

Implementing reading strategies and ICFES mock exams as a tool to improve reading comprehension on 11th grade students at the INEM Jorge Isaacs School in Cali

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DEDICATION

This study is sincerely dedicated to my parents for being my support and inspiration along this journey, thank you for your encouragement and unconditional accompaniment. To my mom who inspires me to continue under any circumstance and to my father who always has been my role model, I admire his great persistence in life and unconditional love.

To my brothers, relatives, friends, mentors, classmates who were always willing to advise and motivate me during my studies, you have done this experience worthy and memorable.

Last, this acknowledgment is for all the people who have provided me valuable understanding and guidance throughout my degree.

APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

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Presentation

The following mixed methods research is intended to present the learning and teaching processes accomplished by undergraduate students from the University of Pamplona in the role of pre-service teachers. Hence, this project encompasses four chapters: the pedagogical, research, outreach, and administrative. All of them provide wide comprehension about the functions, and experiences of teacher-practitioner in the high school INEM Jorge Isaacs in Cali.

With this regard, the first chapter is the pedagogical component, it is related to the implementation of reading strategies to improve reading comprehension in order to fulfill the needs of eleventh-grade students, and to improve learners' ICFES exam results. Thus, the proposal emerged from the problem detected during the observation weeks.

The second chapter introduces the Research component entitled “Reflective spirit training in pre-service teachers from the Bachelor of Arts in Foreign Languages degree, training tool to qualify the practicum stage”. The main purpose is to foster practitioners' reflection about the development of the practicum, allowing critical expansion and knowledge acquisition through reflection.

The third one is the outreach component; it promotes awareness about the English teaching process in primary schools, as an aid to the community, especially fourth and fifth-grade learners. Last, the administrative component presents an introduction to the practitioners on diverse extracurricular activities such as meetings, events, student achievement awards, etc.

Introduction

In the current society acquiring a new language is vital to get better life opportunities and understanding of the real world. In Colombia there is no exception, the education system highlights that institutions must include a new language to be learned due to its essentiality in the personal, social, and professional fields.

The Ministry of Education (MEN) states the importance of learning a new language in the General Law of Education 115 (1994), it establishes some specific objectives in basic learning; one of them is the comprehension and ability to communicate in a new language. That is why; learning a language in Colombian institutes is mainly required in education.

However, in some institutions there is not an appropriate acquisition of English that is perceived by the observations done where was evidenced that learners do not have a high quality on the reading comprehension competence and considering the supervisor's perceptions, students must emphasize the learning process on comprehension activities to get better results on the ICFES saber 11 exams. With this in mind, this proposal aims at implementing Skimming and Scanning reading strategies to improve learner's comprehension as a tool to guide students to acquire better results throughout mock exams containing the same structure as in the ICFES exam.

Furthermore, it is essential to highlight that this proposal was conducted including in-person classes as well as virtual interventions, due to the pandemic COVID-19 that affects many countries worldwide. Hence, the education system adapts to fulfill the learner's needs, following the restrictions proposed by the government. In this regard,

the pre-service teachers ended the development of the practicum by means of virtual material and virtual interventions using technological resources as a way to support the learners and schools while facing the confinement at home.

Bearing this in mind, the pedagogical component was adapted using virtual methods to create and provide the required material in different platforms to be implemented in the future, due to the circumstances, the entire development of the research proposal was not possible. Considering the research component, the pre-service teachers' reflections emerged from the experienced gathered during the virtual and in-person classes. Those reflections appeared from the teachers, learners, and parent's role throughout the practicum, as well as the role of the technology in education.

Likewise, the outreach component was conducted, first by having direct contact in the school and second by using virtual material to help fourth and fifth-grade students from the school Fry Domingo de Las Casas in Cali, while the confinement at home. Last, as the administrative component was focused on the accompaniment during the extra-curricular activities proposed by the institution, the measures set out by the government to avoid massive contagion do not allow participating in some of these events, although the pre-service teachers get acknowledge during the in-person classes.

Justification

English is taking a worthwhile role in society, it is mainly necessary to communicate effectively in this language, including all the learning skills require: speaking, listening, reading, and writing. Considering the observation done during two weeks on eleventh-grade students in the INEM Jorge Isaacs School in Cali, learners require more emphasis on reading comprehension which is one of the most considerable competences when presenting the ICFES saber 11 exam. Moreover, this interest has yielded from the current low performance of English development in Colombia.

Hence, the pedagogical component was considered and established during the observation conducted, where it was noticed the learners' difficulty and lack of reading comprehension and conjugation verbs on learners. Furthermore, the supervisor's perceptions led to reinforce the reading competence. According to learner's opinions, the Saber 11 exam is one of their academic processes.

In this sense, reading comprehension is a major aspect to consider when implementing this research, due to the absence of practice in the INEM school, that is why, this proposal will enhance these needs by implementing strategies, as a tool to develop diverse plans to understand the global or specific sense of different academic texts. Finally, mock exams are a type of practice text that has similar components and structures of the real Saber 11 exam, thus, students are going to be familiarized with the ICFES and they are going to have high proficiency when presenting the exam.

Conversely, the research component provided high teaching qualities that are gained throughout the reflection, the main idea is to comprehend the pre-service teacher's role as well as to analyze the impact of the research, methodologies, and materials implemented in the school. These reflections were accomplished through narratives and workshops that lead to the questioning and improvement of the teaching practicum. Thus, it is an essential component of the teaching-learning process.

Furthermore, the outreach component contributes to raising awareness of the teaching-learning process especially to guide primary school learners. The pre-service teachers guided learners to reinforce their basis when acquiring a foreign language. Considering that in Colombia some primary schools do not have the resources to hire many teachers to teach each subject proposed in the curriculum. For instance, the same person that teaches mathematics will probably teach English. For that reason, the pre-service teachers' role might have a great impact when helping teachers and learners.

Finally, the administrative project aimed at introducing direct contact in terms of educational organization, providing an important impact in the development of the practicum leading the teacher-practitioners to acquire knowledge and experience in extra-curricular fields. The main purpose was to analyze and comprehend all the areas involved during the academic process. It furnished in-depth experience allowing the practitioner to know the real context out of the role of teachers being support for administrative, parents, and learners.

General objective

- To implement reading strategies in eleventh-grade students to improve reading comprehension

Specific objectives

- To implement the reflection practice as a transformative tool of the pedagogical processes proper to integral practice.
- To promote critical spirit development in pre-service teachers in order for them to analyze their pedagogical work.
- To attend the needs of the children of the primary school in the city of Pamplona.
- Integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at the primary school in the city of Pamplona.
- To learn through the insertion of the extra-curricular activities proposed in the institutional context.

General conclusions

The project development furnished a significant role in the pre-service teachers' practicum, promoting research in the academic field; the four components have provided a broader sense about the aspects involved in the teaching practice. The pedagogical component permitted to acquire in-depth knowledge about the population under study and the diverse material and sources that lead to corroborate statements. This one served as a guide to reach new conclusions. Although the entire implementation project could not be conceived, the sources provided and the previous studies corroborated that the use of reading strategies is a suitable method to acknowledge and improve in terms of reading comprehension.

Moving on to the research component, it promoted the reflection during the practicum transforming the pedagogical processes. Thus, it could be inferred on the importance of reflecting during the learning-teaching process. Leading to the conclusion that teachers might be critical individuals capable to enrich their practice experience through analytical reflection.

Furthermore, the outreach component enabled the proper practicum development, it introduced a different facet related to the involvement of teachers in diverse educational fields, as well as it humanizes the practice by promoting the significance of guiding the communitive to supply needs. Hence the didactic material supported the children's knowledge acquisition guiding them to learn significantly. During the in-person classes, it was perceived that learners enjoyed the interaction among them as well as the colorful material.

Last, the administrative component reinforced the assumption of the teacher's role in all educational fields. It can be concluded that participating in extra-curricular events leads to an accurate institutional organization and development. However, there was not active participation due to the current circumstances. The involvement in each area proposed by the institutions is essential to comprehend the institutional procedures and progress.

Institutional observation

The institutional observation served as a guide to analyze and understand all the fields and entities that are involved in the organization of the INEM Jorge Isaacs Institution, the observation was conducted during two weeks, allowing a better comprehension of the procedures used throughout the academic process. With this in mind, this section will encompass different categories that were established to identify the main aspects of the educational system in the INEM Jorge Isaacs School in Cali.

Topographic Location

The educational institution INEM Jorge Isaacs de Cali is located in the northeast of the city of Cali, with headquarters in the 4th commune, having as the central area of influence the communes 4th, 5th, and 6th. The main headquarters is located in the Carrera 5ta North126 Industrial Flora District. The community of the educational institution INEM Jorge Isaac is composed of enrolled students, teachers, group directors, and heads of the training field, teaching managers, school counselors, administrative staff and general services, graduates, parents, or students' assistants.

The educational institution INEM Jorge Isaacs provides education with different emphasis based on a diversified curriculum following the functional and administrative structure set up for the INEM by the Ministry of National Education

In this sense, there is a major role that should be accomplished by some special entities in every institution to guarantee optimal development in the planning, organization, and supervision of the educational institutions. For this reason, the education authorities have different roles as; rectors, directors, vice-rectors, coordinators, supervisors.



Figure 1: Principal entrance at the INEM Jorge Isaacs high school in Cali

Education Authorities

The Authorities are responsible for supervising the accurate development of each purpose established by the government and institutions. Accordingly, the INEM School is directed by the rector, academic coordinator, activity coordinator, and other guidelines.

Rector	Sollangellie Arango Nieto.
Academic coordinator	Mauricio Enrique Olaya Gaitan
Activity coordinator	Gustavo Rodriguez Valencia.
Coordinator	Alma Elvira Paez Echeverry. Florencio Alvaro Pantoja Rosas. Jose Mauricio Arroyo Angulo. Maria Mercedes Sinisterra Diaz. Patricia Elena Calvo Largo. Rosa del Carmen Bolaños Sevillano.

Table 1: This table demonstrates the education authorities from the INEM high school in Cali.

Main Aspects of the P.E.I

The General Law of Education (1994) highlights that each establishment must elaborate an Institutional Education Project (PEI), as a way to establish a model to define the purposes, regulations, teaching strategies, among others. The INEM School in Cali encompasses the aspects mentioned above in a project comprising four administrative areas; management area, academic area, community management area, and administrative and financial area.

In this sense, each one of these areas contributes to the scholar organization and administration developed during the academic process. The management area is focused on strategic planning through a variety of components such as the academic, administrative, financial, and environment, those are guided by the education authorities. The academic area converges in diverse actions to ensure student's learning

and development skills for social, personal, and professional performance. The community management works on the relations and the coexistence among all the entities presented in the school. Finally, the administrative and financial area determines the resources and financial support. Therefore, these management fields were introduced by the educational community and quality control.

Main aspects of the community handbook

The community handbook is considered as an accord created by the different entities inside the institution as it is stated by the article 89 in law 115 this handbook defines the rights and obligations of all members as well as some characteristics and conditions of the interaction and coexistence among entities in the institution. INEM's motto is "Joined in love, we are the best institution".

Vision

The educational institution INEM Jorge Isaacs provides quality education at the following levels: preschool, middle school, education by cycles; with a diversified and inclusive curriculum, by use of Information and Communication Technologies, allowing the coexistence with the individual and his environment, to leave autonomous and competent individuals to society in the 21st century.

Mission

The educational institution INEM Jorge Isaacs will be recognized by its inclusive work, which raises peace, with a diversified, interdisciplinary, and innovative curriculum; developed in the competences of the 21st century, inducing social transformation.

Institutional principle

Autonomy: can take their own decisions being responsible for them. Allow being a protagonist and taking an active role in his /her life project.

General rights and obligations

In general terms, student's rights head towards the respect principles and values when beings in an academic setting. Some of the remarkable rights cited in the community handbook are the following:

- Be evaluated comprehensively and continuously, according to the learner's learning pace.
- Not be subjected to treatments that degrade the human condition by any member of the education community.
- To know the Institutional Education Project (PEI), the academic plans and programs of the different areas, and the form of evaluation designed for each one of them.

Student's obligations have to do with the compliance, responsibilities, punctuality, and respect. For instance:

- Respect the law and the legitimate authority constituted as well as the institutional norms.
- Take part in the curricular activities that are stated for the integral formation.

