

Implementing ICT's as a Tool to Improve Tenth Graders' Reading Comprehension at Francisco José de Caldas School: An Action Research.

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Presentation of the proposal

The present research was proposed with the main aim of enhancing the learning and teaching processes of the undergraduate teacher, who throughout the execution of this project would acknowledge and report different aspects of the teaching practice from first-hand experiences. Therefore, the participation of the pre-service teacher in the academic, administrative and social activities carried out at Francisco José de Caldas public school during the stage of professional practicum constitutes a means to enrich their learning in terms of professional growth as a teacher, but it also provides additional help to the teachers and the students of the school through the meeting of learners' educational needs, regarding their English language competence.

This proposal is broken down into four main components, which are presented under the title of chapters. They are the pedagogical, research, outreach, and administrative component. The aforementioned were articulated with the teacher's experience in the process of being inserted into a new educational reality at Francisco José de Caldas school, located in Cucuta, Colombia.

The pedagogical component addresses the identification of an educational need in terms of English as a foreign language learning within the community in which the pre-service teacher was inserted, such as the lack of reading comprehension strategies teaching for tenth-grade students. It also includes the pertinent methodology that was proposed to meet such needs through the implementation of ICTs tools in English classes as the central axis of this research project. Meanwhile, the research component reports an ongoing study, aimed at implementing reflection exercises during the trainee teachers' practicum stage as a means of developing their self-reflective thinking.

Another important part of this proposal is the outreach component which deals with the help provided by the teacher to the educative institution, more specifically, to the teachers in charge of some of the elementary education courses. This component describes therefore how the teacher proposed the implementation chants in sessions of one hour per group, by teaching students a song related to the class' topic and practicing it through different types of activities, in which different motor and cognitive skills would be developed. This component is related to teaching English to a specific group of children in the institution through the use of a simple but appealing strategy, to achieve them to have better learning processes. Finally, the administrative component is related to the responsibilities acquired by the teacher as an active member of the institution, and how participating in the celebration of such activities was useful for the teachers and the administrative staff.

Introduction

This project was proposed as an alternative to address a set of needs that exist in the public institution where the practicum stage was undertaken. Every component from the ones mentioned above has its own twofold purpose, to benefit the trainee teacher and the institution. Therefore, the methodology proposed to unfold the practicum stage and fulfill such objectives involved doing a teaching internship in the selected institution for a period of 16 weeks, by teaching English in face-to-face classes and implementing different strategies to enhance the language teaching-learning processes. Nevertheless, the health emergency that the world currently goes through because of the COVID-19 virus, forced the pre-service teachers to unfold their practicum stage on a virtual methodology. Meaning that several aspects of the proposal presented at the beginning of the academic season were modified in

order to adapt the pedagogical practices to this new reality that the educational field faces at the moment. Some of those modifications are set out hereunder.

In the first place, in-person classes were replaced by internet-mediated classes, and the worksheets and video explanations substituted the use of whiteboard and markers. In this sense, the modification of the didactic resources, management of the class time, and pedagogical practices restrained the pre-service teachers from implementing the strategy proposed in the pedagogical component, instead, the material necessary to carry out the implementations were planned and posted for their future use.

In the second place, the research component was modified too, since some of the instruments proposed there were not adaptable to the new practicum modality. Thus, a set of activities were proposed to foster the reflective spirit in the pre-service teachers. Besides, the outreach component and the administrative component experienced some changes. With regards to the former, it dealt with the elaboration of material for elementary education students; while in the latter, the participation of the pre-service teacher in administrative activities was substituted by their participation in some training workshops. These workshops were proposed and oriented by the practicum committee as a suitable alternative to train the pre-service teachers in some matters of concern for their professional activity.

Justification of the Project

The development of this project led to the fulfillment of several objectives that were targeted when it was first proposed. Such objectives were set taking the country/region educational reality as a basis.

Through the analysis of the effectiveness of Colombian education in terms of English learning, it has been evidenced the need of enhancing such area of knowledge in primary and

secondary education. In relation to this topic, Sanchez-Jabba, (2012) found that “the level of English in Colombians is relatively low, and the number of students that can be labeled as bilinguals is a 1%” (p.6). According to the author, the scores obtained by secondary education students at the ICFES exam placed them in an A1 level, even though they are expected to have a B1 level of language proficiency, following the goals set by the National Plan of Bilingualism.

The reality described in Sanchez-Jabba’s study is the reason why this project was carried out, since the structure of the pedagogical practicum was aimed at amending the aspects that restrain Colombian students from getting a high level of knowledge on a foreign language (English) as it is expected, taking into account the goals proposed by the Ministry of Education in terms of bilingualism. Thus, the four components composing this project are essential to training pre-service teachers on issues that affect critically the process of teaching-learning a foreign language by exposing them to the educational reality they will be immersed in, in a near future, while the students in the practicum scenario also benefit from the experience that the trainee teacher is acquiring.

In this sense, unfolding the present project translates into multiple benefits not only for pre-service teacher in terms of pedagogical experience, but also the institution’s community (cooperative teacher, primary education teacher and students).

General Objective

- To enhance tenth graders’ reading comprehension processes through the use of ICTs.

Specific Objectives

- To promote critical spirit development in pre-service teachers in order for them to analyze their pedagogical work.
- 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 Cúcuta.
- To offer additional help to the teachers, administrative staff, and students in the organization and development of extracurricular activities.
- To train pre-service teachers on issues related to the educational reality through informative workshops.

Conclusions

The present project had as main aim to constitute the means through which the pre-service teacher could reach greater expertise on the issue of teaching a foreign language. The way the project was designed and proposed provided the teacher with plenty of opportunities to explore the educational situations that were unknown for her before undertaking the pedagogical practicum at the selected public school.

In this sense, the activities carried out as requirements in each component of the present project was translated into a wide range of reflection moments and new skills for the pre-teacher. As a consequence of the experience acquired, at the end of her practicum stage, the trainee teacher was able to design better material for pedagogical interventions, with the purpose of enhancing the students' learning and performance in English as a foreign language. She also identified her strengths and weaknesses in terms of the pedagogical practice (teaching methodology, class planning, organization and execution of activities, class time management, and interaction with the students). The acquisition of skills to design creative material and addressing English knowledge to younger learners was also a major gain

for the pre-service teacher. Beside this, she became acquainted with the way in which some administrative activities are carried out in a public education institution, and she acquired useful knowledge on some technical matters that are proper of her professional activity.

Institutional Observation

This section describes different features of the institution in which the teacher's practicum took place , including its topographical location, authorities, PEI¹, coexistence handbook, physical resources, organization chart, academic calendar, and some pedagogical aspects . This information was collected through the observation made to the different classes and academic moments of the morning session at the educational institution for three days.

School Social Reality

Francisco José de Caldas educational institution was founded as a primary school in December 1959 in an economically hostile reality, since students attending classes were members of actually modest families. It must be highlighted that even though the area in which the school is located has significantly improved in terms of trade and economy, this part of the city is still strongly marked by security deficit and violence. Nevertheless, the educational institution Francisco José de Caldas has set a precedent in the labor of guiding children towards a better life choice.

¹ The institution's education Project (known as PEI for its initials in Spanish). It includes several aspects that guide the pedagogical practice, as well as the co-existence rules inside the educational institution.

The Institution's Authorities

The educational authorities in this institution, as in any other school, are logically and hierarchically organized so that each authority has clear their functions and responsibilities.

Such authorities are:

- The school's principal, Sandra Patricia Figueroa Sarmiento, is a specialist in the education field and as the school's legal representative, she is in charge of the resources management, as well as the administrative and academic important decisions.
- The academic coordinator: Alexander Arias is the person in charge of organizing the teachers' schedules and managing the organization of the administrative, cultural, and academic activities. He also bridges the gap existing between the school's principal and the teachers due to the hierarchy respect.
- The discipline coordinator: Azula Blanco is the person who monitors that the institution's co-existence rules are respected. She has to handle different types of situations that may affect students' wellbeing inside the school, and her functions include: talking to the parents, keeping track of the students' misbehavior, and finding the appropriate strategies to correct such faults.
- The teachers: their function is to guide students to the knowledge and to evaluate the extent to which the learning goals are being met. They also monitor the students' discipline inside the classroom.

Institution PEI

The PEI in educational institutions constitutes the overall guide to becoming familiar with the most significant information of the establishment. Some of the aspects observed after some days attending the school Francisco José de Caldas as an active observer, and prescribed in the institution's PEI are summarized thereupon.

Mission

Francisco José de Caldas school has the mission of educating students as autonomous and critical people, who have a life project based on values such as respect, honesty, self-esteem, and solidarity. In addition to this, they are supposed to obtain an entrepreneurship vision, looking for inclusion in the productive sector to achieve social and family improvement.

Vision

With regards to the goals set by the institution leaders, its vision is:

- To educate for autonomy, critic, and strengthening of values and institutional principles.
- To foster the inclusion of the community in the institutional projects.
- To strengthen the entrepreneurial spirit in students.
- Improvement of technical education through the creation of inter-institutional compacts.

Additionally, a set of values are fostered throughout the students' learning process as the means to achieve such mission and vision. Thus, the institution stands for values such as respect, honesty, solidarity, and productivity.

Institutional Symbols

Francisco José de Caldas school has three main symbols that are connected to the institutional values, as well as the mission and vision that guides the pedagogical practices. These symbols are depicted and described below.



- School's shield

Figure 1

This figure represents the school's shield, it contains fundamental elements of the school principles, such as science, growth, and wisdom

- Institutional Flag

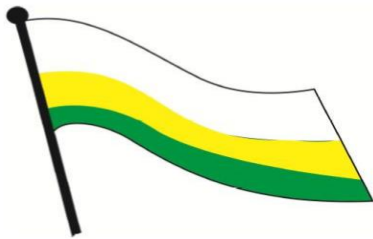


Figure 2

This figure corresponds to the flag of the institution, used in official internal and external events.

Official Institutional Mascot



Figure 3

This figure depicts the institution's representative pet. The latter responds to the picture of an eagle, whose meaning entails aspects such as dignity, liberty, and a warrior spirit.

Institutional Handbook

According to the dynamics of the institution, perceived during the observation week, it was evidenced that following the institutional principles is a significant aspect of school coexistence. Keeping this in mind, it must be noted that the authorities of the institution pay special attention and do not allow some specific actions nor in students nor teachers. Consequently, the school handbook states rigorous behavior rules, which aim at regulating the school community's actions, to propitiate a harmonious academic ambiance. Following the previous idea, the institution's handbook presents the actions that are banned inside the educational building.

The banned actions are labeled in Type 1, 2, and 3 situations, and depending on the type of fault the consequence or action that must be undertaken by the school authorities varies. The type 1 situations can be described as the minor faults or faults that do not harm the school community's body and health, and they can be corrected through a verbal wake-up call, without the intervention of the higher institution's authorities. It is not the same case of type 2 situations, which consist of the recidivism of type 1 situations, and the ones that may cause some harm to the school community. Such actions are punished by contacting the students' legal guardian and giving the student an ultimatum to correct such faults. They also may affect the student's grade in the behavioral aspect.

Finally, type 3 situations as the actions typified by Colombian laws as crimes. These actions are linked to crimes against liberty and integrity and perpetuating them are causative for the expulsion of the institution and referral to the competent authority.

In addition to the aforementioned situations, the behavior manual of the institution also includes a set of institutional coexistence agreements whose main topics are closely related to the school's values previously mentioned. These agreements aim to foster positive actions inside the school, which propitiate a harmonious learning environment and reflect the school's commitment to preparing citizens of good for the Colombian society.

The Physical Spaces in the Institution

The school building is equipped with different resources that can be used by the students and the administrative staff. Such physical resources include 40 classrooms, two bathroom buildings, one restaurant for the students, three computer labs, two stationaries, a wide food sale area, one library with different types of material available, one big room for teachers to rest in-between classes, one storage room, and a big coliseum. Even though access to some of these areas must be first authorized by the school's authorities, it is a matter of fact that the institution is plenty of places to carry out different types of activities.



Figure 4

The figure shows some of the physical resources available at Francisco José de Caldas school.

Organizational Chart



Figure 5

In the figure above, the organization of the institution members and external authorities is graphically represented.

Academic Calendar

Table 1

Distribution of academic time per term proposed at the beginning of the academic year.

First Academic Term	From January the 1 st to March 27
Second Academic Term	From March 30 to June the 12
Third Academic Term	From July the 6 th to September 11 th
Fourth Academic Term	From September 14 to November 27 ^t

The table above details the dates set for every term, starting in January until November. Even though the date for the end of the academic year is still the same, the new calendar, proposed with regards the change of modality includes only two academic terms instead of four. The new calendar is shown below.

Table 2

Actual Calendar for 2020 Academic Period

Academic Calendar Modified for Virtual Modality	
First Term	From January 20 to July 10.
Second Term	From July the 21 st to November 27

The table above depicts the calendar proposed and approved to work as long as the sanitary emergency keeps teachers and students away from the classroom.

Cooperative Teacher’s Schedule

Table 3

Cooperative Teacher’s workload.

	Monday	Tuesday	Wednesday	Thursday	Friday
1 6:00 to 6:50	Group:11-01	Group:10-04		Group:11-01	Group:10-03
2 6:50 to 7:40			Group:11-02		
3 7:40 to 8:30		Group:10-03		Group:11-02	Group:11-03
4 9:30 to 10:20					
5 10:20 to 11:10	Group: 1102	Group:10-02	Group:11-03	Group:10-02	Group:10-04
6 11:10 to 11:55					

The table above shows the number of hours for every group and the time of each class.

As can be evidenced in the table, the cooperative teacher was assigned seventh groups: four groups of tenth grade and three groups of eleventh grade. The teacher's workload consisted of a total of 24 hours of direct contact with the students per week. Such schedule relies on face-to-face classes. Nevertheless, the work done by the cooperative teacher in the virtual methodology dealt with the grading of the students' activities and attending virtual meetings with the school authorities.

Pedagogical Aspects Observed

The observation process was carried out during two days, in three groups of tenth grade and three groups of eleventh grade.

Concerning the class sequence, it was evidenced that the teacher followed a plan that does not include warm-up activities and whose closure is the task assignment. Even though, it must be highlighted that the teacher prepared in advance every aspect and moment of the class. He prepared the explanation for the possible questions that may arise during the session. He also told students what they have to bring to the class prior the session took place. For instance, the dictionary, the cellphone, which is used as an educational tool, and the workbook. The later has been printed by the students and the teacher has it on his cellphone.

The workbook used was "English Please 2", which belongs to the set of material created by the Ministry of Education to standardize the way English is taught in Colombian schools. This book was used not only for autonomous work but also to evaluate them. The teacher assigned students to work on four lessons per week, and taking those lessons as the basis, he explained grammar content.

It was observed that the competence that students trained the most was writing and reading since they must develop different reading comprehension exercises in each lesson. The teacher claimed that the main goal he had set with these groups is to enhance their reading comprehension competence, in order to obtain better scores in the state exam (ICFES).

Chapter I: Pedagogical Component

Implementing ICT's as a Tool to Improve Tenth Graders' Reading Comprehension at a Francisco José de Caldas School: An Action Research

This first component describes the educational needs identified in the population of Francisco José de Caldas school, where this project took during the first academic semester of 2020 as well as the strategy that is proposed to meet such needs.

Introduction

Learning a foreign language has become essential to move forward in a productive and labor life. Therefore, education in public schools is supposed to provide students the knowledge on English as a foreign language, but this need is not totally met since many students do not even reach an intermediate level of language proficiency in this foreign language. That is the reason why different strategies have to be implemented by the new generation of language teachers.

Arising the students' curiosity toward the English language is the main goal, and working on enhancing their skills on the different language skills through innovative strategies is the means to meet such goals. The pre-service teachers from the foreign language program at the University of Pamplona worked on this shared objective, in an attempt to improve students' language competence by proposing the implementation of specific strategies.

Taking the present project as an example, the pre-service teacher focused on using ICT as the means to enhance the teaching-learning process of English, by exploring different platforms inside the academic environment to maximize the impact that English written texts have on tenth-grade students at a public school of Cúcuta, Colombia.

Even though the original proposal had as the central axis the implementation of at least six reading workshops of 2 hours per week, in which the strategy mentioned above would be applied, the emergency caused by the global pandemic forced the pre-service teacher to omit the face-to-face implementations and replace it by working on designing material for its future implementation. Therefore, no workshop was implemented and only one research instrument was applied to this project. Notwithstanding, the alternative of planning the workshops and storing them in a virtual classroom offers the opportunity of providing some help to meet the needs of the students in terms of language learning and language competence enhancement.

Statement of the Research Problem

The careful observation of the dynamics of the English classes with tenth graders and the performance of such students at the public school where the study was carried, made clear that one of the language competences that needs to be strengthened is reading comprehension. Since reading comprehension is crucial for the students' learning of this foreign language, the imperative urge of implementing strategies to provide students with the procedural tools required to comprehend successfully texts in the English language.

Taking the aforementioned into account, this proposal presents an alternative to improve students' reading comprehension in the English language through activities that are intended to raise their interest in English written texts. Such implementation would be carried out in a public school, located in Cúcuta, Colombia, with tenth-grade students during the first semester of 2020 academic year.

The population that would from the implementation of this proposal are mainly the students, who are supposed to see an improvement in their English reading comprehension

competence, which must prove determinant in their performance on the ICFES test they take at the end of the eleventh grade.

In addition to this, the English teachers would also benefit from it since after applying the reading workshops students would be as a prepared ground to receive and grow new language knowledge.

The institutional observations made by the teacher showed interesting facts about the institution's dynamics and the teaching-learning processes in upper grades and it was evidenced that students have a considerable amount of exposure to the English language in its written form. Nevertheless, it was also observed that students do not have an advanced reading competence as it is expected; taking into account the level of language proficiency that is suggested for tenth-grade students. Such deficiency in their reading is linked to the lack of a pre-reading strategy, which leads them to immerse themselves inside the texts without any preparation. Therefore, the challenge is to train students in reading comprehension skills by strengthening their process during the pre-reading stage, which would be useful for them in the ICFES test. According to Sánchez-Jabba (2014), a minimal percentage of high school students obtain a B1 level of language competence in this test.

Research questions:

- What is the influence of using ICT tools on the reading comprehension skill of tenth-grade students?
- How does implementing reading strategies and vocabulary clarification during reading influence the reading comprehension of tenth graders?

- What are the benefits and/or disadvantages of using ICTs in English classes as a tool to train students' reading comprehension?

Justification of the study

This project was proposed in an attempt to fulfill the need of tenth-grade students in terms of their reading comprehension competence in English since the latter plays a major role in the development of thinking skills and is connected to the development of the other language competences in the sense that “language is actually learned from whole to part. We first use whole utterances in familiar situations. Then later we see and develop parts, and begin to experiment with their relationship to each other and to the meaning of the whole.” Goodman (1986, p.18) Being consequent with this idea and the importance of generating an impact in the way students read and understand English, this study is proposed as an alternative to responding to the intellectual challenges they will face afterward, for instance, the ICFES exam, in which they are expected to obtain significantly positive scores.

Additionally, implementation of the pedagogical proposal presented in this project would set a precedent in the way technology is used inside the institution for educational purposes, giving teachers and students an example of how to start including ICT in public education scenarios.

Finally, the implementation of the pedagogical intervention proposed would benefit the pre-service teacher in charge of executing it in the sense that it will help understand how future pedagogical actions should be undertaken in her professional activities.

Objectives

General Objective

- To enhance tenth graders' reading comprehension processes through the use of ICTs in English classes.

