

**Enhancing 8th and 9th grade students' English reading comprehension through the
implementation of Mind Maps**

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Foreign Language Degree

Practicum stage

Pamplona

2021

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Chapter I: General Presentation

The present project aims to achieve the requirements of the pre-service teacher's practicum of the Foreign Language Degree of the University of Pamplona. This multi-step study consists of three chapters such as (1) Institutional observation and diagnosis report, (2) pedagogical and research component in which is included the community component and (3) the component of interinstitutional activities.

Firstly, the institutional observation and diagnosis report seeks to know and analyse the institution in which the practicum was carried out. The principal idea with this observation is to study the institution in general to find out its needs and think up a proposal to satisfy them.

Secondly, the pedagogical and research component entitled "Enhancing 8th grade students' English reading comprehension through the implementation of Mind Maps" presents the main idea to conduct in the Cristo Rey Superior Normal School located in the city of Barrancabermeja, this project aims to implement Mind Maps to improve reading comprehension. In addition, the outreach component entitled "Project to raise awareness of the English language in primary schools in Pamplona" comprises a sub-project called "*Tutoring program for students with difficulties learning english*". This sub-project aims to meet a secondary need of some students learning english during virtual education.

Lastly, the interinstitutional activities component involves all extra-curricular activities and events of the educational institution in which the pre-service teachers can participate, nevertheless this participation is limited because of virtuality.

Introduction

English is one of the most important languages and the most widely spoken around the world, and Colombia is well aware of this, that is why the dominant foreign language to be taught in schools and universities is the English Altablero (2005), nevertheless, the attempts to implement English as a relevant subject in schools have not been successful.

Correa and Gonzalez (2016) state that the government through the National Ministry of Education has implemented several programs since 2004, programs that have been real challenges for school teachers which are not prepared to work with them. This demonstrates the shortcomings at the moment of trying to teach English as a foreign language in schools.

The National Bilingual Program, focused on helping high schools and universities students to have an acceptable level of English at the end of their studies, was the first program launched by the Ministry of Education and according to Mejia (2009) although this program covered all grades from elementary to high school, the majority of resources went to upper grades and elementary schools suffered a lack of materials and opportunities to be part of the

program. This situation shows one more time the limitations students and teachers have to learn and teach English from the beginning of the educational process.

Taking into account the above mentioned and the low scores in reading in the Programme for International Students Assessment (PISA) in 2018, what indicates that the programs and policies established by the government are not efficient for reaching optimal English proficiency levels, this project aims to try to overcome those difficulties through the implementation of new strategies to improve the capacity of students to understand, analyse and interpret a foreign language when reading.

Justification

Nowadays, we live in a globalized world in which technology has played an important role, especially during the last months in which people had to change their routines and customs to be able to adapt to the health emergency. This pandemic has brought to light the relevance of technology in every field of society, being education one of the most dependent on technology to continue working.

Despite several issues of internet connection, lack of knowledge to manage some devices or applications or that many students do not have access to internet or do not have computer or smartphone to attend classes, virtual education has arrived to stay and brings some advantages

not only to improve the teaching-learning process but also to bring up to date the entire education system Li and Lalani (2020).

Considering the poor English proficiency level in public schools in Colombia and taking into account that one of the principal reasons for this is the traditional methodology used by teachers that focus on grammar only, virtuality appears as an alternative to change these conditions, forcing teachers and students to look for different ways for teaching and learning Acevedo and Floréz (2020).

The public school in which this project was develop tries to educate the students focusing on quality and not quantity, attending classes where teacher talks almost all the time in English, students listen to audio tracks and develop activities about them, practicing in this way listening skill, in addition, students have to make oral presentations in which they not only improve their speaking but also their writing skill. On the other hand, reading comprehension is not as developed as the other skills and usually students do not understand what the teacher instructions of the tasks mean.

Consequently, having in mind that reading is not only an important part of students' daily routine to acquire and analyse knowledge to understand their context Molina (2018) but also for having a good performance in other subjects, this projects seeks to provide students to have better understanding at the moment of facing texts in English trough the implementation of a graphic tool as mind maps.