Institutional organization structure

The main headquarter of the institutions provide diverse school blocks of the areas proposed in the curriculum. Currently, the INEM Jorge Isaac School infrastructure accommodates up to 4000 students. To analyze the institutional structure organization chart. (See annex A)

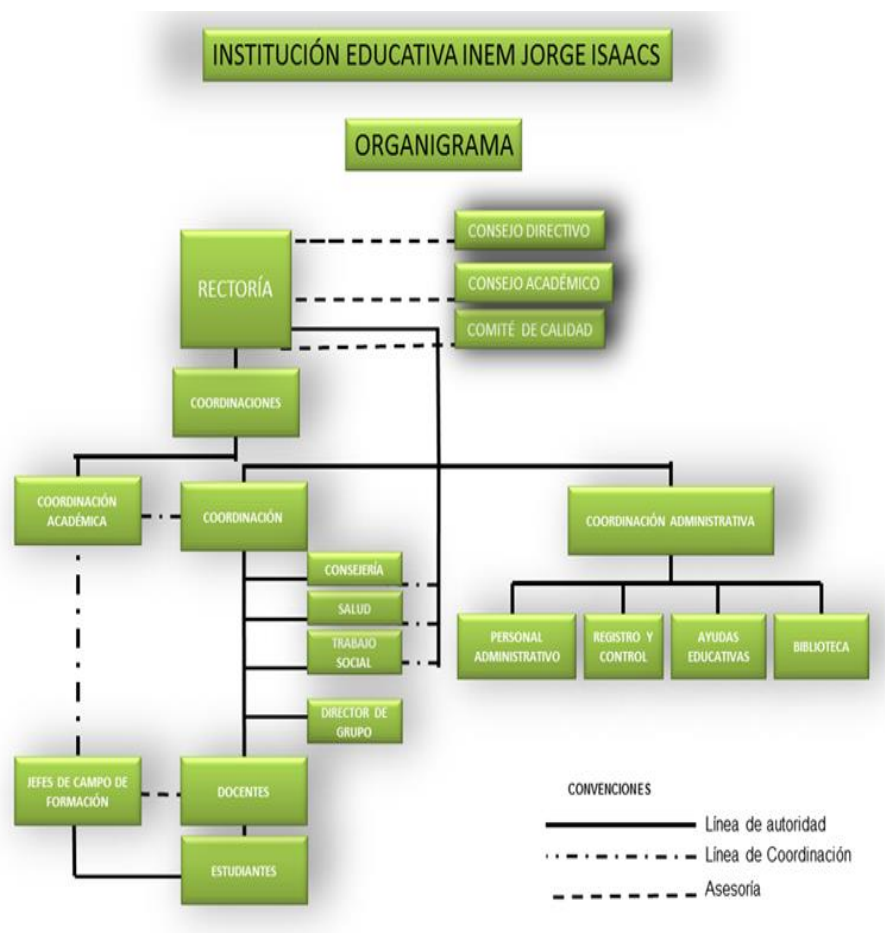


Figure 2: INEM Jorge Isaacs School organigram

School calendar

The academic year in the INEM Jorge Isaacs school composes three periods from January to December. The figure below illustrated the previous statement.

SEMANAS LECTIVAS AÑO LECTIVO 2020			
PERÍODO	INICIA	FINALIZA	No. SEMANAS
I	27 de enero de 2020	1 ^o de mayo de 2020	13
II	4 de Mayo de 2020	21 de agosto de 2020	13
III	24 de agosto de 2020	4 de Diciembre de 2020	14
TOTAL DE SEMANAS			40

SEMANAS DE DESARROLLO INSTITUCIONAL		
DESDE	HASTA	DURACIÓN
20 de enero de 2020	26 de enero de 2020	Una (01) semana
6 de abril de 2020	12 de abril de 2020	Una (01) semana
5 de octubre de 2020	11 de octubre de 2020	Una (01) semana
7 de Diciembre de 2020	19 de diciembre de 2020	Dos (02) semanas
TOTAL		Cinco (5) semanas

RECESO ESTUDIANTIL		
DESDE	HASTA	DURACIÓN
20 de enero de 2020	26 de enero de 2020	Una (01) semana
6 de abril de 2020	12 de abril de 2020	Una (01) semana
06 de julio de 2020	26 de julio de 2020	Tres (03) semanas
5 de octubre de 2020	11 de octubre de 2020	Una (01) semana
7 de diciembre de 2020	17 de enero de 2021	Seis (06) semanas
TOTAL		Doce (12) semanas

VACACIONES DE DIRECTIVOS DOCENTES Y DOCENTES		
DESDE	HASTA	DURACIÓN
06 de julio de 2020	26 de julio de 2020	Tres (03) semanas
20 de diciembre de 2020	17 de enero de 2021	Cuatro (04) semanas
TOTAL		Siete (7) semanas

Resoluciones SEM No.	Fecha
4143.0.21.0.09329	28 de noviembre de 2019
4143.0.21.0.09489	2 de diciembre de 2019


Solangellie Arango Nieto Rectora	Alma Elvira Páez Echeverry Coordinadora
-------------------------------------	--

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 www.inemcali.com

Figure 3: This figure demonstrates periods for the year including dates, as well as it highlights the authorities, teachers and learners recess.

Supervisor's schedule

The supervisor is in charge of twelve eleventh-grade courses (11-01, 11-02, 11-03, 11-07, 11-08, 11-09, 11-10, 11-11, 11-12, 11-13, 11-16 and 11, 17)



I.E. INEM JORGE ISAACS
HORARIO JORNADA MAÑANA 2020 Docente: María Elena Córdoba Sandoval.

Corporación Andares, Colombia, EVALUATION COPY

	Lunes	Martes	Miércoles	Jueves	Viernes
1 6:30 - 7:30	Inglés 11-13 03-201	Inglés 11-12 03-201	Inglés	Inglés 11-01 03-201	Inglés 11-10 03-201
2 7:30 - 8:25					
3 8:25 - 9:20	Inglés 11-17 03-201	Inglés 11-11 03-201	Inglés 11-09 03-201	Inglés 11-08 03-201	Inglés 11-16 03-201
DESCANSO 9:20 - 9:40	DESCANSO				
4 9:40 - 10:35	Inglés 11-17 03-201	Inglés 11-11 03-201	Reunión Dpto. María E. Córdoba	Inglés 11-08 03-201	Inglés 11-16 03-201
5 10:35 - 11:30	Inglés 11-07 03-201	Inglés 11-03 03-201	Inglés 11-02 03-201		
6 11:30 - 12:30					

Figure 4: The supervisor's schedule includes 7 courses of eleventh-grade learners, the supervisor's break time and meeting time.

Pedagogical aspects observed

During the first weeks, I observed six groups of 11^o, this allowed me to identify some remarkable aspects such as; the student's English level proficiency, the teacher's methodology, and the supporting material. According to the CEFR, eleventh-grade learners are placed in a B1 level; so that, they can understand the main points of a text giving the global sense, as well as write texts from their interest being capable of connecting different ideas. Moreover, as the institution is centered on the constructivist approach the learner is the central focus on education; through his own experience, he can take decisions being autonomous to analyze his academic progress. For that matter, the teacher's methodology is focused on learner's perceptions and active participation, allowing them to construct knowledge on his own. Further, there is a sort of supporting materials that facilitate the learning process as; posters, flashcards, projector, dictionaries, student's book "English, please!" and the guide book for teachers. Finally, the class sequences are created taking into consideration the scholar curriculum as well as the Basic Learning Rights (DBA) and the book guides.

Chapter I

Pedagogical Component

Implementing reading strategies and ICFES mock exams as a tool to improve reading comprehension on 11th grade students at the INEM Jorge Isaacs School in Cali

Introduction

Reading comprehension is one of the complex competences when learning a new language, as a vital part of the communicative processes it is essential to foster the development of this skill. However, in Colombia, it is perceived the lack of understanding when reading academic texts. As an illustration for this statement, the Instituto Colombiano de Educación Superior (ICFES), evaluates a B1 level on Eleventh-grade students, and according to the Common European Framework (CEFR,) in this level learners “Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension”. Following the learner’s interest in obtaining a high score in this exam, it is accurate to guide the education process in order to overcome latent difficulties hindering the academic process.

In this regard, comprehension is considered as one of the essential aspects of reported speech:

Comprehension can be defined as the ability of the mind to perceive and understand ideas. It refers to a deep mental process in order to appreciate and

recognize essential information within the text. Therefore, the reader can draw information that is directly or indirectly stated in the text to understand its purpose. (Benitez & Hernandez, 2017, p.10)

Bearing this in mind, this project aims at implementing Skimming and Scanning strategies to foster eleventh-grade students reading comprehension using ICFES Saber 11 mock exams as a way to contextualize the learners with the structure and the organization of the exam. Hence this research intends to fulfill the needs that were evidenced during the observation.

However, it should be pointed out that some changes have been considered due to the current pandemic COVID-19, this proposal was adapted according to the new challenges that education must confront. Thus, it was not plausible to implement the entire proposal because of the measures established by the government, not all the population has the resources acquired to work during the confinement, so the main purpose was to support the learners, parents, and teachers through virtual material accessible for the students.

Consequently, the research does not have an implementation phase, instead the material required was provided in an educational platform for future development. A Google classroom class was created, its main objective is to present workshops, activities, and videos that will complement the research execution.

Statement of the problem

Learners' English proficiency takes center stage in the academic setting, seeing that languages allow us to be in direct contact with the globalized world, the main objective

is to provide better opportunities for all citizens. However, in some countries the educational system does not furnish the student's necessities, it is the example of some public schools in Colombia where the English level is not as good as it is expected, especially in comprehension competences. Nevertheless, it is mainly important to highlight that some learners are not used to have reading habits, but it is noticed the motivation eleventh-grade students have to overcome these issues and to get better results in the ICFES exam that might provide them life opportunities. This statement was corroborated during the observation week, where students manifested their perceptions about their life project, as well as the supervisor's perceptions and the results of a previous evaluation conducted by the teacher.

With this in mind, this research will be conducted using some questions as a guide to collect data in the research development:

- How the use of reading strategies might improve learners' reading comprehension?
- How the reading strategies will allow students to obtain better results in the ICFES exam?
- What are the students' perceptions of using reading strategies?

Justification

The notion of this proposal was obtained throughout a series of observations done during two weeks, as well as some other relevant aspects mentioned by the supervisor in the school. Through the observations, it was noticed that learners do not have a lot of

qualities in reading comprehension as well as in grammar competence. Furthermore, the supervisor's perceptions were headed toward the need of working on students' reading comprehension due to the lack of reading habits. The third day during the observation, learners had a break to talk about some country issues such as; the government and economy, there, students highlighted that there is a lack of opportunities in the education field, as well as they mentioned that their only expectancy was obtaining a high score in the ICFES exam to apply to a university, otherwise most of them would not get the support to accomplish their future plans.

Regarding all the aspects mentioned above, and as the researcher of this proposal, I conceive that there is a convergent idea which is to provide a guide to learners fostering the learning process as well as encouraging the pupils to overcome those difficulties through this research implementation.

Objectives

General objective

- To implement reading strategies in eleventh-grade students as a way to improve reading comprehension.

Specific objectives

- To identify the usefulness of reading strategies addressed to ICFES mock exams.
- To reinforce reading comprehension in eleventh-grade learners using reading strategies.
- To use ICFES mock exams as a means to familiarize students with the exam structure.

Theoretical framework

The following section introduces the main concepts to lead and provide a broader proposal understanding; *reading comprehension, reading strategies, ICFES exam, skimming, and scanning.*

Reading comprehension

Reading is considered a procedure that allows the comprehension of an intended message that could be done by finding the global or specific meaning of a text. With this regard, Gamboa (2017) highlights that reading comprehension not only has to do with the identification of some patterns as printed symbols, but it aims at constructing sense to the message transmitted by the writer, it is, in other words, the essence of the reading practice.

Reading strategies

Reading strategies are considered as a meaningful method, used to overcome obstacles when understanding the global or specific ideas of a written production:

Reading strategies are not the same as instructional strategies. The goal of instructional strategies is to teach students how to make sense of the text.

Instructional strategies are the plans used by the teacher to teach comprehension.

They include but are not limited to explicit explanation, modeling, pre-teaching, organizing learning and scaffolding. Strategies laid out in this chapter emphasize teaching and student engagement. Obviously, there is an interaction between both reading and instructional strategies. (Marshall, p. nd)

In other words, reading strategies are a guide to comprehend texts, permitting learners find a broader way to analyze and organize different themes that maybe when reading at once are not very clear.

ICFES saber 11

The Saber 11 is a Colombian national exam created to evaluate eleventh-grade learner's cognition in different areas; one of these is the English component which is focused on the communication skills, the level of reading and use of the language:

This exam is taken by all last year upper secondary students, which in Colombia is in the 11th year. The results serve several purposes with different players in the educational system. Firstly they are used as self-evaluation for the students. Secondly as an instrument for some institutions of higher education that select suitable candidates for their programs. Thirdly all the data collected is used by educational institutions and the authorities in their work when improving the quality in schools. Moreover, with good results in the test the student can gain entrance to some universities and obtain scholarships. (Mattinen, 2012, p. 9)

Regarding the previous definition, it is to say that the Colombia Institute for Promoting Superior Education (ICFES) is considered as an evaluation tool in order to gain access to higher education.

With this in mind, the saber 11 exam includes seven components; each one evaluates diverse skills of the target language (vocabulary, pragmatic, communicative, grammar, reading comprehension). The English component must be completed in one hour that is

why this project intends to guide students to comprehend reading materials in limited time.

Skimming

Skimming facilitates the reading process by introducing some steps that allow the understanding of a written text; this one is used especially when learners have limited time to read a text, so, skimming leads students to comprehend the general meaning of it.

In this sense, Risdianto (2010) states that skimming is a reading fast method helping to acquire a general understanding of a text, as well as it can be used to preview, review, to determine the main topic of an extensive text and either to gain new material or reference when implementing research. Furthermore, learners must be prepared not to read all the text; instead, they should be focused on the overall meaning rather than reading every single word proposed in the writing.