Specific Objectives

- To teach and model some strategies that students can use to enhance their reading comprehension.
- To enhance tenth graders' reading comprehension processes through vocabulary clarification in reading lessons.
- To teach students some metacognitive strategies that help the organization of ideas and the comprehension of a text.
- To integrate technology in English lessons to motivate students while performing reading exercises.

Theoretical Framework

The present study was guided by four key terms: Information and Communication Technology, Reading comprehension, Instructional strategies, and Metacognitive Regulation.

Information and Communication Technology (ICT)

It has been defined by Alberola (2014) as "... any device or app that embraces elements such as television, radio, smartphones, computers, networks' software and hardware and any

service that is directly associated to them” (p.14) Put in a simpler way, Ajayi (2009) described ICT as the means through which data is introduced, produced and transformed/transmitted by using technology. This project adopted Ajayi’s description of ICT, taking into account that the implementation of the reading workshops would require using technological means to introduce information (students’ worksheets), produce information (carrying out the activities proposed in the worksheets) and transmit it (by answering online questionnaires to verify the level of comprehension).

Reading Comprehension

The concept of reading comprehension provided by Snow (2002) gave sense to this project, in the sense that the author described it as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p.11). This definition goes along with the processes that are proposed to explore the possibilities of interaction that the reader has with a written text.

Additionally, Goodman (1998) and Harris and Hodges (1995) provided their own perception of the reading comprehension. The former referred to it as a receptive process, making reference to the text as the input that the learner receives, while the latter defined reading comprehension as “the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message” (p.39). These definitions are equally important to understand how the of reading comprehension is achieved, starting by receiving an encoded input that someone else wrote and taking it to the “interpretation” by making sense of it.

Instructional Strategies

This term was set as significant in the study since the teacher in charge of implementing the reading workshops would use such strategies to guide students in the acquisition of new skills and tools that would assist their learning. In this sense, instructional strategies have been defined as the “techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals”. Ministry of Education of Alberta, (2002) (p.67).

Metacognitive Regulation

The term Metacognitive refers to “second-order cognitions: thoughts about thoughts, knowledge about knowledge or reflections about actions [...] it involves thinking about one’s own perceiving, understanding, remembering, etc.” Papaleontiou-Louca, (2003) (p.10).

According to Marinaccio, (2012) “metacognition strategies have a positive effect on students’ comprehension” (p.13). This metacognitive regulation has an important role in the reading comprehension process and can be assisted through the use of strategies for students to organize their thoughts and for them to unfold different tasks in hierarchical order. One of these strategies is the use of graphic organizers, defined by Drapeau (1989) as the tools that favor the thinking process since they allow to create and connect new ideas, as well as to create a logical sequencing as cited in Watkins (2007).

Literature Review

Taking into account that the main concern of this study was to implement the use of ICT’s as a pedagogical tool, which, while being articulated to the teaching of specific reading

strategies, are aimed at helping students enhance their reading comprehension in the English language. Regarding the use of technologies, several studies have been carried out on the issue of ICT influencing foreign language learners' process in different ways. For instance, Gonzalez's (2016) study had the main conclusion that using technology for foreign language learning motivates students while enhancing their curiosity. Perez & Gomez (2017) referred to ICT as "...transformer of the pedagogical structures in the teaching of a foreign language" (p.33). In their action-research study, the authors implemented the use of the "*Wilingua*" platform in order to enhance the English learning process of tenth graders and to strengthen their reading comprehension. The authors found an improvement in students' comprehension after the implementation of computer-assisted exercises through the *Wilingua* platform, with regard to the level they had on this language skill before the intervention. They also highlighted the importance of students' engagement in both, using ICT platforms and actively unfolding the activities proposed, as an essential aspect to achieve such improvement.

Another study conducted in the Colombian context was Moreno's (2005) study, which consisted of the implementation of virtual courses in a public school of Choco, in order to improve students' English language proficiency. The findings of the study were positive in general, since both, teachers and students described learning English through the Internet is interesting, dynamic, practical, and exciting, among many other positive adjectives. In addition to this, the students' participation in the process increased and they became more autonomous. Nevertheless, Moreno also found that limited or unstable internet access can easily discourage students and might constitute an obstacle in the learning process.

Tena (2017) supports the positive influence of Technology on learning. The author pointed out that "while existing in humans' everyday life, ICT is a motivating and invigorating factor inside the classroom" (p.14). The study conducted by Tena at a public school in Pereira (Colombia) was aimed at exploring the effectiveness of using ICT tools in

English lessons to enhance students' motivation while learning. The results of the study showed that students learn better when different technology-mediated tools are used, such as YouTube tutorials, social networks, and blogs; being the latter the one that raised their interest toward reading and writing in English.

Regarding the relationship between use of ICT and reading skills, Behjat et al (2012) conducted a research in a University context in Iran. They implemented blog and wiki reading as a strategy to motivate students' reading and to improve their comprehension skills. The results evidenced an enhancement in students' comprehension of written texts and a higher level of motivation towards reading, which is connected to the interaction they had with other users through these platforms. While Garcia & Berra (2019) implemented the use of *Webtoon* platform to foster reading comprehension in primary school students. According to the authors, using such a platform increased the level of comprehension in most of the students and was also helpful for them to learn new vocabulary, which resulted in better grades obtained by them.

The aforementioned studies are some examples of how ICT has been used inside and outside language classrooms and how it constitutes a powerful and positive strategy to foster students' English learning at different levels, for instance, motivating them, fostering their autonomy, and enhancing their reading comprehension. These studies also provide expected results and shed some light to understand what could be done differently, in the sense of taking the results obtained in such researches as the starting point for the present study.

Research Methodology

The methodology proposed to carry out the research methodology of the project was designed to apply it on a face-to-face class modality, which would provide the pre-service teacher with the opportunity of collecting information that allows to understand the phenomenon of the study and the efficacy of the strategy proposed, through the use of data-gathering instruments and analyzing and interpreting such data to make sense of it. Nevertheless, due to the health emergency affecting the world's population that impeded the implementation of the pedagogical proposal, consequently, no data was gathered, analyzed, or interpreted. Therefore, the research methodology was not applied in this project. Still, it is worth mentioning the most relevant aspects of the methodology proposed.

First, the study belongs to the *qualitative research* field, defined by Creswell, (2007) as the kind of research “needed to explore this phenomenon from the perspective of distance education students [...] In qualitative studies in which you both describe individuals and identify themes, a rich, complex picture emerges. From this complex picture, you make an interpretation of the meaning of the data by reflecting on how the findings relate to existing research”. (p.16). Therefore, through this research, conducted in an educational setting, the study aimed at exploring and verifying how the use of ICT and reading strategies inside the classroom influence the students' language competence such as reading comprehension. Secondly, the proposed project would follow an action research methodology. For Mills, as cited in Creswell (2012) action research comprises a set of actions, carried out to explore a phenomenon and find an opportunity for education improvement, thus, action research is the “systematic procedures done by teachers (or other individuals in an educational setting) to

gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning” (p.577)

Context

This research would be implemented at Francisco José de Caldas High School, located in Cúcuta, Colombia. Students enrolled in such institution belong to a similar modest social background. This institution functions in two different school hours, the morning session is devoted to secondary education and primary students attend classes in the afternoon.

The population for this research comprises tenth-grade students. The pedagogical intervention was proposed to implement it in a single course: 10-02 class. This group has 4 hours of direct contact (English classes) per week set in their academic schedule, 2 from which would be devoted to the implementation of the reading workshops proposed in this research. Even though the total population of this group is composed of 34 students, whose age ranges from 14 to 17, the sample that the pre-service selected to analyze and interpret data would only of 6 students purposefully selected.

Unfortunately, the analysis and interpretation of data was not possible due to the health emergency mentioned above since it pushed the school authorities to modify the academic calendar, leaving no time available to do the pedagogical interventions and to apply the research instrument to the population selected.

Data Gathering Instruments

In an attempt to collect as much data as possible and to obtain the pertinent validation, the instruments selected for data collection were: Participant observation, which would be done

by the teacher during each implementation, focus group interviews, and students' exercises of reading comprehension (mostly questionnaires). Thus, data from different sources will be useful to obtain the big picture of the phenomenon being explored.

Observation

Observation as a data-gathering instrument is the instrument that allows collecting information in an unwavering way through the interaction between the subject of the study and the researcher while coexisting in the subject's natural setting (Bogdan, 1972).

On his behalf, DeWalt & DeWalt, (2002) conceived participant observation as the opportunity to take part in participants' activities while being in their natural setting to know more about them and to take this information as the basis to shape other research instruments to be used.

Observation can be direct, also called non-participant or participant. In the first case, "the direct observation of social phenomena permits a better understanding of the contexts in which such phenomena occur" (Patton, 1990, pp. 202-05). Thus, the main characteristic of non-participant observations is the lack of intervention of the researcher in the subject's natural setting and activities. Meanwhile, participant observation offers the opportunity of "gaining a greater understanding of phenomena from the point of view of participants... and the investigator is reacting and interacting with others in the events that unfold before him or her" DeWalt & DeWalt, (2002, p.9). The authors also pointed out that the researcher's background or the experiences lived before the observation may play an important role while observing. This instrument was the only one that the pre-service teacher applied.

In this study, the participant observation was used when the students took the pre-test proposed to know their level of reading comprehension before the pedagogical intervention.

The teacher observation was participant observation since she oriented the activity (pre-test), answered the students' questions, and gave them some tips to better understand the text, taking her experience as a foreign language learner as the basis for those suggestions. The field notes wrote from this observation were organized in a Word document, describing each stage of the class and the actions undertaken by the students and the pre-service teachers. ([See Annex A](#))

Interview

Cerón (2006) defined interview in research procedures as “the singular interaction, encouraged by a game of language, through open and relatively free questions, whereby the collection of information as a process is expressed in the interviewee’s verbal and non-verbal answers” (p.220). According to what the pre-service teacher proposed, interviews would provide the teacher an insight of the participants’ perspectives on their use of reading strategies and their usefulness.

Questionnaire

The questionnaire as a data gathering instrument was defined by Albert (2007) as... the well-structured technique that allows a wide and quickly collection of data through a series of oral or written questions that the participant answers regarding the variables that are measured” (p.115). Thus, the use of a questionnaire in this project was aimed at analyzing the extent to which participants use of particular reading strategies influenced or not their reading comprehension.

As mentioned before, the only instrument used was participant observation. The rest of the data-gathering instruments were not applied due to the sanitary emergency cause by COVID-

19 virus. Nevertheless, it is worth mentioning that this instrument did not provide any conclusive information to explore the phenomenon under study.

Data Analysis and Interpretation

Taking into account that the present project belongs to qualitative research, data collected would be carefully analyzed to find any commonality among the 30 students’ collected information. The researcher-teacher would carry out an interpretive data analysis, which Hatch (2002) described as the analysis model that “provides a process for constructing meaning from data that goes beyond the analytic emphasis and also provides tools for linking interpretations to data” (p.180).

Table 4

Data gathering Instruments Timetable

Instrument	Date
Participant Observation - 1 per every week of implementation.	From March 23 rd to May 16.
Focus group Interview - 2 throughout the academic term.	First interview: April 24 th Second interview: May 15 th
Questionnaire	The analysis of students’ work (on a weekly basis)

The table above represents the dates before proposed for applying every instrument of data gathering. Nevertheless, such timetable was not applied due to the health emergency.

Ethical considerations

As was mentioned above, the participants of the project are teenagers whose age ranges from 14 to 17 years old, meaning they minor child, and their participation in a research project must be authorized by the legal guardian in charge of them. Therefore, the project was explained to the students for them to understand what it was about and they were also informed about their rights as participants, including anonymity, and withdrawal from the study whenever they wanted to. The same way, their parents were informed about the project and the conditions under which it would be conducted through a written message that they signed as a proof that they authorized the participation of their children in this research. ([See Annex B](#)).

The Methodology of the pedagogical proposal

Given the current exceptional emergency that caused the change of methodology for education in public schools, the pedagogical proposal presented as an alternative to enhance students' reading comprehension was not executed, instead, three reading workshops and the pertinent material were designed for the cooperative teacher or any other English teacher to use it in a near future, when students and teachers return to the institution. The methodology for the development of the proposal relies on a theoretical design of how reading strategies would be taught and applied during the reading workshops.

Reading Strategies

In an attempt to organize how each reading workshop would be developed, Scharlach's (2006) strategies would be implemented. According to the author, it is possible to use more than one reading strategy during reading comprehension tasks, and the use of metacognitive comprehension strategies is supposed to improve such skill. Scharlach, as many other authors, proposed "before, during, and after reading strategies" (p.25). In his study, a total of eight

strategies were scaffolded and implemented throughout a set of 40 reading sessions. Even though in the initial research proposal, six reading workshops were proposed, the reduced amount of time available for the pre-service teacher to design and implement them, this goal was half-reached (three workshops were fully designed) and such material was stored in a Google Classroom virtual space called “The reading corner”.

Scharlach’s strategies used in this project include predicting, visualizing, making connections, questioning, summarizing, checking predictions, and making judgments. The aforementioned are shown below.

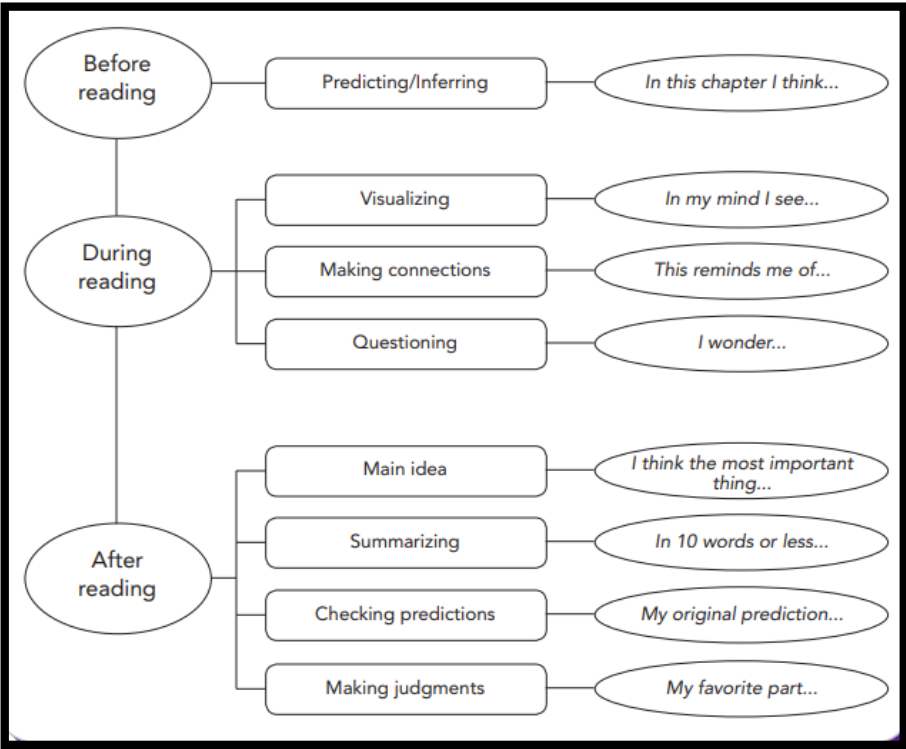


Figure 6
 START reading strategies diagram, taken from Scharlach (2006).

The pedagogical proposal in this study would followed Scharlach reading strategies, by focusing on the “during reading” strategies proposed by the author. However, due to the limited amount of time available for the reading workshops, however, taking into account that

this is a small scale research, these strategies would be modeled to the students and applied by them as the three reading workshops are carried out and “scaffolding” procedures would not be applied, but they would be introduced according to the type of the text selected for each workshop. Taking into account Scharlach’s reading strategies diagram, the reading workshops would follow essentially the following structure:

Before Reading

1. **Predicting/infering:** students are required to make some inferences about the text by only looking at its title and some visual elements that support it.
2. **Explanation and modeling of the strategy:** the teacher uses a sample text to explain students the strategy they should use while reading, and this one would be modeled by the teacher with the students’ help in order to obtain a better understanding of it.
3. **Clarification of new vocabulary:** students are asked to look for the meaning/translation of the unknown vocabulary or they would be given a list with the most difficult words and the corresponding translation. The purpose of this part of the workshop is that they become acquainted with this new words before reading the text. Thus, the comprehension process would not be encumbered.

During Reading


4. **Independent reading/collaborative reading:** Students read the text alone or they work in pairs. In any case, they are required to use the strategy corresponding to each workshop during the independent reading, and this would be recorded in their worksheets, by filling in a table.

After Reading

- 5. Comprehension Check:** students carry out a complementary activity in order to assess their level of level comprehension in each reading workshop. Even though the main exercise proposed to measure their level of comprehension is a questionnaire solving, different tasks are proposed, and the selection of them is related to the amount of time available to do it.

Material for the implementation

The material required for the reading workshops was be posted on the Virtual Learning Environment so that “The English Reading Corner”. The cooperative teacher has access to this Virtual Learning Environment in Google Classroom by logging in the following Gmail account: englishteacherclassroom1@gmail.com , password: lovingenglishlanguage123. By logging in Google Classroom through this email address, the teacher in charge of executing the reading workshops will be able to post new information and will have access to the material available. Meanwhile, the code of access for the students is 3o2vxtk.

 **Liseth Villamizar Bueno**
4 may. (Última modificación: 4 may.)

¡Hola de nuevo, amiguito lector! Espero que tu entusiasmo por la lectura en inglés no haga otra cosa que crecer.

En esta ocasión quiero proponerte un ejercicio de lectura similar al que te podrás encontrar más adelante cuando presentes la prueba Saber 11 (ICFES). A dicho ejercicio le llamaremos "Pre-test" y su objetivo es medir qué tan fuerte está tu habilidad de lectura en inglés en este momento.

La lectura consta de tres párrafos

1. Lee detenidamente el texto y trata de no utilizar diccionario ni traductor.
2. Responde las seis preguntas según la información que leíste. Selecciona la respuesta que consideres correcta A, B o C.
3. Verifica cómo te fue en este primer ejercicio y si quieres lo puedes compartir en un comentario, al igual que tu opinión sobre el texto (si te pareció fácil o difícil, cuánto tiempo te tomó hacer el ejercicio, si encontraste muchas palabras desconocidas, etc).

Las respuestas correctas se compartirán una vez terminado el ejercicio.

¡Buena suerte! 🍀



 **pre test- SIMULACION S...**
PDF

Figure 7

The figure below represent the pre-test posted in *The English Reading Corner*.

 **Liseth Villamizar Bueno**
3 jun. (Última modificación: 3 jun.)

Hola amiguito lector.

Te traigo el material para llevar a cabo el taller de lectura N° 2, cuyo nombre es "Quit comparing yourself"

Para participar en este taller necesitamos:

- Un computador con acceso a internet.
- Diccionario o traductor online (si el profesor lo solicita).
- La guía del estudiante. Para poder verla y descargarla debes ir a la pestaña "Trabajo de clase", buscar en la carpeta "Student's material" y descargar el documento cuyo nombre es "Reading Workshop N° 2".
- Por último pero no menos importante, tener la voluntad de aprender y mejorar tu habilidad de comprensión lectora en inglés.

Sigue las instrucciones que tu profesor(a) te va dando y mejora tu habilidad de comprensión y tu nivel de conocimiento de la lengua inglesa.

¡Buena suerte!

Figure 8

This figure represents the instructions for one of the three Reading workshops store on *The English Reading corner*. Instructions are given in Spanish for students to clearly understand what they should do.