General objective

- To enhance 8th and 9th grade students' English reading comprehension through the implementation of Mind Maps.

Specific objectives

- To enhance reading competence by using Mind Mapping as a graphic tool
- To help students with difficulties in learning english through the implementation of group tutorials.
- To be part of extra-curricular activities of the educational institution.

General conclusions

The use of mind mapping as a strategy to enhance reading comprehension not only contributes to enhance this competence, but also helps to encourage other competences of the language such as pronunciation, writing and vocabulary. In addition, students' perception of the language and their creativity are other aspects that were influenced by the creation of mind maps, the fact of using images and key words to present the information in their works gives them another view of the language itself.

Furthermore, when implementing a project, it is fundamental to take into account the language level of the students. Using materials accordant to their level is an important aspect to achieve the project's objectives. To illustrate this, according to the participant's opinions, tales used in this project were understandable, nevertheless, they had to look the meaning of many words presented in those tales, this helps to achieve one of the objectives about the acquisition of vocabulary.

Also, the tutoring project was an optimal idea to support the students' learning process. In these tutorials students could practice different competencies of the languages such as reading, listening, speaking and pronunciation. They show interest and participate actively during lessons. Interactive activities were catching for them, at the end of each lesson they shared their thoughts highlighting how catching these activities are for them.

Pre-service teachers' participation in interinstitutional activities is a fundamental part of their learning process, by participating in these activities the pre-service teacher can learn how to manage different situations according to their context and participants, that is why it is important to give the importance that this part of the practicum deserves. Being teacher is a profession that requires the capacity of self-assessment and reflection, this is a crucial part of this job. Teachers have to ask themselves if their proposals, ideas, strategies, materials etc. are being useful for their students, if their students are having a significant learning, in this way they can improve their strategies and be a better professional.

Chapter II: Institutional observation and diagnosis report

The institutional observation is made with the aim of knowing general aspects about the school in which the practicum is going to be carried out, fundamental aspects such as the organization of the institution, the most relevant features in the institutional educational project and handbook, the work methodology during the lockdown, the schedules and chronogram. These aspects were analyzed in order to get familiar with the institution and its needs before creating the idea of this project.

Administrative Component

Location of the school

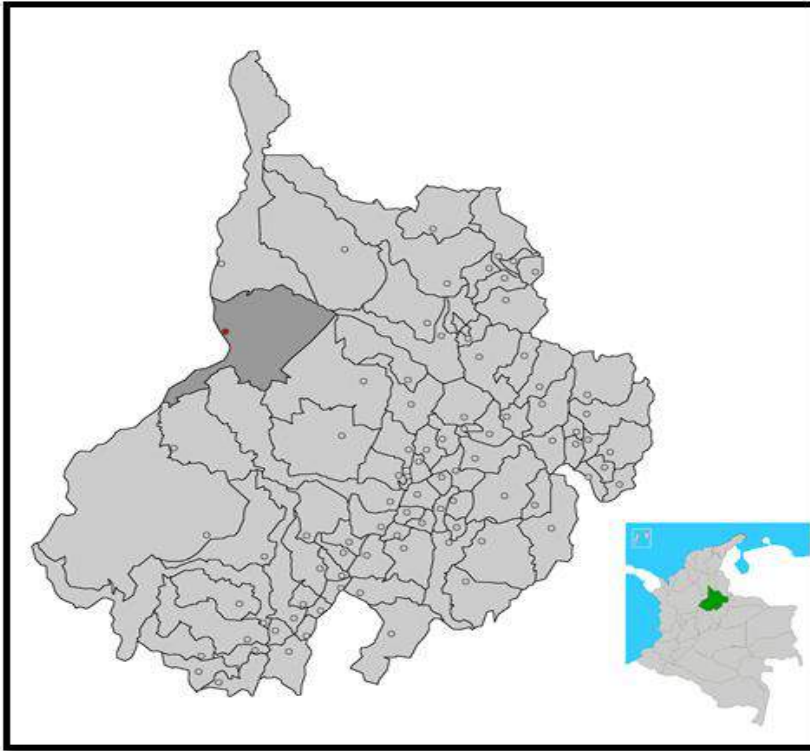


Figure 1 Location

Institutional Educational Project

For the elaboration of the Institutional Educational Project, the starting point is the knowledge of the reality that the institution lives, this knowledge is obtained through a participatory methodology that through the use of strategies, strengths, weaknesses, opportunities and threats are identified with the purpose to develop actions that satisfy the needs, interests and expectations of the educational community.

