so that the practice student learns that the teacher's role goes beyond the classes that take place inside the classroom. According to Bartkus, Nemelka, Nemelka & Gardner, “extracurricular activities are defined as academic or non-academic activities that are conducted under the auspices of the school but occur outside of normal classroom time and are not part of the curriculum” (2012, p. 693).

It is important to highlight that, in this type of activities that take place within the classroom, the teacher must be a leader, guide the processes that are developed and plan the dynamics to be developed in these institutional spaces.

Furthermore, “these activities allow students to develop leadership, create lasting friendships, give back to their community, belong to the school family, and find success outside of the classroom” (Wesley, 2012, p. 22). The previous statement confirmed that extracurricular activities provide the opportunities to enhance knowledge and relationships. They allow teachers and students to have a different place to learn and to have fun. Besides, they take an important place inside the scholar calendar since they reflect the idea of teaching and learning outside the classroom.

### **Participants**

The main actor for the purpose of the administrative component is the tenth semester student of the Bachelor of Arts at the University of Pamplona, who must assume with responsibility the practicum and all the processes that it includes.

Among other agents, there are students, teachers, parents, principal, among others, who are part of the educational community.

### **Setting**

This project has as its main scenario at NORMAL SUPERIOR CRISTO REY SCHOOL. It is located in the Galán Gómez neighborhood of commune 4 of Barrancabermeja (Santander). It is an educational institution of an official nature, of Municipal order, with calendar "A", daytime, whose purpose is to provide a year of preschool education and nine grades of basic education, middle school and Formación Complementaria program. With quality accreditation and development for education training.

As part of the practicum, we, as students and teachers in training, must be active participants in extracurricular activities. That is to say, it is mandatory to help in the organization of all the aspects they include, as follows: decoration, place, assistance, and order in the activity, among others.

This component is mainly based on the role of the teacher outside the classroom, his participation in extracurricular activities, and the reflection that can be made from them. In addition, it is important to highlight the learning obtained from this type of activity in which the entire educational community participates.

At Normal Superior Cristo Rey School, three extracurricular activities were carried out during the practice process before the quarantine began in the city.

## Timetable

Below there is a table with the extracurricular activities that were carried out during the face-to-face practice stage. Through this, the role of the teacher as guide and trainer can be appreciated not only inside, but also outside the classroom.

**Table 20.**

*Extracurricular activities*

<i>Activity</i>	<i>Date</i>
<i>Debate of representatives to Personería</i>	February 10 <sup>th</sup>
<i>Meeting with the police</i>	March 9 <sup>th</sup>
<i>Women's day</i>	March 10 <sup>th</sup>

*Note.* This table shows the extracurricular activities that took place before the worldwide sanitary emergency COVID-19, as well as the dates.

### **Debate of Representatives to “Personería”**

This debate is held every year with all the courses of the institution. It is a space in which the representatives to “Personería” talk about their proposals in relation to the improvement of the institution. That is, each of them has a certain time to talk about a plan to be executed in case they are chosen as representative of the students. Once each one presents the proposals, they have a space for questions, in which the other students can solve or clarify doubts about what they heard

This activity was carried out on the first day of practicum, that is, on February 10<sup>th</sup> (From 6:30 to 8:30 am). In this opportunity and due to space, only 11th grade attended the place. The meeting lasted 2 hours and learners paid attention to the speakers. Once it finished, the students returned to their classrooms.

**Figure 30.**

*Debate of Representatives to Personería*



As I had not yet been able to introduce myself to the courses and had no direct contact, my role was only to help Social Science teachers to maintain discipline in the place. It was a process that allowed me to know first-hand the behavior of each of the groups, their expectations in front of a person who represents them and the environment that exists outside the classroom. In addition, through each speech, I was able to learn a little about the needs of the institution as well as the rights and duties of the students.

### Meeting with the police

This was an educational space with the 11<sup>th</sup>-grade students, as they are about to finish their school process. Only two courses attended the meeting since 11 ° 1 was in class; furthermore, this meeting took place on March 9, 2020 from 2 pm to 3 pm in the main auditorium of the school.

Two policemen spent an hour introducing students to the advantages of continuing their policy studies, such as health benefits, money, mobility, time, government benefits, etc.; therefore, the students were interested and attentive to the information.

**Figure 31.**

*Meeting with the police*



In this space, the students had a remarkable behavior, since there were no interruptions on their part and their attention was focused on the talk of the police.

From my role as a teacher, the main action was to be attentive to the students, walk around the place, and supervise that everything was in order. I learned that in these spaces the

tranquility of the students helps since the meeting is held with great effectiveness and facilitates the work of the teacher.

### **Women's Day**

Women's day was celebrated at the Institution on March 10, 2020. The organizers of the event were mostly male professors and students who were in charge of logistics. The schedule chosen for the event was after the break, from 10 pm to 12 pm and once the event ended, the students finished their school day.

**Figure 32.**

*Women's day Event*



Since this was an event in which the entire educational community, especially high school, was involved, there was a little more noise. First of all, it is a coliseum in which there were around 800 students and it was very hot. In addition, in some courses the students spoke throughout the event. My main role in this opportunity was to collaborate with the teachers in the discipline of the groups, requesting respect and silence for the effective development of the



event. However, a reflection can be made regarding the difficulty of group management in large crowd activities. In other words, students often do not have the greatest availability and, therefore, it is difficult to keep effective control. However, the role of teachers is to be an example of behavior and attitude so that young people follow their guide. At first, I felt a little stressed by some students who were not paying attention, but later they tried to behave a little better.

