Strengthening critical reading through the use of reading strategies in eleventh grade

students of the Instituto Técnico Patios Centro No 2

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In this project the reader will find three chapters that comprise the whole work. Firstly, in the second chapter, you will see the report of the institutional observation that was carried out during the first week of the start of classes at the university. There you will be able to observe all the elements that conform it, as a way to have more knowledge about the administrative, local, historical part etc., besides observing the pedagogical part on how the classes are carried out in the area of English. Also, to discover the technological means and resources offered by the institution, and those used by the teacher to prepare and conduct their meetings.

As for the third chapter, the pedagogical and investigative component is focused on; for its due realization a situation was proposed about one of the shortcomings that the students presented in English, where strategies are proposed that allow to improve the problematic one. It is also supported by other researches that deals with the same situation.

In the next chapter, you will be able to view the community extension component, which deals with a project aimed at the primary school population, in order to support the process of learning English in children.

In the fifth chapter of this work, you will find the last component which corresponds to the inter-institutional activities of the institute where these practices were carried out. The aim of this component was to involve the trainee in all the processes carried out by the educational establishment and to enable them to acquire knowledge and guarantee a significant experience in

the teaching exercise. Although in this section it should be noted that it was not possible to carry out all the activities planned due to the cessation of the institution's activities.

Finally, the sixth and last chapter of this project presents the contribution of sustained reflection to the implementation of a practice process.

The first component of the present work arises from the need to address strategies for reading skills in English to be used by students in the eleventh grade of the Instituto Técnico Patios Centro No. 2, because they have difficulties in understanding texts in English. These strategies are proposed to develop their interpretation and analysis skills. To use them as an indispensable tool that allows students to easily understand the information in the texts, and at the same time, to express their opinions, thoughts and positions critically. In addition, motivate them to create a reading habit, improving their reading level as well.

As for the second component of community outreach, due to the fact that several shortcomings have been evidenced mainly in oral expression and taking into account the educational reality and the needs of the use of new learning strategies in the development of English classes, it was established that this component aimed to have a significant impact on the development of this skill, through activities that attract the attention of primary school students taking into account their age and coinciding with their interests, motivation and context.

And finally, the third component, which is one of the important practices of teacher training that involves all the activities carried out in the institution in which they work, being of great help to develop not only as a teacher, but as a person who appreciates their vocation, which leads them to become fully involved in everything that the institution contemplates, such as projects, meetings, campaigns, among others. Therefore, as a beneficial exercise for the trainee teachers, this component aimed to involve the students, in their tenth semester of the Foreign Languages programme at the Universidad de Pamplona, in the academic activities established by the institution where the internship is carried out, in order to get to know each one of them, and

everything that the establishment comprises, to achieve insertion in the labour field and contribute to a complete role as a teacher.

Justification

through the application of this proposal, the pupils were motivated in language skills such as reading and speaking, which are primordial and fundamental skills in communication and therefore require more effort and dedication. From this point of view, the workshop space allowed the reinforcement and personalised accompaniment of the participants and, as a result, the pupils were able to improve their performance, which demonstrated the usefulness and necessity of having carried out this project.

It must be borne in mind on the one hand that reading is not only an essential practice for the continuous training that every person requires, but also a primordial process for the mental development of knowledge that leads to personal enrichment and improves communication skills. Furthermore, it should be emphasised that this practice helps individuals to exercise the thinking skills of being analytical, reflective and critical, in order to be able to interpret the different types of information offered by written texts. Therefore, this project aims to help students in the eleventh grades who have difficulties in text comprehension in the English area. The teaching of reading in a foreign language is vital, because if students do not understand what they read, their use of the language begins to lack proficiency.

On the other hand, the importance of speech, of knowing how to communicate, to express clear and precise ideas can become laborious, especially when it comes to children, who

are in a favourable learning process, as they can get to assimilate better the form of pronunciation, fluency, thus getting to improve the ability of speech much more quickly and effectively.

Furthermore, the space to participate in intra-institutional activities was made because it is important to commit oneself and have more significant experiences, these have undoubtedly contributed to the internship process given that they have contributed to the continuation of the practice of linguistic, methodological and didactic processes of the intern since this space has allowed to see and analyse the situations that many students live, and it is important that all this is present in the teacher training.

General objective

- To analyse the effect of the use of reading strategies on the development of critical reading in English.

Specific objectives

- To actively participate in the activities proposed by the institution.

- To improve oral expression in English, through the implementation of oral activities.

General conclusions

The implementation of the reading strategies described in this work was a good tool, as it not only complements the process of understanding a text, but also generates reading habits in

the students so that they can apply them to the reading of different texts and thus optimise their reading strategy. In addition, it offers the possibility of developing critical thinking in the students, so that they are not only able to decode the information in a text but also to interpret it, generate inferences, raise hypotheses relating them to their own reality and assertively propose their own ideas about the text comprehension already carried out.

As a result of the second component, the students' oral skills in English improved significantly, as they lost their fear of speaking in the foreign language. In addition, there was a satisfactory development of the activities, which gave them tools to improve their pronunciation, and they were able to communicate more accurately in terms of grammatical constructions. The use of varied material designed for learning a foreign language, in this case English, was very useful for the pupils because it gave them the possibility to develop their potential. Moreover, such activities arouse their interest in participating in learning tasks which are not very familiar to them. Moreover, it is important to carry out activities with pictures, which facilitate their development, because they attract the children's attention.

As for the third component of this work, I must emphasise that with the only inter-institutional activity carried out and in which I was present, I have recognised that teachers are not only in charge of preparing, directing classes, or only grading; this goes beyond that, they must live a complete immersion in their field of work, which contributes to them not only being attentive or taking care of the classes, but also investigating a little more about the situations that students live in their homes, as this often leads to poor academic performance. This also gives me food for thought for when I work in education and have to deal with similar situations. That is to say, if there are students who are unable to concentrate, who do not attend classes, who do

not present their work, I should not judge them or reproach their behaviour, but rather find out what is happening, if they are going through a situation of need or family problems, what should be done is to talk to the parents, to find the best solution and thus not harm the student's learning process.

Chapter II - Institutional Observation and Diagnosis Report

Documentary analysis

Topographical localisation

The educational establishment bears the name of Instituto Técnico Patios Centro No Dos, and is located at Avenida 4° calle 27 y 28 Barrio Patios Centro; in the municipality of Los Patios.

Administrative**:**

PEI

The PEI presents a historical review of the foundation of the institute, which was created by Decree 00300 of 3 May 2005, made up of the following sites: Escuela Urbana Patios Centro No. 1; Escuela Urbana Patios Centro No. 2; Escuela Integrada La Sabana; Escuela Urbana Mixta Luís Enrique Ávila; Escuela Urbana La Cordialidad and Escuela Urbana Integrada Doce de Octubre.

The Institution orients the curricular process towards a new active pedagogy that involves evolutionary processes of psychological maturation and learning of the child in their different stages.

It also establishes objectives for the continuity of the institution's progress in order to generate cultural, scientific and regional impact.

Likewise, it takes into account the aims of education which are linked to Article 5 of Law 115 of 1994, emphasising the development of critical, reflective and analytical faculties, having an impact on scientific and technological progress at a national level in order to prosper in the cultural aspects and the quality of life of the population, generating an impact on the social and economic facets of the country.

The PEI also includes eight principles, among the most important of which are the administrative and entrepreneurial ones, where the first one mentions some principles such as inclusivity, which is understood as a model used in educational institutions in order to meet the learning needs of students, especially the most vulnerable ones. Similarly, the aim is to prepare the learner to perform optimally in their work.

And we cannot leave behind the values that allow a better formation and development of the qualities and attitudes of the individual. In this I must mention those that I consider relevant, such as "cooperation", an essential principle for teamwork in order to achieve objectives through creative and innovative ideas. It is also subject to responsibility and fairness.

Through the components of the PEI it is hoped to achieve optimum levels of quality and excellence. This is demonstrated by the aforementioned aspects in order to generate impact not only at regional but also at national level in education.

Coexistence manual

As an essential rule for the entire educational community of the institution, each member has rights and duties that are used to guide the behaviour of students, teachers, parents and managers.

The objective of this coexistence manual is associated with the fulfilment of the rights and duties of the educational establishment in compliance with the regulations proposed by the MEN. These seek to generate preventive actions, promotion and monitoring of disciplinary measures that are applied in order to create better citizens. As a general objective, it establishes a framework of reference to strengthen the rights and duties of the educational community established for coexistence, in accordance with the norms established by El Ministerio Nacional de Educación. This main objective is broken down into six sub-objectives, in which two of them stand out the most, and that is to provide school government bodies with instruments and resources in relation to the promotion of the culture of peace, the mitigation of violence and the improvement of coexistence in the institution. In addition to fostering attitudes and practices in the institution that will improve the degree of acceptance and compliance with the rules. Emphasising respect for diversity and the promotion of equality between men and women.

Likewise, we can observe that this manual presents the profiles of its members in the institution as they were presented in the PEI; however, here they integrate the parents who are active participants in the formative process of the students.

This manual takes as a reference the political constitution of Colombia, which guides the social conduct of educators and students. It highlights articles 6, 19, 41, 42, 43, 44, 45, 67, 68, 73, 79, 80, 82, 85 and 86 in which it expresses the mandates that generate the integral development of the Colombian citizen. In addition, they take as an essential foundation the General Law of Education 115 of 1994 for its creation, with more emphasis on articles 87, 91, 93, 94, 142, 143, 144 and 145.

With regard to the admission process for students, some factors are taken into account such as their academic performance, social behaviour, availability in the classroom, and being of the required age for the grade they are going to attend. In this plan, it is reiterated that once the student is enrolled in the institution, he/she accepts the contract of obligations imposed by the institution, as well as the parent.

In the same way, the school government bodies and their main functions are presented, pointing out firstly the leader of the institution (Rector) who is in charge of representing the establishment before the educational authorities and the school community, who directs the teamwork of the teachers to achieve educational goals and among other functions. Similarly, we are presented with the board of directors composed of several members of the institution: The Rector of the educational establishment, who will convene and preside over it. - Two representatives of the teachers of the institution. - Two representatives of the parents. - A representative of the students who must be in the last grade of education offered by the

institution. - A representative of the alumni of the institution and a representative of the productive sectors of the area of influence of the productive sector. The Academic Council is made up of the teaching staff and one teacher for each area or grade offered by the school, who guide the pedagogical provision, implementation and continuous improvement of the curriculum, as well as reviewing and making adjustments to the curriculum, and participating in the annual institutional evaluation. In addition, the school coexistence committee, which seeks a successful solution to school conflict, and is made up of: The rector of the educational establishment, who chairs the committee. - The student ombudsman. - The teacher in charge of guidance. - The designated coordinator. - The president of the parents' council. - The president of the student council. - A teacher who leads school coexistence processes or strategies. Parents' Council, made up of one or a maximum of three parents for each of the grades offered by the educational establishment, whose purpose is to participate in educational processes with the aim of increasing and improving the quality of the exercise. As for the Student Council, it is made up of one student from each grade of the school; and the Personero will be a student from the eleventh grade and in order to be able to participate in this position must have a good educational performance, in addition to being in good standing with the institution and have a good behaviour with the educational community. Likewise, the student comptroller, who must be in the final grade and meet the same requirements as the Personero, must be a spokesperson, a representative of the school comptroller's office.