The preparation of the adaptation of the Institutional Educational Project of the CRISTO REY NORMAL SUPERIOR SCHOOL is consolidated in four major steps: directive management, academic management, administrative and financial management, community management.

The Institutional Educational Project, “Formación de un maestro creativo humanizante” of the Cristo Rey Superior Normal School, aims to train teachers to perform at the levels of Preschool and Primary Basic Cycle education. His actions are part of a Humanizing pedagogy that, in dialogue with science, culture, and ethical training, allows to lay the foundations of a future autonomous, creative, critical researcher teacher and committed to strengthening values, in such a way that his make them respond to the demands of the country and the world.

Institutional symbols

Flag

Formed by two horizontal stripes; the upper one in white, means dignity and purity. The lower band of red color symbolizes love and dedication to the mission of teachers. The emblem of the Cristo Rey Superior Normal School is printed in the center.



Figure 2 Flag

Scholar emblem

The institution's emblem has a hexagonal shape, framed with the text Escuela Normal Superior Cristo Rey Cristo Rey Superior, and inside the figures of a torch and two open books that signify "Light and Science."

In its upper part there is a crown with the inscription JHS, which means Jesus Hombre Salvador. In the lower part of the emblem there is a rectangular base with the word Barrancabermeja.



Figure 3 Scholar emblem

Hymn

The text of the hymn to the Normal is a constant invitation to the personal improvement of the normalista students to achieve their proposed goals. From the perspective of human values such as: strength, knowledge, peace, fidelity and love. The Cristo Rey Superior Normal School sings all its pedagogy with a young, happy and Christian spirit that seeks to build a better world.

Hymn

Himno a la Normal

Adelante la ciencia nos llama,
levantemos en triunfo a la luz,
el ardor del estudio inflama,
pasaremos igual que una llama,
proyectando en el mundo su luz.
Juventud por guión la pureza,
que ninguno se sienta incapaz,
el escudo de la fortaleza,
escondido entre olivos de paz.
Juventud... somos ansias de gloria,
resplandor que quedó del tabor,
con nosotros está la victoria,
normalista a estudiar con amor.
Juventud otra vez en campaña,
estudiantes del centro ejército fiel

con nosotros está la victoria,
toda Colombia restaurada en él.

Mission

The Escuela Normal Superior Cristo Rey de Barrancabermeja, trains competent and innovative teachers in the educational field, with human, civic and Christian sensitivity, with dialogic capacity for recognition by the other, transforming their reality, appropriating knowledge in the mandatory areas contemplated in the current regulatory framework, which allows them to perform at the preschool and elementary school levels; with the ability to interpret contexts, value the cultural diversity of peoples and with the purpose of building relevant curricula.

Vision

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

Philosophy

The Escuela Normal Superior Cristo Rey de Barrancabermeja is based on a philosophy centered from a humanistic vision, which assumes the existence of man as a person inspired by the gospel and the principles of Father José Gras and Granollers to give a Christian perspective to the formation of the students. Such a look is based on the values of the Kingdom: Truth, Love, Justice, Peace, Life, Joy, respect and responsibility.