So that, the author introduces some mainly steps when skimming such as:

- Skimming to define the author's attitudes, tones, and purposes on the passage; this one is specially used to analyze or comprehend the writer's point of view or the principal ideas stated by the author in the writing.
- Skimming for Identifying purposes and organizational patterns of texts; it is focused on the structuring presented in the text, it guides the reading to analyze the content in terms of organization and development.

Scanning

Moreover, scanning extends the reading procedure to the rapid analysis of specific facts, in contrast to skimming; it allows learners to emphasize their reading to precise information reflected on the writing.

In general terms, when learners are required to get some specific facts of reading material, this process facilitates the reading because students have in mind to find certain information in a paragraph rather than reading the whole text. Fauzi (2018)

To complement the steps mentioned above, this author proposes three further procedures:

- Understanding unknown vocabulary from structural clues and word parts; the idea is to understand the meaning of words by contextualizing them with the rest of the information given in the text.
- Inferring information from the passage; allows students to predict the information presented, is a guide to combine his own knowledge to the facts immerse in the reading.
- Understanding facts and details from the text; learners can analyze precise information and contextualize it to the entire reading, especially if they do not have much time to read carefully all parts of a text.

Literature review

To implement this mixed methods research, some previous studies were taken as a guide to converge and support the development of the project through the following studies: Yusuf, Yusuf et al (2017), Barrios (2017) Fauzi (2018), Toro & Ramirez (2019), and Irreño (2019)

Yusuf, Yusuf, Yusuf, Burhansyah & Nadya (2017), conducted an action research project at a high school in Meulaboh, Aceh, Indonesia, with eleventh-grade students, it aims at introducing skimming and scanning strategies to improve ELF student's reading comprehension. To do so, an experimental research was conducted guide by the use of quantitative data where a pre and a post-test were implemented to collect data. In this regard, learners could use these strategies as a way to past the test proposed during the research, the results permit to corroborate the initial hypotheses about the effectiveness of these reading techniques, 16 students shown improvement on the initial grade they obtain, while the others remained with the same score. In this sense, this project gives a broader understanding of the use of skimming and scanning techniques.

Barrios (2017) aimed at implementing a course to enhance different instructions for the application of specific reading and vocabulary strategies to facilitate eleventh-grade student's comprehension. Twenty-six students from Camilo Torres School in Santa Marta (Magdalena) took part in the research. To guide this study researcher ere based on a Strategy Based Instruction (SBI) intervention, as an intervention to analyze its impact on the student's learning process. The data collection was gathered through a sort of instrument such as an interview, a questionnaire, and a class observation, this as a means to identify the initial problem. Furthermore, pre and post-test were implemented to analyze the impact of the (SBI) implementation. In the final step,

researchers could evidence the positive impact of the Strategy Based instruction because learners improve their reading comprehension and vocabulary knowledge due to the effectiveness of the techniques that raised their communicative skills.

Fauzi (2018), researched about the implementation of skimming and scanning strategies in a Study Program of FKIP of Palangka Raya University, with the participation of 54 learners. To develop this study, an experimental and a control group were used, the two had the same reading comprehension proficiency, so that helped to compare the possible improvements learners have during the process. Further, the method was done by the use of different components such as Identifying purposes and organizational patterns of texts, understanding unknown vocabulary from structural clues and word parts, inferring information from the passage, understanding facts and details from the text, and defining author's attitudes, tones, and purposes on the passage. Finally, the results emphasize that the experimental group could obtain a high level of reading comprehension that corroborates the initial statement as well as the importance of conducting this type of research.

Toro & Ramirez (2019), implemented action research focused on the development of comprehension strategies for eleventh-grade students in the Santa Teresa de Jesus School in the city of Armenia, Quindío, as a plan to work on the ICFES (supérate) test. To develop the research a pre-test and a post-test were conducted, in the pre-test, researcher corroborated the statement of lack of reading comprehension, then they carried out two different post-test, the first one was not satisfactory because of the strategies used (1) association of graphic symbols with words (2) Understanding of the relationships between the parts of information in a sentence, including elements of the structure of the sentence, denial, and placements with words. Nevertheless, the second post-test showed improvement due to the students' familiarity with the structured exam

and the strategies. As a final step, it was corroborated that with training reading comprehension students can overcome difficulties, and institutes should seek to implement these types of strategies.

Irreño (2019) researched Eleventh-grade student's from a school in Bogota, the purpose was to work on different technology strategies as a training process for the national standardized test Saber 11. The methodology was implemented through a series of eight activities such as workshops, diagnostic tests, online forums, the use of Moodle platform, tasks based on lessons and feedback. To conclude, this project was satisfactorily developed because students improve their linguistic competences and they could have a meaningful learning process and good performance in language abilities.

Methodology

Research methodology

In general terms, this section highlights the research aspects that were considered during the proposal establishment. However, it is necessary to point that this research could not be implemented due to the circumstances that humans are facing worldwide with the pandemic COVID-19, the measures established by the president, and the confinement until further orders. Therefore, the education system managed to provide academic resources to the learners during the pandemic. Unfortunately, not all the learners have technological resources for taking part in virtual classes, as teacher-practitioners, we provided the virtual material in an educational platform for further implementation.

Regarding this, the research was established to be conducted in the high school INEM Jorge Isaacs in Cali, Colombia, among a group of eleventh-grade. The method for this research is a mixed methods research:

A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Plano Clark, 2011). The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself. (Creswell, 2012, p. 535)

Data collection instruments

So, the methodology was guided with a sort of instruments for data collection to provide approval statements in the development of the study. These instruments are non-participant observations, interview, pretest, posttest, and document analysis as well as to comprehend the role of the strategies used for giving possible solutions to the emergent problem which is the lack of learners’ reading comprehension and the learner’s needs:

Non-participant observation

During the research development the researcher observed participants during two weeks as a way to understand the main issue to be treated in the study:

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. (Creswell, 2012, p. 236)

Interview

According to Hatch 2002, “They provide ways to explore more deeply participants’ perspectives on actions observed by researchers”. Thus, interviews converge with the observation methods because is it linked to an in-depth participants exploration, as well as to analyze their experiences for understanding their position on a specific subject.

Pretest

In this study, the pretest is used as an instrument to analyze learners reading proficiency before implementing the reading strategies. The purpose is to comprehend the improvements in learners’ reading comprehension after the use of the reading strategies:

A pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. After the treatment, you take another reading on the attribute or characteristic. (Creswell, 2012, p. 320)

Consequently, a pretest was conducted using an ICFES mock exam, the main purpose was to analyze the reading comprehension for the control and experimental groups. So far, I corroborated the initial statement about the lack of reading comprehension on eleventh-grade students, the example of one learner’s results, it is evidenced the lack of understanding of the reading proposed. As a researcher this kind of results motivates me to implement different activities to analyze if the reading strategies promote meaningful changes. (See Annex H)

Posttest

As this research methodology is focused on an experimental group and control group, it aims at comparing the development and possible improvements of each one, so that, the way to analyze those possible changes is throughout the pretest and posttest to better understand the impact of reading strategies. Thereby, Creswell 2002, highlights that the posttest allows participants' assessment before the treatment, providing many sources to compare the development of the research.

Document Analysis

Document analysis is a method of qualitative research that can be also used on mixed methods, allowing the researcher to analyze and interpret the meaning of a specific subject being able to create knowledge to generate questioning. Bowen (2009)

Regarding this, document analysis is conceived during this research as a method to interpret the results and changes in learners' reading comprehension in order to corroborate the main statement about the use of reading strategies.

Setting

This study took place at the INEM Jorge Isaac School in Cali, Colombia. The educational institution INEM Jorge Isaacs provides education with different emphasis based on a diversified curriculum. Providing primary and secondary classes.

Population

This research was established to be implemented with eleventh-grade students (seven courses); each course has among 20 to 30 students. The sampling was chosen

voluntarily among them. The sample is constituted by 10 students from the courses 11-03 and 11-07. The methodology involves an experimental and a control group, each group of five students. The main purpose is to analyze and compare the improvements and possible changes from one group and another according to the strategies uses.

Ethical considerations

During this research some ethical considerations have been established; protect the privacy of participants when conducting the research, maintain participants' anonymity with regard to the data obtained in order to guarantee their integrity keeping the confidentiality of privacy.

So far, the participants were notified about the research development through a letter that explained the procedure of the project, one for the experimental and one for the control group. (See annex B)

Finally, this table introduces a preliminary schedule for the proposal; this one includes the established dates to work during the implementation of the project.

MARCH	<ul style="list-style-type: none"> • Proposal development (form March 2nd to 29th May) • Participants organization and permission 3rd March • Initial test (10th March, mock exam) • Initial test analysis (17th March) • Mock exam and strategies explanation (27th March)
APRIL	<ul style="list-style-type: none"> • Mock exam analysis (3rd April) • Delivery of advances (3rd April) • Mock exam and strategies explanation (10th April) • Mock exam analysis (17th April) • Delivery of tutor's corrections (17th April) • Mock exam and strategies explanation (24th April)
MAY	<ul style="list-style-type: none"> • Mock exam analysis (1st May) • Interview (8th May) • Interview Analysis (15th May) • Final test (22nd May) • Data Analysis and corrections (29th May)

JUNE	• Delivery and corrections final report (4 th to 10 th June)
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Table 2: Preliminary schedule of the proposal

Pedagogic methodology

In general terms, this section encompasses all the materials, strategies, lesson planning, activities, and instruments that were considered during the project development. Although, it must be highlighted that the implementation research will be carried out in future interventions due to the current pandemic COVID-19 that leads to a confinement hindering in-person classes. So far, a pretest was conducted before the pandemic, and the required material to implement the study is provided in a Google Classroom platform.

As a starting point, Skimming and scanning were the main strategies considered for methodological development in the research. Thus, Fauzi (2018) introduces these strategies through different steps. Hence four steps were estimated:

Skimming

- Skimming to define the author's attitudes, tones, and purposes on the passage; this one is specially used to analyze or comprehend the writer's point of view or the principal ideas stated by the author in the writing.

- Skimming for Identifying purposes and organizational patterns of texts; it is focused on the structuring presented in the text, it guides the reading to analyze the content in terms of organization and development.

Scanning

- Scanning to understand unknown vocabulary from structural clues and word parts; the idea is to understand the meaning of words by contextualizing them with the rest of the information given in the text.

- Scanning to Infer information from the passage; allows students to predict the information presented, is a guide to combine his own knowledge to the facts immerse in the reading.

First workshop

As it was established, this research was planned to be implemented through direct contact with the participants. However, it could be done just for two weeks. So far, the first workshop was implemented, it aimed at introducing the purpose of the research as well as to implement the pretest that was established to analyze the reading comprehension level of the experimental and control group. Thus, this research intended to compare the improvements of each group; the experimental one using the Skimming and Scanning strategies while the control group was focused on the topics presented in the classes.

As the research proposal is focused on improving reading comprehension through reading strategies and ICFES mock exams, the planning lesson for the first workshop introduces a brief explanation of the Saber 11 exam structure, type of questions, and timing.

In the following Google Drive link presents the first intervention for the groups:

<https://drive.google.com/file/d/11cAwbXYmtEExq6nfbz6P4F-PH8SUGjse/view?usp=sharing>

Second workshop

This workshop introduces the first steps to skim a written production; the researcher presents an explanatory video that aims at introducing these steps. As well as, different activities are proposed to practice through skimming.

Objectives	<ul style="list-style-type: none"> -To comprehend the skimming and scanning strategies -To analyze the first steps of skimming and scanning strategies -To practice the strategies through b1 written productions and ICFES mock exams
Strategies presentation	<p>The researcher will present the skimming strategies and the two main steps which are the following (<i>video</i>): https://www.youtube.com/channel/UCqNtIkrJiOKzUG2y56rz-qQ</p> <ul style="list-style-type: none"> - <i>Skimming for Identifying purposes and organizational patterns of texts; it is focused on the structuring presented in the text, it guides the reading to analyze the content in term of organization and development.</i> - <i>Skimming to define the author's attitudes, tones, and purposes on the passage; this one is specially used to analyze or comprehend the writer's point of view or the principal ideas stated by the author in the writing.</i>
Time	20 minutes
Explanation	<p>The explanation will cover the two steps mentioned above, where learners must complete some exercises to follow each part, to do so, the researcher will be focused on the explanation proposed by Fauzi (2018) in the first chapter of his book entitled “ The Effectiveness of Skimming and Scanning Strategies in Improving Comprehension and Reading Speed Rates to Students of English Study Programme”</p> <p>Taking this into consideration, the strategies will be presented in a video, this one will include:</p> <ul style="list-style-type: none"> -The explanation of each strategy; meaning, use an importance. -Exercises to practice each strategy.
Reading comprehension	<p>For this section learners will read and put in practice what they just comprehend from the previous video. The idea is to read and answer the questions in approximately <i>30 minutes</i>.</p>
Discussion	<p>For this part, students will have a comment session where they can share their opinions about the strategies already</p>

	used. (5 minutes)
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Table 3: This table contains a general overview of the second workshop

1. The teacher will be focused on the presentation video, which introduces the first steps for doing skimming and Scanning.