### **Virtual Activities**

Regarding the meetings that have been developed as part of the virtual activity, two meetings with the practice coordinators are highlighted, in which important topics have been worked on. They were related to materials that the teacher uses to plan and develop their lessons:

- Use of technologic tools for the virtual classes (April 21<sup>st</sup>): In this session, we learned about tools that help teachers both explain and record instructions from the computer, and in which they can use slides, videos, and audio.
- Basic Learning Rights for Elementary school (May 8<sup>th</sup>): In this session, the coordinator explained the teacher's guide that is taken into account for planning classes in elementary school. This document is planned from the National Ministry of Education and it is the route proposed by the government to strengthen the English language in younger children.

## Conclusion

The administrative component allows the student to commit to the institution from the academic field both outside and inside the classroom. At the end of the practicum, the tenth semester student will have acquired a series of experiences that allow him to learn more about the teacher's role. That is, to understand that learning goes beyond the knowledge that takes place within those four walls. On the other hand, this component helps reflecting about organization, since it gives rise to the launching of institutional events that require the full attention so that they are successfully fulfilled.

There was a personal satisfaction to grow as a person, as a teacher and as a student through extracurricular activities that help in training and enrich through experience.

As a summary of my participation in events and activities during face-to-face practice, it is important to highlight that the role of a training teacher goes beyond just teaching in the classroom. That is, there was different learning but it allowed to improve the role of the teacher. In addition, the 11<sup>th</sup>-grade students knew how to behave in each of the activities, reflecting that the teacher must be a leader, guide, example, and have good group management. There was a learning about the importance of extracurricular activities, the main objective for which they are carried out and how the meaning and reason of some celebrations and meetings are enhanced.

From a personal point of view, it can be concluded that extracurricular activities are an essential part and should not be omitted, since it is a process that contributes to professional training, especially for pre-service teachers, to serve as teachers in an institution.

On the other hand, there was also personal learning as a way to constantly improve. Students are human beings who need to learn and this it not only happen with their classmates in

the chairs. Learning happens in every place of the institution where a non-academic event takes place and that allows a change for the youth and the community. I was able to understand that, through these activities, the training and implementation of values that allow a healthy coexistence is also imparted.

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## Appendix

## Appendix A. Institutional Observation Sample

## OBSERVACIÓN DE CLASE

Profesor: Marganta R. Díaz G. Fecha: Feb 10/2020 Observadores: Jelitza A. Suárez B. Hora: 2:00-3:00 11º2

N (nunca) AV (algunas veces) CS (casi siempre) S (siempre)

El profesor...		N	AV	CS	S
1	Sigue el plan de clase				X
2	Desarrolla actividades de acuerdo con los objetivos del plan de clase				X
3	Privilegia la interacción de las competencias comunicativas				X
4	Desarrolla las competencias subyacentes (fonética, sintaxis, etc)				X
5	Utiliza variedad de material didáctico				X
6	Emplea material auténtico		X		
7	Tiene en cuenta los diferentes estilos de aprendizaje				X
8	Centra el desarrollo de la clase en sí mismo		X		
9	Centra el desarrollo de la clase en los estudiantes	X			

Comentarios: Mayormente, los estudiantes trabajaron individualmente en una actividad tipo ICES. Sin embargo, la docente socializó las respuestas con los estudiantes.

## INTERACCIÓN

El profesor ...		N	AV	CS	S
1	Facilita la participación de los estudiantes				X
2	Da instrucciones precisas a los estudiantes				X
3	Da tiempo suficiente a los estudiantes para que respondan				X
4	Propicia actividades que involucran el trabajo en grupo				X
5	Orienta el trabajo de los estudiantes (individual y grupal)			X	
6	Corrige los errores de los estudiantes				X
7	Refuerza continuamente el aprendizaje de los estudiantes		X		
8	Circula por el aula atendiendo las necesidades de los estudiantes			X	
9	Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes		X		

Comentarios: Al final de la clase hubo una participación alta para socializar el taller realizado por los estudiantes.

## COMPETENCIAS COMUNICATIVAS

El profesor ...		N	AV	CS	S
1	Conoce los diferentes componentes de la L2 (socio-ling., pragmáticos.)				X
2	Domina los contenidos trabajados durante la clase				X
3	Se expresa correctamente en forma oral en la lengua extranjera				X
4	Se expresa correctamente en forma escrita en la lengua extranjera				X
5	Se hace entender en la lengua extranjera				X
6	Alterna el uso de la lengua materna y la extranjera				X

Comentarios: Se usó la lengua materna para aclaraciones de palabras, el resto de la clase es principalmente en Inglés.

## EL ESTUDIANTE

El estudiante		N	AV	CS	S
1	Participa individualmente de forma activa durante la clase				X
2	Participa grupalmente de forma activa durante la clase				X
3	Participa activamente en actividades orales				X
4	Participa activamente en actividades escritas		X		
5	Sigue las instrucciones del profesor			X	
6	Muestra respeto y disciplina hacia el profesor				X

Comentarios: Hay respeto mutuo entre docente y estudiantes lo que permite un aula de clase con ambiente tranquilo para las actividades.

**Appendix B. Pre-Implementation Checklist**

<b>Self-Assessment Checklist</b>	<b>Never</b>	<b>Sometimes</b>	<b>Many times</b>	<b>Always</b>
1. Do you read in English?				
2. Can you identify specific information in a text?				
3. Can you understand the main idea in a text?				
4. Can you make predictions about a text or reading through a picture or the title?				
5. Do you think that scanning is a useful strategy?				
6. Do you think that skimming is a useful strategy?				
7. Do you think that making predictions is a useful strategy?				
8. Do you do your activities or tasks with responsibility and commitment?				
9. Do you look up new vocabulary in texts to improve the reading process?				
10. Do you use a dictionary if you do not understand a word?				
11. Do you guess the meaning of unknown words according to the context?				
12. Do you interpret the text as you read?				
13. Do you check and read again the assigned readings to complement what you see in class?				