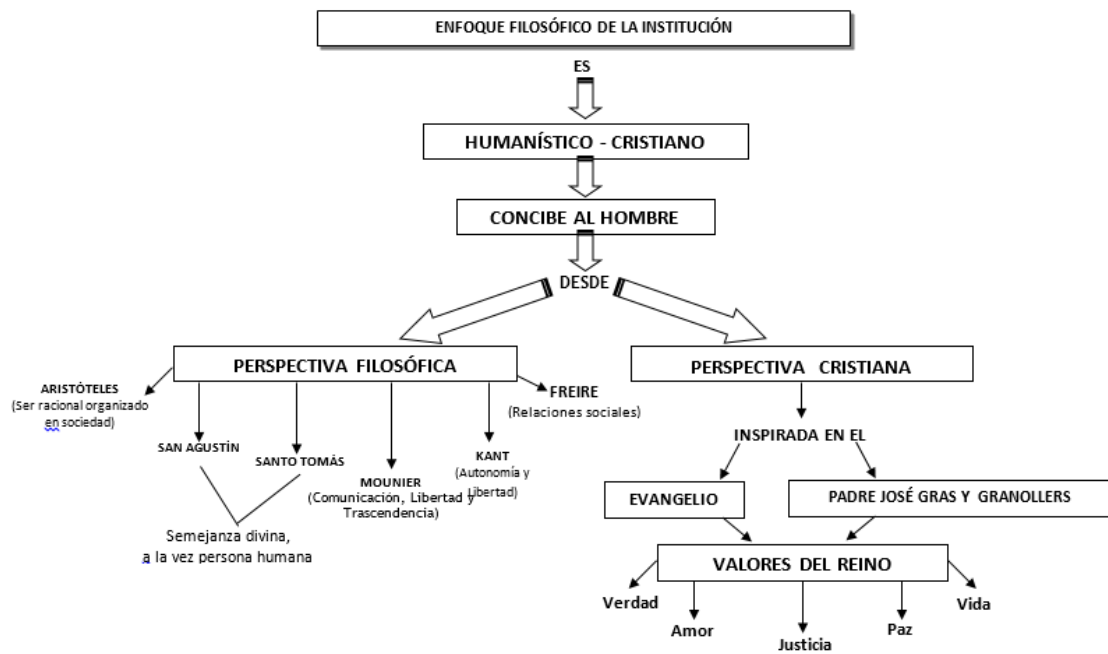


Figure 4 Philosophical approach

Organizational Chart

PRINCIPAL	SONIA ANGELA CASTRO
ACADEMIC COORDINATOR	DORINS V. AVILA
DISCIPLINE COORDINATOR	EDITH SERRA
ENGLISH TEACHER	MELISSA MATEUS

Table 1 Heads of the school

Handbook

The handbook aims to establish in the institution the rules and guidelines of behavior and regulation of Coexistence, stimulating the development of values at the individual and social level in accordance with the mission. This useful tool contains all the duties and rights of all members of the educational community, the rules to follow, the ethical and moral values, the principles of the institution and the mechanisms for the resolution of conflicts and difficulties.

Student's rights

- To receive a comprehensive education based on human values, in accordance with the general principles of Colombian education and with the philosophy of the institution,

which allows him to be an agent of his own development and of the community in which he works as a teacher.

- To receive education in accordance with the institutional profile contemplated in the PEI.
- To receive an education without preference for creed, race, or social position.
- To receive relevant and quality education.
- Right to be evaluated and evaluated considering their duly diagnosed physical, sensitive and cognitive difficulties.
- To use responsibly when using the institution's equipment, tools, materials and physical spaces.
- To receive timely and efficient attention from school counseling and guidance services, as well as advice from teachers to help solve their difficulties at an academic and personal level.
- To receive the incentives established in this Coexistence Manual, previously approved by the Board of Directors.
- To receive courteous and friendly treatment, according to human dignity.
- Not be discriminated against, humiliated, or blackmailed by any member of the educational community.
- To know the study plan and academic programs for each subject, as well as the activities to be carried out with the group director and other teachers.
- To know the Institutional Evaluation system.

Important student's duties

- To assume responsibly the academic and training commitments acquired with the Institution to achieve a quality education.
- To obey the schedule set by the institution for academic activities.
- To participate in the different activities and processes programmed in the institution.
- To fulfill daily with the consultations, tasks, works, investigations and assigned evaluations, in each area or subject and other activities.
- To comply with the regulations for the use of the library, the new technology room and other common spaces.
- To bring and take care of the supplies, texts and notebooks necessary for their school work, respecting those of their classmates.
- To assume and comply with the proposed corrective measures against poor academic performance, adopted in the institutional evaluation system.
- To show respect for the symbols that identify the country and the Institution (Flag, Shield and Anthem).
- To refrain from pronouncing words or performing actions that involve mockery or discrimination towards the members of the Institution.