Pre- reading: the students will watch the video and will analyze the explanation about the first steps for working Skimming and Scanning. As well as, they will pay attention to the examples provided in the video.

While-reading: Students will work on a b1 written production from the British Council website, regarding the steps to skim and scan they must answer some questions related to these strategies. The idea is to be focused on the purpose of skimming and scanning, which is to understand the main information of a text.

Robot teachers



Do you need more help with your English? Take an online English course or class.

Read an article about robot teachers to practise and improve your reading skills.



Reading text

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organise and answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

Figure 5: Robots reading production excerpted from the British Council website

Source: <https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/robot-teachers>

Exercises focused on skimming strategies:

- (Identifying purposes and organizational patterns of texts/ define the author's attitudes, tones, and purposes on the passage)

1. To start, use a **watch** to time and read this text in less than **one** minute. After you read, answer the following question:

-Cause and effect

- a) What is the main cause of the possible replacement from teachers to robots?

- b) Do you consider it could have a possible impact in society?

- *Author's attitude or role*

c) Do you consider that the text presents the author's opinion about the subject? *Justify your answer.*

- Yes, _____

- No, _____

d) What is the role of the author within the text?

2. Read the text and organize the following sentences in chronological order, according to the information presented in the text.

- *Chronology*

- There can be a solution to solve problems in some countries where there is a lack of teachers.

- 2027 it's an estimated date for the robot's emergence

- Share personal information with robots might be easier.

- Robots will be able to analyze humans' attitudes and movements.

- Robots can be support for teachers in the future.

- *Comparison and difference*

3. Analyze the following chart and read the comparisons and differences between teachers and robots and select if they are **true** or **false**.

a) Robots will replace teacher in 2027

True

False

b) Teacher can be supported by robots in different tasks	True	False
c) Robots always perform better than doctor	True	False
d) All teachers are leaving their jobs because of robots	True	False

- *Problem and solution*

4. Read the following sentences and choose if they represent problem or solution for humans.

- Teachers might leave their jobs and should consider finding a new one	Problem	Solution
- Robots might assist teacher in their jobs	Problem	Solution
- Humans should consider not to involve robots to be take on daily life decisions	Problem	Solution
- Robots will colonize the world in a future	Problem	Solution

5. Write down a short paragraph about your perceptions of robots. Would robots benefit human life?

Post-reading: for this part, students must discuss their perceptions when using the steps to skim. The idea is to know the impact of these on the learner's reading comprehension.

Note: For this step, it is recommended for the students to work on the worksheet proposed by the British Council which introduces the text and different questions and activities related to general and specific information.

Source: <https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Reading-B1-Robot-teachers.pdf>

Objectives	<ul style="list-style-type: none"> -To comprehend the scanning strategies -To analyze the first steps of scanning strategies -To practice the strategies through ICFES Saber 11 mock exam
Strategies presentation	<p>The researcher will present scanning strategies together with the following steps (<i>video</i>):</p> <p>https://www.youtube.com/channel/UCqNtlkrJiOKzUG2y56rz-qQ</p> <ul style="list-style-type: none"> - <i>Understanding unknown vocabulary from structural clues and word parts</i> - <i>Inferring information from the passage</i> - <i>understanding facts and details from the text</i>
Time	20 minutes
Explanation	<p>The explanation will cover the two steps mentioned above, where learners must complete some exercises to follow each part, to do so, the researcher will be focused on the explanation proposed by Fauzi (2018) in the first chapter of his book entitled “ The Effectiveness of Skimming and Scanning Strategies in Improving Comprehension and Reading Speed Rates to Students of English Study Programme”</p> <p>Taking this into consideration, the strategies will be presented in a video, this one will include:</p> <ul style="list-style-type: none"> -the meaning for each step. -Exercises to practice each step.
Reading comprehension	<p>For this section learners will read and put in practice what they just comprehend from the previous video. The idea is to read and answer the questions in approximately <i>30 minutes</i>.</p>
Discussion	<p>For this part, students will have a comment session where they can share their opinions about the strategies already used. (<i>10 minutes</i>)</p>

Table 4: general overview of the third workshop

As perceived in the previous workshop, it is estimated that learners understand the use of these first steps for Skimming (Identifying purposes and organizational patterns of texts/define author's attitudes, tones, and purposes on the passage) through exercises that provide them better comprehension about the strategies. In this manner, it is considered that the results for this workshop will be accurate due to the variety of exercises, it also provides an in-depth explanation and that facilitates students' understanding. Finally, it presents a teacher's and student's guide, to facilitate the implementation process that could be done by the supervisor or other teachers.

Third workshop

The following workshop introduces the first steps to scan a text; the researcher presents an explanatory video that aims at introducing these steps. As well as, diverse activities are proposed to practice through scanning.

1. The teacher will present the presentation video, which introduces the first steps for doing Scanning
2. **Pre-reading:** the students will watch the video and will analyze the explanation about the first steps for working Scanning. As well as, they will pay attention to the examples provided in the video.
3. **While-reading:** Students will work on an ICFES saber 11 written production, regarding the steps to scan they must answer some questions related to these strategies. The idea is to be focused on the purpose of scanning, which is to understand specific information in the text.

PARTE 5
RESPONDA LAS PREGUNTAS 17 A 23 DE ACUERDO CON EL SIGUIENTE TEXTO

lea el texto y responda las preguntas.

Responda las preguntas **17 - 23**, marque **A, B o C** en su hoja de respuestas.

JAMES SALTER'S DAYS IN FILM

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

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

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

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

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

Figure 6: James Salter reading production excerpted from an ICFES booklet

Exercises focused on scanning strategies:

(Understanding unknown vocabulary from structural clues and word parts/ inferring information from the passage/ understanding facts and details from the text)

- *Clues*

1. The students will do a short activity in which they will list the unknown vocabulary presented in the text.

-
-
-
-
-

2. Then, learners must associate the unfamiliar vocabulary to a synonym or definition that can be found in the text.

- _____
 - _____
 - _____

3. Look for antonyms; words that seem to be the opposite of the unfamiliar word

- _____
 - _____
 - _____

4. After this exercise, the students must share their opinions and with the teacher's help, they will analyze the meaning of the unfamiliar words.

- *Inference*

5. Answer the questions and write down on the box the questions proposed

a) Why did James abandon his military job? _____

How do you know that?

b) Did he have a good performance during his work in the cinema?

What information in the text supports your description?

c) Who wrote the last book? _____

What information in the text supports your description?

- *Facts and details*

6. Scan the text for the answers to these questions. Work as quickly as you can

		Your answer
1	What is <i>Passionate Falsehoods</i> ?	
2	When did he abandon the military profession?	
3	Where can we find the last book?	
4	When was the book “ <i>Burning the Days</i> ” publish?	
5	Which movie did he direct?	

Post-reading: for this part, students must discuss their perceptions when using the steps to scan. The idea is to know the impact of these ones on the learner’s reading comprehension.

Note: For this step, it is recommended for the students to work on the worksheet proposed in a booklet of a Saber 11 exam which introduces the text and different questions and activities related to general and specific information.

Google Classroom

The material proposed to carry out this research is provided in a Google classroom platform entitled “Reading Strategies” for teachers that might continue a further implementation:

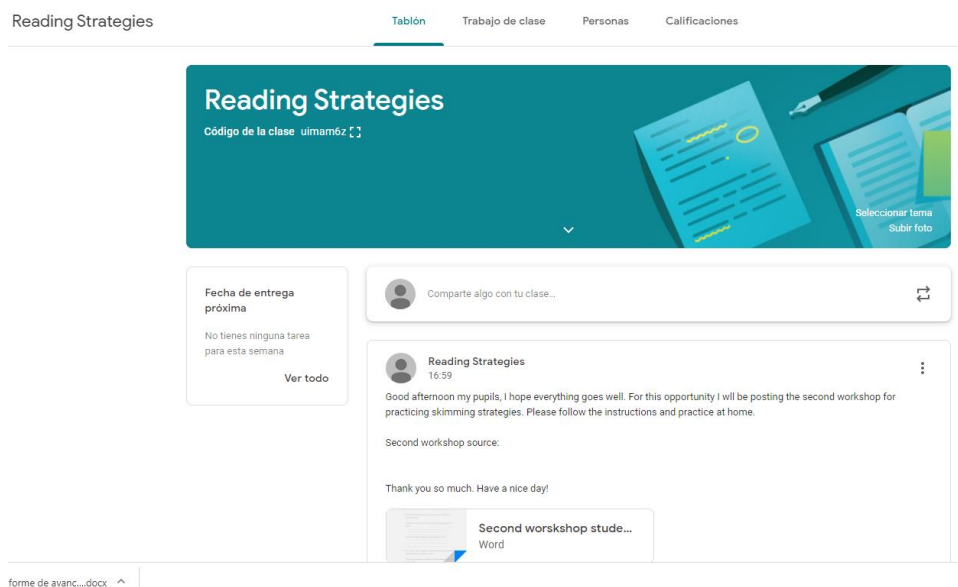


Figure 7: Google Classroom platform “Reading Strategies”

To know about the use of the Google classroom platform (see annex C)

Google classroom Drive link and user /password: _

<https://classroom.google.com/c/ODQzNTg3MzAyNzFa>

User: readingstrategies20@gmail.com

Password: readS1234

Expected results

In this regard, this research proposal is intended to respond to a determined necessity among eleventh-grade students from the INEM Jorge Isaac high School in Cali through reading strategies. As mentioned in the justification section of the study, it was perceived that learners need to foster the reading comprehension to improve and get better results in the ICFES saber 11 exam, as reading is one of the most important competences in the exam it is essential to guide the learners to overcome those reading difficulties.

As presented by the author Fauzi (2018), the strategies are a great source to overcome these latent difficulties, allowing learning different alternatives to read a text as well as practicing through diverse exercises and activities. Bearing this in mind, the researcher proposes a variety of material for the learners, that might transform the reading process, inducing the students to become active readers and find interest in what they are reading because of the understanding, that allows them to enjoy the reading process rather than having anxiety due to the lack of understanding about the information proposed in the same.

Considering the information stated above, the future results for this research is promising because it is guided by different authors that have presented similar methodologies in different educational fields and have shown excellent results. Thus,

the methodology presented in this research was established through a series of questions that were considered taking into account previous studies already developed. Hence, the reading strategies are considered as a good procedure for improvements in reading comprehension due to the types of interventions that a person can find to better understand a text.

Conclusions

The research development provides a broader comprehension of the number of sources that are available to create and generate knowledge. During the planning of the workshops, it was conceived that the reading strategies are a very useful aid to overcome reading difficulties. Barrios (2017) stated that the use of reading strategies provide a large quality on students' communicative skills, as well as they have many steps to learn from inference and not only are focused on reading a text but also to question themselves about the information proposed in the written productions.

Taking the previous information into account together with the positive results of the author's research and the workshops' development, it is concluded that the workshops might furnish the learners with a variety of topics required to work on the reading strategies. Using four steps to skim and to scan a text according to the author Fauzi (2018), this is a valuable method due to the structure proposed by the Instituto Colombiano para la Evaluación de la Educación ICFES in the exam, where pupils find different components related to the use of English; one of them the reading comprehension, there is a set time established to finish the written productions; from 20 to 30 minutes, including the multiple choice questions.

Consequently, the workshops' development included a variety of exercises that promote fast reading in order to conceive the most important and relevant information of the texts. As same as, these exercises are an alternative for students when reading a text avoiding the anxiety that could emerge because of the lack of understanding and the amount of information.

Recommendations

Reading strategies provide many alternatives to understand the meaning of written production, considering the studies and assumptions presented during this project and the experienced gathered in the practicum process, teachers might consider having an in-depth intervention of these strategies during the classes, for all the students to acknowledge the alternatives when reading a text. As well as, learners must conceive the autonomy to implement them and improve reading proficiency.

Nevertheless, for future implementations, it should be pointed out the consideration of working in the experimental group and control group to analyze the impacts of the use of reading strategies.

Integral practicum development

This section encompasses the activities that were carried out in the school during two weeks, where pre-service teachers had the possibility to perform having direct contact with the pupils. Thus, the supervisor emphasized the development of grammar tenses use as well as the use of ICFES booklets. During the first and second weeks, eleventh-grade students were working on oral presentations about the uses of grammar tenses, such as: WH questions, modal verbs, countable and uncountable nouns, present and future perfect, active and passive voice, prepositions and ED ending. These topics were

worked as a reinforcement of b1 topics that must be understood and take part in the ICFES saber 11 exam and considering that are grammar topics proposed in the curriculum.

In this regard, my role during these weeks was to reinforce the topics mentioned about, so that, my planning where related to grammar topics and students' communicative skills. The class sequences were done for two-hour classes, thus I had the possibility to implement different activities to foster learners' communicative skills, reading, speaking, writing, and listening. To illustrate the previous information I provide an example of a class development plan that I could implement (see annex D)

Likewise, during that time I presented the research development to obtain learner's permission, to do so, I provided a letter to each participant containing the main aspects of the research. Furthermore, the supervisor received an overview of the chronogram and activities to develop throughout the project development.