Further evidence of how the virtual learning environment has been managed is shown in the annexes section. ([See Annex C](#))

By the end of the practicum stage, the material and planning for three reading workshops were created. The name given to these workshops are ‘Once upon a time a sleeping beauty’, ‘Quit comparing yourself’, and ‘The Yellow Ribbon’. The material for each workshop consists of 1. detailed planning that the teacher would follow as a guide to know the logical order of the activities, needed resources, and time required for each one, as well as 2. The student’s worksheet, where the instructions for the development of the activities are given in Spanish. ([See Annex D](#))

Each workshop was planned to last 2 hours per week, meaning it can be applied in a class session and it focuses on a specific type of text. The most important elements of the workshops are: warm up, which contextualizes the student with the topic of that reading session, pre-reading activities, which involves predicting what the text is about from the support elements that accompany the text, modeling the during reading strategy that students should use, exploration and clarification of the new vocabulary along with individual or group reading, and the activity to check the level of comprehension obtained by the student in the workshop. The workshops’ planning is shown below.

Workshop N° 1: Once upon a Time a Sleeping Beauty

DATE: March 26	Course: Tenth grade (10-02)
<p>LINGUISTIC OBJECTIVE:</p> <p>-To learn new vocabulary used in fairy tales.</p> <p>-To identify simple past tense in a text.</p> <p>COMMUNICATIVE OBJECTIVE:</p> <p>-To communicate opinions about a piece of reading.</p> <p>SOCIO-CULTURAL OBJECTIVE:</p> <p>-To understand socio cultural context in which the fairy tale was written.</p>	
<p><u>The reading corner</u></p> <p>Reading Workshop # 1:</p> <p>Name: “Once upon a time a Sleeping Beauty”</p> <p>Fairy Tale (short version)</p>	

METHODOLOGY	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	<p>The teacher is going to greet the students and will give them some instructions about the steps to meet during the class session, such as going to the computers lab and what they will do there.</p> <p>The teacher will ask students to work in groups to interpret a dialogue based on some fairy tales in a role play. The teacher will take some elements proper of each fairy tale to the classroom to make it more real and to catch students' interest</p>	15 minutes	<p>Listening</p> <p>Oral production</p>	<p>-Board</p> <p>-Markers</p> <p>-Realia</p>

PRE-READING STAGE				
<p>Step 1: Pre-Reading Activating Prior knowledge</p>	<p>Before starting the reading activity, the teacher will take some minutes to ask students what they know about fairy tales. By asking this questions, it will be possible to explore how much students know about the type of text they will read. She will listen to what students say in order to draw an spider diagram with such information on the board.</p>	5 min	Oral production	Board Markers
<p>Pre-Reading Making Predictions</p>	<p>For this step of the workshop, students will make predictions of the text, based only on the title and the visual support the text has.</p> <p>Teacher will share with them an online Word document for students to write their answers to the question “What do you think the text is about? What do you think it happens in the story?”</p>	20 min	Writing	Computers with access to Internet. Blog Online word document.
DURING- READING				

<p>Step 2: During Reading Reading aloud the text</p>	<p>The teacher will explain students that a good strategy for comprehension is trying to visualize what is being read.</p> <p>For this part of the workshop, students will follow the reading of the teacher, which will be done at an appropriate pace. As the reading continues, the teacher stops at the end of each paragraph to model the use of one comprehension strategy called “visualization”. She is going to share with students what she “saw” or imagined while reading that paragraph.</p>	<p>25 min</p>	<p>Listening</p>	<p>-Slides Laptop Projector Speakers -video</p>
<p>During Reading Identifying unknown words</p> <p>Step 3: During Reading Using a metacognitive strategy.</p>	<p>After reading aloud, the teacher will ask students to identify and underline or highlight the unknown words. She will give them instruction on how to derive the meaning of the unknown word by using the ones surrounding it and that they actually know.</p> <p>After vocabulary clarification, the teacher will ask students then to make an independent reading of the text by using the “Visualizing” strategy and to write such image in the sheet’s margin. The idea is that students get a “picture” of what they read for each paragraph.</p>	<p>15 min</p> <p>20 min</p>	<p>Grammar</p> <p>Reading</p>	<p>Highlighter</p> <p>Text “Sleeping beauty”.</p> <p>Computer</p> <p>Text</p> <p>https://www.mindmeister.com/es?utm_source=google&utm_medium=organic</p>

	<p>Students will log in a previously created account in the website “Mind Meister” in order to create a mind map taking into account the visualizations they got while reading. There, students can use words and pictures to portray the image they got from the text.</p> <p>Creating this mind map will help them to better organize the ideas they read from each section of the text.</p>		Writing	m_medium=cpc&utm_campaign=world_es_search_brand&utm_content=mm&gclid=EAIaIQobChMI7_L96J6T6AIVBibICh2PngCjEAA YASAAEgII0vD_BwE
AFTER READING STAGE				
Step 4: Comprehension check	The teacher will ask students to write a brief summary of what they read, taking the “mind map” as a support tool and they will also be required to express their opinion about the story.	30 min	Writing	
	The teacher will ask students to write a brief summary of what they read as well as to express their opinion about the story.	30 min	Writing	

Workshop N° 2: Quit Comparing Yourself

DATE:	Course: Tenth grade (10°)			
Topic: Self love				
LINGUISTIC OBJECTIVE:				
-To learn new vocabulary used to describe physical appearance.				
-To identify grammar tenses in the text.				
COMMUNICATIVE OBJECTIVE:				
-To communicate their predictions about the text before reading it.				
To share orally and written any experience they can relate to the ones presented in the text.				
SOCIO-CULTURAL OBJECTIVE:				
-To identify social phenomena addressed in the text.				
-To recognize some stereotypes and physical traits common in American culture.				
<u>The reading corner</u>				
Reading Workshop # 2:				
Name: “Quit comparing yourself”				
Type of text: Magazine article				
METHODOLOGY	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL

	<p>The teacher will start the class by greeting students and explaining to them that during this session a new reading workshop will take place and whose name is “<i>Self-love story</i>”.</p> <p>The teacher will tell students they will watch a video and will ask them to write down a key word of what they so in the video.</p> <p>Such video is a short film called “<i>Mirror</i>” which is related to the topic of the text they will read in this workshop: ‘self-love and self-acceptance’</p> <p>The teacher will ask students to share their opinions on the short film. Then, he/she will ask students to come to the digital room’s main computer and to write down the word that they identify as important from the video. Each student will tell their word to the teacher, who is going to help them placing it in the diagram.</p>		Writing	<p>-Computer with access to internet.</p> <p>- YouTube video: https://youtu.be/veOFewKHO44</p> <p>Online spider diagram on ‘Creately’ https://creately.com/</p>
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				<u>Appendix A.</u>
	PRE-READING STAGE			

Step 1: Pre-Reading Activating Prior knowledge	<p>In an attempt to activate students' prior knowledge, the teacher will ask students if they feel identified with the situation displayed on the video or if they know someone who has lived a similar experience. The idea is that they identify the general topic of the video, thus, they will be contextualized in the topic of the text, which is the importance of self-esteem and self-love.</p> <p>They will give short answers to the following questions in Spanish in their worksheet:</p> <ul style="list-style-type: none"> ❖ ¿Qué opinas de la situación que se presenta en el video? ❖ ¿Te sientes identificado o conoces a alguien que haya pasado por algo similar? 	10 min	Oral production	Student worksheet <u>Appendix B.</u>
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Pre-Reading Predicting/ inferring	<p>As a way to introduce the text that students will read during this workshop, students will be asked to look at its heading and the pictures that support it. After that, they will write, based on these elements of the text, what they think it is about and what type of text they think it will be. These answers will be given in the table they will find in the reading worksheet and it can be written in English or Spanish for students to feel free to express their inferences about this text.</p> <p>Pre- Reading questions:</p> <p>A. ¿De qué crees que se tratará el texto?</p> <p>B. ¿Algo en las imágenes se te hace familiar?</p> <p>C. ¿Reconoces a la persona de la imagen?</p>	10 min	Writing	Reading worksheet <i>Text "Quit comparing yourself"</i>
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DURING-READING STAGE				
<p>Step 2:</p> <p>During Reading</p> <p>Explaining the strategy to the students</p>	<p>After answering the pre-reading questions, the teacher will explain to the students the reading strategy they will use in this second workshop, which is called “Making connections”. He/she will use an example in Spanish by reading a short paragraph for them to better understand the concept and helpfulness of it.</p> <p>Optional example: Excerpt from <i>“Los cuentos de Oscar Wilde”</i></p> <p>Teacher’s reading: ...” <i>Cuatro días después, alrededor de las once de la noche, salía un cortejo fúnebre del castillo de Canterville. La carroza tirada por ocho caballos negros, cada uno de los cuales llevaba en su cabeza un penacho de plumas de avestruz. El féretro estaba cubierto con paño púrpura, sobre el cual estaban bordadas en oro las armas de Canterville. A los dos lados de la carroza y los coches marchaban los criados con antorchas encendidas, y toda aquella comitiva presentaba un aspecto grandioso e impresionante.”</i></p> <p>Explanation: Este apartado pertenece a un famoso libro escrito por Oscar Wilde, y en él describe un evento importante en la historia. Esto que acabo de leer a mí me recuerda a el entierro de un personaje importante del país, quien murió hace tiempo y su funeral, así como la ceremonia de entierro fueron muy sonados porque mucha gente importante le acompañó y estuvo lleno de cosas llamativas, como muchos carros blindados, grupos de música, muchas aplicaciones de oro en su ataúd, etc. Para mí, este párrafo corto que leí me trajo el recuerdo de algo que alguna vez viví o que vi en televisión y hacer esa conexión entre el texto y mis experiencias o recuerdos hace que sea más fácil comprender lo que leo.</p>	15 min		

	<p>En eso consiste la estrategia que ustedes van a usar en el taller de hoy mientras hacen lectura del texto.</p> <p>*The teacher will ask students what the excerpt he/she read reminds them of and more examples can be given if necessary*</p>			
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<p>Step 3:</p> <p>During Reading</p> <p>Using the comprehension strategy</p>	<p>For this part of the workshop, the teacher requires that students work in pairs, in order to have a collaborative reading. They will read the text with a “new vocabulary list” and they will fill in individually the table with the connections they make with the text.</p>	20 min	Reading	<p>Text “<i>Quit comparing yourself</i>”.</p> <p><u>Appendix C.</u></p> <p>Student Worksheet (Vocabulary list & table to complete)</p> <p><u>Appendix D.</u></p>
<p>Step 4:</p> <p>Comprehension check</p>	<p>The teacher will ask students to answer a questionnaire about the text in Google Forms, here, two types of comprehension are evaluated: literal comprehension and inference.</p>	30 min	Reading	<p>Google forms questionnaire</p> <p>https://forms.gle/m5XwB1zfNZJqMSRx9</p>

DATE:			Course: Tenth grade (10°)	
Topic: A scary Story				
LINGUISTIC OBJECTIVE:				
-To learn new vocabulary				
-To identify grammar tenses in the text.				
COMMUNICATIVE OBJECTIVE:				
-To communicate their predictions about the text before reading it.				
To share orally and written any experience they can relate to the ones presented in the text.				
SOCIO-CULTURAL OBJECTIVE:				
-To know the cultural background of the text (Wisconsin culture)				
-To recognize some stereotypes and physical traits common in American short stories.				
<u>The reading corner</u>				
Reading Workshop # 3:				
Name: “ <i>The Yellow Ribbon</i> ”				
Type of text: Magazine article				
METHODOLOGY	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	<p>The teacher will start the class by greeting students and explaining to them that during this session a new reading workshop will take place and whose name is “<i>The Yellow Ribbon</i>”.</p> <p>The teacher will tell students they will work in pairs to find some words in an online “word search”. Such exercise will be done through “Educaplay” and the words they are asked to find are some key words from the text of this workshop. The idea is that students have an opportunity to know new vocabulary before reading the text.</p> <p>As students finish the word search exercise, the teacher will tell students the translation of such words in Spanish.</p>	15 min	Vocabulary learning.	<p>-Computer with access to internet.</p> <p>-Word search: https://es.educaplay.com/recursos-educativos/5950696-the-yellow-ribbon-vocabulary.html</p>
<u>PRE-READING STAGE</u>				

<p>Step 1:</p> <p>Pre-Reading</p> <p>Activating prior experiences</p>	<p>The teacher will show a picture by using the video projector. Such picture is a short horror comic in Spanish. The idea of this exercise is that students get into the topic of horror stories, and as a strategy to arise their interest, the teacher will ask students if they believe in supernatural experiences, and if they have gone through one experience like the one presented in the comic.</p> <p>They will give short answers to the following questions in Spanish in their worksheet:</p> <ul style="list-style-type: none"> ❖ ¿Qué piensas del comic presentado en clase? ❖ ¿Te gustan las historias de terror? ❖ ¿Crees en las experiencias sobrenaturales? ¿Has vivido alguna (cuál)? 	10 min	Writing	Horror comic
<p>Pre-Reading</p> <p>Predicting/inferencing</p>	<p>As a way to introduce the text that students will read during this workshop, students will be asked to look at its heading and the pictures that support it. After that, they will write, based on these elements of the text, what they think it is about and what type of text they think it will be. These answers will be given in the table they will find in the reading worksheet and it can be written in English or Spanish for students to feel free to express their inferences about this text.</p> <p>Pre- Reading questions:</p> <p>A. Según el título del texto ¿De qué crees que tratará la historia?</p> <p>B. Teniendo en cuenta los elementos de apoyo (imágenes) ¿Quién crees que sea el personaje principal?</p> <p>C. ¿Cuál es el color que predomina en las imágenes? ¿Qué relación crees que tiene ese color con la historia?</p> <p>The students will find such questions in their worksheet (table in page 2)</p>	10 min	Writing	Reading worksheet
<p><u>DURING- READING STAGE</u></p>				
<p>Step 2:</p> <p>During Reading</p> <p>Explaining the</p>	<p>After answering the pre-reading questions, the teacher will explain to the students the reading strategy they will use in this second workshop, which is called “Questioning”. He/she will use the comic that students just saw. He/she will show the first column of it to the students and will ask a series of questions such as:</p>	15 min		

<p>strategy to the students</p>	<ul style="list-style-type: none"> • Who are the characters in the story? What is the relationship between them? • Why does the kid seem to be scared? • What does he ask his mother? <p>The students will answer these questions orally and the teacher will show again the whole comic and the following questions will be asked.</p> <ul style="list-style-type: none"> • Why is the woman scared? • Who is the kid under the bed? <p>Taking this exercise as the starting point (modeling) the teacher will ask students to do the same while they read the short horror story individually. He/she will explain to them that they will find a list of questions that they must answer after reading each paragraph in the table they find in page 2 of the student worksheet.</p>			
<p>Step 3: During Reading</p> <p>Using the comprehension strategy</p>	<p>For this part of the workshop, the teacher requires that students read the text individually by applying the “Questioning” strategy, meaning they will answer the questions related to each paragraph as they move forward in their reading.</p> <p>While reading questions:</p> <p>Párrafo 1:</p> <ul style="list-style-type: none"> - ¿Quiénes son los personajes de la historia? - ¿Cuáles son las características de ellos? - ¿Qué objeto usa siempre la niña? <p>Párrafo 2:</p> <ul style="list-style-type: none"> - ¿Qué le pregunta el chico a la chica constantemente? <p>Párrafo 3:</p> <ul style="list-style-type: none"> - ¿Cuál es el vínculo entre los personajes? - ¿Cómo fue el atuendo de boda de la mujer? <p>Párrafo 4:</p> <ul style="list-style-type: none"> - ¿Cómo fue la vida de los personajes? - ¿Fueron felices? ¿Por qué? <p>Párrafo 5:</p>	<p>30 minutes</p>	<p>Reading</p>	<p>Student Worksheet</p>

	<ul style="list-style-type: none"> - ¿La respuesta de la mujer (ya anciana) alguna vez fue diferente? ¿Qué respondió? - ¿Cuál fue la reacción del esposo a la respuesta de la mujer? ¿Qué pasó al final de la historia? <p>The teacher will monitor students' progress and will clarify any of their doubts.</p>			
<u>AFTER READING STAGE</u>				
Step 4: Comprehension check	The teacher will ask students to answer a True or False quiz about the text in order to check their level of comprehension.	30 min	Reading	Google forms questionnaire

Expected Results

The arduous creation of material to be applied in the reading workshop had as main aim to impact the performance of tenth-grade students in terms of their reading comprehension.

Since the implementation of the pedagogical proposal was not possible, the expected results are based on their future execution. Therefore, it is expected that through the implementation of these workshops and the use of the material proposed in the present project there would be an enhancement in students reading comprehension competence and their level of language proficiency. The students will learn new vocabulary in English, they will become acquainted with some specific reading strategies that may be helpful for their academic performance at school and they will use such strategies when taking the ICFES exam, increasing their chances of obtaining a high score on it. Furthermore, the implementation of such workshops would be helpful for the teacher by renewing the students' perspective of the English language, taking into account that the core of these workshops is the use of ICT, which has been proved efficient to arise the learner's interest.

Conclusions

The process of proposing reading workshops, taking the theory of an author as the basis of them, made possible that the pre-service teacher enhanced her pedagogical practice and fostered some skills that had been hidden before undertaking the role of an English teacher in the natural setting where the practicum stage took place. Such skills include creativity, adaptability, resilience, and patience, among others. Alongside this, the fact of using a Virtual Learning Environment (VLA) as the tool to store the material created by the pre-service teacher offered the trainee teacher an opportunity to explore the functions available in the selected platform (Google Classroom), which translates into more experience in ICT management for the trainee teacher.

Suggestions

A careful analysis of the workshops planned by the pre-service allowed her to find as the main suggestion for the implementation of the pedagogical proposal, the appropriate use of L1 and L2 when unfolding the reading workshops. In the sense that, some instructions and explanations may be confusing for the learners if they are expressed entirely in the foreign language (English). Thus, the teacher must constantly switch between both languages and use Spanish language to explain and model the reading strategy introduced to the students in each workshop.

Moreover, a second suggestion relates to the elaboration of further material that goes along with the objective of this project. The pre-service teacher considered appropriate the use of different types of texts and from different sources to explore the possibilities that each genre offers, however, it is strongly recommended to find short texts to be read in these workshops. This is related to the reduced attention span that students may have, thus, by choosing shorter

texts, they will be able to follow every single step of the reading workshop without losing interest in the reading task proposed.

Development of the Pedagogical Practicum

In an attempt to provide the pre-service teacher with first-hand experience in the field of teaching a foreign language, 12 weeks of direct (face-to-face) contact with secondary and primary education students. Nevertheless, the trainee teacher had only two weeks of direct contact. During these two weeks, four classes were executed with every group of tenth grade. Meanwhile, no class session was executed with preschool students, due to the organization and carrying out of cultural and administrative activities that impeded meeting them, meaning that the pedagogical practice with regards to primary education students remained virtual. One example of the material designed for preschool students is depicted in the annexes section. ([See Annex E](#))

Taking into account the aforementioned change of methodology, it was necessary to find a way to cover students' educational needs. Therefore, the work that the practitioner teacher unfolded in the virtual work from March 16 to May 29 comprises a set of worksheets, grammar review workshops, and exams for tenth-grade students (the three groups under the practitioner teacher's charge). The material created in this new modality was created by following the cooperative teacher's suggestion. Most of the worksheets deliver include activities to train students in at least three out of the four language competences. They were three pages long and the basis for creating this material was the students' workbook "English please 2" since they had it at home already. For grammar explanation, not only YouTube tutorials to which students had access through a link included in each worksheet were used,

but the pre-service teacher also provided written explanations by using clear examples and information graphical organizers. (See Annex F) The material just described was delivered to the students through the institution's online platform (WebColegios) and delivered to those who have no internet access. Additionally, it was stored in a Google Drive folder, for the cooperative teacher to access through the following link:

<https://drive.google.com/open?id=1DXgjdky3W2CPPUzUbSV5D9BrkVRexFS> the information about the material created is described in the annexes section (See Annex G)

Apart from the creation of material for students, the pre-service teacher also graded the students' workshops and registered such grades in the school online platform. Furthermore, she participated in virtual meetings with students, in which the main objective is to give them some instructions about how the worksheets should be done and the dates for delivering the assignment. It must be highlighted that special attention was paid to one student with special educational needs who attends her classes. This additional guide was given through Zoom meetings. The evidence is shown below.