Some teacher's rights

- To enjoy incentives and incentives in accordance with current legal or conventional provisions.
- To obtain permits and licenses in the cases provided by law.

- To receive courteous treatment in accordance with the basic principles of human relations.
- To participate in contests that allow you to obtain promotions within the service.
- To obtain the recognition and timely payment of the benefits enshrined in the general and special regimes.

Some teacher's duties

- To use the assets and resources assigned for the performance of their employment, position or function, exclusively for the purposes to which they are assigned.
- To treat all members of the educational community and others with what is related by reason of service with respect, impartiality and fairness, especially to ensure a climate of peaceful coexistence and courteous and respectful treatment of all students.
- To comply with the provisions that their hierarchical superiors adopt in the exercise of their powers, as long as they are not contrary to the National Constitution and current laws, and attend to the requirements and subpoenas of the competent authorities.
- To carry out the job, position or function without obtaining or claiming additional benefits to the legal considerations to which you are entitled.
- To dedicate the entire statutory working time to the performance of the duties entrusted, except for legal exceptions.

Some obligations of the institution

- To facilitate the access of children and adolescents to the educational system and guarantee their permanence.
- To provide a relevant and quality education.
- To respect in all circumstances the dignity of the members of the educational community.
- To facilitate the participation of male and female students in the academic management of the educational center.
- To open spaces for communication with parents to monitor the educational process and promote democracy in relations within the educational community.

Ministry of education guidelines during pandemic

Taking into account the outbreak of coronavirus and its high level of infection, the National Ministry of education acted to protect the health of members of all educational institutions, obeying the disease security procedures and lockdown. In this way, all schools have been carrying out their chronograms virtually, taking advantage of the new technologies and designing innovative strategies to continue teaching. In the case of Escuela Normal Superior Cristo Rey, Microsoft Teams has been the platform and principal medium of communication between teachers and students.

School day

In face to face education the school day for elementary school was only in the morning from 7 am to 12:30 pm, for basic secondary from 6:30 am to 1 pm and for

secondary school from 6: 30 am to 4 pm. Nevertheless, during virtuality it is only one hour in the morning.

Timeline

ACCIONES	FECHA
PRIMER PERÍODO	25 de enero al 30 de abril
ACUMULATIVAS	12 al 23 de abril
RECESO ESTUDIANTIL	Marzo 29 a abril 4
CIERRE NOTAS	26 de abril
NIVELACIONES	19 al 30 de abril
CIERRE NIVELACIONES	4 de mayo
COMISIONES DE EVALUACIÓN Y PROMOCIÓN	4 al 6 de mayo
INFORME A PADRES Y ACUDIENES	11 al 14 de mayo

SEGUNDO PERÍODO	Mayo 3 al 20 de agosto
RECESO ESTUDIANTIL	Junio 14 al 4 de julio
ACTIVIDADES DE DESARROLLO INSTITUCIONAL	14 AL 20 DE JUNIO
VACACIONES PARA DOCENTES Y DIRECTIVOS DOCENTES	Junio 21 a julio 4
ACUMULATIVAS	2 al 13 de agosto
CIERRE NOTAS	17 de agosto
NIVELACIONES	Del 9 al 20 de agosto
CIERRE NIVELACIONES	23 de agosto
COMISIONES DE EVALUACIÓN Y PROMOCIÓN	24 al 26 de agosto
INFORME A PADRES Y ACUDIENTES	Del 27 al 31 de Agosto