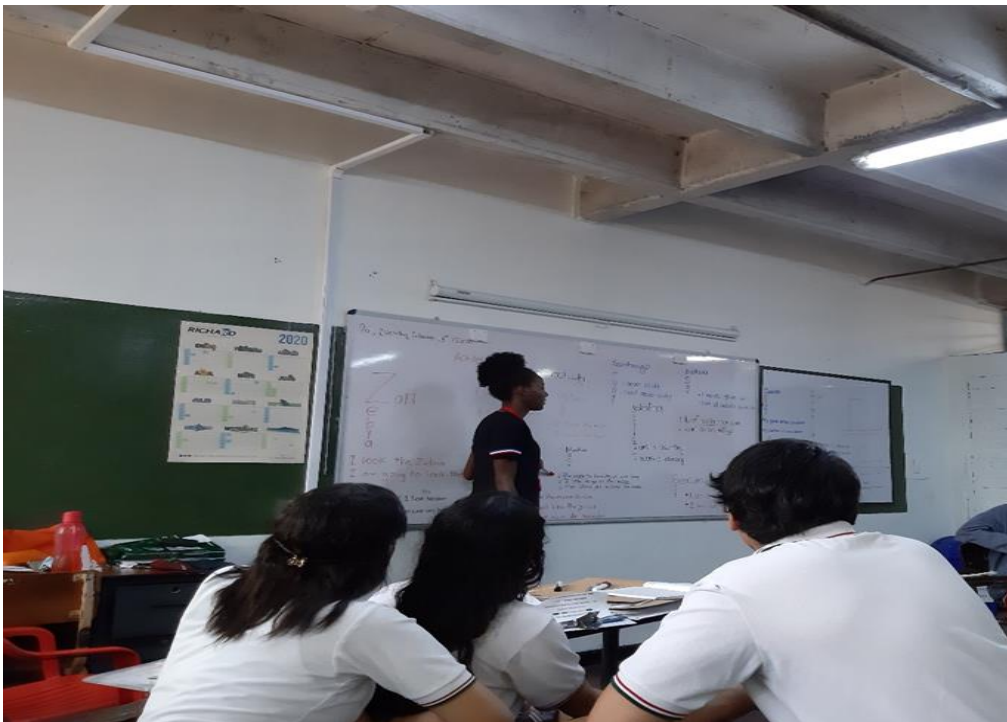


Figure 8: Pre-service teacher class development

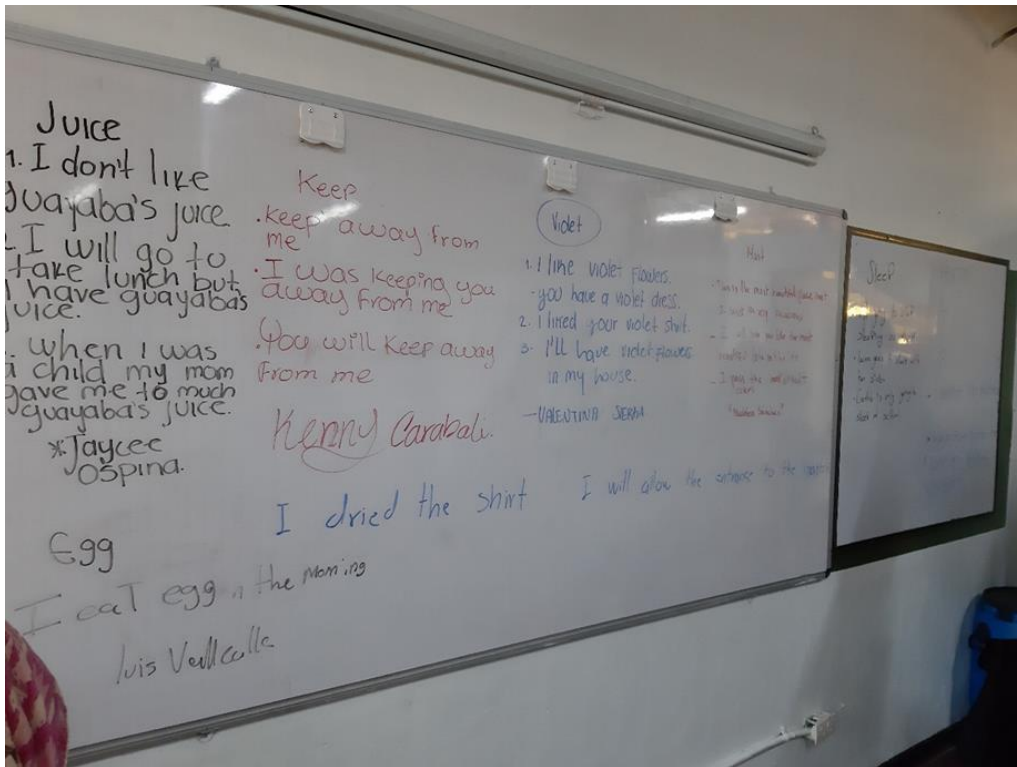


Figure 9: students class work about the use of different tenses

Virtual practicum development

In fact, the pandemic led to new adaptations for the teachers-practitioners, these adaptations permit the continuity of the practicum process through virtual methodologies. In this manner, from the practicum coordination and the program committee, some activities were proposed such as workshops development, videos, and material sources for practicing ICFES Saber 11 exam. (See annex E)

With this regard, I developed three virtual workshops, four videos about grammar tenses (YouTube channel “Learning today”), a blog called “Learning Together” in which many activities were uploaded: websites to practice the Saber 11 exam, ludic activities, dictionaries, grammar book and so on. The following figure illustrates the blog page:

Mis sitios web Lector

LEARNING

Learning together

30 PREGUNTAS COMUNES EN INGLÉS BASIC ENGLISH GRAMMAR BOOKS BREVE HISTORIA DEL IDIOMA INGLÉS CURIOSIDADES DEL INGLÉS

EJERCICIO: DISTINGUIR ENTRE EL VERBO "LIKE" CON GERUNDO Y CON INFINITIVO ENGLISH PLEASE OXFORD DICTIONARY VOCABULARY

Basics of English using common expressions and tenses

BSQUEDA

Buscar

CALENDARIO

JUNIO 2020

L	M	X	J	V	S	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

← Mar

IMPORTANCIA DE UN NUEVO IDIOMA

ENTRADAS Y PÁGINAS POPULARES

Cronograma

Learning Together

Videos para saber

11 Sitios web con simulacros ICPEs, exámenes y ejercicios de inglés

SITIOS DE INTERÉS

ACTIVIDAD CRUCIGRAMA Actividad para buscar y seleccionar vocabulario básico en el crucigrama. 0

ACTIVIDAD DE COMPLETAR En la siguiente actividad debes completar las frases usando el verbo to be con su correcta conjugación. 0

ACTIVIDAD DE DICTADO Esta actividad te ayudará a fortalecer tu habilidad de escucha y comprensión. 0

ACTIVIDAD DE RELACIONAR Actividad para aprender más vocabulario de una forma divertida. 0

ACTIVIDAD DIÁLOGO Actividad para mejorar la comprensión de escucha y pronunciación. 0

ACTIVIDAD ORDENAR PALABRAS Por medio de un audio mejorarás tus habilidades de escucha completando diferentes respuestas. 0

ACTIVIDAD RELACIONAR COLUMNAS Para esta actividad debes relacionar las columnas según la correcta formación del verbo TO BE. 0

ACTIVIDAD SOPA DE LETRAS En esta actividad deberás completar la sopa de letra según las palabras en inglés que encontrarás. 0

WELCOME

LEARNING TOGETHER

👉 PÍDE 2 COMENTARIOS 🗑 EDITAR

Te damos la más cordial bienvenida a este blog, un medio en el cual podrás aprender y poner en práctica lo aprendido durante las clases de Inglés de manera didáctica y significativa. Todo lo anterior, teniendo en cuenta que el Inglés es una herramienta que ayuda a tener mayores ventajas en los ámbitos personales, sociales y profesionales.

Este blog ha sido creado como una alternativa para trabajar diversos temas en línea y reforzar el aprendizaje de los estudiantes de once grado pertenecientes a la Institución Educativa INEM Jorge Isaacs de Cali.

Esperamos sea de gran ayuda para ustedes. ¡Éxitos!

Grados: 11-01, 11-02, 11-03, 11-07, 11-08, 11-09, 11-10, 11-11, 11-12, 11-13-11-16, 11-17.

CLASSROOM LANGUAGE

Can I go to the bank?
Can I search on the internet?
Can I turn the computer?
Can I turn it off?
Can I shut off the power?
Can I call on the phone?
Can I call down the street?

Can I go to the bank?
Can I turn off the radio?
Can I close the window?
Can I answer the question?
Can I go out?
Can I answer the question?

Figure 10: Learning Together blog page

YouTube

USE FOR TIME AND PLACE

AT	IN	ON
TIME Se usa para hablar de tiempos específicos en el día (horas exactas)	TIME Se usa para hablar de tiempos que no son específicos (meses, año, temporada)	TIME Se usa para especificar fechas y días (mes/día/año)
PLACE Se usa para hablar de lugares específicos dentro o fuera de la ciudad.	PLACE se usa para indicar un lugar o ubicación (no tan específico)	PLACE Se usa para indicar superficies

0:43 / 3:36

CREATED USING POWTOON

The prepositions

2 visualizaciones · 25 may. 2020

0 0 COMPARTIR GUARDAR ...

Learning today
1 suscriptor

ANÁLITICAS EDITAR VÍDEO

Figure 11: Youtube Channer “Learning Today”

Chapter II

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

By

Laura Marcela Torres Álvarez

Myriam Edilma Gómez Filigrana

Lucy Durán Becerra

Introduction

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

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

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

Justification

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

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

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

Statement of the problem

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

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

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

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

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

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

General objectives

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

Specific objectives

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

Theoretical Framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice, constitutes the framework of this study. In order to clarify the concepts addressed, all in close relation to this project, they will be thoroughly defined.

Teaching profession

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

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

Reflection

Reflection implies addressing different conceptions of such notion. For this reason, as an attempt to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as thematic, both proposed by Correa Molina et al. (2010).

Reflection as a process

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

The stages of reflection as a process are evidenced in the following figure:



Figure 12. As explained before, this schema shows every single step that must be followed in order to successfully accomplish reflection as a process as proposed by the aforementioned author.

Reflection as thematic

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

The first two perspectives are considered as external aspects, sources of knowledge that allow reflection; and contextual aspects, which allows to carry out an exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed. Firstly, the action, the context, the colleagues and the same person who reflects are taken into account.

Reflective practice

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

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

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

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

According to Van Manen (1997) there are different levels of reflexivity. In the first place, the effective application of skills and technical knowledge is carried out in a

classroom. The reflection is applied to the appropriate selection and use of the teaching strategies that the teacher will use.

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

As a third, Van Manen (1997) establishes an exercise of critical reflection; at this level, the author stated that a more elaborated reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom are presented.

The pedagogical practice

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

Academic practice

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

Social efficiency practice

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

This is the way of proceeding from the technical rationality:

Developmental

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

Social reconstruction

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

Generic

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

Reflection activators

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

Critical element of reflective thinking

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

The interest of aspects related to social justice and ethics in education.

These authors established some classification categories of knowledge:

1. Knowledge of content.
2. General pedagogical knowledge.
3. Curriculum knowledge (programs, material, etc.).
4. Teaching knowledge and own professional configuration.
5. Knowledge of students and their characteristics.

6. Knowledge of educational contexts.
7. Knowledge of fundamentals: philosophical, historical, and axiological.

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

3	Reflection workshop								
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Reflection workshops

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

Besides, the reflective workshop is the second method to express the progress behind the practicum process; so far, I have participated one workshop. That was conducted on March 24th; regarding the institutional observation and all the aspects learned during this one, we reflected on the importance of knowing the academic area.

Objectives

- To strengthen the organization of teachers and practitioner teachers to as a group of individuals endowed with a critical spirit, able to reflect and to present alternative solution proposals when facing an educational issue in their pedagogical practice.
- To communicate the criteria, to share ideas and guidelines for students to take over their pedagogical practicum.
- To qualify students for them to effectively join the educational establishment.

Self-observation sheets

The self-observation sheet aimed at guiding the practitioner teachers towards developing a perspective of their practicum as teachers and their role in the classroom and the educational community in which they have been included.

Moving on to the self-observation sheet in the second week of March, I have evaluated the planning and organization process, thus, I evaluated and reflected all the experiences and methodologies worked so far.

Narrative journal

The reflection exercise will allow the student to express themselves about their professional activity through a narrative of their experience as a way of providing some meaning to the teacher every day's life.

Up to now, I have presented three narratives; the first one from 2nd to 9th March 2020, this one was centered on the first impressions of being in the practicum process, which allowed me to analyze my perceptions when teaching as well as the development of my research implementation, lesson planning, and engagement. Furthermore, I conducted the choice of the participants and I could notice that most of the learners were willing to participate; I inferred how active and interested they were.