14. Do you make inferences about the author and key information?				
15. Are you able to summarize a text after reading it?				
16. Do you make connections between the text and background knowledge?				

**1 Reading Comprehension (Part 2)**

Read the following text, then choose the answers to questions 6 – 10 and mark your answer on the answer sheet.

## Active Villagers

Residents of a small Welsh-speaking community have clubbed together to buy the post office and shop, ten years after buying the pub.

The people of Llithfaen, Caernarfonshire were determined to prevent their village losing its focal point. Ten years ago they paid £40,000 for the pub, called the Victoria, and now they have helped to keep the shop open. Most of the cost, £19,500, was met by the local council and a European Union grant, but the villagers needed to raise a further £6,000 to buy the shop from the owner who is retiring.

John Jones, chairman of the community committee, said: "We went around every house and came back with £500 more than we needed. The post office and the pub are essential to the life of the village. There are no other amenities.

"We were not prepared to stand by and let the heart and soul be ripped out of our community. No one else was going to help us so we decided to buy them ourselves." Llithfaen had a population of 600 but that halved when nearby granite quarries were closed. The primary school was shut because of the population decline but the locals turned it into a leisure centre and youth club.

The shop has been leased to Ffion Medi Llywelyn, 24, who lives in the village with her husband, Dillon. She said: "There is a wonderful community spirit here."

**Reading Comprehension**

Answer the following questions from the information given in the text.

- 6.** The Llithfaen Post Office
- a) closed ten years ago.
  - b) has been saved by the local people.
  - c) has now closed.
- 7.** The shop has been bought
- a) by the local council.
  - b) for £40,000.
  - c) with the help of the people who live in the area.
- 8.** The shop was going to close
- a) because of a decision by the European Union.
  - b) because the owner needed the money.
  - c) because the owner thought he was too old to run the shop.
- 9.** £500
- a) was paid by every person in the village.
  - b) was paid by the owner of the pub.
  - c) was the amount of money the villagers still had after the village post office had been bought.
- 10.** Llithfaen no longer has
- a) a leisure centre.
  - b) a pub.
  - c) a school.



Appendix D. Text used in the While-Test**PREDATORS**

*The living things in an ecosystem affect each other in many ways. The consumers that kill other animals for food are called predators. The world predator usually brings to mind pictures of lion and wolves, but such creatures as robins, frogs and humans are also predators. Some predators, carnivores such as lion, depend entirely on animals they kill while many others, such as foxes and humans, eat plant food too.*

*Some people think of predators as "bad", though humans themselves are the greatest predators the world has known. Sometimes individual predators kill farm animals and these predators have to be controlled. Too often, however, people try to exterminate entire populations of predators, with the wrong idea that they are doing good.*

*People usually believe that predators have an easy life, killing defenseless animals. But studies of predator and their preys show that this is not the situation. After observing tigers in Africa, Dr. George Schaller wrote: "Although the tiger has some important weapons such as its great speed, strength and size, and formidable claws and teeth, they have a difficult time because they often have to make twenty or thirty attempts to be able to catch a prey."*

*Dr. David Meech, who has worked with wolves, made the same observations and he concluded that wolves tend to kill animals that are either young, old, sick, weak, injured or diseased. In conclusion, although predators are normally bigger than the rest of the animals which are their preys, they are fewer than the animals they chase or prey upon.*

1. *According to the text, which is the most appropriate answer:*
  - A. *Humans are not predators but robins and frogs are*
  - B. *Frogs and humans are predators, but wolves are not*
  - C. *Humans are predators, as well as robins, frogs, lions and wolves*
  - D. *Humans are not predators neither robins, frogs, lions nor wolves*

*C*

2. *According to the author, predators have a difficult life because:*
  - A. *they have to make twenty or thirty attempts to be able to catch a prey*
  - B. *they have to make a few attempts to be able to catch a prey*
  - C. *they have to make twenty or thirty attempts to be able to find a prey*
  - D. *they don't have to make any attempt to catch a prey*

*A*

3. *Which of the following words is not a synonym for "strength"*
  - A. *Vigor*
  - B. *Potency*
  - C. *Power*
  - D. *Sour*

*D*



Appendix E. Text used in the Post-test

### **My Love of Traveling by Sam Harris**

I grew up in Australia and was introduced to traveling at an early age. We moved around a lot because of my father's work. My main hobby was radios - I repaired old sets and listened to various programs from around the world. I had a map of the world on my bedroom wall with pins on it and I wrote postcards to foreign radio stations. I was an only child and I didn't have many friends; instead I tried to contact the outside world. We didn't have a television, so what I learned came from the radio and from encyclopedias. By the age of 13, I could draw maps of countries from memory and name all the capital cities.

I didn't actually leave Australia until I was twenty-five, when I went on a long trip through Asia. I arrived in Thailand thinking I was well prepared, but in fact, I knew little about its rich culture. Then I went to India, where my taste for adventure and different experiences grew. Every city there was different; there were cows on the streets, old cars, interesting food, and people everywhere.

I went from country to country without realizing how dangerous some of them were at that time. There was very little advice available. But now it's different - you can learn so much from the internet and just about everywhere you go, you'll find an internet café. It's really changed the way people travel.

The things I now like most about a trip are eating and shopping. I also love sitting on trains and talking to different people. I'm sure I'll never get bored with traveling, even though I've explored most countries in the world.