Similarly, it is noteworthy that the institution took into account the new measures regarding the health emergency, stipulating new rules that are linked to the virtual modality, especially with regard to respect for other students and the teacher in charge.

In general, the handbook reveals some rules of rights and duties of students, teachers and parents, which are proposed for full compliance with them in order to promote better training and coexistence of all educational members.

MEN guidelines on health emergencies

In order to ensure the provision of educational services during the current health emergency, the MEN proposes protocols and actions to adequately prepare the educational institution to accompany the learning processes at home.

The Ministry of Health and Social Protection presents guidelines to support governors, mayors, Education Secretariats of Certified Territorial Entities, Territorial Health Secretariats and official and non-official educational institutions in the management of the academic work process at home.

We are introduced to some notions related to health, in order to have an idea about what each of them is about, and to have a clear concept. Some examples are: crowding, biosecurity, COVID-19, care, disinfection, hygiene, cleanliness, among others.

It also tells us about the process of recovering daily life, including the progressive transition of the educational service, which implies continuing with academic work at home and gradually and progressively moving towards face-to-face education under the alternation scheme, taking into account the territorial realities, the evolution of the pandemic, the consent of families and the consent of the students. The following aspects are also analysed: the number of students, the number of teaching and administrative staff, the willingness of families to support

the gradual, progressive and alternating return to face-to-face education, the characteristics of the population being served, among others.

In terms of work at home, due to the health emergency caused by COVID-19, the provision of education services in the face-to-face modality was suspended and the education secretariats, directors and teachers were asked to immediately adapt the different components of school management in order to guarantee educational support for students at home. This also involved recognising the conditions of the students' homes and territories in order to find creative ways and be recursive in adapting to their realities and achieve the purpose of maintaining the educational offer in all the different types of environments inhabited by the student population.

For this, it is also proposed to review the curricula, and the way to carry them out through virtuality, as well as to identify the communication channels to be used to facilitate interaction with the educational community, it is also proposed to develop learning guides for those students with difficult access, who do not have connectivity at home, or the necessary resources to attend the meetings, then these guides will allow them not to stop their learning process. In the same way, it is proposed to implement for the virtual modality some resources such as printed and audio-visual, physical and printable educational resources, audio-visual, virtual and digital educational resources.

Timetable

This year, the timetable has not been fixed, but each week the day and time of the class is assigned.

Institutional Programming

The institution's schedule of activities is divided into two semesters. The first semester began in February of this year and ends on the twentieth of June. The second semester begins on July 5th and ends on November 28th.

Furthermore, this includes institutional activities throughout the year and the student recess and holidays for teaching staff and teachers.

Some virtual activities that are contemplated are flag-raising, the election of the student representative and students to the student council, virtual meetings of parents, religious activities, among others.

There are various activities contemplated in the calendar that attract my attention such as the celebration of special days such as the day of the language, of the teacher that, although we are in a pandemic, continue to be carried out by virtual modality, so that the importance of these days is not lost, and the young population can get to know them. In addition, there is another one called Mariano Virtual month, which focuses on the area of religious-ethical education and values; it would be interesting to know what it is about.

Teaching team of the area

The teaching team of foreign language English, in the institutional headquarters where the practice is carried out, is composed of two teachers, Ana Elizabeth Parra Blanco and José Suarez.

Pedagogical:

Knowledge guide text of the MEN

The guide text for grades 10 and 11 is entitled "English, Please!" and is divided into 4 modules, each of which is made up of lessons. It is worth mentioning that these lessons take into account language skills such as listening, reading, speaking and writing, as well as lexis and grammar.

Some of the topics covered in the guide text are: lifestyle, eco-tourism, protecting our native culture and environment, and Colombia: a cultural and natural paradise.

Language planning

During the first five weeks at the beginning of the school year, a review is made of some of the topics already covered in the previous year. After the review, the lesson plans are divided into guides (10 in total during the first semester). Each guide is worked out per week - they also show the duration of the work, the purpose of each meeting, the description of each activity and the material to be implemented.

Methodology of work of the Language Teaching Collective

The methodology of work used is the actional one, where the student is active all the time in the learning process; the teacher in this case provides them with the necessary tools, activities and tasks related to social and educational topics, among others, so that the student has a social role and has a significant learning in the language.

The application of this new method can also be seen in the area plans, which are increasingly more communicative and always address social issues.

Syllabus

The syllabus that the teacher uses in her classes is based on an example of a syllabus in agreement between El Ministerio de Educación and the British Council. It is a complete syllabus, comprising the important aspects needed for the approach to the topics and activities that are carried out in a course.

In this one, apart from containing the grade, number of students, language level, duration, theme, objectives and among the other points that we already know, it integrates the curricular focus which are those themes in which the environment, sexual or health education, democracy, adolescents and globalisation are covered.

The other components are the same as those I have worked on with other syllabuses I have produced at the University, such as the divisions of each activity, the time taken for each one, the closing, a homework assignment and an evaluation, which assesses what has been learnt from the topics and verifies that the objectives have been met.

Methodology

Google Meets is used for the meetings; however, due to the guidelines that have been taken in the institution, we will work with Microsoft Teams, since all the students were asked to create their institutional email in order to be able to carry out the activities, classes, tasks, etc. within this platform, since it allows a better organisation of everything that is going to be carried out.

As a communication strategy, the teacher has created groups on WhatsApp to have a quicker and more effective contact with the students. Through this medium, the students ask the teacher questions about any doubts or concerns they may have about the topics they have seen; the teacher also addresses them to keep them up to date with the activities to be carried out.

Types of materials

Some of the materials that the institution offers for the development of the courses are on the one hand platforms such as Web Colegios, and other tools such as WhatsApp, email; in addition to online tools, virtual guide, virtual learning objects, English, please! book, and virtual self-learning guides.

MEN Guidelines (basic learning rights)

The Basic Standards of Competence are derived from the Curricular Guidelines; and these allow to indicate the standards that students should manage by grade groups for the

achievement of the competences of each area. These standards make it possible to specify the performance of students in conceptual, procedural and attitudinal terms, determining the scope of specific competencies in an area of knowledge and come in groups of grades 1 to 3, 4 to 5, 6 to 7, 8 to 9, and 10 to 11.

With regard to the basic learning rights in the area of English, it should be borne in mind that these are minimum learning rights that students have grade by grade in the areas taught in Colombia. Each area has basic rights that indicate the minimum that the student must know in order to be promoted from one grade to another. For grade 10, all skills such as listening, reading, writing, monologue, and speaking are worked on. For this grade, students must have an average reading ability, with the ability to distinguish general and specific information on common topics and to understand the ideas contained therein. On the other hand, they should be able to write narrative, descriptive and expository texts on common topics or topics of interest; they should also be able to write clear and well-structured letters and e-mails. As for the oral part, being able to express opinions and hold conversations on topics of personal or known interest, as well as being able to answer questions and concerns after having given a presentation.

As for grade 11, it has some similarities, all the competences are worked on, and the objectives are similar, such as identifying the purposes of both oral and written texts; giving explanations of causes and effects orally and in writing. Likewise, writing argumentative texts on academic subjects in a clear and well-structured way. Be able to express the learner's position on a familiar topic; be able to hold formal, prepared discussions on academic topics. And be able to narrate orally and in writing about personal experiences or familiar stories.

Grade

The courses covered by the teacher are 10th grade 1 and 2; and 11th grade 1 and 2.

Synchronous and asynchronous meetings

Synchronous meetings are held once a week per course, with a maximum duration of two hours.

These meetings take place according to the sequence of the lesson plan drawn up by the teacher, starting with a greeting and continuing with the other activities planned.

In the same way, asynchronous meetings are held via WhatsApp, where the teacher sets out the workshops and activities to be carried out.

Technological

Use of platforms, digital resources, connectivity

The platforms offered by the institution are Web Colegios, Microsoft Teams, and sometimes the teacher uses Google Meet. In terms of digital resources, there is the use of virtual learning objects, online tools, virtual guide.

Population and subject information

Number of students

The number of students in all courses is 69.

Gender

In terms of gender, it is evident that there are more women with a total of 38, and 29 men

in total.

Age group

The students are between 14 and 18 years old.

Language level of the students

The language level of the students overall is A2.

Chapter III - Pedagogical and investigative component

Title

Strengthening critical reading through the use of reading strategies in eleventh grade

students of the Instituto Técnico Patios Centro No 2

Introduction

Reading is part of the communication process, and one of the skills that must be mastered

primarily in order to be able to communicate, especially if a foreign language is being learnt and

serves as a tool for mastery. It should also be considered as a fundamental process for the development of critical, autonomous and reflective individuals.

It should be kept in mind that experiences and techniques that an individual learns to read efficiently are not only essential for their mother tongue, but can also be applied to the foreign language.

One of the current needs in our society is to engender critical individuals, who always take a step beyond what is in sight. It is imperative that action is taken in schools to prevent young people from growing up without richness of knowledge to form a thinking being who can defend themselves in the future. This need exists because a critical being is indispensable to subsist and to have defences to survive in a world that continues to evolve in giant steps and where rivalry does not attenuate.

Likewise, it is essential that schools prepare students from an early age to be analytical individuals in reading comprehension. Therefore, tools must be provided to teach them to read effectively; in addition to generating reading habits, and motivating them to form autonomous readers. The problem lies in the fact that the information that is read is the inherent object that must be transformed into knowledge. Students only take the content as information and never get to process it as an essential notion for their learning process. Furthermore, we must emphasise the fact that we are talking about something that is central to education and that is often not taken as important in the training of students. That's essential in order to mould them towards a knowledge society.

The present work arises from the need to address strategies for reading skills in English to be used by students in the eleventh grade of the Instituto Técnico Patios Centro No. 2, because they have difficulties in understanding texts in English. These strategies are proposed to develop their interpretation and analysis skills. To use them as an indispensable tool that allows students to easily understand the information in the texts, and at the same time, to express their opinions, thoughts and positions critically. In addition, motivate them to create a reading habit, improving their reading level as well.