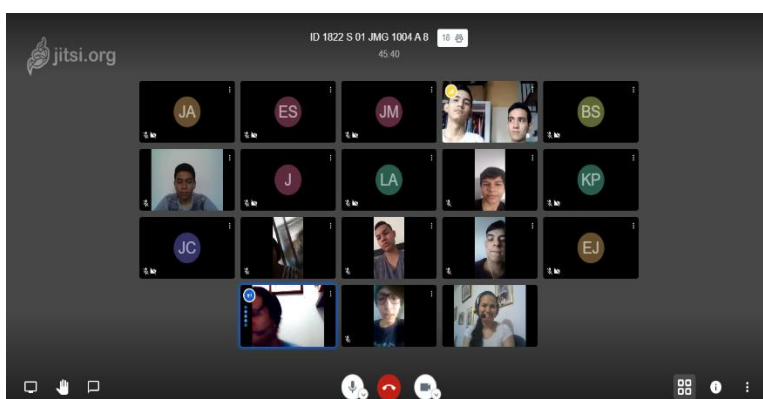


Figure 9

This figure represents a virtual meeting with the students (10-03 group)

Lista De Asistencia						
Sede	Jornada	Grado	Tema	Fecha De Realización		
01	M	10-02	RETROALIMENTACION 9.00 AM	2020-05-26 09:00:00		
#	Código	Apellido1	Apellido2	Nombre1	Nombre2	Asistencia
1	2017120	ALARCON	PINZON	YEINNY	STEFANIA	
2	2016144	ALVAREZ	RODRIGUEZ	ANDRES	FERNANDO	
3	1669	ARIAS	LEAL	RASHELL	JERITZAMAR	
4	2016411	BATECA	SANDOVAL	NATALIA	DANIELA	
5	1783	BECERRA	GONZALEZ	DAYRON	ALEXANDER	
6	1635	BECERRA	RUEDA	CARLOS	ADRIAN	
7	2015575	CAICEDO	MONCADA	JOAN	SEBASTIAN	
8	1675	CARDENAS	MURALLAS	EDER	OSWALDO	
9	2928	CARDENAS	VILLAMIZAR	EDUARDO	ANDRES	
10	2016094	CARRASCAL	AYALA	YEIDER	YESID	
11	20161175	CARVAJAL	PICON	JUAN	SEBASTIAN	
12	1743	CONTRERAS	CASTELLANOS	JUAN	ESTEBAN	
13	2014243	CRUZ	CARRILLO	JOHAN	ALEXIS	
14	2016198	ESTRADA	CASTRO	FRANYER	STIVEN	
15	1900	FERNANDEZ	SANDOVAL	KAREN	VALENTINA	
16	2016104	FLOREZ	CAICEDO	JHON	ALEXANDER	
17	3662	GALVIS	SOLANO	BRAYAN	SNEIDER	
18	2016093	HERNANDEZ	AYALA	JHOAN	SEBASTIAN	

Figure 10

The figure above depicts the list of attendance to the virtual meeting

In addition to the work assigned by the cooperative teacher, the pre-service teacher met the practicum committee's request of recording some instructional videos to support the students' learning process. In the case of this project, two videos were recorded and sent to the students. Such videos dealt with some tips to enhance their reading comprehension competence. Thus, the aim of the pedagogical implementation was partially fulfilled and students received some pieces of advice that they could use henceforward in their English classes. These videos were also posted in "The reading corner" and they can be displayed in the following links:

- Tips for reading comprehension in English (part one) <https://www.youtube.com/watch?v=Hekwq6ZFGaY>
- Tips for reading comprehension in English (part two) <https://www.youtube.com/watch?v=eNp9vfsWFUI>

Chapter II: Research Component

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 has been 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 there is a clear interest in the need of understanding and transforming 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.

Statement of the problem

Schools assume core aspects of individuals' training and institutional life without questioning that they 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 were 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?

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.

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 favour 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:

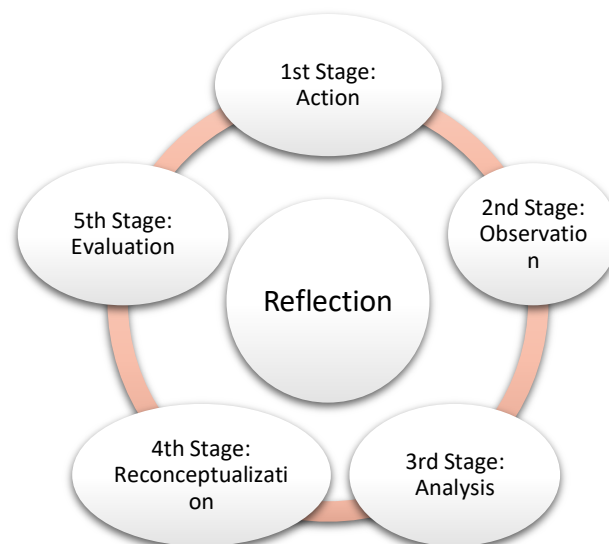


Figure 11

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 Stages).

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 served 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 which to reflect, nor the strategies to encourage reflexive learning.

Reflection activators

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

Critical element of reflective thinking

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

This 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 inter subjective practice experiences.

Methodology

The central axis of the methodology proposed is a process of constant reflection while it also includes the carrying out of various exercises that allow the strengthening of the

practicum stage as an initial point to address the labor and educational phenomena. The methodology organization's principles are: autonomy, planning and self-observation.

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

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

In the process of gathering data for this research during 2020-1 semester, the following four instruments were used:

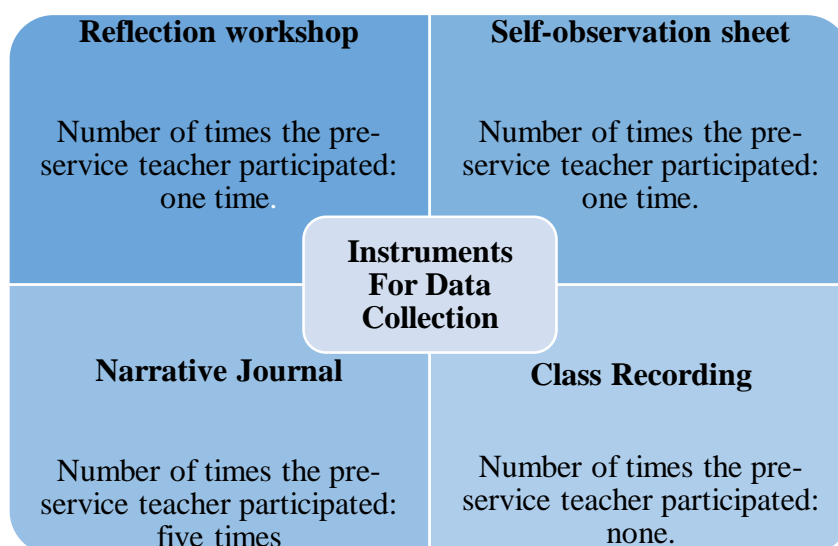


Figure 12

Instruments for data collection and the amount of times they were used.

Reflection Workshops

The main purpose of the reflection workshops was to guide the process of reflection carried out by the practitioner teachers. In addition, it was 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.

Objectives

- To strengthen the organization of teachers and practitioner teachers 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.

Only one reflection workshop was carried out, due to the change of modality of the pedagogical practicum. The questions asked in such a workshop allowed the pre-service teacher to reflect on various issues that they would deal with, taking into account that it was unfolded during the initial stage of the pedagogical practicum, meaning that the teacher's experience was still too limited. Regarding the questions, they were aimed at exploring the trainee teacher's pre-conceived beliefs about teaching a foreign language at a public school. The teacher in charge of leading the reflection workshop dug into the pre-service teachers' expectations, concerns and inner challenges. Therefore, such a space of reflection made clear that the experience of teaching English in a real setting would be totally different from the experiences that the trainee teachers may have lived before.

The reflection workshop also helped the practitioner teacher understand that their role as a teacher goes beyond teaching linguistic contents and it is also related to protect, encourage and guide my students through the process of growing up and preparing to face real-life situations.

Self-observation sheet

Self-observation sheet's main aim was to guide the practitioner teachers towards developing a perspective of their practicum as teachers and their role in the classroom and the educational community in which they have been included.

The pre-service teacher filled in only one self-observation sheet ([See Appendix H](#)) There, she rated several aspects of her pedagogical practice up to the moment where it was done. She gave a numeric value to each aspect, where 1 was the lowest value and 4 was the highest one. By filling in the self-observation sheet, the pre-service teacher confronted herself and was able to identify a series of weaknesses and strengths in her pedagogical practice.

Regarding the weaknesses, aspects such as non-consideration of the total of students' educational needs, lack of clarity in the lesson's sequence when presenting it to the students, vagueness in evaluation criteria, and ineffective class-time management are the most relevant considerations identified through the self-observation sheet. On the other hand, some of the practitioner teacher's strengths identified through the self-observation sheet include respect for the students and implementation of co-existence norms as a strategy to foster a propitious classroom environment, coordination with the cooperative teacher's opinion and interest when planning class sequence, implementation of different activities that raise students' interest, and the use of questions, examples and visual aid to favor students' understanding of topics and instructions.

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.

Five narrative journals were written by the pre-service teacher, each one serving to understand the findings the teacher made about her pedagogical practice ([See Appendix H](#)) . It was the means to reflect on different issues that have emerged as the different activities inside the academic context carried out. For instance, the pre-service teacher's first narrative evidenced that when facing the very first contact with the students, the practitioner teacher was extremely scared and worried about the problems that could exist while the class unfolds. Thus, there was a lack of confidence required when giving instructions. It also evidenced that being indifferent to the school's reality while planning the didactic sequence, for example, in terms of time management and the number of activities per class and helped understand that every group and even the students within the same group have different learning styles and pace.

On its behalf, the second narrative shed some light for the teacher to understand that the so-called "human component" is essential for the teaching practice, nevertheless, it also reflected the need of bottling up any emotion that might arise as the class unfolds to avoid promoting a negative classroom environment, as well as having any inconvenient with the students and their parents. Another important aspect that was expressed in the second reflection narrative was related to how knowing the special learning needs of the students, inquiring about it, and fulfilling them should be a must for the pre-service teacher.

Concerning the third narrative journal, it gave me the opportunity of reflecting on the challenges that the teacher, student, and parents have in virtual education. It allowed to compare the role of the teacher in face-to-face classes, with the current functions as a language teacher in computer-mediated education. It was also helpful to reflect on the logistical difficulties that one can face in this new methodology of learning-teaching, which encourages the teacher to find alternatives to reach the total number of students that used to attend face-to-face classes. Thus, this narrative helped the teacher realize how complex

education is and how important it is that every agent in this process gets involved and committed to overcoming obstacles to achieve a higher level of learning.

Finally, the fourth and fifth narratives focused more on the situations that arose as a result of the process of adaptation that teachers and students are currently going through with the change of education modality. By reflecting on these issues and writing them down in the narrative journal, it was possible for the pre-service to identify an existing relationship between some changes implemented in the way classes were carried out and the improvement evidenced in students' performance. She found out there was a change in the role of the teacher and the student in virtual education.

Class recording

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

Even though class recording as a reflection tool provides the extraordinary opportunity to obtain insight from what the pre-service classes are like, none class recording was done in this project due to the change of modality from in-person classes to virtual education.

Data Gathering Timetable

Table 5

Calendar of data-gathering instruments use

Instrument	March				April				May			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Reflection Workshop					X							
Narrative Journal		X	X						X	X		X
Self-observation Worksheet		X										
Class recording	No class recording was done											

The table above depicts the instruments that have been used to foster the reflexive spirit in pre-service teachers and the week of each month in which they were implemented.

Context

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

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

establishment where education takes place, education is commanded and education is accomplished.

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

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

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

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

Socialization function

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

Instructional function

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

Educational function

This function requires a life community, in which democratic participation exists, by participating in an intellectual search for discussion and learning. This means, an

educational community that is able to break the existing barriers between school and society; a space of culture, where new concepts, technical tools and culture codes are learned. The aforementioned as a consequence of the active participation in the exchange of desires and behaviors with colleagues and adults (Vizcaino, 2010).

Population

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

Direct beneficiary population

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

Indirect beneficiary population

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

Institutional departments articulated to the project

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

External institutions linked to the project

- José Antonio Galán School
- Brighton School
- La Presentación School

- Pamplona Normal Superior School
- José Rafael Faría School
- Cristo Rey Educational Institutional

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.

Conclusions

The big conclusion drawn from the application of the different instruments and the analysis of what they meant for the preservice teachers is that these reflection exercises fostered the pre-service teacher's reflective thinking henceforth, they enhanced the teaching training. Nevertheless, the instruments applied provided reflection on different issued depending on the methodology of education prevailing when they were used, in-person, or virtual.

First, in-person classes offer an opportunity to analyze the teaching practice in a holistic way. In this methodology verbal communication is assisted by non-verbal signs and the human interaction is manifested in its highest splendor. Therefore, the conclusions obtained

from the reflection exercises to the in-person classes allowed the pre-service teacher to identify a set of aspects that need to be improved, such as the class time management, in order to include in one session only the activities that are relevant and can be carried out by the students without a high level of difficulty. It was also evident it is necessary that the pre-service teacher improves how instructions are given to the students, in the sense that during face-to-face classes she used several technicalities proper of the linguistics field, which made it hard for students to fully understand her explanations.

Another important aspect identified through the reflection exercise deals with the attention paid to the diversity inside the classroom, since at the beginning, the pre-service teacher wanted to address contents the same way for all the students, ignoring that one student attending her classes has special educational needs. Even so, some progress was made on this matter since she was able to correct such fault during virtual practice.

In terms of the activities proposed and the classroom atmosphere, it was concluded that students liked the activities that the teacher brought to the classroom because they were innovative and fun. Such please was evidenced though the increase of students' participation in class. Nevertheless, the pre-service teacher concluded that some limits in the interpersonal relationships need to be reinforced or redefined, taking into account that on some occasions the students did not see her as an authority but as one of their friends.

Secondly, it is important to state the conclusions drawn from the **virtual practicum**. For instance, the trainee teacher has to work harder to identify and meet the total or at least most of the students' needs. This is related to the lack of resources at some students 'home. Such issue became a stressful matter for the pre-service teacher since the ideal scenario would be that every single student had access to the material designed to provide them with the knowledge required, but it did not happen and the novice teacher did not have enough

experience or ideas to solve such problem. Additionally, the communication skills of the pre-service teacher need to be improved, which would be achieved by enhancing her self-confidence first since she was afraid of mispronouncing a word or making a mistake in the language, so she became extremely nervous during the virtual meetings with the students and such feeling did not allow her to express her ideas clearly at some points.

Taking the aforementioned conclusions and taking into account all the aspects that were identified through the different activities, it must be highlighted that reflection provides the teacher with an insight of their weaknesses and strengths in terms of methodology, evaluation, and planning. Thus, it allows the teacher to understand what changes need to be done to improve their practice as a language teacher.

Chapter III: Outreach Component

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

Presentation

In this project 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. This section 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, so that citizens have the opportunity to participate in cultural exchanges that allow them to access more equal conditions for the personal and social development of the country.

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

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

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

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

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

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 was 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 benefited 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 resulted in the possibility for primary school children to have contact with the foreign language and in turn with students who completed 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 was 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 attempted to:

- 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 a real necessity, but so is the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet highlights; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they delate distances and also bring us closer to science and technology. All types of learning are of vital importance for the sociability of the human being as long as it allows it to have a proper development in different contexts; The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

National Bilingual Program

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at publishing the English language as a foreign language, through the national bilingualism program established in 2004 with three specific lines of work: institutions of primary, secondary, higher education, programs of education for work and human development; ethno-education; and flexible models of education. This program aims at

training competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

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

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).

Figure 13

The figure above corresponds to the goals set by the National Program of Bilingualism for language proficiency in each level of education.

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 was found that the learning process of the human being is based on experiences with the environment in that is influenced by prevailing cultures and identify their idiosyncrasies and autonomy, especially among young people in the life cycle of childhood, wherefrom many theories from the psychological, sociological area it is argued that learning takes place through the observation and listening of sounds that put the main attention of the senses of each individual. Emphasizing that the process of cognition from the

mental processes directs and brings to fruition significant learning in children who are at the beginning of learning especially of an LE.

Pamplona's context

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

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

Likewise, there are two institutions that do not have the nature of a General College but that provide basic and secondary education of a public nature. These institutions 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 were developed are the educational institutions described above. The specific course was included once the students -

practitioners finish the observation stage and provide the courses and schedules in which they were supposed to implement the Social Projection component.

Subprojects

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

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

Benefited population

The direct beneficiary population:

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

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

The indirect population benefited:

- Foreign Languages Program Community

- Pamplona educational community

Institutional dependencies articulated to the Project

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

External institutions linked to the Project

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

Subproject: Implementing Group Games and Chants to Teach Vocabulary to Preschool Students at Francisco José de Caldas School

In an attempt to support the social mission proposed by the Foreign Language Program at the University of Pamplona, the present outreach project was implemented at a public school in Cúcuta, Colombia.

Introduction

Taking the educational gap between public and private primary students as the starting point of social inequality, it is considered essential to propose and implement some alternatives to rectify such a deficit in public education institutions. One of these alternatives is to strengthen the primary students' competence in a second language, which would prepare them for future academic challenges and opportunities. Therefore, the best place to create this change were preschool classrooms, the setting where the present project was implemented, with the variation that such implementation was not done in face-to-face classes, but in virtual learning environments.

Justification

Learning a foreign language has been set as an imperative need for professional life around the world. In this sense, the English language has become the language of globalization, and every day more countries realize how important it is to foster the learning of this language in educational institutions.

Over the last years, the Ministry of Education in Colombia has set different goals to be achieved in order to improve the quality of education that Colombian kids are receiving. To achieve such objective, different public policies have been proposed to give a clear direction to the way in which the different subjects are taught. In the case of English teaching, for

instance, the “Colombia Bilingüe” program is supposed to boost students’ learning of the foreign language through the use of workbooks purposefully elaborated by the Ministry of Education.

Even though, these policies may not cover the total percentage of students. This may be due to some existent gaps in the assignment of English teachers to cover the total amount of students. Thus, a specific strategy was applied to solve such deficiency.

Objective

To Implement Group Games and Chants to Teach Vocabulary to Preschool Students at Francisco José de Caldas School.

Context

The context for this project is set in an economically impoverished neighborhood of Cúcuta. This means, that families composing this community belong to a low social stratum, and their children are exposed to different social issues. Nevertheless, different educational institutions have set high goals in terms of social change. One of these institutions is Francisco Jose de Caldas school, which has educated kids and teens since 1959.