Appendix F. Face-to-face 11<sup>th</sup> grade planning class

<b>TEACHER:</b> Jelitza Suárez	<b>GRADE:</b> 11th		<b>ACADEMIC TERM:</b> First		
<b>STANDARDS:</b> <ul style="list-style-type: none"> <li>• I identify the principal idea of an oral text when I have previous knowledge of the subject.</li> <li>• I analyze descriptive, narrative and argumentative texts with the aim of understanding the main and specific ideas.</li> <li>• I structure my texts taking into account formal elements such as spelling, syntax, coherence and cohesion.</li> <li>• I answer questions taking into account the other person and the context.</li> </ul>	<b>DBA: (BLR's):</b> The student: <ul style="list-style-type: none"> <li>• Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others.</li> <li>• Writes opinion texts about academic topics using a clear and simple structure.</li> <li>• Narrates personal experiences or familiar stories in oral or written form</li> </ul>				
<b>MODULE:</b> The Future is in your hands	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>
	DATE: Jan 20-24	DATE: Jan 27- 31	DATE: Feb 3-7	DATE: Feb 10 -14	DATE: Feb 17 - 21
	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>	<b>WEEK 9</b>	<b>WEEK 10</b>
	DATE: Feb 24 -28	DATE: March 2-6	DATE: March 9- 13	DATE: March 16 - 20	DATE: March 24- 27
	<b>CONTENTS:</b> <ul style="list-style-type: none"> <li>• Ambitions and Goals: I intend/ hope to   I'm keen to</li> <li>• Expressions with Dream</li> <li>• Review: Present simple, continuous and perfect</li> <li>• Irregular verbs (Past tenses)</li> <li>• Zero and First conditionals</li> </ul> SABER TEST: Section 1, 2 and 3.				
<b>WEEK 7</b>	<b>LEARNING OBJECTIVE (S):</b> The students will be able to talk about and describe past events.				
<b>STAGES</b>	<b>PROCEDURE</b>		<b>SOURCES</b>	<b>TIME</b>	

<p><b>1. PRESENTATION</b> (warm up/topic presentation)</p>	<p>The students will take a quiz related to present simple and continuous</p> <p>Students will organize themselves into four or five groups in order to play a game similar to stairs and toboggans.</p> <p>Each group chooses a student who rolls a die and moves as many places as shown on the die.</p> <p>Depending on where the player lands, the player will have to say the past simple form and past participle of an irregular verb. The winning team will be the one that reaches the goal first or that comes closest after a certain time.</p>	<p>Worksheet (Quiz)</p> <p>Game</p>	
<p><b>2. MAIN ACTIVITIES/ PRACTICE:</b></p>	<p>The game "Who wants to be a millionaire" will be shown on the projector. The teacher will say the name of a student from the list and he must come forward to answer a question related to the past of an irregular verb. Thus, several students will proceed to respond.</p>	<p>Slides</p>	
<p><b>3. CLOSURE:</b> (review / follow up/homework)</p>	<p>Each student will be given an excerpt from a story. Everyone has to invent the end of the story using the past tense of verbs. Some of them will share their written production in front of the class.</p> <p>Exercises with irregular verbs in past.</p>	<p>Short story</p> <p>Slides</p>	
<p><b>COMMENTS:</b> Extra Activities:</p> <ul style="list-style-type: none"> <li>• Prueba Saber: Section 2, answer the worksheet. Then, students will work in pairs to create a sign in order to show it to the class, giving three options to the others, for them to choose the correct answer.</li> </ul>			

## Appendix G. Present Perfect Workshop Revision: Sample

11/5/2020

PRESENT PERFECT

### PRESENT PERFECT

This is a Present Perfect workshop. Let's practice the topic through different exercises.

Dirección de correo electrónico \*

miguitomart0307@gmail.com

Write your full name: \*

Miguel Josué Martínez Tello

1. \_\_\_\_\_ you \_\_\_\_\_ (see) my dog? I don't know where it is. \*

Complete the sentence and rewrite it in present perfect. Use the verb in parentheses.

Have you seen my dog? I don't know where it is.

2. We \_\_\_\_\_ (not / fly) in a plane before! \*

Complete the sentence and rewrite it in present perfect. Use the verb in parentheses.

We haven't flown in a plane before!

3. I \_\_\_\_\_ (have) breakfast twice today. \*

I have had breakfast twice today.

11/5/2020

PRESENT PERFECT

4. She still \_\_\_\_\_ (not / find) her keys. \*

Complete the sentence and rewrite it in present perfect. Use the verb in parentheses.

She still hasn't found her keys.

5. It \_\_\_\_\_ (rain) since last Sunday. \*

Complete the sentence and rewrite it in present perfect. Use the verb in parentheses.

It has rained since last Sunday.

6. \_\_\_\_\_ you \_\_\_\_\_ (study) for the exam? \*

Complete the sentence and rewrite it in present perfect. Use the verb in parentheses.

Have you studied for the exam?

7. I don't know why they're late, but Sophia and Johana \_\_\_\_\_ (not / arrive). \*

Complete the sentence and rewrite it in present perfect. Use the verb in parentheses.

I don't know why they're late, but Sophia and Johana haven't arrived.

8. My neighbor's son \_\_\_\_\_ (break) a lot of windows around here. \*

Complete the sentence and rewrite it in present perfect. Use the verb in parentheses.

My neighbor's son has broken a lot of windows around here.

9. I \_\_\_\_\_ (not / read) that book. Can I borrow it? \*

Complete the sentence and rewrite it in present perfect. Use the verb in parentheses.

I haven't read that book. Can I borrow it?

11/5/2020

PRESENT PERFECT

10. My uncle \_\_\_\_\_ (buy) six houses in the last 8 years. \*

Complete the sentence and rewrite it in present perfect. Use the verb in parentheses.