Problem

In the teaching practice carried out with eleventh grade students in the subject of English at the Patios Technical Institute Centre No 2 during the year 2021, different problems related to reading comprehension were evidenced, among them, students do not deduce the meaning of the words by context, they needed to know the meaning of each word to understand the ideas of the text, this prevents the understanding of the general idea of the text. This situation causes demotivation in the students.

The low reading comprehension in most of the students was mainly because they did not frequently work on reading exercises, and the ones that were left were to be developed at home; losing a little interest and motivation as opposed to being worked on during the meetings, as this way questions and doubts can be answered and the readings can be better taken advantage of at a group level.

Based on the above, a diagnostic test was designed to assess the levels of students' thinking skills in reading and whether or not the students had reading strategies in place. The results showed that indeed most of the students had a low level of comprehension. The students found it very difficult to finish the ideas as demonstrated in the open question where the answer was not complete, they omitted letters, words, connectors which made it unclear what they wanted to communicate, others, for their part, did not manage to understand the questions as a large part of the vocabulary was unknown to them.

In order to guide this project, the following research question is formulated:

What reading strategies help to improve the critical reading skills of eleventh grade students at the Instituto Técnico Patios Centro No. 2?

Justification

Reading is not only an essential practice for the continuous training that every person requires, but also a primordial process for the mental development of knowledge that leads to personal enrichment and improves communication skills. Furthermore, it should be emphasised that this practice helps individuals to exercise the thinking skills of being analytical, reflective and critical, in order to be able to interpret the different types of information offered by written texts. Therefore, this project aims to help students in the eleventh grades who have difficulties in text comprehension in the English area. The teaching of reading in a foreign language is vital, because if students do not understand what they read, their use of the language begins to lack proficiency.

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The aim of these strategies is to enable students to acquire reading habits, to understand reading as a transversal skill and which responds not only to learning to read, but to reading to learn; strengthening the development of thinking skills through the practice of critical reading, building in them a clear awareness and ability to take a critical stance on what they read; that they have the ability to interpret, reflect, understand the information presented. Leading them to have a greater command not only in the foreign language but also in the mother tongue.

Therefore, the interest of carrying out this work lies in encouraging and promoting critical reading in the academic level of eleventh grade of the Instituto Técnico Patios Centro N° 2, encouraging teachers to put into practice the strategies proposed here in order to ensure that students achieve a good command of the language and become critical, reflective and prosperous agents in order to form a better society.

General objective

- To analyse the effect of the use of reading strategies on the development of critical reading in English.

Specific objectives

- To diagnose the initial level of students' reading comprehension in the English language.

- To identify reading strategies to strengthen critical reading.

- To implement strategies for the development of the reading comprehension level of texts.

- To motivate students to generate reading habits in order to achieve critical thinking.

Theoretical framework

In this theoretical framework the main concepts of study are presented which help to better understand the topic presented in the project which are *reading*, *critical thinking in reading*, *reading comprehension*, *forming reading habits* and *reading strategies*.

Initially, the first notion to be addressed is *reading*. Reading is the ability to decipher linguistic signs and to produce the sounds that correspond to them. But reading is not only identifying the repertoire of signs that make up an alphabet and being able to group them into syllables, words and sentences: reading is not only vocalising those letters. Reading is much more. Reading is understanding. Reading is interpreting. Reading is discovering (Sasá and Rodríguez, 1997). Reading is not only focused on the process of deciphering signs, or a simple process of interaction between the reader and the text; it goes beyond that, it is more than just receiving certain information; the reader must fulfil a purpose, that is to say, fulfil objectives that are established for reading: for a specific search, to carry out an imposed activity, to be informed, to nourish their knowledge or to enjoy the enjoyment and pleasure through contact with the text.

The development of critical thinking in students is to enable them to obtain information by adopting a critical and reflective reaction to what is read or heard in order to become people with the function of solving problems and explaining ideas or approaches in a rational way about their own reality (Cuevas, 2005). Thus, to develop *critical thinking in reading* is to have a technique that gives the possibility to increase the effectiveness of their reading, because it helps them to develop the primary capabilities to choose what really could be effective in expanding

their own knowledge, and to have the ability to recognise the influence of their own thoughts to generate judgments.

In terms of *reading comprehension*, this corresponds to a process that is constructed from the contributions of the text and thanks to the reader's prior knowledge. In other words, it is a procedure that requires the active participation of the reader in the construction and implicit meanings of the text (Mejía, 2013). In light of the foregoing, it is understood that reading comprehension is the process from which a reader establishes a relationship with the text, from its micro to its macro elements, in the search to build a meaning based on past knowledge, lexis, reading experience and the properties of the communicative environment, which in turn will help facilitate the comprehension process for the reader.

Forming *reading habits* is a complex process that should start from the early years and requires the attention of both teachers and parents if good results are to be achieved; to this end, it should be taken into account that students should start reading periodically from the moment they enter school (Jaramillo et al. 2014). To be a regular reader, it is necessary to appreciate reading, to want to read and to do so voluntarily. Reading should be part of a lifestyle, understood as a group of behavioural models and daily habits, based on the preferences and needs of the subject and in which the values of the socio-cultural environment are reflected, and should never be an obligation or duty.

Concerning *strategies*, they are defined as specific methods of approaching a problem or task, methods of operating in order to make a definite end, planned designs for control and manipulation of certain information (Brown, 2007 P.119). Therefore, a strategy may be considered as a group of systematically planned activities over time, which are conducted in

order to achieve a defined objective and which are applied in a variety of settings. In the setting being pursued, reading tactics are each such technique or procedure used by a reader to approach and comprehend a text.

literature review

The literature review will analyse articles of studies on the implementation of strategies for the improvement of reading in order to have a basis for further work on the project.

Oliveras et al (2011) in their project entitled Critical Reading Activities To Develop Critical Thinking In Science Classes aimed to identify the difficulties experienced by 15-16 year old students with the critical reading of scientific journalistic articles. The results show that students in school 1 have difficulty in critical thinking activities such as identifying the author's purpose and critical analysis of texts. In contrast, students in school 2 showed better text comprehension and written expression, but with some shortcomings in critical analysis of texts. The authors believe that the latter is due to the social and cultural level that helps them to improve in these two aspects mentioned.

As for the problem of critical analysis of texts, they believe that this is due to the teaching methods used by teachers in both schools. Therefore, the authors propose working with newspaper articles and conducting class discussions on the interpretation of texts in order to help improve the quality of critical thinking, taking into account that these should be regulated and guided by the teacher.

Summing up, the critical reading activities analysed helped students to recognise concepts, identify ideas and analyse them. It was also evident that at the end of the activities, the students developed an interest in continuing to read current texts and to analyse them critically. Therefore, the activities helped to encourage critical reading, but also motivated them to continue reading and to continue with the learning process.

Additionally, Marín et al (2015) in their study entitled La Lectura Crítica: Un Camino Para Desarrollar Habilidades Del Pensamiento, which aims to improve and strengthen critical reading in 602 afternoon students at the San José Norte school, presenting the implementation of short stories as a didactic strategy to strengthen critical reading. After carrying out different workshops on different readings, the students showed significant progress in critical reading. It was also evident that the teachers lacked tools and materials that would enhance the students' mental skills, as the students did not lack the skills, but rather they had not been reinforced by the teachers. Therefore, the authors suggest that teachers should be concerned about finding tactics, exercises or workshops that generate criticality in students, integrating them into their didactic modules in order to enhance different thinking skills in them.

Similarly, Escobar et al (2019) in the project named Compresión Lectora En Inglés Mediante El Uso De Herramientas Interactivas En La Básica Secundaria, with the purpose of developing reading comprehension of texts in English through the use of interactive tools in secondary school students. According to the results, the use of interactive tools had a positive impact on the development of reading comprehension in English, making learning meaningful through interactivity. Moreover, thanks to these tools, students' interest and motivation towards learning have been fostered.

Jaramillo et al (2014), under the project entitled Estrategias Para Fomentar La Lectura Crítica En Estudiantes De Quinto Y Sexto Grado. Seeking to address strategies that bring students closer to comprehensive reading that led them to develop their interpretative, argumentative, propositional and leadership skills; that they see this practice as a useful tool that allows them to relate the contents to their reality, while they are able to express their opinions, thoughts and positions critically. The results show positive results in terms of the strategies used. In addition, the authors point out that these strategies should be used in a cross-cutting manner in all areas of knowledge, since this is how the student, by constantly interacting with striking readings within the different literary genres that can be related to different contexts and that provide answers to their concerns, while strengthening their previous knowledge; likewise, by allowing the student to let their imagination run free by means of a graphic, cartoon, vignette, etc., the student can let their imagination run free by means of a graphic, cartoon, vignette, etc., while learning to read. Similarly, by allowing the student to let their imagination run wild when commenting on what the graphic inspires or tells them, a significant learning process will take place, which will undoubtedly lead those who practice it to an effective development of critical thinking.

Likewise, Diaz (2017) in his work called Estrategias De Lectura Para Fortalecer La Comprensión De Textos En Inglés De Los Estudiantes De Grado Sexto Del Colegio De La Universidad Libre; whose technique used was based on the use of short stories to apply relevant reading strategies to teach reading in a foreign language was most helpful for students to begin to create reading habits, change their disposition in front of a text in English, in addition to acquiring new vocabulary. The results show significant progress. Although some students did not memorise the vocabulary taught and did not put all the strategies into practice, progress and

willingness to learn English was noted. Other students, because of their previous knowledge of English, reinforced and increased their reading skills.

Methodology of implementation

For the implementation of the activities of the proposal, the execution of the pre-test was taken into account, which will be discussed later. The methodology for the management of this proposal was based on three stages that should be considered when reading: before, during and after reading. In each of these stages, reading strategies such as skimming, anticipation, question formulation, scanning, confirming or correcting predictions, among others, were used. All these reading strategies were established with the aim of improving the critical part in the students. Therefore, in this section presents the strategies selected to be used by the students. According to Cassany (1994), there are a variety of techniques that can help an individual to develop this skill. These are:

Pre-reading or anticipation:

This is a fundamental skill, since it activates previous information and has a motivation to read something new. It also has techniques for successful anticipation. The first is prediction, which is the assumption of what will happen. In order to generate such a premise, images, titles, subtitles, underlined words in the text are observed, and objectives, questions or hypotheses are established in relation to these points, for example: Based on the title, what do you think the text is about? This gives a possible idea of what is to be found in the reading.