The Francisco José de Caldas school has experienced a set of changes and improvements over the last 4 years under the current administration. Such improvement is evidenced in students’ discipline, the construction of new buildings, and the most important: the quality of education. The latter is a direct response to the hiring of more teachers and the adjustment made in the school curriculum.

Notwithstanding the foregoing, the quality of English learning is not the best for all the student community, since primary students have not an official English teacher, which is why they receive superficial knowledge on this area.

The Population that benefited from this project

As mentioned above, the population selected for this project were preschool students from the educational institution Francisco José de Caldas. The population comprised at least 80 children, whose age ranges from 5 to 7 years. These students would be directly benefited from the implementation of the present project since before the pre-service teacher's arrival to the institution, these students did not have any class time devoted to English learning. Therefore, the engagement of the pre-service teacher in creating material appropriate to their age and learning conditions was useful for them to acquire some knowledge of this foreign language.

In addition to this, the preschool teachers also benefited, taking into account that the time the pre-service teacher would have spent with the students was used by them as a space for preparing some elements of their classes. In this sense, pre-school teachers would be indirectly benefited from the implementation of the project because the students they would work with next year are going to have some basic knowledge of the foreign language, which should make it easier for her to introduce new knowledge on English as a foreign language.

Methodology

Even though the proposal of this project relied on teaching English vocabulary to preschool students through chants and group games, the impossibility of undertaking face-to-face classes with such students forced the pre-service teacher to omit group games as an essential element of the project. Therefore, the work done in the outreach project remained virtual and it consisted on creating material that the teacher or the parents of the student could easily understand to explain it to the young learner.

The methodology proposed is should help young students learning new vocabulary every session, by introducing it one step at a time. This way of working deals with the way students learn at an early age, taking into account Piaget's cognitive development theory. The author suggested that at an early age, kids' development is in a "Pre-operational stage" in which their use of language and their memory are developed.

Every English session a new chant is proposed and taught, and it is the means through which new vocabulary is introduced. Then the explanation of their meaning will be done through the use of flashcards and a set of various activities must be helpful for the student to internalize the words' pronunciation and to relate them to their meaning (visual representation) in Spanish. According to Numan (2011) when teaching kids who are in the pre-operational cognitive development stage, it is necessary to use many materials such as toys, to use repetition as a key element in each activity and to get physical, meaning that games in which they move as much as possible are the best option to work despite their short attention span. Following the idea conveyed by this author, activities implemented with preschooler kids will fulfill such conditions.

Table 6

Calendar of activities proposed at the beginning of the practicum stage

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Topic: Colors	Topic: Farm Animals	Topic: Jungle Animals	Topic: Body Parts.	Topic: Action Verbs.	Topic: Emotions	Topic: Numbers (1-5)	Topic: Numbers (6-10)
Week 9		Week 10		Week 11		Week 12	
Topic: Family members		Topic: The days of the week.		Topic: Action verbs (2)		Topic: Body parts (2)	

The table above specifies the topics timeline proposed to apply the different activities with the students.

It is important to note that this calendar is included as an evidence of the proposal presented by the pre-service teacher, however, the calendar of activities was modified along with the current education modality.

Actual Calendar of activities implemented by the pre-service teacher

Due to the sanitary emergency, the work done by the pre-service teacher was limited to the elaboration of didactic material that may be used as home-learning material or in face-to-face classes when the students and teachers return to the classroom. The information about such material is shown in the table below.

Table 7

	Worksheets 1	Worksheet 2	Worksheet 3	Worksheet 4	Worksheet 5
Topic	Greetings and farewells	Farm Animals	Body Parts.	Action verbs	Emotions
Date of elaboration	April 27 2020	May the 4 th 2020	May 11 th 2020	May 18 2020	May 25 2020

The table above represents the timetable for the elaboration of didactic material. It includes the topic of the five worksheets created for preschool students, as well as the date in which each one was created and delivered.

By the end of the practicum stage, five worksheets were designed and delivered to the pre-school teacher, who was in charge of communicating with the students' parents ([See Annex I](#)). The creation of such material has followed a simple methodology of using chants to memorize vocabulary in English only by the way the words are pronounced, instead of teaching them how to spell them, taking into account that the students can only spell a few short words in Spanish. An important characteristic of such worksheets is that they are colorful, a lot of pictures accompany the vocabulary, and a new chant is introduced in each session. In this sense, it must be highlighted that the strategy proposed was being implemented, which is the use of chants. Nevertheless, it was not possible to implement the use of group games in the sessions since the students do not have any in-person contact until further notice.

Further information about the didactic material is described in the annex section ([See Annex J](#))

The material created by the pre-service teacher has been stored in a Google Drive folder, which you can access through the following link:

<https://drive.google.com/open?id=13eKa1LTYN1JRnR-99zFF2HhHcWm3DQfn>

The links of the YouTube videos chosen to introduce and teach the students one chant per session as well as the videos recorded by the pre-service teacher are displayed below.

- <https://www.youtube.com/watch?v=b3gtib36kis>
- <https://www.youtube.com/watch?v=b76COWIGSv8>
- <https://www.youtube.com/watch?v=h4eueDYPTIg>
- <https://www.youtube.com/watch?v=-ozG4PFFP5A>
- https://youtu.be/eMOnyPxE_w8
- <https://www.youtube.com/watch?v=vgW6iafMtdo>
- https://www.youtube.com/watch?v=FM919_RyCd0

Conclusions

Taking into account the difficult situation that the educational system and people, in general, is going through at the moment, the work done by the pre-service teacher as a requirement for the pedagogical component constituted a complement for the pre-school learning contents and it benefited the teacher in charge of these groups since she must cover a specific number of subjects in this new education methodology. Thus, these worksheets could be used as evidence of the integral education that pre-school students receive in this period of virtual learning. The material created for the students offers an opportunity for them to have a first contact with the English language that can be fun and handled according to their own pace of learning since the aforementioned worksheets could be developed in a near future when they return to the school or in this virtual modality, while they enjoy the comfort of their home. Besides, studying with such worksheets at home also offers the students' parents the possibility of learning new vocabulary while helping their children to do the activities that were proposed for each session.

Furthermore, the fulfillment of the need identified in the student community and the teaching staff by creating the previously mentioned material was significantly helpful for the practitioner teacher in the sense that it provides them with the opportunity of exploring new teaching challenges, considering that the teaching experience obtained throughout the training process in the foreign language program had not involved teaching such a young population. Thus, the work done for the outreach component constituted extra experience in terms of elaboration of material for younger learners.

Chapter IV: Administrative component

The administrative component deals in first place with the extra curricula activities carried out by the pre-service teacher during the two weeks of in-person practicum as a way of contributing to the harmonious functioning of the institution's work dynamic, as well as their participation in some training workshops proposed by the practicum committee. Thus, the present component describes a set of activities and responsibilities in which the pre-service teacher took part as an active member of the educational institution.

Objectives

- To offer additional help to the teachers, administrative staff and students in the organization and development of extracurricular activities.
- To apply the pre-service teacher's interpersonal skills to the carrying out of co-constructive administrative processes.
- To create an appropriate labor ambiance with superiors and colleagues in order to have a pleasant process of integration and adaptation to the educational institution.
- To train the pre-service teacher on various subjects that may enhance their pedagogical practice and influence their professional life positively.

Methodology

The methodology proposed for this component depended, in the first place, on the different activities in which the institution's teachers and administrative staff must be involved such as: parents' meetings, flag-raising activities, cultural festivals, teachers meeting, religious ceremonies, among others. Taking this into account, the dates for the extra-curricula activities were directly tied to the activities timeline proposed by the authorities in the institution. Nevertheless, the participation of the practitioner in such a set of administrative activities was only possible during the two weeks of in-person practicum, during which she actively engaged in some activities, driven by a desire of learning from such scenarios and collaborating in any aspect she was required to.

Timeline of Institutional Activities

The table below shows the main activities proposed in the academic year's calendar before the sanitary emergency. Such calendar of activities was divided into the amount of months that had been already planned by the time of the arrival of the pre-service teacher to the institution.

Table 8

Initial Calendar of Administrative Activities

February

	Activity	Role that the pre-service teacher would have
2020-02-05	Socialization of the school regulations.	This activity had been carried out already.
2020-02-13	Academic board meeting	This activity had been carried out already.

2020-02-24	Parents 'school.	Attendance to the meetings
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March

Date	Activity	Role that the pre-service teacher would have
2020-03-05	Delivering of students' partial progress report to the parents	Supporting the English teacher during the meeting if it is required.
2020-03-10	Women's day flag raising.	Support to the activities proposed to pay tribute to the women in the institution.
2020-03-13	School's electoral party	Control of discipline and encouragement to the students' participation.

April

Date	Activity	Role that the pre-service teacher would have
2020-04-03	Delivering of students' first term progress report.	Logistic support to the cooperative teacher..
2020-04-23	Language Day flag raising	Control of discipline. Organization of student's performances in English.

May

Date	Activity	Role that the pre-service teacher would have
2020-05-15	Teachers' Day flag raising	Control of discipline and support to any activity proposed.
2020-05-20	Delivering of students partial progress report.	Logistic support to the supervisor teacher. Talk with parents if it is required by the teacher.
2020-05-28	Bi-monthly evaluation	Support to the students (Review of topics if needed and extra tutoring)

June

Date	Activity	Role that the pre-service teacher would have
2020-06-10	Second term assessment committee	Participation in the discussion, taking the students' progress report.
2020-06-11	Foundation of Cucuta flag raising.	Control of discipline. Support to the activities proposed and to the students' performances.
2020-06-13	Delivering of students' first term progress report.	Logistic support to the cooperative teacher.

It must be highlighted that most of the activities planned for the academic year were not carried out, due to the emergency caused by the global pandemic that kept the institution's community away from the school's building. Therefore, the responsibilities assigned to and

undertaken by the pre-service teacher were adapted to the emergent reality of the practicum stage (virtual modality). As mentioned above, progress made deals with two main aspects: In the one hand, the participation of the pre-service teacher in activities carried out in the educational institution into which she was inserted and whose nature is administrative. On the other hand, the participation of the practitioner teacher in the training workshops proposed by the practicum committee were also adopted as an important aspect of the administrative component.

Administrative Activities

Taking into account that the practitioner teacher had two weeks of in-person practicum, her participation in administrative events include only a few, which are described and evidenced below.

Table 9

Participation in Administrative Activities

Administrative Event	Date	My role in this activity	From this event/activity I learned
Democracy party (election of the students' representative)	March the 4 th	The practitioner teacher was required to watch different areas of the building to avoid any indiscipline problem.	This logistical support is necessary to guarantee the success of cultural events.
	March the 5 th		

Delivery of students partial progress report		Collecting parents' signatures and delivering an exam that students had to paste in their notebooks.	Observing the cooperative teacher's talk shed some light to understand how to express oneself with assertiveness when talking to them.
Restructuring of the English subject plan.	March the 9 th	I was a passive listener since I did not know how this plan should be done.	The teacher did not assign any task to me in this activity but I became acquainted with the other English teachers.
Formative evaluation workshop	March the 9 th	I worked with my cooperative teacher in order to answer some questions about the topic.	Significant considerations about the evaluation as something beyond a grade.
Virtual meeting to design the action plan of English as a subject.	April 20	I explained to the teacher how I would	Different alternative to work with the

		<p>work with tenth-grade students in the virtual methodology (according to the suggestions made by my cooperative teacher)</p>	<p>students in this virtual-based education. Common concerns of the teachers when facing the challenge of virtual education.</p>
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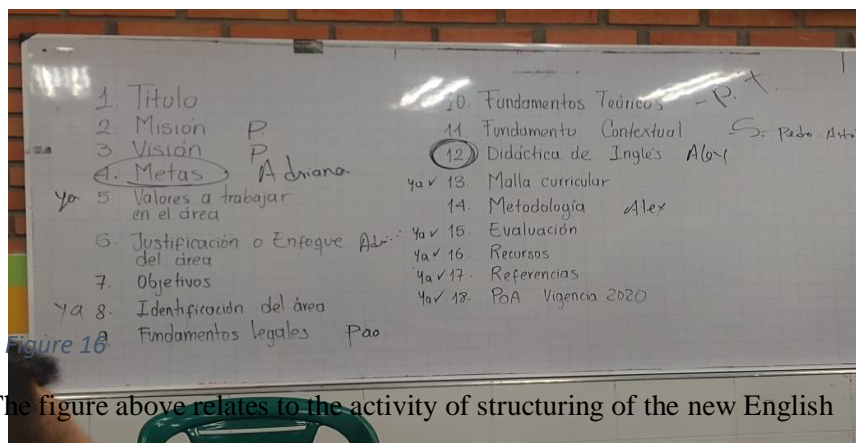
Figure 14

This illustration depicts the democracy party at Francisco José de Caldas school.



Figure 15

The figure above corresponds to the partial progress report delivery



The figure above relates to the activity of structuring of the new English subject plan.



Figure 17

This figure corresponds to the formative evaluation workshop for teachers.



Figure 18

This figure represents the virtual meeting with the English teachers in which the

Pre-service teacher participated.

On the other hand, training workshops were proposed by the practicum committee as an alternative to amend the lack of participation that pre-service teachers had in administrative activities during the implementation of the virtual methodology. A total of two training workshops were done. The topic, date and evidence of these workshops is shown below.

Participation of the pre-service teacher in the training workshops.

Table 10

Workshop Name	Date	Participation
Use of technological tools in virtual teaching.	April 24 2020	✓
Derechos básicos de aprendizaje (primaria)	May the 8 th 2020	✓

Training Workshop N° 1

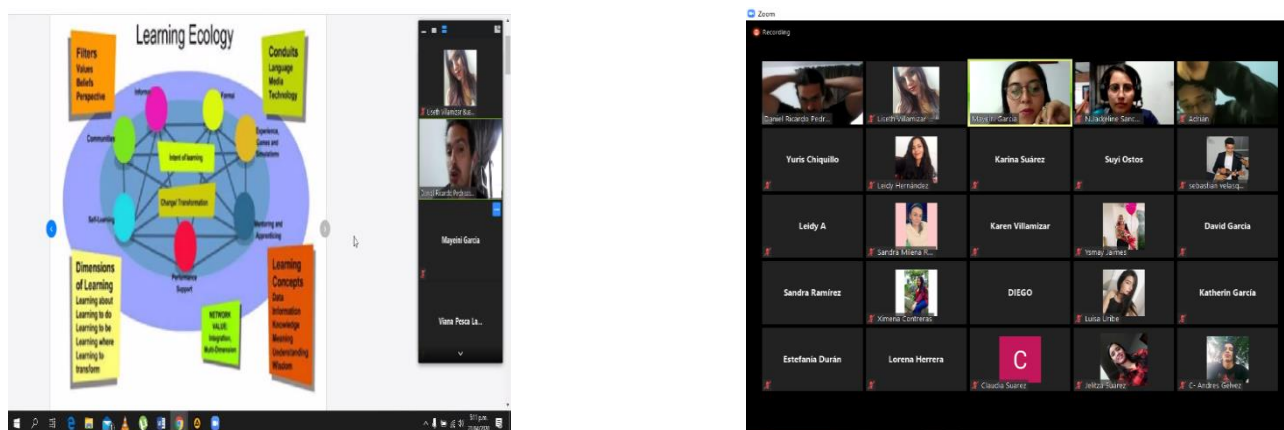


Figure 19

The figure above corresponds to some screenshots done by the pre-service teacher As a proof of her participation in the first training workshop.

Training Workshop N° 2



Figure 20

The figure above corresponds to some screenshots done by the pre-service teacher

As a proof of her participation in the second training workshop.

Conclusions

The requirement of taking part in administrative activities at the public school where the practitioner teacher unfolds their pedagogical practicum has as main aim that the teacher becomes acquainted with the responsibilities that a teacher must undertake in their professional life while working in an educational institution. Plus, the scenario where this experience is acquired is pretty much what the professionals in the field of education would be immersed in as teachers.

Additionally, the participation in the workshops described above provided the practitioner teacher with useful knowledge about some digital platforms that make virtual classes more dynamic and some guidelines that must be included in the criteria for English lessons in elementary education. Thus, such workshops are not only relevant but also extremely helpful

since what was learned there will be used in the professional activity of the pre-service teacher

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Annexes

Annex A

Field notes wrote during the participant observation

Date: March the 5th	
Course: 10-02	
Event	Description
Greeting and class beginning	<p>The class session starts at 10:20 am and it goes until 12:00 pm. The weather is hot but students want to go out of the classroom because they have two air conditioner inside the classroom and they want to get some warmth. However, I ask them to stay inside the classroom. Students greet me and they ask me if I am in charge of the class today and when I say “yes” they make a little celebration about it.</p> <p>I start the class by greeting students and asking them about the poster they were supposed to paste on the classroom’s walls for that class. The students took more time than expected to achieve such task (10 minutes) so I had to ask them to stop doing it and to sit down to give them some instructions</p>

<p>Presentation of the pedagogical proposal to the students.</p>	<p>When students are sat and quiet, I start telling them about the pedagogical project I must implement and I tell them I chose this group to do the implementations because they are very responsible and I would like to work with them.</p> <p>Students smile and some of them clap their hands, since they feel flattered by my justification about working with this group. Then, I explain some essential aspects of the pedagogical proposal, such as the project’s title, the objectives, the methodology and the research instruments I will use. I ask them if they have any doubt or comment about what I just told them and one student quickly rises his hand and says – “Do I have to pay something to be on your project” and another student says - “Are we getting paid for participating”. All students laugh and since I find this last comment fun I do so too. But then I explain to them that these workshops they will take part in are free: “You don’t have to pay anything to be on my workshops, they are free because I want you to learn something new” but, I will not pay any money for your participation either. It is a mutual aid system”.</p> <p>After having explained the most relevant aspects of the project, I give each student one little piece of paper, in which the project is explained for their parents to acknowledge they will take part in it and I ask them to bring it back the next class with their parent’s signature.</p>
	<p>I ask them “How good are you at reading comprehension in Spanish”? and they say –“Very good teacher” , -“Excellent, teacher” and –“We are experts”. I say okay, that’s amazing,</p>

<p>Assigning the reading comprehension task (pre-test)</p>	<p>seriously, I congratulate you. Now, what is your level of comprehension while reading in English? And this time the students nod their heads, some of them smile and others move their arms to give a sign of “defeated”. They say “That is different story, teacher. It is too hard” , “When I read in English I understand some things but not everything” , “When one reads a text in English, we find a lot of unknown words so we can’t easily understand the main idea”.</p> <p>I tell them it is normal they do not have a good level of comprehension because they lack time of immersion in English language and reading more in English. One student says “No, teacher. Four hours per week is enough, but reading in English is too difficult”.</p> <p>I told them their opinion was valid and that we could change that perception with hard work and a lot of practice. Then, I ask them about the ICFES exam, which they will take the next year, I explained to them that in this exam they are not allowed to take their cellphones, dictionaries or anything that could be used as support to translate words or cheat on the exam. So, I gave them the “Pre-test exercise” and suddenly they stopped laughing and asked me why I was so rude. I told them this test has not a grade, that I would use it to measure their level of comprehension at that time as the starting point to understand how I should work with them. They seemed relieved when I said “There is not grade, take your time and read carefully, then answer the six questions below” I asked them not to take their cellphones out during the exercise and if they found an unknown word, they should try to guess its meaning inside the text. They had 30 minutes for this exercise.</p>
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<p>Performing the reading comprehension task</p>	<p>While reading, some students were very focused on understanding the text, while some others complained about “Not understanding anything at all”. One student on the back of the classroom tried to cheat on this test by using his phone to translate the text. There was one student who seemed upset during the exercise and when I asked if she was okay, she said “I can’t answer this, I don’t understand the text”. I told her to try hard and that there is not any problem if she doesn’t understand everything.</p> <p>Students repeatedly called me to ask me “Teacher, what does this mean”? while pointing at a specific word in the text, but I had to tell them that the idea is them to infer the words’ meaning from the context.</p> <p>The gestures and body language of some students reflected they were uncomfortable while performing the reading task, since they seemed upset about it.</p> <p>20 minutes later, five students delivered the reading worksheet. The rest of the students asked for five more minutes to finish the exercise.</p> <p>When I collected all students’ worksheets, I asked them what they thought about the exercise, and they answer “it was too difficult teacher”, “It’s a good think it has no grade” (they laughed). I told them it was okay if they did not get every answer right, because the exercise was difficult, but I needed to know the real level of them in terms of level of comprehension.</p> <p>(They smile and seem to be relieved after listening to what I say).</p>
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Annex B