My uncle has bought six houses in the last 8 years.

Still, already, yet, just.

11. Thanks for the invitation, but I have \_\_\_\_ seen that film. \*

Choose the correct option to complete the sentence.

- Already
- Just
- Still
- Yet

12. You haven't started your new job \_\_\_\_\_. \*

Choose the correct option to complete the sentence.

- Already
- Just
- Still
- Yet

11/5/2020

PRESENT PERFECT

13. Has she finished her homework \_\_\_\_\_? \*

Choose the correct option to complete the sentence.

- Already
- Just
- Still
- Yet

14. My cousin \_\_\_\_\_ hasn't received her birthday gift. \*

Choose the correct option to complete the sentence.

- Already
- Just
- Still
- Yet

15. Are you hungry? No, I've \_\_\_\_\_ had dinner some minutes ago. \*

Choose the correct option to complete the sentence.

- Already
- Just
- Still
- Yet

Since / For

11/5/2020

PRESENT PERFECT

Read the sentences and choose the best option for each one: "Since" or "For" \*

	Since	For
That girl has been in Brazil _____ Monday.	<input checked="" type="radio"/>	<input type="radio"/>
That girl has been in Brazil _____ five days.	<input type="radio"/>	<input checked="" type="radio"/>
My best friend has lived in Wales _____ 7 years.	<input type="radio"/>	<input checked="" type="radio"/>
Julia is in her bedroom. She has been there _____ 6 o'clock.	<input checked="" type="radio"/>	<input type="radio"/>
India has been an independent country _____ 1947.	<input checked="" type="radio"/>	<input type="radio"/>
I have been walking _____ a long time.	<input type="radio"/>	<input checked="" type="radio"/>
The lawyer is angry. He's been waiting the flight _____ 50 minutes.	<input type="radio"/>	<input checked="" type="radio"/>
This house has been empty _____ five and a half years.	<input type="radio"/>	<input checked="" type="radio"/>
You haven't come to school _____ last wednesday.	<input checked="" type="radio"/>	<input type="radio"/>
Those children have played in the park _____ 2 hours.	<input type="radio"/>	<input checked="" type="radio"/>

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios



**Appendix H. Final Test Revision: Sample (1<sup>st</sup> Page)**

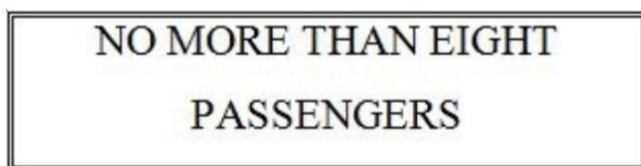
6/5/2020

Microsoft Forms

Angie Moreno (3) Tiempo necesario para terminar: Puntos:  
53:59 50/60

1. Where can you find this sign? Choose the correct option.

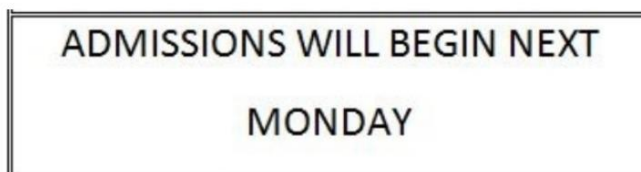
0 / 1 pto

*Calificada de forma automática*

- a. In a bus 
- b. In an elevator 
- c. In a taxi
- d. In a car

2. Where can you find this sign? Choose the correct option.

1 / 1 pto

*Calificada de forma automática*

- a. In a church
- b. In a street
- c. In a university 
- d. In a museum

## TALLERES DE REFLEXIÓN

### TALLER No 1

#### ELEMENTOS PARA REFLEXIONAR

No creemos en la lectura o en la escucha pasiva, sino en la reflexión y construcción realizada al hilo de la propia tarea, en el propio proceso, poniendo en diálogo la teoría de la que partimos con la práctica que llevamos a cabo. Por ello, antes de comenzar a leer la primera parte, conviene contestar a las siguientes preguntas.

#### I. Reflexión individual

1. ¿Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? Cuáles y qué consecuencias.
2. Formular algunos de los cambios que se están dando en el mundo de la educación y en qué medida ayudan o perjudican.
3. Explicitar al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.
4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que pone?
5. ¿Qué cosas le preocupan además de que sus estudiantes acaben sabiendo contenidos académicos y cómo lo trabaja?

#### II. Poner en común, con el equipo, las respuestas a estas cuestiones

Organizar un contraste de opiniones con el equipo de trabajo y deducir en qué aspectos se está más de acuerdo y en dónde se ponen las diferencias.

Una vez contestadas estas preguntas, se puede comenzar a poner en diálogo la propia experiencia profesional con lo que, a continuación, se plantea.

Estar de acuerdo o en desacuerdo no es lo importante, sino que esta actitud de diálogo es lo que nos hace reflexionar y seguir buscando. Éste es un libro abierto que puede seguir siendo escrito por cada uno.

## TALLER DE REFLEXIÓN NO 2

### PARA REFLEXIONAR

La Programación es la organización y sistematización del proceso de enseñanza y aprendizaje, que realiza el profesor a partir del currículo oficial y que concreta en Unidades Didácticas.

**Objetivo:** Identificar contenidos, valores, actitudes que ya están o debieran estar en la programación por su valor formativo y confrontarlo con el equipo de trabajo.

**Tarea:** Reflexionar y tomar decisiones de forma individual y en equipo.

### I. Trabajo individual

1. ¿Qué prioridades establecidas en su institución escolar identifica como facilitadores del crecimiento y desarrollo de sus estudiantes?
2. ¿Qué experiencias educativas de las que tiene programadas cree que les enseñan a vivir?
3. ¿Qué contenidos y experiencias considera deberían formar parte de la programación de su asignatura/área y no están incluidos?