While reading:

This section carries a series of exercises that the individual must do, for example a technique known as Skimming Reading; skimming a passage means reading it quickly (concentrating on content words, like nouns and verbs) to find the main points. It is not reading for detail. Skimming a text will also give a general idea of how the information is organised, which can help locate information more easily later on. Other techniques to use are Rereading; reread difficult sentences for comprehension. Subvocalization; read the text out loud. Review; review the text to reinforce key ideas and the "big" picture. Another important strategy that students use is Scanning which consists of quickly locating the main idea of the text, the author's point of view, being a close or detailed reading to obtain the specific information requested. The aim is that while reading, the answers to the questions posed are inferred, unknown words are identified and underlined in order to understand the general meaning of the text and finally a connection is made between the text and the knowledge already acquired.

Post-reading

At this point, the reader can carry out different exercises to verify whether an understanding of the text has been achieved, such as: a mind map, highlighting key words and knowing their meaning, highlighting important facts in the text, or summarising; constructing a new text once the most important ideas have been extracted from the text and this helps to retain the information better.

It should be noted that students rigorously follow each of these steps when reading a text. These techniques are also very indispensable for creating reading habits, especially skimming, rereading, unknown vocabulary, subvocalization and review. Also, the types of texts to be used

are informative and academic; texts that comprise between four to six non-extensive paragraphs. And most of them have a title and images, sometimes underlined words and a small glossary of one to three words.

In order to carry out these reading activities, they were not directly implemented in the pedagogical guides of the classes, since these guides are made and executed every two weeks, and the students send the workshops also every fortnight. Thus, in order to fulfil the objectives of working weekly on critical reading, and to have an organisational structure for the activities, a blog was created where everything that has to do with the implementation of this proposal is contemplated (See Appendix 1).

This blog is called Critical Reading and includes the main or initial page where there is a brief introduction to what the site entails. It also contains other tabs. Firstly, one called Diagnostic Test, which is part of one of the instruments used in this project, which will be discussed later on. Another one is called Habits, which includes all the strategies that students should use when reading a text; it is important to point out that all this section was explained in class, by projecting the website during the virtual meeting. In addition, students were told that these techniques help them to understand and process the information in a text more efficiently, and that it is particularly useful, not only for the foreign language, but also for the mother tongue. Similarly, we can find another tab called Training, in this one there are other sections with the same name, starting from 1 to 3, which are the total entries to date; in each one of them a text is given, either informative or academic, with the characteristics already described. It should be noted that a new entry is created in this section every week, in other words, a text is uploaded weekly to be worked on, using all the strategies already described. This activity is

developed by the students in their notebooks as evidence of work (See appendix 2), and they were informed that each text that is uploaded in Training will be graded. The last tab of the blog is called Reading, this section comprises entries, and in each of them there is a reading test; as in the Training section, a test is also uploaded weekly. This means that every week, students must do the reading exercise in Training, and take a test in Reading.

Research methodology

This research is based on a mixed approach (qualitative and quantitative) aimed at strengthening reading comprehension in English, applying reading strategies with the help of academic and informative texts as a tool to strengthen eleventh grade students' comprehension of texts in English.

The mixed approach offers different perspectives to be used to achieve a broader and deeper perspective, in which different levels of the study problem are probed. Also, it is used to formulate the problem statement more clearly, as well as producing varied data through observations as various types of data and contexts are taken into account.

Moreover, the mixed research approach represents a set of systematic, empirical and critical processes involving the collection and analysis of quantitative and qualitative data, in order to make inferences from all the information collected and to gain a greater understanding of the study.

Furthermore, this study is action research in that it is a form of collective introspective enquiry undertaken by participants in social situations in order to improve the rationality and

fairness of their educational practices Kemmis et al (1992). It only exists when it is collaborative because it provides a means of working that links theory and practice into a single whole.

Population

The participants chosen for this project were twelve English students in the eleventh grade of the Instituto Técnico Patio Centro No. 2. They are characterised by being organised and most of them pay attention and participate in class, and the school environment helps them to carry out the proposed activities. Their school day is a daytime one, and the weekly class duration is three hours.

Instrument

Data collection procedures are all those mechanisms used by the researcher to obtain all those relevant data that allow them to achieve their aims. By means of data collection, all the fundamental information for the development of the research is concentrated, therefore, the enquiry techniques used for this initiative will be explained later.

On the one hand, field diaries were used, which were carried out at the beginning of the research in order to capture various details that would lead us to the location of a study situation.

Another instrument to be used is the diagnostic test, which is carried out in writing by means of reading in English using some kind of informative text as a tool, in order to determine how critical, the students are.

On the other hand, the post-diagnostic test which is carried out after the implementation of the strategies, this instrument is used to account for the progress of the students with respect to their critical development.

Data analysis and interpretation

In accordance with the methodological approach proposed in this work, which is mixed, an analysis of quantitative results is carried out, illustrated by means of graphs, and qualitative results are analysed through their interpretation and description. Next, the two applications of the tests are shown; initially, the diagnostic one, and then the post-diagnostic one. And to finish with a comparative graph that will show whether or not there was progress in the critical reading skills of the students.

Figure 1

Diagnostic test
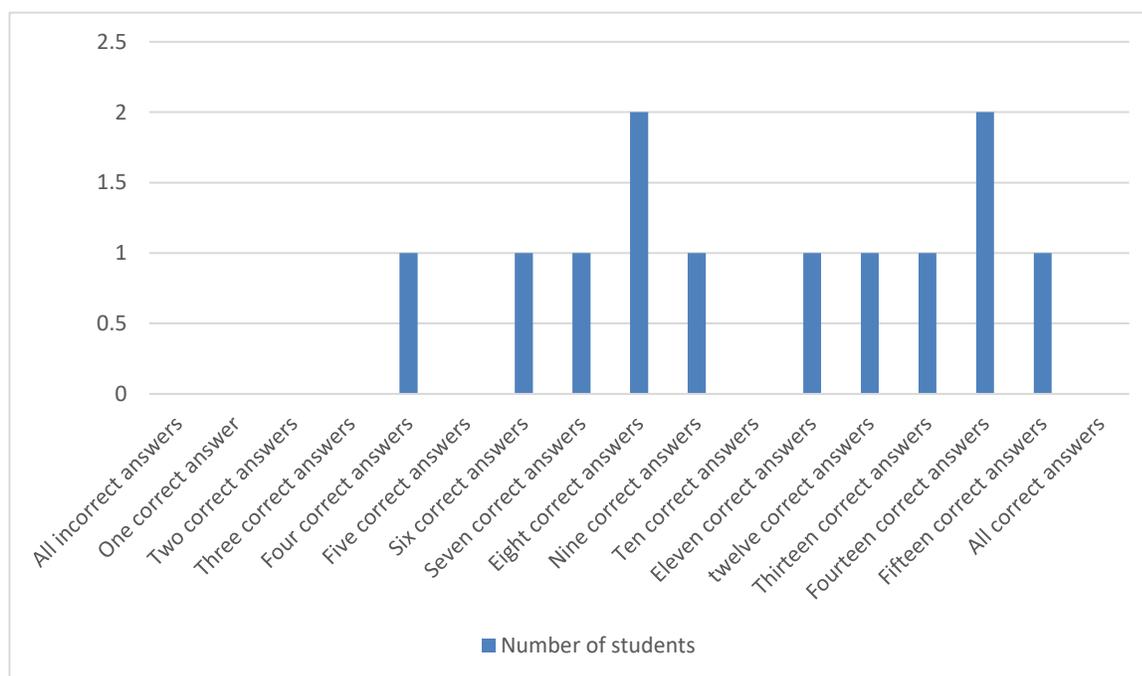
As can be seen in the figure 1 provided by Google Forms on the diagnostic test and as a analysis of the results obtained from the test (See appendix 4) we can see that none of the students got all the answers correct. Also, the test contained an open question which none of the students answered correctly. Only four students got between 13 and 15 good questions, the others had an intermediate average according to the number of correct answers. The test consisted of 15 multiple-choice questions and one open-ended question based on two types of informative texts. It can be seen that the students were able to understand the text moderately good, as well as the comprehension of the questions and the vocabulary presented in the reading. However, as they were not supervised when taking the test, it is possible to think that some of them could make use of the dictionary or the translator.

Figure 2

First application

Number of students

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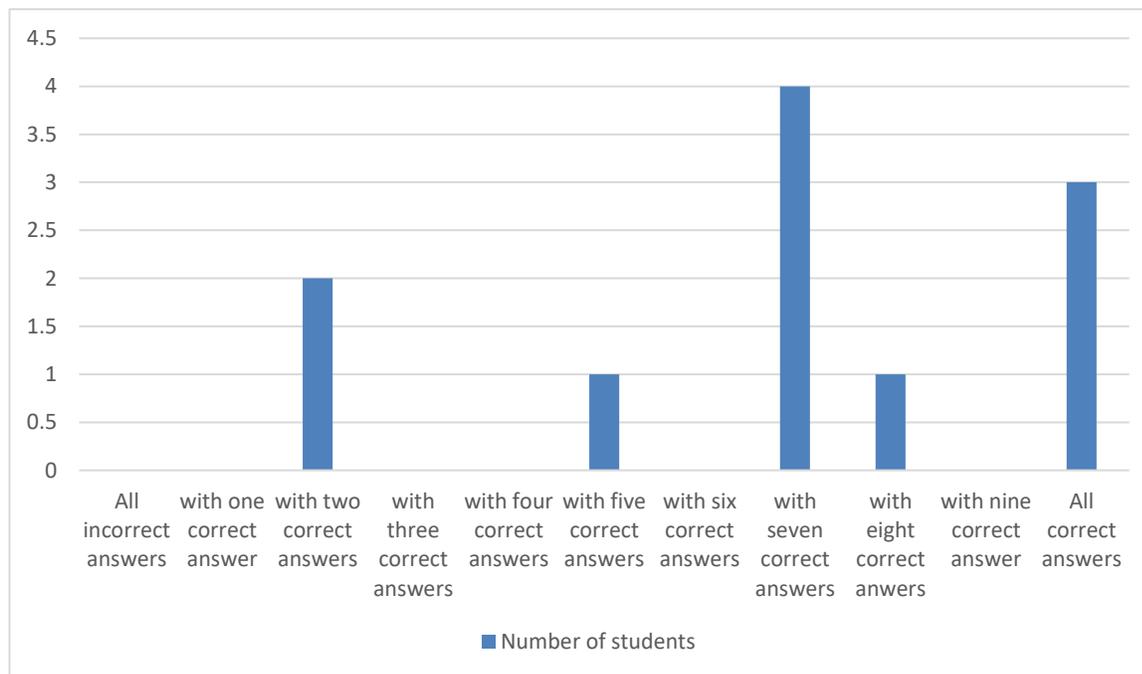
This first application is part of the first test given to the students once they started to use the reading strategies (See Appendix 5). This test was based on an article consisting of 10 multiple-choice questions, in which the vocabulary and the author's purpose were evaluated. In contrast to the diagnostic test, two students found the comprehension exercise easy, as they got all the answers correct, while two students got a low score of two correct answers, so it is possible that they struggled to understand this type of text. It is also obvious that many of them had shortcomings in the question related to the author's purpose, perhaps making it difficult for them to identify it clearly.