Consent from the parents for the students' participation in the research

Cúcuta, 05 de marzo de 2020
 Estimados,
 PADRES DE FAMILIA, décimo grado, Estudiantes décimo grado
 Cordial saludo,
 Yo, Liseth Karely Villamizar Bueno identificada con C.C 1090500709 de Cúcuta, 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 10-02, 10-03 y 10-04, acompañada de la supervisión del docente Ramiro Alfonso Becerra. Me dirijo a usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "Implementando el uso de las herramientas TICs para mejorar la comprensión lectora de los estudiantes de décimo grado en el colegio Francisco José de Caldas: una investigación acción", esta autorización se presenta a usted, ya que para una de las etapas de mi proyecto los estudiantes deberán hacer uso de las Tecnologías de la Información y la Comunicación dentro del aula de clase y también participarán de una serie de entrevistas. 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,
 Liseth Villamizar B. c.c. 1090500709
 Estudiante-Practicante
 Licenciatura en Lenguas Extranjeras Inglés-Francés
 Universidad de Pamplona

* Eddy Rodriguez
 * 37 257 688

Cúcuta, 05 de marzo de 2020
 Estimados,
 PADRES DE FAMILIA, décimo grado, Estudiantes décimo grado
 Cordial saludo,
 Yo, Liseth Karely Villamizar Bueno identificada con C.C 1090500709 de Cúcuta, 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 10-02, 10-03 y 10-04, acompañada de la supervisión del docente Ramiro Alfonso Becerra. Me dirijo a usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "Implementando el uso de las herramientas TICs para mejorar la comprensión lectora de los estudiantes de décimo grado en el colegio Francisco José de Caldas: una investigación acción", esta autorización se presenta a usted, ya que para una de las etapas de mi proyecto los estudiantes deberán hacer uso de las Tecnologías de la Información y la Comunicación dentro del aula de clase y también participarán de una serie de entrevistas. 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,
 Liseth Villamizar B. c.c. 1090500709
 Estudiante-Practicante
 Licenciatura en Lenguas Extranjeras Inglés-Francés
 Universidad de Pamplona

Betty Yaneth Forero P.
 00'359.416.

Cúcuta, 05 de marzo de 2020
 Estimados,
 PADRES DE FAMILIA, décimo grado, Estudiantes décimo grado
 Cordial saludo,
 Yo, Liseth Karely Villamizar Bueno identificada con C.C 1090500709 de Cúcuta, 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 10-02, 10-03 y 10-04, acompañada de la supervisión del docente Ramiro Alfonso Becerra. Me dirijo a usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "Implementando el uso de las herramientas TICs para mejorar la comprensión lectora de los estudiantes de décimo grado en el colegio Francisco José de Caldas: una investigación acción", esta autorización se presenta a usted, ya que para una de las etapas de mi proyecto los estudiantes deberán hacer uso de las Tecnologías de la Información y la Comunicación dentro del aula de clase y también participarán de una serie de entrevistas. 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,
 Liseth Villamizar B. c.c. 1090500709
 Estudiante-Practicante
 Licenciatura en Lenguas Extranjeras Inglés-Francés
 Universidad de Pamplona

konny Becerra
 c.c. 37274338
 cel. 3208273130

Cúcuta, 05 de marzo de 2020
 Estimados,
 PADRES DE FAMILIA, décimo grado, Estudiantes décimo grado
 Cordial saludo,
 Yo, Liseth Karely Villamizar Bueno identificada con C.C 1090500709 de Cúcuta, 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 10-02, 10-03 y 10-04, acompañada de la supervisión del docente Ramiro Alfonso Becerra. Me dirijo a usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "Implementando el uso de las herramientas TICs para mejorar la comprensión lectora de los estudiantes de décimo grado en el colegio Francisco José de Caldas: una investigación acción", esta autorización se presenta a usted, ya que para una de las etapas de mi proyecto los estudiantes deberán hacer uso de las Tecnologías de la Información y la Comunicación dentro del aula de clase y también participarán de una serie de entrevistas. 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,
 Liseth Villamizar B. c.c. 1090500709
 Estudiante-Practicante
 Licenciatura en Lenguas Extranjeras Inglés-Francés

1090412090

Cúcuta, 05 de marzo de 2020
 Estimados,
 PADRES DE FAMILIA, décimo grado, Estudiantes décimo grado
 Cordial saludo,
 Yo, Liseth Karely Villamizar Bueno identificada con C.C 1090500709 de Cúcuta, 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 10-02, 10-03 y 10-04, acompañada de la supervisión del docente Ramiro Alfonso Becerra. Me dirijo a usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "Implementando el uso de las herramientas TICs para mejorar la comprensión lectora de los estudiantes de décimo grado en el colegio Francisco José de Caldas: una investigación acción", esta autorización se presenta a usted, ya que para una de las etapas de mi proyecto los estudiantes deberán hacer uso de las Tecnologías de la Información y la Comunicación dentro del aula de clase y también participarán de una serie de entrevistas. 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,
 Liseth Villamizar B. c.c. 1090500709
 Estudiante-Practicante
 Licenciatura en Lenguas Extranjeras Inglés-Francés

carmen ballesteros 60387913

Annex C

Evidence from the material stored in “The Reading Corner”

THE ENGLISH READING CORNER 10° GRADE
Código de la clase 3o2vxtk

Fecha de entrega próxima
No tienes ninguna tarea para esta semana
Ver todo

Comparte algo con tu clase...

Liseth Villamizar Bueno ha publicado nuevo material: Planning Reading Workshop N° 3
15:52

Liseth Villamizar Bueno ha publicado nuevo material: Reading Workshop N° 3
15:51

Liseth Villamizar Bueno
4 may. (Última modificación: 4 may.)

¡Hola de nuevo, amiguito lector! Espero que tu entusiasmo por la lectura en inglés no haga otra cosa que crecer.

En esta ocasión quiero proponerte un ejercicio de lectura similar al que te podrás encontrar más adelante cuando presentes la prueba Saber 11 (ICFES). A dicho ejercicio le llamaremos "Pre-test" y su objetivo es medir qué tan fuerte está tu habilidad de lectura en inglés en este momento.

La lectura consta de tres párrafos

1. Lee detenidamente el texto y trata de no utilizar diccionario ni traductor.
2. Responde las seis preguntas según la información que leíste. Selecciona la respuesta que consideres correcta A, B o C.
3. Verifica cómo te fue en este primer ejercicio y si quieres lo puedes compartir en un comentario, al igual que tu opinión sobre el texto (si te pareció fácil o difícil, cuánto tiempo te tomó hacer el ejercicio, si encontraste muchas palabras desconocidas, etc).

Las respuestas correctas se compartirán una vez terminado el ejercicio.

¡Buena suerte! 🍀

pre test- SIMULACION S...
PDF

Liseth Villamizar Bueno
8 may.

Hello again, dear reader! I hope you are doing great.


Esta es la oportunidad perfecta para sumergirnos más en el inglés:

Today we will watch a short video that shows how important reading can be in a person's life.

Watch the video and then answer the questions below:

1. Why did the little kid turn into a successful person?
2. How do you think reading was helpful for him to become a great writer?
3. What do you think it is the key to become an active reader, someone who is passionate about reading?


Inspiring Readers: A Little...
Vídeo de YouTube 2 minutos

 **Liseth Villamizar Bueno**
12:31


Hello, dear student and reading buddy!
Hola querido estudiante y amiguito lector.

Con ánimo de seguir mejorando los procesos de comprensión escrita en inglés, en esta ocasión quiero compartir contigo más tips que puedes aplicar durante y después de la lectura. Se trata de la segunda parte del video "Tips for Reading Comprehension In English (Segunda parte) en el cual nos enfocaremos más en lo que puedes hacer durante y después de la lectura para obtener un nivel de comprensión escrita más alto.
Espero encuentre útiles estos consejos que te doy.

Déjame en los comentarios tu opinión y si conocías o has usado alguno de los tips descritos en el vídeo.



Tips for Reading Compre...
Vídeo de YouTube 2 minutos

 **Liseth Villamizar Bueno**
15:00

Hola amiguito lector.
Te traigo el material para llevar a cabo el taller de lectura N° 1, cuyo nombre es "Once upon a time a sleeping beauty"

Para participar en este taller necesitamos:

- Un computador con acceso a internet.
- Diccionario o traductor online (si el profesor lo solicita).
- La guía del estudiante. Para poder verla y descargarla debes ir a la pestaña "Trabajo de clase", buscar en la carpeta "Student's material" y descargar el documento cuyo nombre es "Reading Workshop N° 1".
- Crear una cuenta en la plataforma "Mind Meister". Esta puedes crearla con tu correo o tu cuenta de Facebook, como tu prefieras. En el siguiente link puedes hacerlo: https://www.mindmeister.com/es?utm_source=google&utm_medium=cpc&utm_campaign=world_es_search_brand&utm_content=mm&gclid=EAIaIQobChM7L96J6T6AIVBibCh2PngCjEAAAYASAAEgII0vD_BwE
- Por último pero no menos importante, tener la voluntad de aprender y mejorar tu habilidad de comprensión lectora en inglés.

Te toca a ti, sigue las instrucciones que el profesor te va dando y que están plasmadas en la guía de estudiante para este primer taller.

STUDENT'S MATERIAL/MATERIAL DEL ESTUDIA... :

	Reading Workshop N° 3	Publicado el 15:51
	Reading Workshop N° 2	Publicado el 15:42
	Reading Workshop N° 1	Publicado el 15:04


TEACHER'S MATERIAL/ MATERIAL PARA EL DO... :

	Planning Reading Workshop N° 3	Publicado el 15:52
	Planning Reading Workshop N° 2	Última modificación: 15:52
	Planning Reading Workshop N° 1	Última modificación: 15:52


Students' Worksheets for the reading workshops

Workshop N° 1

THE READING CORNER



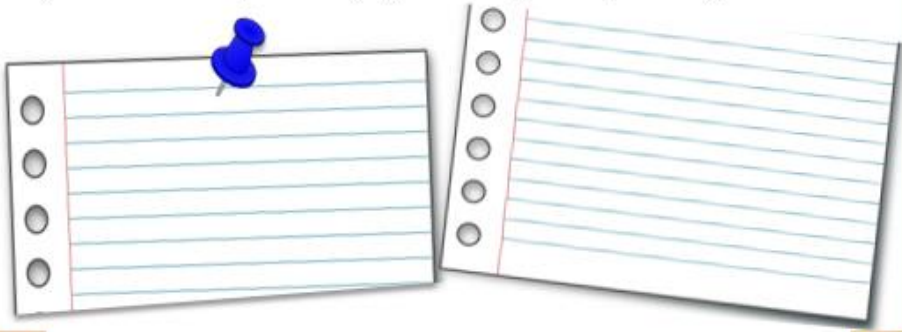
Teacher: Liseth Villamizar Bueno



Reading workshop N°1: 'Once upon a time a sleeping beauty'

Este taller se enfoca en la lectura de un cuento, cuyo nombre es '*Once upon a Time a Sleeping Beauty*'. Vamos a seguir una serie de pasos para lograr una buena comprensión del texto y aprender nuevo vocabulario.

1. Trabaja en grupo con tus compañeros (grupo de 4 personas) para interpretar un diálogo en inglés corto que el profesor te dará. Dicho diálogo pertenece a algún cuento conocido. Tú y tu grupo tienen 10 minutos para practicar la pronunciación de sus líneas y presentarlo a la clase. Ganan puntos extras si adivinan a qué cuento pertenece el diálogo que interpretan.
2. ¿Qué sabes del cuento? ¿Conoces la estructura que tiene este tipo de texto? ¿Qué cuentos has leído? ¿Tienes algún cuento que es tu favorito? Comparte tus respuestas con la clase para conocer más sobre el tema.
3. Observa la imagen de fondo del texto, el título y el tipo de margen que tiene la página. ¿De qué crees que tratará el texto? ¿La imagen se te hace familiar? ¿Quién crees que son los personajes principales? Escribe tus hipótesis sobre el texto en primera columna de la tabla que se encuentra en la página 2.
4. Sigue la lectura en voz alta que hará el/la profesor (a) del texto. Al terminar de leer un párrafo y cuando te lo pidan, comparte con la clase la imagen que hiciste en tu mente sobre lo que dice el texto.
5. Ahora identifica las palabras que no conoces, subráyalas y escríbelas aquí. Lo que vas a hacer con estas palabras es tratar de adivinar su significado apoyándote en las palabras que están antes y después de ella. Escribe la palabra en inglés y al frente el significado que le das según el contexto.



Workshop N° 2

THE READING CORNER

Teacher: Liseth Villamizar Bueno

Reading workshop N°2: 'Self-love story'

En esta oportunidad trabajaremos un texto extraído de una revista adolescente estadounidense llamada "Seventeen". Se trata de un artículo corto en el que se reporta una entrevista hecha a la actriz norteamericana Jenette McCurdy, estrella de la serie infantil "iCarly".

1. Watch the following shorfilm and write a key word about it. Observa el cortometraje "Mirror" y anota una palabra que consideres clave para describir la idea principal de lo que viste. Después de ver el video, espera tu turno para pasar a escribir tu palabra en un "spider diagram-diagrama de araña" que crearás con tus compañeros y la guía de tu profesor de inglés.

Enlace para ver el video: <https://youtu.be/veOFewKHO44>.

2. What is your opinion about the situation presented in the shorfilm? Can you relate or do you know someone who has gone through something similar? Answer below. ¿Qué opinas de la situación que se presenta en el video? ¿Te sientes identificado o conoces a alguien que haya pasado por algo similar? Deja tu respuesta aquí.

3. What can you infer about the text by looking at its heading and the pictures it includes? Observa el texto que vamos a leer, ¿qué puedes inferir a partir del título y las imágenes que lo acompañan? A. ¿De qué crees que se tratará? B. ¿Algo en las imágenes se te hace familiar? C. ¿Reconoces a la persona de la imagen? Responde estas tres preguntas en la primera columna de la **tabla** (página 2).

En este segundo taller de lectura vamos a aprender sobre el uso de otra estrategia para mejorar la comprensión, la cual se llama "Making connections", que en español quiere decir "Haciendo conexiones". Esta estrategia consiste en que mientras vas leyendo cada párrafo y obtienes la idea principal de él o la situación que se presenta allí, vas a tratar de recordar una situación similar que viviste, que algún conocido vivió o que has visto o escuchado en algún lugar.

4. Trabaja con un compañero para hacer la lectura del texto. Puedes resaltar palabras o expresiones que consideres clave. Usa como apoyo la lista de vocabulario que está a la derecha de la página. No olvides usar la estrategia "Haciendo conexiones" durante la lectura e ir anotando la situación que recuerdas al leer cada párrafo en la segunda columna de la **tabla** (página 2).





B. ¿Te gustan las historias de terror? ¿Por qué?

C. ¿Crees en las experiencias sobrenaturales? ¿Has vivido alguna (cuál)?

3. Haz lectura individual del texto y responde en tu cuaderno las respectivas preguntas en cada etapa de la lectura: antes, durante y después de la lectura. Usa diccionario o traductor en línea para descubrir el significado del vocabulario desconocido en el texto.

MOMENTO DE LA LECTURA	PREGUNTAS
ANTES DE LA LECTURA	<p>A. Según el título del texto ¿De qué crees que tratará la historia?</p> <p>B. Teniendo en cuenta los elementos de apoyo (imágenes) ¿Quién crees que sea el personaje principal?</p> <p>C. ¿Cuál es el color que predomina en las imágenes? ¿Qué relación crees que tiene ese color con la historia?</p>
DURANTE LA LECTURA	<p>Párrafo 1:</p> <ul style="list-style-type: none"> - ¿Quiénes son los personajes de la historia? - ¿Cuáles son las características de ellos? - ¿Qué objeto usa siempre la niña?
	<p>Párrafo 2:</p> <ul style="list-style-type: none"> - ¿Qué le pregunta el chico a la chica constantemente?
	<p>Párrafo 3:</p> <ul style="list-style-type: none"> - ¿Cuál es el vínculo entre los personajes? - ¿Cómo fue el atuendo de boda de la mujer?
	<p>Párrafo 4:</p> <ul style="list-style-type: none"> - ¿Cómo fue la vida de los personajes? - ¿Fueron felices? ¿Por qué? -
	<p>Párrafo 5:</p> <ul style="list-style-type: none"> - ¿La respuesta de la mujer (ya anciana) alguna vez fue diferente? ¿Qué respondió? - ¿Cuál fue la reacción del esposo a la respuesta de la mujer? - ¿Qué pasó al final de la historia?
DESPUÉS DE LA LECTURA	<p>Responde el quiz en el siguiente link para verificar tu nivel de comprensión escrita:</p>

Annex E

Example planning of the pedagogical work done.

Planning of one in-person-class with tenth grade

DOCENTE: LISETH KARELY VILLAMIZAR BUENO	AÑO: 2020	PERIODO: Primero	GRADO DECIMO
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NÚCLEO TEMÁTICO/ UNIDAD PROBLEMÁTICA	TEEN CULTURE	EJES CONCEPTUALES	Unit 3 Spending time well Zero conditional Useful equipment Revision of <i>should / could</i> <i>/ why don't you</i> for advice Social problems
TRANSVERSALIDAD (HILOS CONDUCTORES)	<p>Competencia Ambiental: reconozco la importancia de cuidar los ambientes naturales en los que las comunidades y organizaciones desarrollan sus actividades.</p> <p>Competencia Ciudadana: Valoro el trabajo en grupo como medio para el planteamiento de proyectos que ayuden a mejorar una problemática social.</p>		
ESTÁNDARES	<ul style="list-style-type: none"> Formulo proyectos que favorecen la preservación del medio ambiente y ayudan a crear conciencia de ello en quienes me rodean. Identifico la utilidad e importancia de conocer y apoyar diferentes organizaciones sociales que ayudan a personas en necesidad o viviendo situaciones de vida desafortunadas. 		
COMPETENCIAS	<p>Uso del conocimiento</p> <ul style="list-style-type: none"> Hace correcto uso de la lengua inglesa para la formulación de proyectos ambientales. Usa los verbos modales <i>should</i> y <i>could</i> para referirse a una problemática social específica y las posibles soluciones. <p>Comunicacional</p> <ul style="list-style-type: none"> Expresa su opinión de manera creativa sobre una problemática social específica y propone una solución a la misma a través de un proyecto. <p>Competencias Específicas PRAE: Reconozco la importancia de ser cuidadoso con mis acciones para poder proteger el medio ambiente.</p>		
CRITERIOS	Leo y comprendo textos sobre temáticas juveniles y las actividades favoritas de los jóvenes identificando la idea principal y secundarias.		