### II. Puesta en común con el equipo docente con el grupo de práctica

1. Análisis de las cuestiones anteriores.
2. Toma de decisiones respecto a aquellas decisiones que ayuden a una mayor coherencia del equipo en su acción educativa.

**Appendix J. Self-Observation sheet****AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA**

<b>I. PLANIFICACIÓN</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.				
<b>2</b>	Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.				
<b>3</b>	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.				
<b>4</b>	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de los estudiantes.				
<b>5</b>	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de los estudiantes.				
<b>6</b>	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.				
<b>7</b>	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.				

**Observaciones y propuestas de mejora**


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**II. REALIZACIÓN****Motivación inicial de los estudiantes**

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.				
<b>2</b>	Planteo situaciones introductorias previas al tema que se va a tratar.				

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**Motivación a lo largo de todo el proceso**

3	Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.				
4	Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.				
5	Doy información de los progresos conseguidos así como de las dificultades encontradas.				

**Presentación de los contenidos**

6	Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes.				
7	Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)				
8	Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.				

**Actividades en el aula**

9	Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.				
10	En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo.				

**Recursos y organización del aula**

11	Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que los estudiantes realizan en la clase).				
12	Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado				
13	Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica.				

**Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos**


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14	Compruebo que los estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.				
15	Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de todos				

### Clima del aula

		1	2	3	4
16	Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.				
17	Favorezco la elaboración de normas de convivencia con la aportación de todos y reacciono de forma ecuánime ante situaciones conflictivas.				
18	Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.				

### Seguimiento/ control del proceso de enseñanza-aprendizaje

19	Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula.				
20	Proporciono información a los estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.				
21	En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición.				
22	En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición.				

### Atención a la diversidad

23	Tengo en cuenta el nivel de habilidades de los estudiantes y en función de ellos, adapto los distintos momentos del proceso de enseñanza- aprendizaje				
24	Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a los estudiantes con dificultades.				

### Observaciones y propuestas de mejora

**III. EVALUACIÓN**

		1	2	3	4
1	Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área.				
2	Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área.				
3	Realizo una evaluación inicial a principio de curso.				
4	Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.				
5	Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre los estudiantes.				
6	Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas a los estudiantes para la mejora de sus aprendizajes.				
7	Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos...				
8	Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación.				

**Observaciones y propuestas de mejora**


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**Appendix K. Sample: Self-observation sheet (One part)**

## Auto-observación de clase, 2020-1

Puntos totales 0/59 ?

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico \*

jelitzasuarez@gmail.com

Autoevaluación

✘ Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área \* .../8

1    2    3    4    5    6    7    8    9

                          Siempre

**Comentarios**

*si tengo presente los temas que son proporcionados por los estándares básicos del aprendizaje y me guió del libro de trabajo que maneja cada grado. en cuanto al proyecto, planeo y realizo actividades que acorde al proyecto pedagógico que se lleva en curso.*



- ✘ Adopto estrategias y programo actividades en función de los objetivos, .../3 de los distintos tipos de contenidos y de las características de l@s estudiantes \*

1                      2                      3                      4

#### Comentarios

*las estrategias que manejo para cada tema son mas acordes a la metodología que se ha venido trabajando en cada grado. Lógicamente, trato que estas estrategias se adapten a los objetivos no solo del tema a enseñar sino también a la mejor manera de darme a entender a los estudiantes.*

- ✘ Planifico las clases de modo flexible, preparando actividades y recursos .../3 ajustado lo más posible a las necesidades e intereses de l@s estudiantes. \*

1                      2                      3                      4

#### Comentarios

*las actividades que realizo son acordes a lo que el estudiante debe aprender. Pero, no hay mucha flexibilidad en ellas puesto que a veces debo seguir las actividades que se han venido desarrollando en cada periodo con normalidad y por las cuales se debe calificar al estudiante.*

## Appendix L. Narrative sample

### **Narrativa Semana 1 – Jelitza Suárez**

El presente proyecto y ejecución de práctica toma lugar en la Institución Escuela Normal Superior Cristo Rey, especialmente en tres salones de grado 11°.

En cada uno de ellos hay entre 35 y 40 estudiantes con una edad promedio de 16 años. En el salón de 11°1 hay cortinas, los estudiantes las mantienen cerradas y aire acondicionado encendido, al igual que en 11°2. Sin embargo, en 11°3 el aire a veces no funciona y hace calor debido a que se encuentran en el último piso; por otra parte, los ventiladores producen mucho ruido cuando están encendidos. Al ser un salón más grande en comparación con los otros dos, es más fácil que los estudiantes se dispersen y se pierda la atención rápidamente. Cada estudiante cuenta con su silla y el salón tiene video proyector y televisor que ya casi no usan.

Los estudiantes trabajan de diferentes formas, algunos se centran más en las actividades mientras que otros se distraen fácilmente. En algunos cursos rinde más el tiempo que en otros para el desarrollo de la clase, lo cual permite que sea amena y haya más interacción y participación.

En cuanto a la planeación, se la envié a la docente el martes y, de igual forma, le expliqué lo que iba a realizar o lo que tenía planeado para las clases. Ella me aceptó la propuesta de clase y me hizo sugerencias como el control de grupo y la forma de trabajo con los jóvenes.

Esta semana fue la primera en la que asumí el rol de docente por completo, fue algo satisfactorio y al mismo tiempo de mucho miedo. Sin embargo, aprendí y me sentí bien. La docente me hizo la recomendación de manejar un poco más el tiempo, pero, las actividades le parecieron interesantes y adecuadas al nivel de los estudiantes.