In the second narrative from 9th to 16th March 2020, I reflected on the implementation of the first workshop, which put in mind the presentation of the Saber pro exam structure, as same as I implemented a Saber pro mock exam, to analyze the learner's reading comprehension. As my research intended to work with an experimental group and a control group, I did implement the same mock exam to

compare the difference and similarities of each group. Keeping this in mind, this narrative allowed me to express my opinions about the development of this workshop, I realized that learners did have engagement in my research, and that motivates to continue its implementation.

The third, fourth and fifth narrative from 17th March to 1st May was intended to analyze the teachers, parents and learner's role regarding the pandemic, the impact of the transition between in-person class to virtual class and the use of technological tools during the pandemic in the school context as well as the design, execution, material evaluation, etc. So that, during these weeks I am centered on material creation including; a blog; as the main platform where learners may work using guides, videos, webs, etc. All of this, as a way to support my supervisor and the INEM high school to accomplish the new demands that are required. Moreover, I am working on lesson plans, workshops, narratives, grades, and videos. This experience is helping me to enrich and reinforce the practicum process by proving my capacities in different situations.

Class recording

Evidence of the practitioner teacher's actions inside the classroom allows reflecting on different aspects, related to the foreign language teaching-learning process. These aspects may have been noticed or overlooked by the teachers; therefore, such recordings are useful to obtain outside, constructive view of their pedagogical practicum.

However, the class recording could not be implemented due to the changes and circumstances presented by the pandemic that hindered the development of in-person classes.

Context

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

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

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

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

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

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

Socialization function

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

Instructional function

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

Educational function

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

Population

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

Direct beneficiary population

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

Indirect beneficiary population

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

Institutional departments articulated to the project

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

External institutions linked to the project

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

Setting proposed for the execution of activities, second semester 2016

Education institutions from Pamplona city in which proposals related to the practicum stage are implemented.

Expected results

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

- Reflective spirit training in pre-service teachers from the Bachelor of Arts in Foreign Languages degree as a training tool to qualify the practicum stage.
- Analysis of pre-service teachers' realities, surroundings and social representations along with notions and different concepts related to schools.

Conclusions

Integral practicum development

Pre-service teacher's methodology

During the classes development, the planning and methodology followed a sequence where learners could practice the four English skills, the main objective was to furnish a space for the students to participate and interact among them. I usually plan two hours for each class. My planning methodology is centered on the curriculum provided by the institution as well as the students' needs and level.

Interaction with learners

Likewise, the teaching experience is surrounded by many factors that are required to educate. As a pre-service teacher, I emphasized on learner's participation, as well as I analyze the approach followed by the school, the INEM aims at introducing the constructivist approach providing autonomy to the students.

The amount of students for each eleventh-grade course in the INEM is approximately 25 to 30 learners, so, I reinforce the interaction by group work, where students are able to learn from each other. So the interaction was done most of the time in mother tongue reinforcing the English use as well.

Activities in the classroom

The activities used the main English skills, reading, writing, listening, and speaking. For instance; if I present a reading exercise I implement pre, while and post activities, all of that to help them to recognize unknown vocabulary, the main topic of the written text as well as a concluding exercise such as; changing the final of the story, being in the protagonist place, etc. I noticed that they enjoy doing role play talking about their routines or even culture topics they are interested in.

Resources and classroom organization

The activities were organized depending on the classroom resources; I used the projector, books, speakers, guides, worksheets. The classroom organization varies according to the activities. The institution provided a great number of sources to develop the classes.

Classroom atmosphere

In fact, the INEM school learners are responsible and attentive that leads to an excellent classroom atmosphere, as I highlighted before the learners enjoy participating in the class, including participation improve the environment of each course.

Instructions, clarifications, and orientations of the students' tasks

To introduce the activities I use English and most of the students understand, then I clarify it in Spanish and give an example to start. I usually supervise the learner's progress if they have any doubts, just in case of lack of understanding the way to reinforce it is by introducing presentations or tutoring. Another way to present the content is by inference, for the class, I introduced different activities where students could recognize the class topic

Monitoring of the teaching-learning process

The development of the class is evaluated by the learners at the end of each period they express their perceptions and what they think must be improved. In contrast, if I noticed that learners did not understand the course or did not have good academic performance, there was an intervention guided by tutoring. Furthermore, the learner's needs are headed by observation and feedback.

Methodologies to control discipline

The management of the classes was documented in a control sheet, for each course; there were grids to note student's grade and participation. In the case of indiscipline, there is an academic record or grid use to note bad behaviors if the learners accumulate many of these, they will go to the principal's office with their parents. I have concluded that this method helps to maintain control classrooms.

Student needs analysis

The analysis was done through observations and evaluations as a way to comprehend learner's progress, these were implemented considering the topics (every three grammar tenses explanations, presentations, or activities). In case that the learner has difficulties with them the analysis leads to the recognition of these issues.

Virtual practicum development

Regarding the virtual field, I presented some videos because not all learners have the accessibility for every tool; I try to offer them: guides, worksheets, lyrics of songs, resources that can be used in case they do not have a good Internet connection. Likewise, I do my lesson and class planning in direction to these aspects, I see myself as a guide and students are the ones that construct knowledge with the basis I provided them. In contrast, the instructions for the virtual side are in Spanish and the doubts are clarified by email.

To sum up, the development of the practicum in both sides provided knowledge on the organization of the planning and methodologies carried out by teachers. My supervisor support guided me to understand many teaching strategies and aspects that I did not know that was fruitful to my practicum development.

Bearing this in mind, it is mainly important to answer the following question; *how does the implementation of reflection contribute to the transformation of your practicum?*

In this regard, the reflection allowed me to find a broader sense in the teacher's role; it remained to maintain an analytical posture about my progress as well as to analyze my strengths and weaknesses. The main part of this is to recognize that as teachers, I am not only focused on providing knowledge, it is a teaching-learning process, I must learn from my learners and my social context.

Considering the current situation of the world, due to the massive contagion of the virus Covid-19, education has to adapt to new requirements, and technology is furnishing a huge advantage to cover the needs of learners, teachers, and parents. I understand the importance of reflecting at this point because as a teacher, I admit that

there are many aspects to be considered. So, the narratives, the reflective workshops, and the self-observation sheets are a way to recover the thinking about the teaching-learning method, contributing to major engagement with the practicum as well as growing personal and professional.

Chapter III

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

By:

**Laura Marcela Torres Álvarez
Viviana Katherine Rueda Carrillo
Myriam Edilma Gómez Filigrana
Lucy Durán Becerra**

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

Presentation

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

It presents in the first instance, the justification, and the objectives of the project, its characterization and the lines of contribution to which it contributes.

The theoretical framework guiding the proposal, the target population, the timetable and the budget estimate table to be prepared by each participant are presented below.

Introduction

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

With a view to promote English language learning in Colombia and doing Colombians more competitive citizens, the Ministry of National Education launched its bilingual policy in 2004, the main objective of which is to “to have citizens able to communicate in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in the cultural openness. In this way, the Ministry has been implementing a wide range of strategies at the distinct levels of education with a view to achieving this goal, a prime example of which is the creation of English quality standards for basic and secondary education, the definition of a sound and logical evaluation system and the description and development of training plans.

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

learning processes and therefore the results of evaluations implemented at the national level are not very optimal.

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

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

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

Justification

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

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

The development of this project benefits both institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice. This benefit results in the possibility for primary school children to have contact with the foreign language and in turn with students who complete their university practicum process so that they know the educational realities and needs of the environment and of this how they can help, intervening in processes that impact on the improvement of these needs.

General objectives of the proposal

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

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

Specific Objectives

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

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

Typology of the project

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

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

Contribution lines

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

Theoretical framework

Language teaching

International Linguistic Policies

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

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

According to Lima M, (2006). The learning process of foreign languages is now an real necessity, but so is the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet highlights; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they delate distances and also bring us closer to science and technology. All types of learning are of vital importance for the sociability of the human being as long

as it allows it to have a proper development in different contexts; The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

National Bilingual Program

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

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

Tabla 1. Niveles de lengua esperados en el PNB

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

Fuente: Adaptado de Altablero (2005).

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

Bilingualism

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

Teaching English in primary school

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

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

“This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996)”. the authors present their point of view on the subject and differ

“that for purposes of this discussion, the terms learning and acquisition interchangeably because the LE can be acquired through inductive recreational activities and naturally which also involves learning processes”.

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

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

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

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

To support the aforementioned about the process of acquiring an LE, it can be said that regarding to Berko and Bernstein (1999), quoted by Yesser A & Chacon C, (2011) “The children ability to learn, understand, discover and formulate communicative forms in a foreign language mainly underlies the need to establish new social approaches” (p. 467). Consequently, children build meanings of the world around them through the language and establish their own criteria of semiotic interpretation to each concept they

discover. For this reason, learning the LE must be based on prior knowledge and schemes mother tongue since the representations developed in prior learning and previous experiences are the scaffolding to build by LE, new mindsets or expand the existing ones”.

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

Why learn LE in elementary school?

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

- Children who begin studying foreign language in school tend to achieve a more positive performance than others.
- Children show not only a special ability to imitate sounds and colloquialisms but also great flexibility, spontaneity and audacity that surpasses those of young and adults.

- Children not only tend not to be afraid of committing failures, but often acquire and transmit meaning through gestures and pantomime.
- Children are in a stage of their life in which the plasticity of their brains makes it easier for them to learn languages”.

To summarize it is found that the learning process of the human being is based on experiences with the environment in that is influenced by prevailing cultures and identify their idiosyncrasies and autonomy especially among young people in the life cycle of childhood, wherefrom many theories from the psychological, sociological area it is argued that learning takes place through the observation and listening of sounds that put the main attention of the senses of each individual. Highlighting that the cognition process directs and brings significant learning for the children who are starting the learning especially of an EFL language.

Pamplona’s context

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

- **Escuela Normal Superior**, which has as headquarters “Escuela Rural Cariongo, Instituto Aurora”.
- **Colegio Provincial San José**, which has as headquarters “Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez”.
- **Colegio Águeda Gallardo de Villamizar**, which has the “Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional”.

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

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

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

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

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

Subproject

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

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

Use of didactic materials in EFL learning for third and fifth grade students from the Fry Domingo de las Casas School in Cali

Introduction

The use of didactic materials in English teaching has become very useful for the acquisition of new knowledge. This is intended to attract the attention of children and to create meaningful learning. The main objective of this proposal is to promote the learning of a foreign language through the use of didactic materials such as flashcards, word cards, videos, songs, short films, etc. All of this in order to provide support to the primary students of the Fray Domingo de las Casas School in Cali, as well as they can reach the level A1 that is proposed by the Common European Framework of Reference for languages: Learning, teaching, and assessment where the learner is able to express sentences and simple structures in English.

Regarding the development of this component, many perceptions have emerged; the first one leads to the great advantage of helping the students from primary school, it is a valuable academic support for the learners. Unfortunately, the entire schedule could not be accomplished because of the current situation, what it is set is to continue doing workshops for the students. The virtual workshops include support materials to reinforce the subjects worked in classes.

Justification

Based on the above information, this project focuses on the reinforcement of English as a foreign language through didactic materials; the main purpose is to attract the learner's attention, in this case, the students from third and fifth grade. To present an alternative for learning through visual resources, allowing the students to explore and encourage them through motivation.

In this regard, it is hoped to reach the level of these courses established by the Common Frame of Reference for languages: Learning, teaching and assessment, In fact must of the students do not have the established level, it is proposed to encourage the use of flashcards, word cards, videos, songs, short films, etc. Everything set up to motivate the learners without making them feel suffocated by the information that maybe will not be meaningful because of the pupil's lack of interest.

Objective

General objective of the project:

- To promote EFL learning through the use of didactic materials.

Specific objectives:

- To guide students in the English learning process
- To reinforce the students' knowledge of English through didactic materials
- To motivate students to learn English through the use of didactic materials.

Methodology

Moving on to the methodology implementation, the didactic materials were produced according to the needs of the students and the topics proposed in the curriculum and by the teacher. For the class planning, it was taken into account the 30 minutes available to support each course, it is important to highlight that the teacher needed to continue working on the students' book, so, my interventions were support for the activities and workshops done by the teacher. Another important aspect is the number of students in each classroom (20 to 30) and access to the different technological resources (projector, speakers).

To assess the students' progress, the strategy was using homework where they could continue practicing English outside the classroom. In the same way, work was assigned in groups, and individually, the interaction served as a basis to foster the development of the students' communication skills.

In this way, the students had the possibility to see the classroom as a more comfortable space where they could learn in a didactic way without thinking that the grade is everything during the learning development. So far, I develop four classes, in which I supported the teacher and students, the main topics of these classes were the numbers, sports, food, daily routine, and body parts. In this manner, the planning class included the main English skills in order to foster students' learning.