DE DESEMPEÑO	Reconozco la importancia de diferentes grupos juveniles y el uso que hacen de su tiempo libre mostrando respeto hacia ellas	
INDICADORES DE DESEMPEÑO	<ul style="list-style-type: none"> • Reconoce estructuras gramaticales trabajadas en clase. • Da consejos a jóvenes sobre problemáticas propias de su edad • Reconoce información general y específica en textos narrativos y descriptivos orales y escritos relacionados con temas académicos de interés. 	
DESARROLLO DE LA SECUENCIA DIDÁCTICA		
PROCESOS	DESCRIPCIÓN DE LAS ACTIVIDADES	RECURSOS Y HERRAMIENTAS
SABERES PREVIOS		
Exploración (REDES AFECTIVAS-alegría, tristeza, sorpresa, ira, miedo y asco)		
ACTIVACIÓN DEL CONOCIMIENTO	<p>Clase 10 de marzo- Lección 7</p> <p>*La sesión de clase empezará con la aplicación del quiz de vocabulario de las lecciones 7 y 8.</p> <p>INTRODUCCIÓN:</p> <p style="padding-left: 40px;">Los estudiantes verán un video que se proyectará a propósito del cuidado del medio ambiente.</p> <p>CONTEXTUALIZACIÓN:</p> <p>La docente preguntará a los estudiantes por palabras clave de lo que observaron en el tablero y las escribirá en el tablero en inglés.</p> <p>LECTURA INDIVIDUAL</p> <p>Lectura de Contexto:</p> <p>LECTURA DEL “GREEN QUIZ”.</p> <p>Los estudiantes harán lectura individual de la ficha entregada, en la cual deberán marcar si sus hábitos diarios son amigables con el medio ambiente.</p> <p>La docente ayudará a los estudiantes a comprender palabras que puedan ser</p>	<p>Video sobre cuidado del medio ambiente.</p> <p>https://www.youtube.com/watch?v=V4FS0HaWbZw</p> <p>Proyector, sonido.</p> <p>Tablero, marcadores.</p> <p>Ficha “Green quiz”</p> <p>Texto página 40.</p> <p>Tablero, marcadores.</p>

	<p>difíciles de comprender a través de ejemplos y explicaciones.</p>	
ESTRUCTURACION		
Practica (REDES DE RECONOCIMIENTO visual, auditivo, olfativo, gustativo, propioceptivo, táctil, vestibular)		
ESTRATEGIAS DURANTE Y DESPUÉS DE LA LECTURA	<p>Pre-reading</p> <p>Los estudiantes observan un video corto en el que se evidencian acciones simples que ayudan a cuidar el medio ambiente.</p> <p>While Reading</p> <p>Los estudiantes trabajarán en la lectura individual. Durante este proceso deberán resaltar y clarificar vocabulario desconocido.</p> <p>Post-Reading</p> <p>Los estudiantes dan respuesta al quiz y la docente explica la escala para medir el resultado, es decir, qué tan amigables son con el medio ambiente para tener así un momento de reflexión.</p>	
TRANSFERENCIA		
Valoración (REDES ESTRATEGICAS propiocepción, motricidad gruesa, motricidad fina, vestibular)		
CONSOLIDACIÓN Y EVALUACIÓN DEL APRENDIZAJE	<p>La docente indicará a los estudiantes que serán scouts por un día, y por lo tanto deben formular un proyecto que ayude a proteger el medio ambiente a través de la difusión de mensajes e información sobre la importancia de llevar a cabo ciertas acciones de cuidado.</p> <p>La docente entregará una hoja de block por cada grupo de 3 estudiantes y cada grupo deberá idear un proyecto y llenar los aspectos requeridos del mismo. Para esto, los estudiantes podrán tomar ideas del “Green quiz” pero también deberán buscar ideas originales. Los aspectos a formular en dicho proyecto son:</p> <ul style="list-style-type: none"> -Name of the Project -Members of the project and function of each one (Scouts in each group) -Who is the Project addressed to? -Objective -Action that will be done to raise environmental awareness. - Poster 	<p>Hojas de block para que los estudiantes formulen su Proyecto por grupos.</p>

AUTOEVALUACIÓN DE LA PRÁCTICA DOCENTE	- La planeación fue útil para orientar la secuencia de las actividades a desarrollar.	Docente
	- Obtuve los resultados que esperaba en cuanto a la respuesta de los estudiantes y el producto final que realizaron (proyecto ambiental).	Docente
	- Según como los estudiantes respondieron se decidió cambiar el orden de algunas actividades y darle un poco más de tiempo a algunas de ellas, ya que los estudiantes lo requerían.	Docente
	- Talvez faltó un momento más de reflexión sobre el porqué un gran número de los estudiantes no son “amigables con el medio ambiente”.	Docente
COEVALUACIÓN DE LOS ESTUDIANTES	- ¿Te sirvió las actividades realizadas? Sí, las actividades sirvieron para entender mejor el tema y reflexionar sobre algunos problemas sociales importantes.	Estudiante
	- ¿Qué aprendiste? Cómo hacer una sugerencia o dar un consejo usando should/ could y vocabulario.	Estudiante
	¿Qué mejorarías? Que haya más tiempo para desarrollar actividades que requieren ser creativos, ej: realización del poster.	Estudiante

Example of one guide designed for preschool students

	INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS Decreto de Creación N° 059 de febrero 8 del 2005 Resolución de Aprobación N°002192 del 06 de septiembre del 2016 GUÍA DE PROYECTOS PEDAGÓGICOS	
		Página: 1 de 9

GUÍA DE TRABAJO EN CASA		
GRADO	ÁREA	ASIGNATURA
Preescolar	INGLES	INGLES
DOCENTE	Docente practicante LISETH VILLAMIZAR BUENO	PERIODO SEGUNDO
NUCLEO TEMATICO	Body parts: las partes del cuerpo	
EJES CONCEPTUALES	Vocabulario de las partes del cuerpo humano	
CRITERIO DE DESEMPEÑO	Comprenda y reconozca la pronunciación del vocabulario relacionado con el cuerpo humano. Produzca los sonidos necesarios para decir el nombre de ciertas partes del cuerpo en inglés.	
INDICADORES DE DESEMPEÑO	<ul style="list-style-type: none"> • Imita los sonidos que escucha en inglés para pronunciar el vocabulario aprendido. • Emplea sus habilidades manuales para practicar lo aprendido. 	
RECURSOS	Computador Internet Guía	

ESTRUCTURA DE LA GUÍA DE TRABAJO

Saber:

Identifica y conoce la pronunciación de ciertas partes del cuerpo
 Asocia la imagen de las partes del cuerpo con su respectivo nombre (pronunciación)

Hacer:

Imita con ayuda los sonidos para articular las palabras lo más parecido a la pronunciación en inglés.

Realiza trabajo motriz y rítmico para practicar el vocabulario aprendido

Ser:

Reconoce las partes de su cuerpo a través del trabajo motriz.
 Muestra respeto por su propio cuerpo y realiza ejercicios físicos para cuidar de él.

Body Parts

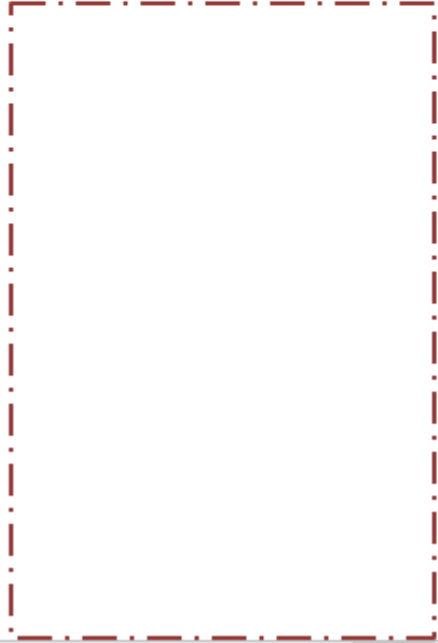
Las partes del cuerpo

Hoy vamos a aprender cómo se dicen algunas partes del cuerpo. Vamos a ver cuánto conoces de tu cuerpo.

1. Observa la ficha, al frente de cada parte del cuerpo, escribe la cantidad que tienes de ella, ejemplo: frente al dibujo de la boca: escribe "1" porque solamente hay una boca en tu cuerpo. Después, haz un dibujo de ti, dibuja todo el cuerpo completo.

En mi cuerpo yo...

Tengo <input type="text"/> 	Tengo <input type="text"/> 
Tengo <input type="text"/> 	Tengo <input type="text"/> 
Tengo <input type="text"/> 	Tengo <input type="text"/> 
Tengo <input type="text"/> 	Tengo <input type="text"/> 



2. Observa las siguientes imágenes y con ayuda de tu profesor(a) pronuncia las diferentes partes del cuerpo. Observa también el siguiente video para comprender la pronunciación correcta de las partes del cuerpo. Repite los nombres de cada parte varias veces. Link del video: <https://youtu.be/vyW16aMtdo>

CABEZA: HEAD /JED/



OJOS: EYES /AIS/

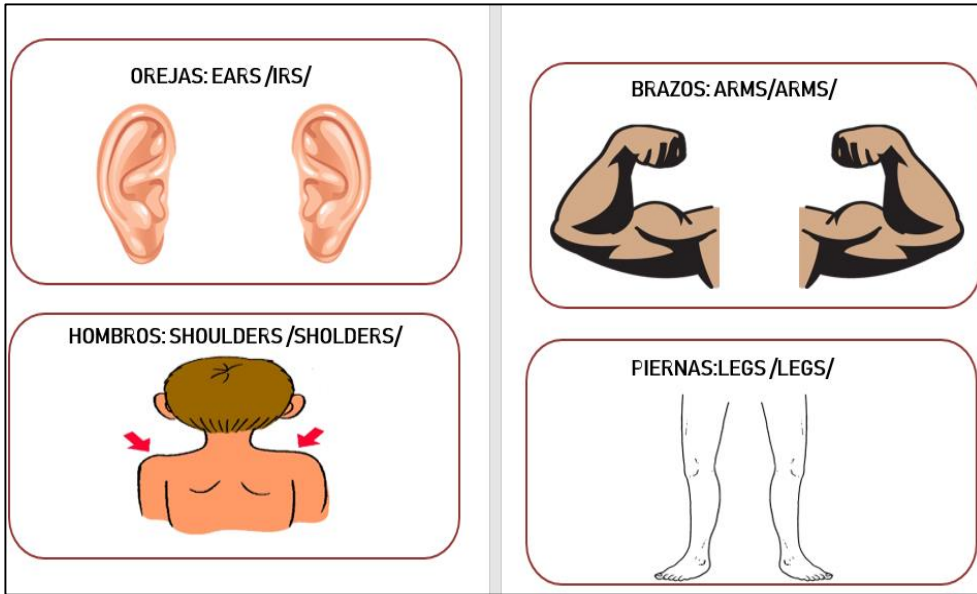


BOCA: MOUTH /MAUT/




NARIZ: NOSE /NOUS/







RODILLAS: KNEES /NIS/



TOBILLOS: TOES /TOUS/



3. Después de haber aprendido la pronunciación de las partes del cuerpo, es tiempo de practicar con una canción. Primero canta la canción hasta que te la aprendas, después, toca cada parte del cuerpo que se menciona a medida que cantas. Link del video <https://www.youtube.com/watch?v=h5eue0YPTg>



HEAD, SHOULDERS, KNEES AND TOES


Head, shoulders, knees and toes, knees and toes	/jed, sholders, nis en tous, nis en tous/
Head, shoulders, knees and toes, knees and toes	/jed, sholders, nis en tous, nis en tous/
And eyes and ears and mouth and mouth and nose	/en ais, en ris, en maed, en nosed/
Head, shoulders, knees and toes, knees and toes	/jed, sholders, nis en tous, nis en tous/

March, march, march	/March, march, march/
Let us all march	/Aeros ol march/
March, march, march	/March, march, march/
Get your body charged	/geitor bani charched/

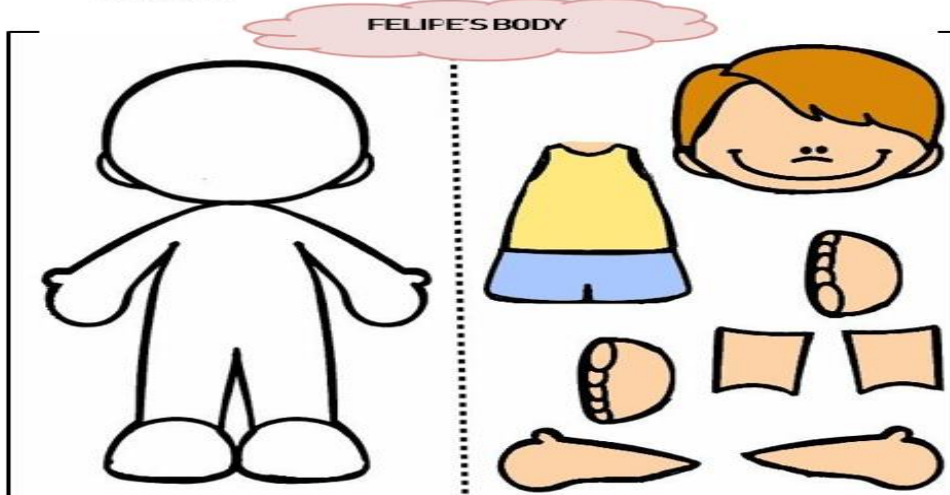
Head, shoulders, knees and toes, knees and toes	/jed, sholders, nis en tous, nis en tous/
Head, shoulders, knees and toes, knees and toes	/jed, sholders, nis en tous, nis en tous/
And eye and ears and mouth and nose	/en ais, en ris, en maed, en nosed/
Head, shoulders, knees and toes, knees and toes	/jed, sholders, nis en tous, nis en tous/

Jump, jump, jump	/yam, yam, yam/
Let's all jump	/Aeros ol yam/
Jump, jump, jump	/yam, yam, yam/
Make your muscle pump	/mek, (or masol pamp)/






Punch, punch, punch	/panch, panch, panch/
Let's all punch	/Aeros ol panch/
Punch, punch, punch	/panch, panch, panch/
Have a hurty munch	/al a jartí march/



4. Recorta las partes del cuerpo a la derecha de la página y pégalas donde van para formar el cuerpo del pequeño Felipe.



Example of the worksheets designed for tenth grade students during the virtual modality

	<p style="text-align: center;">INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS Decreto de Creación N° 059 de febrero 8 del 2005 Resolución de Aprobación N°002192 del 06 de Septiembre del 2016 GUIA DE PROYECTOS PEDAGOGICOS</p>	<p style="text-align: right;">Pagina: 2 de 6</p>
<div style="background-color: #ff69b4; padding: 10px; border-radius: 15px; display: inline-block;"> <h1 style="margin: 0;">Module 2- Lesson 5</h1> <h2 style="margin: 0;">Companies and shops!</h2> </div> 		
<p>1. Match the pictures with the word that represents them, write the correspondent letter inside the square next to the picture.</p>		
<p>A. Break</p>  <input style="width: 30px; height: 30px; margin-left: 10px;" type="text"/>	<p>B. Employee</p>  <input style="width: 30px; height: 30px; margin-left: 10px;" type="text"/>	<p>C. Salary</p>  <input style="width: 30px; height: 30px; margin-left: 10px;" type="text"/>
<p>2.Pronunciation: Do you know how to pronounce “<i>Check</i>” and “<i>Shoes</i>”? Are they pronounced differently? “What about the word “<i>Disadvantage</i>” how would you pronounce it? Watch the video https://www.youtube.com/watch?v=vn_zc8DYhtg&feature=youtu.be to learn about the pronunciation. Mira el video para aprender sobre pronunciación, practica y graba un audio en el que primero te presentes, y luego pronuncies correctamente las tres frases a continuación, teniendo en cuenta lo aprendido con el video.</p>		
<p>a. Workers join a cooperative for better <u>wages</u> and conditions. b. Many <u>fashionable shoes</u> and <u>shirts</u> are made in <u>sweatshops</u>. c. <u>Chinese</u> products are much <u>cheaper</u> than local ones</p>		
<p>3.Reading: Read the six situations in exercise 4 (page 65 of your module), about “Companies, factories and shops” write what situations are positive or negative and if they affect you or the economy of Colombia. Lee las diferentes situaciones y escribe en cada una si es una situación positiva o negativa y si te afecta solo a ti o a toda la economía colombiana.</p>		

6. Now you will be "entrepreneur for one day" so you will create your own Company. Work with a classmate to structure your company! Hoy serás "Empresario por un día" así que con un compañero vas a crear tu propia compañía. Los aspectos sobre los que deben pensar están en el siguiente diagrama:

1. Define el producto que produce y ofrece tu compañía (describelo)
2. Describe la fábrica donde se hace
3. Describe las condiciones de trabajo de tus empleados, ¿a qué tienen derecho? ¿cuántas horas trabajan? ¿cómo es el lugar donde deben trabajar? ¿Cuánto ganan al mes?
4. ¿Cuál es el aporte de tu compañía al cuidado del medio ambiente? ¿Cómo lo proteges?

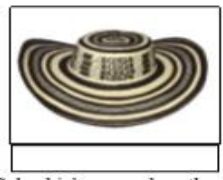
Todo esto debe ser escrito EN INGLÉS. Puedes hacer un diagrama para organizar la información.



Module 2 - Lesson 6

Manufacture and handicraft work!

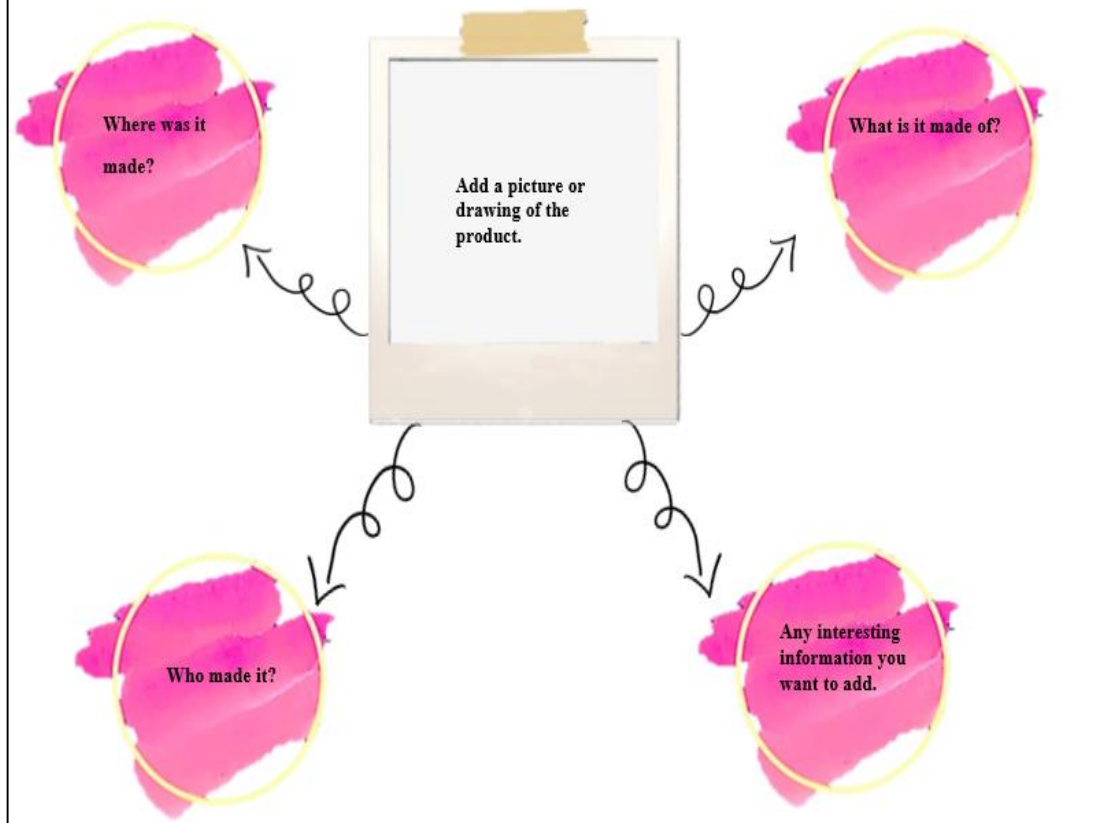
1. Which one of the following Colombian traditional products do you know or have? Write their name, if you don't know it, ask your friends, family or Google it.