Figure 3

Second application

Number of students
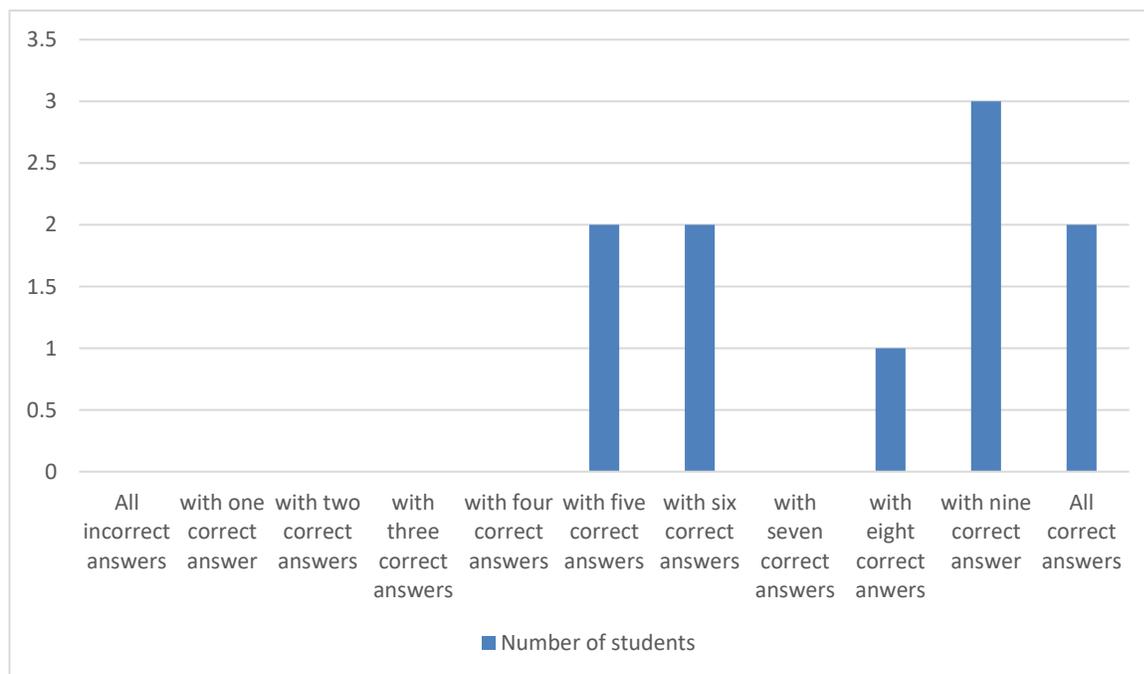
This one is based on an informative text called *A long and healthy life*, unlike the previous application, this one does not assess vocabulary, but focuses more on the main ideas of each paragraph, as well as the author's purpose; it also has 10 multiple-choice questions. In the results (See Appendix 6), we can see that only 2 students answered 10 / 10. However, we can also highlight that in this application there were no bad results since most of the participants had an outstanding score; and satisfactorily, no student had all the answers wrong. It can be said that the participants reached the target in this test by identifying the central ideas of the text.

Figure 4

Third application
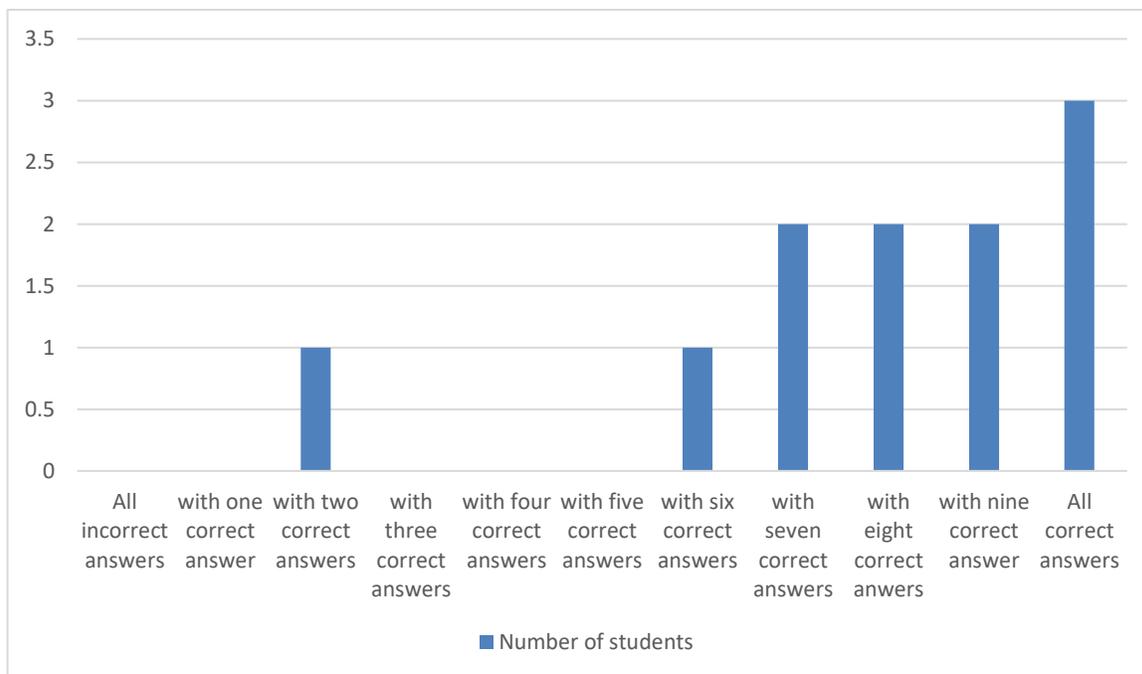
This informational text is entitled *The first Year of Life*; similarly to the second application, this text focused more on identifying the central ideas of the text than on the meaning of words, comprising 10 multiple-choice questions. As the graph shows, there was a

considerable progression in the answers of the participants (See Appendix 7), since only one

student had a low score of 2 out of 10. We also see that as in the first application, 3 of them

obtained all correct answers, which makes us understand that they were able to understand the

text effectively; in addition to the other 2 students who only had one incorrect answer, or 2 other

participants who had 2 bad. In general, there was a better attitude, disposition and interest in the

exercise on the part of the students and this is reflected in the results of this test.

Figure 5

Post-diagnostic test
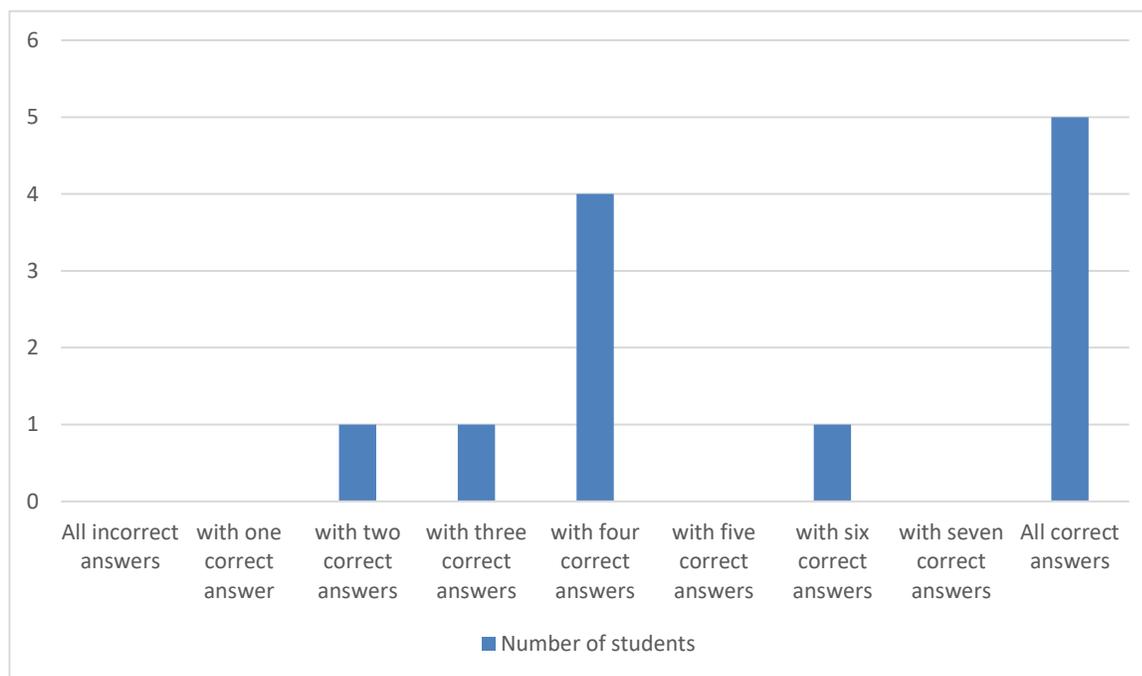
The use of an informative text is used again, this time with no title, no image, only

underlined words. This time the test consisted of 8 multiple choice questions and focused on

analysing the text, the main ideas, and understanding the underlined words. The aim here is for

the participants to put into practice the reading techniques worked on during the exercises so that

they can better understand and evaluate the text. In this assessment it was evident that the

majority of the students (5) answered all the test questions well (See Appendix 8), this shows

that most of them had memorised the steps they had to take into account when reading (before

and after), they knew that if the text has no title, they should look at the image, identify the

vocabulary, the underlined words, try to know what it meant in context and then read the text

completely and proceed to answer. It could also be observed that only one student got 2 correct,

and another one got 3 correct; it is also evident that 4 students answered half of the questions

correctly. Although in this test 7 participants continue to present some complexity in reading, it

was seen that, in general, there was a better disposition and a great willingness to read the text.