En los tres cursos se trabajó el repaso de verbos irregulares en inglés. Para esto, utilicé diferentes juegos y actividades de forma que los estudiantes pudieran recordar los verbos en pasado. Entre ellos: escaleras y toboganes, who wants to be a millionaire, cambio de texto de presente a pasado, video con verbos en pasado, entre otros. Allí pude notar que algunos de ellos los saben, mientras que otros no. Además, algunos no saben la pronunciación correcta pero hacían su mayor esfuerzo por corregir la forma de decirlo.

Una actividad que produjo interés en los alumnos fue “Who wants to be a millionaire” puesto que estuvo conjunta con el juego “Hot potato”; por lo tanto, todos debían prestar atención ya que no sabían quién respondería. Los estudiantes se divirtieron y participaron activamente, entre ellos mismos se corregían al momento de responder porque algunos no estaban seguros de sus respuestas.

Cabe resaltar que con todos los grupos no se pudo trabajar por completo la planeación en la semana puesto que estaban atrasados en temáticas o no tenían clase. Por ejemplo, 11°3 tuvo retiro el jueves y viernes, perdiendo una hora y media de clase.

En cuanto al manejo de grupo, se trabajó de una forma disciplinada, los estudiantes estuvieron atentos, en algunas ocasiones se hicieron llamados de atención para continuar con lo que se estaba trabajando. El tono de voz fue otro factor positivo, solo lo elevaba un poco para centrar la atención de los jóvenes cuando hablaban constantemente.

Finalmente, en cuanto a la supervisora, fue de gran apoyo. Hizo varias intervenciones para aclarar alguna información o hacer algún llamado de atención. Atendía alguna duda que yo tenía en aspectos tales como planeación, uso de la lengua, y manejo de grupo.

Appendix M. Planning 4<sup>th</sup> grade: Face-to face class

<b>TEACHER:</b> Jelitza Suárez	<b>GRADE:</b> 4th		<b>ACADEMIC TERM:</b> First		
<b>STANDARDS:</b> <ul style="list-style-type: none"> <li>• I identify the principal idea of an oral text when I have previous knowledge of the subject.</li> <li>• I analyze descriptive, narrative and argumentative texts with the aim of understanding the main and specific ideas.</li> <li>• I structure my texts taking into account formal elements such as spelling, syntax, coherence and cohesion.</li> <li>• I answer questions taking into account the other person and the context.</li> </ul>	<b>DBA: (BLR's):</b> The student: <ul style="list-style-type: none"> <li>• Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others.</li> <li>• Writes opinion texts about academic topics using a clear and simple structure.</li> <li>• Narrates personal experiences or familiar stories in oral or written form</li> </ul>				
	<b>WEEK 1</b> <small>DATE: Jan 20-24</small>	<b>WEEK 2</b> <small>DATE: Jan 27- 31</small>	<b>WEEK 3</b> <small>DATE: Feb 3-7</small>	<b>WEEK 4</b> <small>DATE: Feb 10 -14</small>	<b>WEEK 5</b> <small>DATE: Feb 17 -21</small>
	<b>WEEK 6</b> <small>DATE: Feb 24 -28</small>	<b>WEEK 7</b> <small>DATE: March 2-6</small>	<b>WEEK 8</b> <small>DATE: March 9-13</small>	<b>WEEK 9</b> <small>DATE: March 16 - 20</small>	<b>WEEK 10</b> <small>DATE: March 24-27</small>
	<b>CONTENTS:</b> Health and Unhealthy food				
<b>WEEK 7</b>	<b>LEARNING OBJECTIVE (S):</b> The students will be able to talk about and describe past events.				
<b>STAGES</b>	<b>PROCEDURE</b>		<b>SOURCES</b>	<b>TIME</b>	

<p><b>4. PRESENTATION</b> (warm up/topic presentation)</p>	<p>The teacher will give the students a worksheet with the drawing of some food. The teacher will ask the name to know if the students have previous knowledge about them. If they do not remember it, they will observe some slides with the pictures of the food to learn the vocabulary.</p>	<p>Worksheet Slides</p>	<p>15 min</p>
<p><b>5. MAIN ACTIVITIES/ PRACTICE:</b></p>	<p>Once the pronunciation is practiced, some ingredients that are used for the elements in the drawings will be around the classroom as flashcards. Students have to go around and look for the right ingredients for each food such as hamburger, soda, candies, etc. Besides, they will choose whether it is healthy or unhealthy food.</p> <p>We will share the correct answers of the worksheet and they have to correct them.</p> <p>After this, the use of should and shouldn't will be explained through examples: Ex: You should eat salad You shouldn't drink water</p> <p>Students have to write the sentences in their notebooks and participate to go in front of the class and write some examples using should/Shouldn't.</p>	<p>Notebook</p>	<p>35 min</p>
<p><b>6. CLOSURE:</b> (review / follow up/homework)</p>	<p>Finally, students will watch a video in which there is a fun quiz about food, so, they have to choose the healthy food among 3 options. In this way, they will practice the vocabulary and topic of the class.</p>	<p><a href="https://www.youtube.com/watch?v=GnfTHsdTo dA&amp;t=77s">https://www.youtube.com/watch?v=GnfTHsdTo dA&amp;t=77s</a></p>	<p>10 min</p>
<p><b>COMMENTS:</b></p>			