2. Listen to the audio and write the traditional products the speaker mentions, then place in Colombia's map, where they are made.



7. Do you have a favorite handcraft work/ traditional product? Write some details about it!





Module 2 - Lesson 2 Clothing and money!



1. Find the following words in the "word search": 2. Complete the sentences with one of the adjectives in the box:

Adjectives for clothes

F N T K K Y V B Z I
A T H L Q R N M B S
S X G M O M H D O N
H M I V V O F C X L
I U T P J Z C M O A
O Q J L A M R O F U
N . Y T R O P S Y S
A B F H Q C I L J A
B X J N H V Y Z H C
L N E Z Z G T N P P
E C P X Y G G A B M
K Y Z O X H V E R K
V U U M L B W H G B

BAGGY
CASUAL
COOL
FASHIONABLE
FORMAL
SPORTY
TIGHT

smart - baggy - cool - fashionable - sporty - tight - casual - formal - sensible

Complete the sentences with an adjective from exercise 1.

- My best friend bought a _____ suit for his prom.
- I usually wear _____ clothes when I'm relaxing at home.
- I run a lot, and prefer wearing _____ clothes.
- These jeans are really _____. I need a bigger pair.
- Those white shoes look great but they aren't _____ for going to the park!
- My mum works with politicians, so she has to wear _____ clothes at work.

3. Do the *Closet Tag*. Haz un dibujo o añade una foto de una prenda que esté en tu closet según la descripción dada.

1. One casual clothing



2. Clothing for a special occasion.



3. Clothing that reminds you of a good time.



5. **Grammar:** Watch the video about Future(Will) https://www.youtube.com/watch?v=vFOIDu_7XmY Then, complete the following grammar exercise. Mira el video con la explicación del uso del futuro con "will". Después, completa el ejercicio escribiendo "will" o "won't" según corresponda.

- I'm sure that my sister _____ love her new toy bear.
- I don't think that my clothes _____ be fashionable next year.
- I think that my dad _____ cook delicious pancakes every morning now that we've got a new oven.
- My dog _____ eat any other food now that she has DoggyFood every day!
- I get 3 hours of free calls every day! I'm sure that I _____ use them all.

6. **Writing:** Write the script for a radio advert about a product you want people to buy. Escribe **en inglés** el guion de lo que sería un comercial para radio. Imagina que vas a publicitar un producto en la radio, escribe lo que dirías en ese comercial para convencer a los oyentes de que lo compren (puedes publicitar un producto existente o uno que tú inventes).

Description of the material created by the teacher in the virtual pedagogical practice

Material done		Brief description of it	Topic	Course/group where it was or will be implemented	Did it go through cooperative teacher's revision?	Was it done and delivered by the students already?
1	Exam	Exam to assess first term topics.	<ul style="list-style-type: none"> • Reading comprehension • Environmental awareness • Conditional Zero • Modal verbs 	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	Yes
2	Workshop	Grammar review workshop.	Simple present tense	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	Yes
3	Workshop	Grammar review workshop.	Simple past tense.	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	Yes
4	Planning	Virtual planning Lesson 1	<ul style="list-style-type: none"> • Spelling and pronunciation of big numbers. • Vocabulary about economy and money. 	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	Yes
5	Lesson Worksheet	Student worksheet: Lesson 1	<ul style="list-style-type: none"> • Spelling and pronunciation of big numbers. • Vocabulary about 	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	Yes

			economy and money.			
6	Planning	Virtual planning Lesson 2	<ul style="list-style-type: none"> • Clothing • Imperative • Adjectives 	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	Yes
7	Lesson Worksheet	Student worksheet: Lesson 2	<ul style="list-style-type: none"> • Clothing • Imperative • Adjectives 	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	Yes
8	Planning	Virtual planning Lesson 3	<ul style="list-style-type: none"> • Simple future tense. • Advertising. 	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	Yes
9	Lesson Worksheet	Student worksheet: Lesson 3	<ul style="list-style-type: none"> • Simple future tense. • Advertising. 	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	No
10	Planning	Virtual planning Lesson 4	<ul style="list-style-type: none"> • Present continuous tense. • "Fairtrade" 	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	No
11	Lesson Worksheet	Student worksheet: Lesson 4	<ul style="list-style-type: none"> • Present continuous tense. • "Fairtrade" 	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	No
12	Exam	Exam to evaluate lesson 1-4.	Grammar tenses and vocabulary learned in lessons 1-4.	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	No
13	Lesson Worksheet	Student worksheet: Lesson 5	<ul style="list-style-type: none"> • Present perfect. • Labor world 	10-02, 10-03, 10-04.	Yes, it had the teacher's	No

					review and approval.	
14	Lesson Worksheet	Student worksheet: Lesson 6	<ul style="list-style-type: none"> • Passive voice • Manufacturing • Craft work 	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	No
15	Lesson Worksheet	Student worksheet: Lesson 7	<ul style="list-style-type: none"> • Use of gerunds • Expressions to support or reject an idea. 	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	No
16	Lesson Worksheet	Student worksheet: Lesson 8	<ul style="list-style-type: none"> • First conditional • Workplace vocabulary. • Ethical consumption. 	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	No
17	Exam	Exam to evaluate lesson 5-8	Grammar tenses and vocabulary learned in lessons 5-8	10-02, 10-03, 10-04.	Yes, it had the teacher's review and approval.	No
18	Lesson Worksheet	PIAR- Student worksheet lesson 2	Imperative Adjectives to describe clothing	10-04 (one student from this group)	Yes, it had the teacher's review and approval.	Yes

Annex H

Instruments used in the Research Component

1. Self-observation sheets

<p>Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.* 3 puntos</p> <p>1 2 3 4 5 6 7 8 9</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> Siempre</p>	<p>Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes.* 3 puntos</p> <p>1 2 3 4</p> <p><input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/></p>	<p>Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.* 3 puntos</p> <p>1 2 3 4</p> <p><input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/></p>
<p>Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.* 3 puntos</p> <p>1 2 3 4</p> <p><input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/></p>	<p>Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y auto evaluación.* 3 puntos</p> <p>1 2 3 4</p> <p><input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p>Planteo situaciones introductorias previas al tema que se va a tratar.* 2 puntos</p> <p>1 2 3 4</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/></p>
<p>Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.* 3 puntos</p> <p>1 2 3 4</p> <p><input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p>Planifico mi actividad educativa de forma coordinada con el resto del profesorado.* 3 puntos</p> <p>1 2 3 4 5 6 7 8 9</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/></p>	<p>-Motivación a lo largo de todo el proceso: no, solo a veces los motivo a que continúen aprendiendo</p>
<p>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</p> <p>1 2 3 4</p> <p><input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/></p>	<p>Observaciones y propuestas de mejora.* 0 puntos</p> <p>Debo tener en cuenta las necesidades de todos los estudiantes, s; estudiantes de inclusión.]</p>	<p>Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.* 3 puntos</p> <p>1 2 3 4</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/></p>
<p>Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.*</p> <p>1 2 3 4</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/></p>	<p>Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.*</p> <p>1 2 3 4</p> <p><input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/></p>	<p>-Actividades de aula</p>
<p>Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecúanime ante situaciones conflictivas.*</p> <p>1 2 3 4</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/></p>	<p>Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes.*</p> <p>1 2 3 4</p> <p><input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/></p>	<p>Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.* 3 puntos</p> <p>1 2 3 4</p> <p><input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/></p>
<p>Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.*</p> <p>1 2 3 4</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/></p>	<p>Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas a l@s estudiantes para la mejora de sus aprendizajes.*</p> <p>1 2 3 4</p> <p><input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/></p>	<p>Recursos y organización del aula: videos, diapositivas, carteles</p>
		<p>Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase).* 4 puntos</p> <p>1 2 3 4</p> <p><input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/></p>
		<p>Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado.* 3 puntos</p> <p>1 2 3 4</p> <p><input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/></p>

2. Example of a Narrative Journal

Pre-service Teacher: Liseth Karely Villamizar Bueno

Narrative Journal N° 1

Mi primera semana de práctica asumiendo el rol de docente frente a estudiantes estuvo muy marcada por la modificación de mi quehacer docente en función de la respuesta de los estudiantes a las actividades.

El primer día en que estuve al frente de la clase martes 03 de marzo, me sentía muy nerviosa y me preocupaba mucho (aún, de hecho) experimentar una situación que se saliera de control en cuestiones de disciplina, por eso desde el primer día dejé claras las reglas de convivencia, pidiendo a los estudiantes respeto y compromiso con las clases.

Tuve tres clases esa mañana, una de dos horas con cada grupo de décimo y la idea era trabajar el mismo planning con todos: lección 7 y 8 a través de actividades que iban de la mano con la temática del libro English Please 2, pero que involucraban una participación más activa de los estudiantes y mayor interacción entre ellos y yo. Sin embargo, al intentar ejecutar la primera actividad con el primer grupo 10-04, me di cuenta que no respondían de manera positiva, sino que por el contrario se mostraban bastante apáticos. Decidí preguntar entonces si entendían lo que les estaba pidiendo hacer y me respondieron que ni siquiera habían terminado la lección 6 (cosa que mi supervisor no me había informado). Entonces hice un trabajo de revisión de la lección con ellos y les aclaré algunas dudas que tenían; después de un rato se mostraron más receptivos.

Con el segundo y tercer grupo fue un poco diferente, los estudiantes de 10-03 y 10-02 están más comprometidos con el desarrollo no sólo de las lecciones sino de la clase como tal, pero en todo caso, el orden de las actividades iba cambiando según la clase avanzaba. Reflexionando sobre este punto al finalizar la jornada llegué a la conclusión de que esos cambios en el orden y en la inclusión o exclusión de ciertas actividades se debía a dos factores: el primero de ellos es que al ser mi primera clase y no conocer muy bien el ritmo al que trabajan mis estudiantes, había planeado demasiadas actividades para una sola clase, tomando como referente lo aprendido en la universidad sobre el cumplimiento de tres tipos de objetivos durante una clase de lengua; el segundo factor es mi análisis constante del ambiente de clase. Al trabajar con estudiantes de grados avanzados es muy probable que ellos pierdan el interés fácilmente y aunque algunos de ellos aman las actividades lúdicas y de interacción, otros simplemente lo rechazan porque piensan que no está de acuerdo a su edad. Yo hice una observación del desarrollo de la clase, cómo trabajan en grupo, cómo se expresan sobre los ejercicios que deben realizar, la expresión de sus rostros mientras les doy una explicación, y eso me permitió en la primera jornada de clase poder conocer un poco a mis estudiantes y hacer una caracterización de ellos.

En la segunda clase con cada grupo hice algunos ajustes en el planeador de la secuencia didáctica, teniendo en cuenta las sugerencias hechas por mi supervisor, ya que la metodología de trabajo que han manejado hasta el momento se enfoca más en el desarrollo de los ejercicios propuestos en el libro que en la interacción estudiante-estudiante y estudiante-docente. Teniendo esto en cuenta, y retomando lo que pude observar en la primera clase,

ejecuté las clases tomando el libro como base y hubo más similitud entre las tres. Con el grupo de 10-04 hice un barrido de las dos lecciones (7 y 8) para tratar los temas que los estudiantes consideran más complejos y que requerían mayor orientación, como el condicional cero y así logré ubicar al grupo en las mismas temáticas que los otros dos grupos están trabajando. Esto lo hice no porque no quisiera hacer planeaciones diferentes para cada grupo, sino por los tiempos manejados según el calendario académico. Dicho grupo, no obstante, es un poco difícil de trabajar, ya que muchos estudiantes sienten tedio por las clases de inglés al punto de que al llegar a clase un estudiante me mirara y me dijera “ay no, ¿otra vez inglés?, ¡qué pereza!”. Siendo honesta, esa actitud de algunos estudiantes me desmotiva un poco, ya que hasta el momento en las prácticas al interior del programa de lenguas extranjeras había trabajado sólo con estudiantes que iban a clase por iniciativa propia y se interesaban por aprender (curso para adultos y estudiantes universitarios), pero traté de lidiar con la frustración y que eso no me impidiera ejecutar la clase con el mayor entusiasmo.

Con 10-03 también sucedió algo muy interesante y es que al ser una clase de 6:00 am, los estudiantes aún no parecían haber despertado del todo y apenas y respondían a lo que yo les preguntaba. Así que decidí hacer algo para animarlos, les pedí que se levantaran de sus puestos y se movieran, se estiraran y hasta gritaran si era necesario para despertarse. Dicha estrategia funcionó y luego los motivé a participar a través de una competencia contra reloj. Estas pequeñas acciones no habían sido plasmadas en el planeador de clase, sin embargo, se me ocurrieron en el momento fueron bastante efectivas para lograr conectar a mis estudiantes con la clase.

Por otra parte, la segunda clase con 10-02 fue un poco caótica, ya que eran las dos últimas horas de clase y los estudiantes estaban cansados y hacían bastante indisciplina. Con ellos llevé a cabo una clase un poco más apegada al libro de trabajo, ya que al intentar actividades de interacción ellos se desconcentraban y después era muy difícil lograr el orden de nuevo. No obstante, aproveché la temática trabajada en una de las lecciones, “Social problems”, para tener un espacio de reflexión con los estudiantes y les pedí explotar su creatividad a través de la realización de un poster alusivo a una problemática social. Sorpresivamente, esta última actividad les gustó bastante, pues al empezar a trabajar en grupos se interesaron por buscar las palabras adecuadas, preguntarme por sinónimos y hasta proponer ideas sobre cómo decorarlos. Aunque en algunos momentos el ruido era demasiado debido a la interacción de los estudiantes, cada grupo trabajaba en su poster de manera activa.

Al final de esta primera semana de práctica y tras un proceso de reflexión pude concluir varias cosas: el desarrollo de una clase es impredecible. Lo que funciona con un grupo puede no funcionar en absoluto con el otro y eso va a marcar el ambiente de clase. También entendí que la planeación es un apoyo, pero a veces la realidad de la clase supera lo que allí se ha propuesto; sin embargo, es bueno no alejarse demasiado de lo que se planea para que el objetivo de la clase no se pierda. Y finalmente, desde un punto de vista más interno, entendí que la confianza en mí misma es lo que me ayuda a enfrentar situaciones difíciles. Si yo no estoy segura de que sé lo que voy a hacer y de que puedo manejar las situaciones que se presenten, indudablemente habrá mucha dificultad para enfrentar las situaciones adversas que ocurran, sea en la relación con los estudiantes o sea a nivel académico.

Example of one of the worksheets designed by the pre-service teacher for preschool students.



1. Escucha la canción en el siguiente link <https://www.youtube.com/watch?v=-ozG4PFFP5A> .Cántala con ayuda de tu profesor.

Action Verbs Song	
Eo, fo,fo,fo, follow me!	/Eafa, fafa, fallow mi/
Eo,fo,fo,fo, follow me!	/Eafa fafa, fallow mi/
Heeee, Yapee! Let's go!	/Jipi yipi, lets gou/
Walk, walk, let's walk!	/Wok, wok, lets wok/
Heeee, Yapee! Let's go!	/Jipi yipi, lets gou/
stomp, stomp, let's stomp!	/stom, stom, lets tom/
Heeee, Yapee! Let's go!	/Jipi yipi, lets gou/
Heeee, Yapee! Let's go!	/Jipi yipi, lets gou/
waddle, waddle, let's waddle!	/uacol, uacol, lets uacol/
Heeee, Yapee! Let's go!	/Jipi yipi, lets gou/
Run, run, let's run!	/ran, ran, lets ran/

2. Vamos a aprender qué significan los verbos que están en la canción:



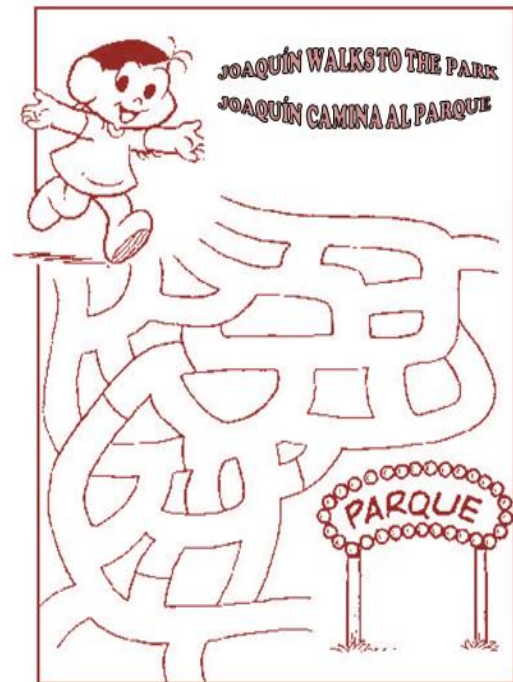
Aquí hay otros verbos de movimiento que puedes aprender:



3. **Juguemos a las Charadas:** Con ayuda de tus padres o tu profesora, juega a adivinar la acción. Pídele que juegue contigo, imitando la acción y tú vas a adivinar cuál de los verbos aprendidos está recreando. Cuando descubras la acción, grita el verbo en inglés.



4. Joaquín quiere llegar al parque caminando. Joaquín walks- Joaquín camina, pero hay muchos caminos y no sabe cuál debe tomar. Ayúdale a encontrar el camino y atravesar el laberinto para llegar al otro lado.



Annex J

Information about the didactic material created in the Outreach Component

Material created	Brief description of it	Topic	Date of delivery	Course/group where it was or will be implemented	Did it go through cooperative teacher's revision?	Was it done and delivered by the students already?
Student Worksheet	Worksheet with different activities through which the student can learn vocabulary in English.	Greetings and farewells.	April 27 2020	Pre-school 0-01, 0-02, 0-03.	Yes, it had the teacher's review.	No
Student Worksheet	Worksheet with different activities through which the student can learn vocabulary in English.	Farm animals	May the 4 th 2020	Pre-school 0-01, 0-02, 0-03.	Yes, it had the teacher's review.	No
Student Worksheet	Worksheet with different activities through which the student can learn vocabulary in English.	Body Partsc	May 11 th 2020	Pre-school 0-01, 0-02, 0-03	Yes, it had the teacher's review.	No
			May 18 2020	Pre-school	Yes, it had the	No

Student Worksheet	Worksheet with different activities through which the student can learn vocabulary in English.	Action Verbs		0-01, 0-02, 0-03	teacher's review	
Student Worksheet	Worksheet with different activities through which the student can learn vocabulary in English.	Emotions	May 25 2020	Pre-school 0-01, 0-02, 0-03	Yes, it had the teacher's review	No