Figure 6

Comparison between diagnostic and post-diagnostic testing
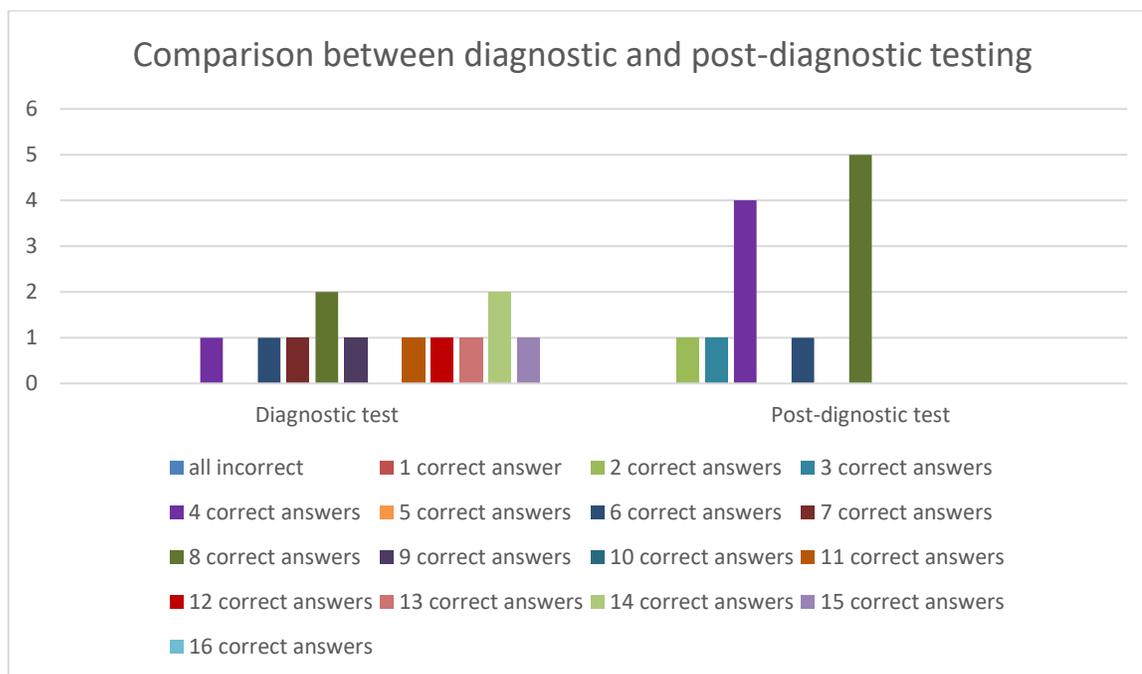
It should be noted that the diagnostic test was carried out by means of 16 multiple-choice questions including one open-ended question; and in the post-diagnostic test a shorter test of only 8 multiple-choice questions was carried out. In a first instance we can observe that in the post-diagnostic test there were 5 students who obtained all the correct answers, unlike in the diagnostic test where none of them did. It can also be seen that in the diagnostic test there were more students who came close to getting all the answers correct. A significant point was that in both tests none of the students got all the answers wrong.

Timeline of activities

Date	Activity	Objectif	Observation
15th – 19th Mars	Organisation, correction and socialisation of the proposal.	To organise and correct the proposal	
22nd – 26th Mars	Implementation of diagnostic test Implementation of the proposal	To carry out the diagnostic test for students To implement the proposal	
Easter week			
30th April	Delivery of the progress report	To submit the progress report.	
3rd – 7th May	Instrument design	To develop the instruments	

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10th – 14th May	Instrument correction	To correct the instrument.	
17th – 21th May	• Instrument administration • implementation of post-diagnostic testing	• To adapt them to the study questions. • To perform the post-diagnostic test.	
24th May – 04th June	• Data analysis • Interpretation of data	• To analyse the data. • To examine interpretations	
7th – 10th June	Response to the project question	To answer the project's question.	
11th June	Delivery of the final report	To submit the final report.	
21st – 22nd June	Socialisation of the final report		

Ethical considerations

With regard to ethical considerations, on the one hand, the confidentiality of the participants will be maintained and guaranteed and, on the other hand, their contributions will be objectively analysed as contributions to this work. Furthermore, all data collected will be used for research purposes only. All information presented in this exploration will be truthful,

concepts and contributions extracted from previous studies will all be mentioned or quoted during the writing of each part that constitutes the research, thus having a study tool to contribute to future studies on the same topic.

Results

Based on the problem and the question posed for this work, it can be said that the proposed objectives were met to the extent that the methodology and the instruments used show the strategies for critical reading in English used by the eleventh-grade students.

In response to the first specific objective, a diagnostic test was applied to verify the deficiencies in critical reading. As can be seen in the interpretation of this test, no student obtained all the correct answers, and none of them answered the open-ended question correctly. It could be seen that most of them did not have a good level in this skill, therefore we proceeded to use types of informative texts as a tool to implement reading strategies, based on the stage of development of students.

In order to respond to the second specific objective generated in this research work, the reading strategy was implemented through 3 stages, Pre-Reading, While reading and Post-Reading, with the purpose of designing workshops that collaborate with the development of the ability of reading comprehension of a foreign language such as: The development of inference, interpretation, argumentation and proposition, generating the promotion of critical thinking in students, as they are able to relate the different topics presented with their previous knowledge, complementing in a significant way the concepts already learned by the participants.

During the different applications, there was great interest and motivation in the students in the application of the different workshops, even taking into account that they presented difficulties in terms of the level of English, which made it clear that it was not possible to take into account the entire population belonging to the grade, but only the students who complied with the application of the totality of the workshops (12 students).

Furthermore, it should be borne in mind that different reading exercises were carried out (See Appendix 2) and taking an overall view of the application of the three workshops with their corresponding results is positive, since it is evident that, of the levels or procedures carried out, the question, prediction and answer show a constant in their results, which is why the objective established was achieved and the students were able to show significant progress in their criticality with regard to the different readings proposed. significant progress in their critical approach to the different proposed readings. In the same way, they generated answers of inferences where they interpreted the information presented to them in the text and argued it in a pertinent way in their answers.

Conclusions

Critical reading is a mental exercise that develops different skills that the human being possesses, the use of these skills allows him to develop with autonomy and own criteria in different social and cultural fields that throughout life he is forced to face, but it is only through practice that it is possible to master them and get to use them properly in problem solving.

The implementation of informative texts as a tool to apply relevant reading strategies to teach reading in a foreign language was very helpful for the students to begin to create reading habits, change their disposition when faced with a text in English, as well as to acquire new vocabulary. Significant progress was evidenced and if we continue to persist, the results will get better and better.

It is also important to highlight that the students presented a great diversity in their answers, some of them evidenced a positive progress, others maintained a constant result but others reflected a decrease in their results. However, the students have acquired a proper way of reading a text, and have adopted the appropriate reading strategy, which will be useful not only when reading a text in a foreign language but also in their mother tongue.

Additionally, the implementation of reading strategies described in this work was a good tool, as it not only complements the process of understanding a text but also generates reading habits in the students so that they can be applied in the reading of different texts and thus optimise their reading strategy. In addition, it offers the possibility of developing critical thinking in the students, so that they are not only able to decode information from a text but also to interpret it, generate inferences, raise hypotheses relating them to their own reality, and assertively propose their own ideas about the comprehension of the text already made.

The methodology used in this research work allowed to have a systematic and reflexive process, by means of which, systematic steps were obtained before, during and after the application of the different reading exercises carried out. Leaving in evidence some corrections or opportune modifications that were made in the elaboration of the different workshops, thus solving the existing reading comprehension deficiencies in the students.

Therefore, one of the most important priorities of teaching practice should be to look for tactics, exercises or workshops that generate critical thinking in students, integrating them into their teaching modules in order to enhance different thinking skills in them, as could be seen in this project, which in its development obtained satisfactory results and progress in the levels of critical thinking according to the results analysed.

Recommendations

Within the purposes set out in this research work, it is hoped that there will be an improvement in the continuity and use of the reading strategy that is presented for future works that are desired to be carried out with it, through the application of reading exercises using the strategies that are proposed here; also other reading techniques can be used to be implemented in the same way, generating reading habits in the students that mechanise their process of reading texts in English, teaching them each of the steps that must be followed in order to achieve a better understanding of the texts.

It would also be very beneficial if more reading exercises were applied, in order to reinforce the whole population, since as shown in this study in the post-diagnostic test, only some were able to effectively understand the information in the text and manage to answer all the questions correctly, and this may have been due to the fact that only 3 applications were carried out. By conducting more reading sessions, participants will be able to practice and effectively execute the strategies implemented.

Another important point that could be improved are the types of questions that are asked during the reading tests, it would be advisable to ask more open questions than multiple choice questions as this way the participants will have to think, analyse, and produce their ideas rather than multiple choice questions; in this way the objectives proposed in each reading section could be better achieved.

Finally, it is advisable to make use of different tools other than workshops in order to dynamise the class and the students' attention in reading, tools that are related to the text that is presented to the students, such as websites, programmes, other types of media that help to fulfil the purposes of the work.

Chapter IV : Community extension component

Title

Strategies for strengthening oral expression in primary school pupils at the Patio Centro No. 2 Technical Institute.

Introduction

Learning a foreign language has become an important part of the growth process of any society that is interested in being part of the global dynamics that enable relationships, growth, learning and education in social, economic and cultural environments.

Furthermore, it is considered that learning English at an early age, as in the case of children, allows them a better acquisition and effective way of achieving language learning

objectives; unlike adults, as children's minds are in a state of absorption of knowledge and this allows them to store it in a long-term or permanent way.

There are countless approaches to English language learning and education, but it is clear that there are several that provide the fastest and most efficient results in the four language skills: speaking, writing, reading and listening.

These four skills are necessary for the efficient application of language, but in each learner, there are more problems in some than in others. Learners show difficulties in the application of several competences, most often in occupations applied by teachers. However, the most complex skill, is that of speech, because of its spontaneous and social characteristics, and because of all the components it includes, which are quite difficult, such as pronunciation, fluency and accent. Pupils learn to mention sentences, to do readings or to express memorised ideas, however, once spontaneous communication is required, much of the grammar or vocabulary studied seems to disappear for them, as in the eagerness to discover the initiative to express themselves.

Hence, being the main concern the development of oral skills in this second language, and taking into account the educational reality and the needs for the use of new learning strategies in the development of English classes, it was established that the following project aims to have a significant impact on the development of this skill, through activities that attract the attention of primary school students considering their age and matching their interests, motivation and context.

Justification

There is no doubt about the value of the contribution of the implementation of learning strategies in the learners' learning process. This paper aims to unveil the role that such strategies play in foreign language learning, especially in the development of oral production in English. In this sense, the data and information obtained could serve as a contribution to a better understanding of the problem of low proficiency in oral production skills, the value of learning techniques in the learning process of students and their viable impact on the learning of this skill.

Also, this work could support teachers insofar as it describes the type of strategies used by learners and their use. Such information could be effective for teachers to be clear on what kind of strategies students would need further reinforcement in order to strengthen independent learning processes.