Appendix N. Planning 4th grade: Virtual Class

**ESCUELA NORMAL SUPERIOR CRISTO REY**  
**BARRANCABERMEJA**  
**2020**

**PLANEACIÓN CLASE VIRTUAL**

<b>IDENTIFICACIÓN</b>				
<b>NOMBRE DEL DOCENTE</b>	Margarita Rosa Díaz Gamarra			
<b>ASIGNATURA</b>	Inglés			
<b>TEMA GENERAL:</b>	I can describe you			
<b>TEMA ESPECÍFICO</b>	Physical Appearance			
<b>FECHA Y HORA DE REALIZACIÓN POR GRADO</b>	Grupo: 4-1	Hora: martes 8:00 am	Grupo: 4-4	Hora: martes 7:00 am
	Grupo: 4-2	Hora: miércoles 7:00 am	Grupo: 4-5	Hora: miércoles 8:00 am
	Grupo: 4-3	Hora: martes 10:00 am	Grupo:	Hora;:

<b>MATRICES DE REFERENCIA</b>
<p><b>ESTANDAR:</b></p> <ul style="list-style-type: none"> <li>• I follow attentively what my teachers and classmates say during a game or an activity.</li> <li>• I associate an image with its written description.</li> <li>• I verify the spelling of words that I frequently right.</li> </ul> <p><b>COMPETENCIA:</b></p> <p>Communicative competence: linguistic and sociolinguistic competences</p> <p><b>DBA:</b></p> <ul style="list-style-type: none"> <li>• Understands the main idea and supporting details in short, simple, informative texts about topics that are familiar or of personal interest.</li> <li>• Compares basic characteristics of people, objects and places in his/her school and community, using simple sentences</li> </ul> <p><b>DESEMPEÑO ALCANZAR:</b></p>

At the end of the lesson the student will be able to identify vocabulary related to physical appearance in order to describe a person.

MOMENTO DE INICIO		
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos)	Duración
<p>First, the students will write the title and the topics of the period in their notebooks.</p> <p>Students will watch a video to learn and practice vocabulary related to Physical appearance.</p> <p>At the end, students have to say the words they watched in the video.</p>	<p>Video:  <a href="https://www.youtube.com/watch?v=sEDy0wGaXJY">https://www.youtube.com/watch?v=sEDy0wGaXJY</a></p>	20 min

MOMENTO DE DESARROLLO			
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos a utilizar)	Asignaturas que articula	Duración
<p>Then, the teacher is going to show some slides with the vocabulary. Each slide will have two images with opposite words, for example: tall, short.</p> <p>They have to identify each picture and participate if the teacher asks to do it.</p> <p>Additionally, learners have to write the vocabulary in their notebooks.</p> <p>Learners will say adjectives to different characters in order to practice the previous vocabulary.</p>	Slides with vocabulary		20 min

MOMENTO DE FINALIZACION O CONCLUSION			
Actividad(es)	Recursos didácticos (bibliográficos,	Asignaturas que articula	Duración

	<b>audiovisuales o físicos a utilizar)</b>		
The teacher will show some practical exercises in slides. They will participate in order to practice the vocabulary learnt in the class. Sometimes, the teacher will say a name or the student who has the answer can participate.	Slides with exercises		20 min

REFERENTES BIBLIOGRAFICOS

<https://www.youtube.com/watch?v=sEDy0wGaXJY>

OBSERVACIONES

**ACTIVIDAD LÚDICA:** Los estudiantes que deseen, podrán descargar la aplicación: Lili Pop para practicar vocabulario en inglés a través de juegos, actividades y tareas que propone la misma.  
<https://www.pilipop.com/>

**ACOMPANIAMIENTO A LA FAMILIA:** En el blog <https://englishhackscol.wixsite.com/website> también encontrarán los recursos y tareas a desarrollar sin necesidad de ingresar

**ACCIONES A EFECTUAR CON ESTUDIANTES B.A (BARRERAS DE APRENDIZAJE):**  
 Asignar una actividad extra (Corta a la semana) relacionada al tema de clase que se adapte a su necesidad, si los padres están de acuerdo

**ACTIVIDAD PARA LOS QUE NO CUENTAN CON CONECTIVIDAD:** Se realizan guías de trabajo que se entregarán impresos para trabajar en casa.

Firma del Docente



**Appendix O. 4th grade final exam sample (One part)**

10/5/2020

Microsoft Forms

Encuestado 1



Tiempo necesario para terminar: Puntos:

07:48

21/31

**1. Write your name:**

Escriba su nombre

No se proporciona ninguna respuesta.

0 / 0 pts

*Calificada de forma automática***2. Choose your grade**

Escoja su grado

No se proporciona ninguna respuesta.

0 / 0 pts

*Calificada de forma automática***3. WHAT IS THIS?**

Seleccione la opción correcta de acuerdo a la imagen.

1 / 1 pts

*Calificada de forma automática* Peach Coconut Apple

10/5/2020

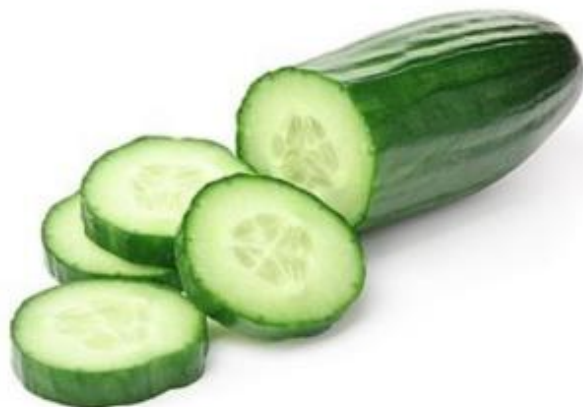
Microsoft Forms

## 4. WHAT IS THIS?

Seleccione la opción correcta de acuerdo a la imagen.

1 / 1 pts

Calificada de forma automática

 Banana Carrot Cucumber

## 5. WHAT IS THIS?

Seleccione la opción correcta de acuerdo a la imagen.

1 / 1 pts

Calificada de forma automática

 Strawberry Pineapple Broccoli