To illustrate this assumption, the following chart presents an implemented planning class

Time	30 minutes		
Topic	Favorite sports		
Objectives	To learn sport vocabulary To express the favorite sport		
Task	Development	Material	Time
Warm-up activity	Learners will look for some sports word cards (<i>Appendix 1</i>) pasted under some chairs. In pairs they will look for one and try to name the sport in English.	Word cards	5mn
Memorization activity	For this activity students must work individually on a word search (<i>Appendix 2</i>) containing 10 sports, and then they will show the possible answers among them.	Word search	8mn
Listening activity	Pre: learners will mention if they play any sport in their free time While: they will identify the sports mentioned in the song (<i>Appendix 3</i>)	Song	7mn
Writing activity	Post: they will answer the question provided in the song “ <i>What do you like?/ ¿Qué te gusta?</i> ”. They must answer in English as the examples that teacher will give: <i>-I like soccer</i> <i>-I love tennis</i> <i>-I like swimming</i>	Sheet	8mn
Homework	Each learner will look for a family member and will ask them about his/her favorite sport according to that will create a sentence, for example: <i>-my father loves running</i>	Notebook	2mn

		FEBRUARY				MARCH				APRIL			
	ACTIVITY	MONTH 1				MONTH 2				MONTH 3			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Friday: from 7 to 9' o'clock third-grade students. My favorite food				X								
2	Friday: from 10 to 12 o'clock fifth-grade students. My daily routine				X								
3	Friday: from 7 to 9 o'clock third-grade students. The numbers					X							

Table 5: This table provides the schedule of the activities implemented on the Primary school Fray Domingo De las Casas in Cali.

Virtual methodology

As support for the primary school learners, a sort of material was conceived according to the topics already mentioned. Thus, the supporting material was; three workshops and three videos, the workshops were delivered to the primary school teacher and the videos were uploaded on a YouTube channel called “Learning today”, the main purpose was to provide accessible material for all the students during the confinement.

Hence, the workshops introduce colorful exercises for the students to complete at home, including games, puzzles, and activities to complete. In the following illustration, it is an example of a workshop for third-grade students. For more evidence (see annex G)

Taller
Alimentos

Grado: tercero

Escuela: Fray Domingo De Las Casas

Cali-Colombia
2020

Name: _____ Date: _____ Group: _____

1. Relacione cada alimento con su nombre en inglés, como en el ejemplo.



a) Cheese



b) Broccoli



c) Cucumber



d) Bread



e) Chocolate



f) Chicken



g) Fish



h) Apple



i) Cake



j) Rice



k) Ice cream



l) Pizza

2. Clasifique los alimentos del ejercicio anterior en los siguientes cuadros

a) Escriba el nombre en inglés

b) represéntelo con un dibujo

Alimentos saludables	Alimentos no saludables
Apple →	Cake →

3. Complete las siguientes oraciones usando alimentos en inglés, alimentos que le gustan y no le gustan. Siga el ejemplo.



Me gusta comer brócoli


a) I like to eat broccoli ↗

b) I like to eat _____

c) I like to eat _____

d) I like to eat _____

e) I like to eat _____



No me gusta comer pepino

a) I don't like to eat cucumber ↖

b) I don't like to eat _____

c) I don't like to eat _____

d) I don't like to eat _____

e) I don't like to eat _____

4. Lea la historia de Carlos sobre sus alimentos preferidos y responda a las preguntas en inglés.



Carlos is from Cali; he is a student at the university. On Mondays, he likes to eat broccoli, salad and orange juice. On Tuesdays he eats fish with avocado and juice of banana. On Wednesdays he loves to eat rice, chicken and guava juice. On Thursdays and Fridays, he cooks and eats beans and fry potatoes. And on Saturdays he prepares cake or pizza.

1. He _____ lemonade.
 - a) Likes to eat fish.
 - b) Doesn't like to eat fish.
2. On Wednesdays he eats _____.
3. On Saturdays, he prepares _____ .
 - a) Potatoes or cucumber
 - b) Beans or eggs
 - c) Cake or pizza

5. Complete los círculos con los alimentos que come Carlos cada día de la semana, como el primer ejemplo.

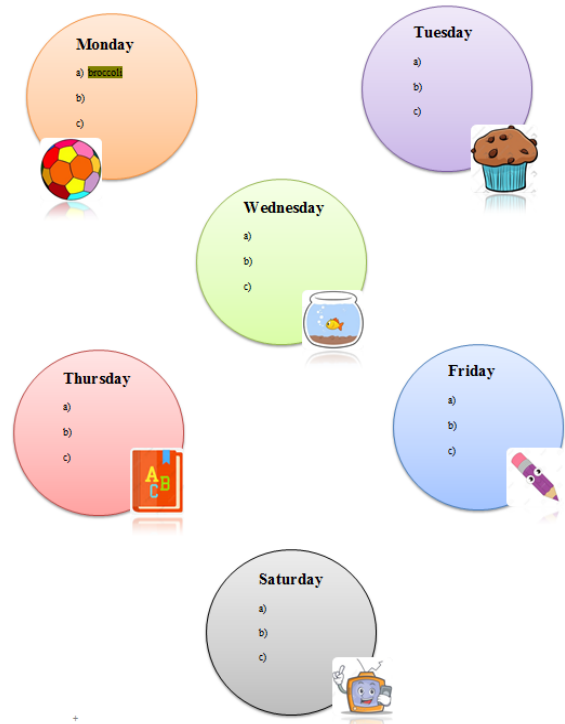


Figure 13: First workshop for primary students

Timeline for virtual activities

		MARCH				APRIL				MAY			
ACTIVITY		MONTH 1				MONTH 2				MONTH 3			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	First third-grade workshop ;numbers and food							X					
2	Second fifth-grade workshop: Daily routine and favorite sport								X				

3	Third workshop: body parts									X			
4	First video: the numbers										X		
5	Second video: my favorite sport											X	
6	Third video: My body parts											X	

Table 6: schedule of the virtual activities provided to the Primary school Fray Domingo De las Casas in Cali during the confinement.

Population

The benefit population for this study are the learners from fourth and fifth grade of the Fry Domingo De Las Casas School in Cali, the average age of the students is from 8 to 11 there are about 30 learners per class. The purpose is to provide them a support using didactic materials.

Setting

Fry Domingo De Las Casas is one of the headquarters of the official School INEM Jorge Isaac in Cali. It offers different levels for education such as: preschool and basic primary.

Conclusions

All of the aspects mentioned above, introduce a meaningful conclusion regarding the procedures of the project as a support for primary school students. This, as a way to supply the needs of primary students in the learning process, taking this into account it is necessary to answer the following question: *How has the primary education through mentoring, contributed to teaching practice?*

It was perceived that the development of this component contributes positively in the practicum, as a pre-service teacher, I can express the importance of helping others to reinforce the learning process it is very rewarding and motivates the development of the teacher's role as well as it helps to grow in different fields professional, personal and social.

Benefited population

The direct beneficiary population:

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

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

The indirect population benefited:

- Foreign Languages Program Community
- Pamplona educational community

Institutional dependencies articulated to the Project

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

External institutions linked to the Project

- Colegio José Antonio Galán
- Normal Superior Pamplona
- Colegio Técnico La Presentación
- Colegio José Rafael Faría
- Institución Educativa Cristo Rey
- Institución Educativa Brighton Bethlemitas

Chapter VI

Administrative component

Introduction

This project section was conducted a mean to take in-depth participation and knowledge on the extra-curricular activities established by the INEM Jorge Isaacs in Cali. It must be emphasized that due to the pandemic COVID-19 the pre-service teacher did not participate in many of the events proposed by the institution.

Furthermore, it must be highlighted that this component served as a guide for the teacher-practitioners to understand the aspects that involve the teaching practicum. It is conceived as a very structured quality to acquire knowledge on the organization and administrative academic process.

General objective

- To collaborate on the extra-curricular activities proposed in the institutional education.

Specific objectives

- To enhance the knowledge obtain during on the observation week concerning to the academic organization
- To analyze students organization and learning development
- To enrich the pre-service teacher role through diverse institutional activities.

Methodology

The purpose of this component was to be engaged in the activities proposed by the institution, as well as adapting the schedule proposed by the school to my own, as same as the instructions given by the supervisor. As well as, the pre-service teachers had a meaningful role in the teaching process and expanded their experiences in the institutional field.

Timeline activities

		FEBRUARY				MARCH				APRIL			
	ACTIVITY	MONTH 1				MONTH 2				MONTH 3			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Students representative' election				X								
2	Cultural meet at the "Bus Biblioteca"												
3	Song festival												

Table 7: schedule of activities

Conclusions

Due to the pandemic, the pre-service teacher could take part of one activity which introduced the students' representative election, this event aimed at electing one candidate who is in charge of the students' representation as well as she/he can participate in the meetings established by the institute with voice and vote. Bearing this in mind, I might conclude mentioning the importance of taking part in the extra-

curricular activities because these provided engagement in the activities proposed by the institutions. As future teachers, it is essential to foster acknowledge and involvement in the school organization.

Thus, the teacher-practitioner had the possibility of participating in meetings, events that are included in the academic year. Furthermore, it allowed to delve into the academic setting, as well as teachers could learn and provide new knowledge to different authorities, involving the educational community to be familiarized with the institutional organization.

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Annexes

Annex A: Institutional organization structure



Annex B: Example of letter consent for the control group



Cali, 6 de Marzo de 2020

Estimados,
PADRES DE FAMILIA, Once grado
Cordial saludo,

Yo, Leidy Jhoana Alomia Hurtado, identificada con C.C 1107105069 de la ciudad Cali, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos de 11°, acompañado de la supervisión de la docente Maria Elena Córdoba Sandoval. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "Mejoramiento de la comprensión escrita de los estudiantes de Once grado a través del uso de estrategias de lectura y simulacros ICFES en el INEM Jorge Isaacs de Cali". esta autorización se presenta a Usted, ya que al hacer parte del grupo de control de este proyecto los estudiantes deberán realizar un test inicial y un test final durante la implementación del mismo. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

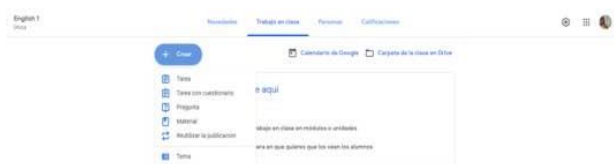
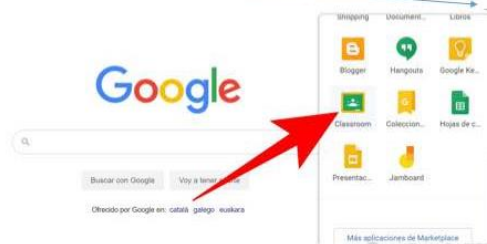
Cordialmente,

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona
Cali, 6 de Marzo de 2020



¿Cómo usar Google Classroom?

1. Para usarlo se debe acceder a la página (classroom.google.com) usando nuestra cuenta de Google.
2. La primera vez que se solicite el ingreso debe confirmarse la cuenta con la que se accederá



Annex D: Implemented workshop

LESSON PLAN

Date	Monday, 2 nd March 2020
Level	A2
Age	16-20
Students	Eleventh-grade students
Time	2 hours
Topic	Regular and irregular verbs
Objectives	To practice regular and irregular verbs conjugation To talk about past activities
Lesson done by	Leidy Jhoana Alomia Hurtado

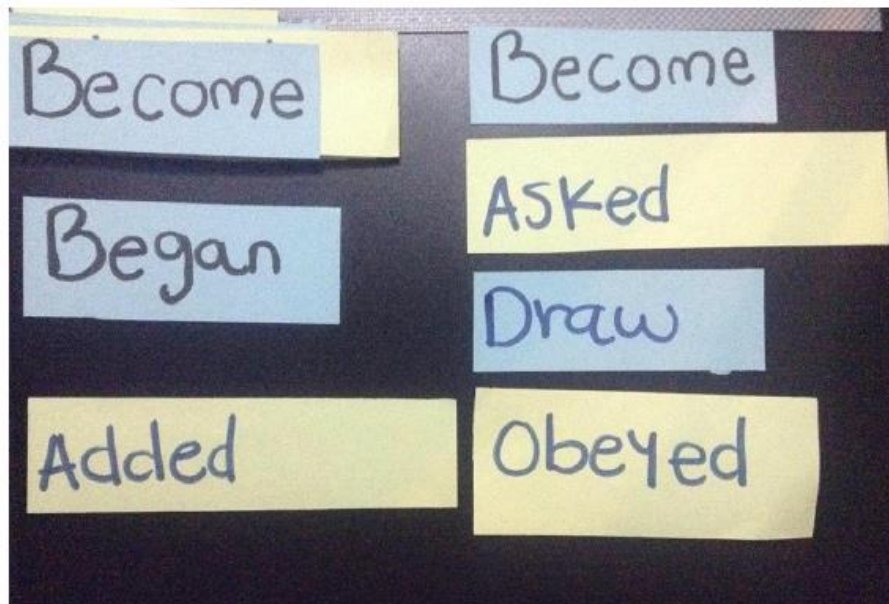
STAGES	DESCRPTION OF THE ACTIVITY	TIME	SKILLS	MATERIALS
Opening	The teacher will start the class by greeting the students and asking them "How are you today?" After this, she will present the warm up activity			
Warm-up	The teacher will give students some cards Appendix 1 containing regular and irregular verbs in present/past/participle tense. Each student will have one card, they must stand up and look for a pair or group of students containing the same verbs conjugated in different tenses.	15mn	-Speaking	Cards
Explanation of the topic	The teacher will start the explanation by asking students the following question "What are regular and irregular verbs? / ¿Qué son los verbos regulares e irregulares?" The idea is to listen to learner's perceptions about the use of these verbs. To introduce the topic, the teacher will write some examples on the board. <i>-I talk to my sister everyday</i> <i>-Yesterday I talked to her</i> After these examples, the teacher will go around the class doing some statements in present simple, and students will change the sentence to past tense, for instance: <i>-T: Today, I walk in the park</i> <i>S: Yesterday, you walked in the park</i> The previous examples were done using regular verbs, so, for these examples teacher will use the irregular ones. For example:	20mn	-Grammar -Speaking	Board Markers