Objectives

General objective

- To improve oral expression in English, through the implementation of oral activities.

Specific objectives

- To motivate students to learn English by implementing activities and materials of interest to them.

- To enhance the academic performance of primary school students in English.

- To analyse the impact of the use of the strategies on the improvement of oral expression.

Methodology

It is important to highlight that the implementation of the learning strategies took into account the age and interest of the children, i.e., their interests in various topics that attract their attention. For this purpose, a variety of communication activities were planned to be carried out focusing on speaking skills. These activities are implemented directly in the pedagogical guides of the classes, since in this opportunity, they are elaborated every week, and there is the occasion for the students to record their voice or in the form of video, and to send by the WhatsApp group the realization of these speech works. As for the type of activities that are being implemented, they were simple, and this taking into account their level; such as monologues on topics of their choice, songs, conversation section. As well as other conversational activities such as talking about the city where they live, and about their family.

It is important to keep in mind that these were done in class, and others were left as homework, as some of them have to be prepared and organised; additionally, all of them were explained in detail in class and preparation exercises were done so that the children had an idea of how to do the work.

Some monologues have been done; where the student talked about himself and how they saw themselves in the future, telling what they wanted to be when they grow up. And conversation sections where simple questions are asked about a family member, such as name, where they live, if they have a pet, likes and dislikes.

Timeline of activities

ACTIVITIES	Mars				April				May				June			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Diagnosis and choice of the theme for the realisation of the strategies				X												
Search for information and choice of sub-themes				X												
Administration strategies						X										
Results													X			
Analysis and interpretation of the results														X		
Presentation of results															X	

Sequence 1 and the activities performed

For this section, a pedagogical sequence has been elaborated with the theme of the future simple Will (See Appendix 9), the themes of each section are provided by the teacher in charge of the course; therefore the guides are elaborated with the aim of fulfilling the objectives of improving oral expression in English. This sequence was executed on the 7th of April, introducing the importance of improving oral skills during the following meetings.

Consequently, the class began by asking the students if they knew the topic of the simple future in English. As most of the students had little knowledge about this verb tense, a short explanation was given comparing the future tense in Spanish with that of English. In this way the students were able to assimilate and understand it better. Then, the grammatical structure of Will was explained, here a problem of the children was evident, as they always wanted to know what Will translated into Spanish, but these doubts were clarified as we progressed. After having explained the uses of this tense, an explanatory video on the subject is shown, together with more examples, and some frequent expressions using Will.

After the students had pronounced, and done different exercises, we continued with the activities for home, in this case as we wanted to have an impact on speech, we asked them to make a monologue using some expressions already explained, also we shared with them an example of monologue as a guide along with an audio where it was pronounced, in this way they practiced pronunciation and lose a little fear of speaking to perform the exercise.

Sequence 2 and the activities performed

For the second sequence, a pedagogical guide was prepared with the theme The alphabet (See Appendix 10). This was applied on 14 April. The aim of this meeting was to pronounce the letters of the alphabet in English and to learn how to spell names and things.

For this section, it was explained to the students that the pronunciation of the English alphabet is completely different from that of Spanish, and that there is a letter that is not part of the English Ñ. The pronunciation is explained letter by letter along with the association of some words. The children are then presented with a music video on the subject; they are asked to sing along with the help of the subtitles shown in the video.

Then different spelling exercises are done, where one student has to spell a word and the others have to guess it. It was evident that most of the students wanted to participate, and there was more confidence and interest from them.

Sequence 3 and the activities performed

During the third week of implementation of the pedagogical guides together with the activities, sequence number 3 (See Appendix 11) was elaborated and applied on 21 April. The objective was to learn how to describe an older friend, in this case a grandparent, grandmother, uncle, aunt, or any other older relative.

In this section it was crucial to teach them some essential expressions in order to reach the objective, in this case, it started with the explanation and pronunciation of phrases to introduce a person such as "This is my uncle, this is my grandmother...". Next, the use of the

verb To live is introduced, especially the conjugation only in the third person singular He and She, using different examples. In each explanation each example was pronounced, then the students repeated and possible pronunciation corrections were made.

As part of the presentation activity, the vocabulary of pets, the most common ones, is exposed and, as usual, all the vocabulary is pronounced first, then the students; in this card about pets, an association is made with a drawing, reducing in this way the translation into Spanish, so that they learn to associate the words with images for a better learning and in the long term.

Once they had done different exercises and more examples presenting an old friend, they continued with the task, which involved making a short oral presentation, as presented in the section, making use of the expressions and vocabulary learnt.

Sequence 4 and the activities performed

The last sequence, number 4 (See appendix 12), was implemented on 16 June. The aim of this sequence was to learn how to express moods. It should be noted that this was the last application of the guides since, due to the cessation of activities in the institution that lasted for more than a month, only one more class could be carried out.

The last activity that was carried out with the students was about moods. The first step was to ask the children if they were familiar with the topic presented in the class. Then an explanatory video was introduced and the vocabulary was taught, at which time the students were also asked to repeat the pronunciation of the words mentioned. Then the vocabulary is reviewed again and the use of two verbs To be and To feel is explained. After the explanation, different activities on

the topic are done, always using English speech. A question was asked to a student and he or she had to answer. The achievement of the section was a success, since most of the students were able to understand the topic, and it was evident in the answers they gave during the activities. Unfortunately, the students were not able to complete the homework because the following week the institution was on vacation; although the meeting was recorded in order to have evidences of the exercises executed (See Appendix 13). This home activity would have been beneficial for them as it dealt with a monologue using the topic of the class and thus, they continued with their learning process and improvement in oral skills.

Results

As presented in the activities in the methodology. During the sections that were carried out, different factors can be evidenced that led to have a positive impact on the students during the execution of the sections.

On the one hand, the importance of pronunciation work should be pointed out. Most of the students do not have developed pronunciation due to language interference (See Appendix 14), that is, some words are read as if they were in their mother tongue and this hinders the students from expressing their ideas correctly in English; on the other hand, if we take this problem to a real-life situation, the speaker may not effectively communicate what he/she thinks. That is why some activities were implemented in which this skill was exercised in order to make the pertinent corrections to the students and avoid communication problems in the long run. These results were evidenced in the progress of the activities. At the beginning, the children's mispronunciation was appreciated, pronouncing as it is written in English. These types of errors

were corrected and explained to them. During each section they were made to repeat the pronunciation of the words on the vocabulary of the guide, this improved notoriously this aspect and also had a positive impact on the oral ability since knowing the sound of the words, they lost a little the fear to speak. This also helped the students to expand their lexicon in the second language, since the exercise of learning new expressions and vocabulary helped to reinforce this skill.

As each of the activities was developed and positive advances were seen, there was greater motivation, which allowed them to work in a pleasant way. The students began to participate more frequently and the most important thing was that they were not afraid of making mistakes, since they were in a learning space where they were given confidence, and thus they gradually lost their fear of participating in the meetings.

To conclude this section, it is important to emphasize that the results obtained are a reflection of the influence of the context of the school itself, of the tastes of the students, and of course, of the didactics of the teacher-researcher. Emphasizing that there is a clear link between the inclination for interactive activities and the interaction that leads to collaborative work, for the development of oral skills, resulting in greater student participation, greater interaction among them and progress in the development of communicative skills.

Conclusions

The aim of this work was to improve oral expression in English through the implementation of different oral activities used by students in the fifth grade of the Instituto

Técnico Patios Centro No 2. This problem arose from the analysis of the low performance, in collective terms, in the oral production of the English language, as it was evidenced through class participation, insufficient vocabulary and pronunciation difficulties.

From this point, it is evident that in the teaching-learning process of the students it is necessary to implement activities that allow them to encourage the learning of the foreign language in an active and dynamic way. Taking as a starting point the interests and needs that the students had in the classroom, it was decided to implement different exercises such as monologues, presentations, question sections, allowing the students to express ideas and show attitudes of pleasure and interest when acquiring new knowledge; for this reason, the classes moved away from the routine by making them a more practical and fun space.

The performance of tasks at home was evidenced by the active participation of the students in the activities in which they had to demonstrate their knowledge of the vocabulary used. In addition, pronunciation gradually improved in class activities as they interacted with their classmates in the activities, in which they showed great interest.

As a result, the students' oral skills in English improved significantly, as they lost their fear of speaking in the foreign language. In addition, there was a satisfactory development of the activities, which gave them tools to improve their pronunciation, and they were able to communicate more accurately in terms of grammatical constructions. The use of varied material designed for learning a foreign language, in this case English, was very useful for the students because it gave them the possibility to develop their potential. In addition, this kind of activities awaken their interest in participating in learning tasks that are not very familiar to them. In

addition, it is important to implement activities with drawings, which facilitate their development, because they attract the children's attention.

Chapter V: Intra-institutional Activities Component.

Introduction

The teaching practice in its facet towards its formation faces challenges, generates reflections on conceptualisations, and experiences about the workplace. It is important that a teacher is not limited only to teaching practices in the classroom, but that they generate reflection on all the activities they carry out in the institution where they work, as this also helps them to develop not only as a teacher, but also as a person who appreciates their vocation, which leads them to become fully involved in everything that the institution contemplates, such as projects, meetings, campaigns, among others.

Therefore, the University of Pamplona, through the Foreign Languages programme, provides the exercise and the space for tenth semester interns to get involved in the academic activities established by the institution where the internships take place, with the aim of getting to know each one of them, and everything that the establishment comprises, in order to achieve insertion in the labour field and contribute to a complete function as a teacher.

Justification

The realisation of this component is essential to intensify the knowledge of what it means to be an educator, a mediator who is active in institutional activities, who provides solutions to

problems, proposes new ideas, raises projects, among others. This allows, in turn, to get involved with the institutional community, to work cooperatively with them to generate pleasant environments for everyone, contributing to promote new ideas for class work, new recreational, folkloric, cultural activities that benefit the entire educational community. Therefore, the insertion of the practitioners is fundamental for them to become engaged and get to know everything that is involved in the role of being a teacher, as well as to generate collaborative work with their colleagues, propose innovative ideas to generate an impact of progress, and especially to live the experience of being part of an institution.

Objectives

- To actively participate in the activities proposed by the institution.

- To share ideas or contributions during these activities

Methodology

The execution of each of the activities proposed in the institution's timetable follows the line of the dates and the people in charge of carrying them out. Due to the current health emergency, measures were taken to develop specifically the flag-raising activities, which will be carried out virtually with the respective groups, oriented and organised with their teacher.