	<i>-Today I drink orange juice for breakfast</i> <i>-Yesterday, I drank orange juice for breakfast</i> Rules: the teacher will explain some rules to use regular and irregular verbs, as well as, the use of present, past and participle tenses.			
Memorization	For this exercise, learners will do a memory match in which they will be organized in two groups, each group will choose a person to go to the board and pick one flashcard up and find its pair, and so, the idea is to encourage students to participate in the class, as well memorize the verbs already explained.	15mn	-Grammar	-Flashcards -Board -Markers
Practice activity	<i>Speaking activity:</i> for this activity, students will be organized in groups of 5 people, each one will create a role-play talking about the activities done in the weekend. Students will have 5 minutes to prepare and 5 minutes to present.	30mn	-Speaking	
Listening activity	This activity will be carried out using a song called "paradise", this song provides a variety of verbs in simple past for working regular and irregular verbs. <i>Pre-listening:</i> learners will watch the song's videos without song and they will discuss the main subject of the song. <i>While-listening:</i> students will have a worksheet Appendix 2 , they will work in pairs and will complete it while they fill the gaps and do the exercises proposed. <i>Post-listening:</i> Students will discuss the unknown words as well as they will corroborate their previous statement about the song's meaning.	15mn	-Listening	-Worksheet -Projector -Speakers
Evaluation activity	Reading comprehension <i>Pre-reading:</i> students will search for the unknown words before reading the text <i>While-reading:</i> learners will complete a worksheet Appendix 3 containing a reading exercise where they will answer some questions <i>Post-reading:</i> students will answer the following question "What would you do if you were the little girl?"	20mn		-Worksheet -Board -Markers
Closure	Homework	5mn	-Writing	Sheet

To finish the class students will write a text in which they will explain some adventure they had when they were kids, and explain if they accomplish it or it will be in the future. Finally, the teacher will thanks students for coming to the class and their participation.

Appendix

Appendix 1



Appendix 2

Names: _____ Date: _____

Past tense

1. Match the verbs

Simple form	Past
Close	Expected
Dream	Dreamed
Fly	Flew
Run	Ran
Expect	Closed

2. Complete the song using the verbs from the chart. (Paradise-Coldplay)

When she was just a girl She _____ the world But it _____ away from her reach So she _____ away in her sleep And _____ of paradise Paradise, paradise, paradise (x2) Every time she _____ her eyes	In the night, the stormy night Away she'd fly And dreams of paradise Paradise, paradise, paradise, oh And dreams of paradise Paradise, paradise, paradise, oh
When she was just a girl She _____ the world But it _____ away from her reach And the bullets catch in her teeth	So lying underneath the stormy skies She'd say, oh 'I know the sun will set to rise'
Life goes on, gets so heavy The wheel breaks the butterfly Every tear a waterfall In the night, the stormy night She'd close her eyes	This could be paradise Paradise, paradise Could be paradise, oh <i>Coldplay - Paradise</i>

PARTE 5

RESPONDA LAS PREGUNTAS 15 A 19 DE ACUERDO CON EL SIGUIENTE TEXTO

Lee el texto y responde las preguntas.

En las preguntas 15 - 19, marque A, B o C en su hoja de respuestas.

My Artistic Adventure

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

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

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

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



Ejemplo:

0. When she was seven, she slept
- A. for some hours.
B. very well.
C. a lot.

Respuesta: 0. A B C

15. Where was the painter from?
- A. Ireland
B. Spain
C. France
16. She was mostly excited by the
- A. painter's ability.
B. painter's voice.
C. painter's show.
17. How often did she watch the show?
- A. three times a week
B. once a week
C. twice a week
18. She could not get oil paints because she
- A. didn't speak Spanish.
B. was too young.
C. always watched TV.
19. Stopping painting was
- A. the painter's idea.
B. her mother's order.
C. her own decision.

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Annex E: Virtual material evidences

Type of material	Brief description of the material	Subject	Course to be implemented or has already been implemented	Was it checked by tutor or supervisor ?	Was it delivered and developed by students?	Material source
Lesson plan	This planning was carried out according to the topics provided by the supervisor especially grammar topics appropriate to the ICFES presentation.	Present and past continuous	Eleventh-grade	YES	YES	https://drive.google.com/open?id=1T0dStwJewjJCa15wSSokmeXxKpZ4nq
Lesson plan	This planning presents the use of WH questions, including its application in different contexts as an important topic for B1 students.	WH questions & possessive adjectives	Eleventh-grade	YES	NO	https://drive.google.com/open?id=1J1GHx-10R8br_yDA-rbnAsy3vzLKDmGa
Blog creation (Learning Together)	This blog was created as an academic alternative where students can find some materials to reinforce the learning process.	ICFES mock exams	Eleventh-grade	YES	NO	https://inglesfacil61790757.wordpress.com/
Activities for the blog (Educaplay)	These activities are proposed as an alternative to catch students' attention in a ludic way.	Verb to be, listening exercises	Eleventh-grade	YES	YES	https://inglesfacil61790757.wordpress.com/
ICFES material (mock exams, exercises, webpages, books...)	This part was focused on mock exams and exercises inclusion, according to the students' level.	ICFES mock exams, review exercises of different verbal tenses worked in class	Eleventh-grade	YES	NO	https://inglesfacil61790757.wordpress.com/2020/03/11/sitios-web-con-simulacros-icfes-examenes-y-ejercicios-de-ingles/
Lesson plan	This planning presents the use and importance of	Modal verbs	Eleventh-grade	YES	YES	https://drive.google.com/open?id=1odG

	modal verbs in daily context as it proposes memory exercises and group exercises. .					3RVu7V11xdY6OyD_7rSB08IN59ESw
Video	Introduction and explanation of Modals verbs	Modal verbs	Eleventh-grade	YES	NO	https://www.youtube.com/watch?v=bZhk2DptrLs YouTube Channels (all videos) https://www.youtube.com/channel/UCqNtlkrJiOKzUG2y56rz-qQ

Type of material	Brief description of the material	Subject	Course to be implemented or has already been implemented	Was it checked by tutor or supervisor?	Was it delivered and developed by students?	Material source
First workshop creation (project)	This one aimed at introducing the purpose of the research	Project socialization	Eleventh-grade	YES	YES	https://drive.google.com/open?id=1LSvLHhAlquAf5ma22HHaOnhm23FGZrV
First workshop implementation	An initial test was conducted (ICFES mock exam), this, in order to analyze student's reading comprehension of the (experimental group and control group).	Initial test implementation	Eleventh-grade	YES	YES	
Second workshop creation (project)	The main objective is to present the some of the reading strategies and their uses by examples in a video, then to do an ICFES mock exam.	Reading strategies	Eleventh-grade	YES	NO	https://drive.google.com/open?id=1LSvLHhAlquAf5ma22HHaOnhm23FGZrV

Annex F: Narrative, self-observation and reflection workshop

- Narrative:

<https://drive.google.com/open?id=1syrbKvU2Akb51jIMaexqv9HQjcxX3QN7->

- Self-observation

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área * 8 puntos

1 2 3 4 5 6 7 8 9

 Siempre

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. * 3 puntos

1 2 3 4

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. * 3 puntos

1 2 3 4

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes * 3 puntos

1 2 3 4

 Solicitar acceso de edición

- Reflection workshop

Reflexión hecha por Leidy Alomia Hurtado, Claudia Suarez Acevedo, Karen Rincón Tobar

1. Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas ¿cuáles y qué consecuencias?

R: La tecnología ha brindado nuevas posibilidades que contribuyen de manera positiva en la educación generando diversas consecuencias tales como; mejor acceso a la información, facilidad en la creación de nuevas estrategias para la enseñanza, mayor autonomía de parte de los aprendices.

La interculturalidad es un factor importante que ha generado cambios positivos en la educación actual ya que nos permite tener acceso a diferentes estrategias usadas globalmente, todas estas con el fin de brindar diferentes perspectivas en el proceso educativo.

2. Formular algunos de los cambios que se están dando en el mundo de la educación y en que medida desde su perspectiva ayuda y perjudican.

La inclusión educativa es uno de los factores actuales más importantes a nivel educativo ya que esta permite el acceso a la educación sin distinción de etnia, género, estrato socioeconómico y necesidades especiales. De esta manera, esto ayuda positivamente en el desarrollo del ser humano generando conciencia y aceptación entre la sociedad.

3. Explicitar al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.

a) Formar personas integrales en valores capaces de confrontar situaciones en diversos contextos aportando soluciones adecuadas.

b) Impartir conocimientos en distintas áreas del saber de manera que puedan ser usadas por los estudiantes en la vida cotidiana.

c) Crear conciencia en la importancia de la educación en la formación del ser.

d) Ser un guía para los estudiantes, de manera que puedan encontrar un apoyo no solo en la parte educativa sino que también en algunos aspectos emocionales que puedan estar afectando su proceso de aprendizaje.

4. ¿Qué alumnos cree que merecen su atención y todo el esfuerzo que pone?

Todos, porque cada ser humano tiene derecho a acceder a la educación sin ser discriminados, igualmente comprendiendo los diferentes ritmos y estilos de aprendizaje de cada estudiante así como las posibles dificultades que se presenten durante el proceso de enseñanza-aprendizaje. Es por eso, que como educadoras creemos firmemente que todos los estudiantes merecen recibir nuestro esfuerzo por igual.

5. ¿Qué cosas le preocupan además de que sus alumnos acaben sabiendo contenidos académicos y como lo trabaja?

La aceptación por parte de los estudiantes ya que es importante recalcar que no es solo el conocimiento que vamos a enseñar sino también la construcción de una relación docente-estudiante que permita establecer un ambiente de aprendizaje en el aula. Por otra parte, afrontar una situación donde algún estudiante presente una necesidad educativa especial y no contar con las herramientas suficientes para resolver la situación de manera eficaz.

6. ¿Qué es, cuándo y para qué sirve la reflexión?

La reflexión es un proceso de análisis a través del cual se evalúan aspectos tanto positivos como negativos de una situación determinada, de manera que esta sirve en cualquier situación que pueda presentar en nuestra vida cotidiana, donde debemos ser críticos para mejorar personal y profesionalmente.

Annex G: Virtual material evidences (primary school)

Type of material	Brief description of the material	Subject	Course to be implemented or has already been implemented	Was it checked by tutor or supervisor?	Was it delivered and developed by students?	Material source:
workshop	This workshop was created for the third grade students, for them to work at home during the pandemic.	Numbers and favorite sports	Third-grade students	YES	YES	https://drive.google.com/open?id=1MLDyMmxFrpALjozPTQgbm09NUzWRysJ
Workshop	This is an extra aid create for fourth-grade students to reinforce what they learn in the period.	Food and eating routine	Fourth-grade students	YES	YES	https://drive.google.com/open?id=1uR7nEn_FuOF1fINLtrgGdhDishEMct35
Workshop	This workshop offer some exercises that students can complete such as: reading, drawing, completing exercises, etc.	Body parts and daily routine	Fifth-grade students	YES	YES	https://drive.google.com/open?id=1_J_zpBL1IyHkFCO8fw1dzELqA1wZ_dy

Video	Short explanation about the sports in English	My favorite sport	Fifth-grade students	YES	YES	
Video	Review of the numbers in English	The numbers	Third-grade students	YES	YES	
Video	Review about the body parts	My body parts	Fifth-grade students	YES	YES	

Annex H: pretest

Ejemplo:

0. James Salter is famous for

A. his books.
B. his movies.
C. his plays.

Respuesta: 0. A B C

17. James Salter played an important part in the making of movies from

A. 1960 to 1979. X
B. 1960 to 1970. X
C. 1960 to 1985.

18. *Passionate Falsehoods* is

A. a newspaper. X
B. a play. X
C. a movie.

19. Salter had nice and difficult times in his

A. acting years. X
B. big screen work. X
C. visit to one city.

20. *The Last Book* was written by

A. James Salter. X
B. Deborah Treisman. X
C. Nick Paumgarten.

21. James Salter thinks that his work in the cinema business was

A. not useful. X
B. not hard. X
C. not usual.

22. Reading about James Salter's years in the cinema could be

A. clever enough. X
B. just fair. X
C. quite interesting.

23. *The Last Book* can be found

A. in museums. ✓
B. at a café.
C. on the web.

10 icfes ✓
nivel 11*

Ejemplo:

0. James Salter is famous for

- A. his books.
- B. his movies.
- C. his plays.

Respuesta: 0. A B C

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