Timeline of institutional activities

ACTIVIIES	Mars				April				May				June			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Quality assessments 1st period						X										

Activity																
Evaluation Boards and Evaluation Commissions 1st period					X											
Language day - virtual central activity humanities area (language and English) All sites					X											
Parents' Meeting. Virtual delivery of newsletters and Levelling Plans 1st Period.						X										
Levelling 1st Period							X									
Virtual Mariano month Core activity areas religious education - ethics and values							X	X	X	X						
Teacher's Day								X								
Family Day										X						
Virtual environment day - central activity in the area of natural sciences												X				

Description of intra-institutional activities

Regarding the fulfilment of the intra-institutional activities. I was only present in one, since I started my practical training process in the institution, they had not been carried out, and some that are contemplated in the chronogram are not developed by the whole institution, that is to say, they are only performed by some grades that are in charge.

Since period one has ended, a meeting was held under the name of Evaluation Boards and Evaluation Commissions 1st period (See appendix 15). Where all secondary grade head teachers meet to report on the students who lost from 1 to 10 subjects, which are all of them in total. Also, to talk about those students with good achievements of the period, naming those who occupied the first three places of the corresponding grade. It should be noted that I did not participate in this meeting, as they were not reporting or discussing those who had problems in any specific area, they did not focus as such on discussing, for example, why there was poor performance in the area of English, but rather they were reporting on the groups that each teacher was in charge of, and not on the area.

In addition, my supervisor is the director of grade 9 - 01, and the classes that I am in charge of are the tenth and eleventh grades, whose grade director is another one; and they discussed general issues such as the attendance of the students' classes, the delivery of work in all areas, intra-family problems, etc. And each grade director talked about the communication they have had with their students, why some of them didn't submit work, if they had connectivity problems etc. However, I was able to appreciate several situations that many teachers mentioned, and that is that there are many students who have been quite affected by virtuality, especially the educational part.

Likewise, there are students who are adrift, that is to say that they have to do the learning part by themselves without the supervision of their parents. as there was a case in which the parents had problems in their relationship, they lived apart, and some days the student stayed with the mother, other days with the father; and this affected the learning process of the person too much as he missed a lot of classes, and did not submit the work on time. Thus, the teachers

themselves tried to find a solution to the problem, taking the previous situation, the teacher advised the parents that the student should stay with the mother while they were in academic activities because when the child was with her, he performed well academically. This gave me new lessons on how to deal with situations that may arise in students' lives and also how to find a way to solve them.

As previously mentioned, it was not possible to carry out all the activities contemplated in the schedule of activities, and due to the stoppage of the institution's activities, all of them were postponed, and during the week of the return to classes, none of them were executed.

Conclusions

To conclude this section, I must emphasise that with the only inter-institutional activity carried out and that I was present, I have recognised that teachers are not only in charge of preparing, conducting classes, or just grading; this goes beyond that, they must live a complete immersion in their field of work, which contributes to not only being aware of or caring for the classes, but also investigating a little more about the situations that students live in their homes, as this often leads to poor academic performance. This also gives me food for thought for when I am working in the educational field and have to deal with similar situations. That is to say that if there are students who do not manage to concentrate, who do not attend classes, who do not present their work, I should not judge them or reproach them for their behaviour but find out what is happening, if they are going through some situation of need or family problems, what should be done is to talk to the parents, to look for the best solution so as not to harm the student's learning process.

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I must also stress that I would have liked to have attended and participated in more meetings or other activities that were planned, such as parents' meetings, tutorials with the students, among others. Taking these two in reference, on the one hand the meeting with parents, this would have interested me a lot because I had many questions to ask about some students who did not participate in class, who did not attend, I would have liked to know the reasons and dialogue with them to reach agreements. On the other hand, the tutorials with the students could not be carried out because they made excuses that they were busy, especially those who needed them the most; I always pointed out to them that I was always available for tutorials to clarify doubts or reinforce subjects.

Although due to the stoppage of activities and the postponement of them, I had the opportunity to attend one, and it was beneficial for my teacher training, and it would have been more fruitful if more of them had taken place.

Chapter VI: Reflective approach to integral practice

The process of reflection that I have been carrying out since the execution of the internship has been essential in any situation because it can enhance this training, the development of personality, and the use of problem-solving techniques. In the case of trainees, this process takes place day after day, that is, after involuntarily completing a day's work, the trainee engages in an ongoing review process, which is the narrative writing process. In this, all the reflections that arise from the execution of the classes are evidenced, it makes us understand the different situations that the students live, the problems that they have at the moment of

attending the meetings. Likewise, these situations help us to be people qualified to face any situation, to look for a solution to any setback that may arise during our work as teachers.

Some situations having been evident from the beginning of my practical training at the Instituto Técnico Patios Centro No 2, was that most of the students were not very responsible with their work, they did not send it in on time, and the content was rather poor; this gave me to understand that they only did the work to send evidence, and in fact it was something worrying as it could be seen in the classes and in the work the little knowledge they had about English, and being students of tenth and eleventh grade. This gave me a lot to think about, perhaps the methodology that the teacher was implementing did not help them to acquire the learning that was expected, so I had been implementing different activities to what the teacher was carrying out, making the guides a little less extensive but with a rich content in order to see a positive impact on their learning process.

Also, motivating them to participate during the meetings as they were often quiet, and very few of them spoke. That is why I have also been making the classes more dynamic and making the activities more playful in order to see positive results in participation, and that they can interact with each other.

Therefore, this process of reflection was necessary to understand our limitations and identify our shortcomings. It should be emphasized that to be trainers we need to assume that, to be a good teacher, it is necessary to reflect on the educational practice because this implies working with heterogeneity, diversity of interests, attitudes, concerns of students and ways of learning in order to enhance the capabilities and skills of the human being. It also allows us to innovate, create and transform traditional, irrelevant and thoughtless practices. Thus, it is a

bridge that provides the construction of knowledge, skills, abilities, attitudes and values. All this, with the clear objective of improving day by day in the teaching performance and thus promote the development of competencies and relevant learning to students.

Conclusions

As a result of reflection, people have learned that the role of teacher is a challenging, time-consuming process that is perfected through practice. A good reflection on educational practice will always help to delimit the achievements, challenges, deficiencies and strengths of our teaching work. This becomes an indispensable responsibility, since we have the duty to influence students and to provide and guide them to achieve concrete goals that promote their academic and personal growth.

We know that the reflection of a session should be done from the planning stage, since we have to analyze the contents, activities, methodology, strategies, team organization, the characteristics of the students and what we want them to learn (expected learning); during the class, since we should be checking which were our weaknesses and strengths after the session to know what will be our challenges for the next class.

In general, I consider that the execution of all the components exposed in this work are essential for our teacher training and have had good results, although I must emphasize that there is a component that I do not consider so fundamental, in this case, the inter-institutional activities, since these are often not executed, in my case, by the entire educational community; besides, we as future teachers will be involved in this type of activities, and it is irrelevant since

there is a higher priority on the other components, such as the pedagogical and research

component and the community, which are the ones that contribute most to teacher training, even

the process of reflection should be our own and not a duty that we have to share with others.

Chapter VII- Material Design

Type of material (Worksheet, evaluation, review etc.)	Topics addressed	Brief description of what is contained in the same	Objective to be achieved with such material
pedagogical guide 10°	Reported speech	Firstly, the topic is explained in detail, together with examples, the correct use of the verbs To say and To tell, and finally exercises on the topic.	students report back on ideas presented on the point of view discussed.
pedagogical guide 10°	Social and cultural practices, vocabulary	Extreme sport vocabulary is presented, there are different vocabulary activities, writing and listening activities.	Identify information on common cultural and social practices.
pedagogical guide 10°	Eating disorder	vocabulary about different types of healthy and unhealthy foods. Different reading, writing and listening activities on the topic are presented at the end	give a point of view in written submissions taking into account the topic.
Worksheet	Free time	Preparation vocabulary, and oral activity	strengthening listening skills
Worksheet	Different conversations to do reported speech	4 people talking about different topics	Practice Reported Speech

worksheet	Role play	2 people talking about a travel	strengthening speaking skills
worksheet	Role play	5 situations presented about different topics	strengthening speaking skills
pedagogical guide 11°	Past perfect	Some expressions to complaint are presented in the beginning; explanation of past perfect, and some activities about	Express opinions on defined topics.
pedagogical guide 11°	Expressions to present advantages and disadvantages	Connectors are presented that help to present advantages and disadvantages. Reading and writing exercises on the topic.	Distinguish points of view and expressions indicating advantage and disadvantage on a topic of interest.
pedagogical guide 11°	Express opinions	Expressions of opinion, listening, reading and writing exercises are presented.	Express opinions on defined topics.
Worksheet	Past tenses	Monologues about different situations	strengthening speaking skills
Worksheet	Reading practice	A text is presented with some multiple-choice questions.	strengthening reading skills
Worksheet	Reading practice	A text is presented with some multiple-choice questions.	strengthening reading skills
Worksheet	Reading practice	A text is presented with some multiple-choice questions.	strengthening reading skills
Worksheet	Reading practice	A text is presented with some multiple-choice questions.	strengthening reading skills
Worksheet	Reading practice	A text is presented with some multiple-choice questions.	strengthening reading skills
Worksheet	Reading practice	A text is presented with some multiple-choice questions.	strengthening reading skills

Worksheet	Reading practice	A text is presented with some multiple-choice questions.	strengthening reading skills
Worksheet	Role play	6 different situations are presented	strengthening speaking skills
Worksheet	Role play	2 people talking about a competition	strengthening speaking skills

Those designed material may be found in the following link

https://drive.google.com/drive/folders/1dMJxZx6X097dWkY-QLI78sUO1bJpSSqJ?usp=sharing

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Appendix

Appendix 1: Critical reading Blog

https://andersonmarin99.wixsite.com/criticalreading/blog

Appendix 2: Blog training exercises

https://drive.google.com/file/d/1-u5vzcOTLUuEoJsSt4EJtK3EIv9A5XZU/view?usp=sharing,

https://drive.google.com/file/d/13YuW2xlkL2ECPgbQYnImA74jzMA_-6O8/view?usp=sharing,

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Appendix 3: Diagnostic test

https://forms.gle/TTLbEQdaRe9uPq356

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Appendix 5 : Application 1

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Appendix 6 : Application 2

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Appendix 8 : Post-diagnostic test

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Appendix 9 : Sequence 1

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Appendix 10 : Sequence 2

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Appendix 11 : Sequence 3

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Appendix 12 : Sequence 4

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Appendix 13 : Meeting of the sequence 4

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Appendix 14: Speech works

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Appendix 15: Evaluation Boards and Evaluation Commissions 1st period Meeting

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