TERCER PERIODO	Agosto 23 al 26 de noviembre
RECESO ESTUDIANTIL	Del 8 al 15 de octubre
ACUMULATIVAS	Del 2 al 12 de noviembre
CIERRE NOTAS	16 de noviembre
NIVELACIONES	Del 8 al 18 de noviembre
CIERRE NIVELACIONES	19 de noviembre
COMISIONES DE EVALUACIÓN Y PROMOCIÓN	19 al 23 de noviembre
INFORME A ESTUDIANTES	23 y 24 de noviembre
SUPERACIÓN	25 de noviembre
CIERRE NOTA SUPERACION	26 de noviembre
COMISIONES DE EVALUACIÓN Y PROMOCIÓN	29
ENTREGA DE INFORME GENERAL Y MATRÍCULAS	30 de noviembre
GRADOS	2 de diciembre
RECESO ESTUDIANTIL	Noviembre 29
ACTIVIDADES DE DESARROLLO INSTITUCIONAL	Noviembre 29 al 5 de diciembre
VACACIONES DOCENTES Y DIRECTIVOS	6 de diciembre 2021 al 9 de enero 2022

mente,

Table 2 Institutional timeline

Pedagogical Component

Language area planning

The language area planning is based on several theoreticians such as Stephen Krashen, Noam Chomsky and Vygotsky. Moreover, the methodological principle is the communicative approach. Additionally, the basic learning rights from the Ministry of Education are also taken into account, adapting some methodological guidelines such as Teaching and homework-based learning, teaching and project-based learning and teaching and problem-based learning. Furthermore, there are several types of evaluation: Competency assessment, learning assessment and evaluation for organizational learning.

Teaching staff work methodology

The methodology used in the language area is based on constructivism and communicative approach, all topics are developed taking into account the possible situations in which students can use them through synchronous and asynchronous activities.

Institutional material available

The material used in the eight and ninth grade are the guiding texts recommended by the ministry of education “Way to go” and “English first”, nevertheless the teacher decides if it is appropriate to take these books as guides in her courses or if it is only necessary to use some activities and topic from them.

Ministry guiding texts

The Ministry guiding texts are part of the Colombia Bilingual program, being the text “Way to go” the guide for sixth (6th), seventh (7th), and eighth (8th) grades, and “English Please” the one for ninth (9th), tenth (10th) and eleventh (11th) grades. Also, beyond the student’s book, these guidings texts have a workbook, audio tracks, interactive games and interactive/digital version of the material.

Syllabus

The syllabus is designed from the basic learning rights, taking into account three performance indicators: (1) know, (2) know how to do, and (3) know how to be. Moreover, the contents are divided into three parts: Lexical, expressions and grammar. Finally, it is important to say that each term has all the aforementioned aspects.

Methodology

The methodology used during the virtuality consists of synchronic and asynchronous activities. During synchronic meetings the teacher explains and proposes activities related to the topic, this in order to make the lessons a little bit more pleasant. On the other side, for the asynchronous activities students have to develop some activities and quizzes related to the topic of the week.

Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	ENGLISH 9-02		ENGLISH 9-02		ENGLISH 9-04
	ENGLISH 8-05	ENGLISH 8-05	ENGLISH 9-01	READING WORKSHOP 9-04	ENGLISH 8-04
BREAK					
	ENGLISH 9-03	ENGLISH 9-01	READING WORKSHOP 9-03	READING WORKSHOP 9-01	READING WORKSHOP 9-02
		ENGLISH 9-04		ENGLISH 8-04	ENGLISH 9-03

Table 3 Schedule

Technological Component

Technology has been a very important item for education these days, virtual education is the alternative to avoid the virus infection, that is why all institutions have adopted platforms or

apps to continue teaching. Escuela Normal Superior Cristo Rey is working through Microsoft Teams, in this platform teachers, students and administrative members meet according to the timeline and the schedule of each course. Moreover, the classes are developed by synchronous and asynchronous meetings, the synchronous meetings take place once or twice a week, those meetings have one hour of duration and occur every three weeks for each course, in these meetings the teacher explains the topic and proposes dynamic activities such as listen to songs, online quizzes, listen to audiotrack and complete information about them, oral presentations etc, this with the aim of catch and keep the students attention during the lessons. Furthermore, asynchronous activities are online quizzes, workshops, readings etc.

Population and information of the subjects

As I already mentioned before I worked with eighth and ninth graders. The eight grade has five courses and ninth grade four courses, each course has between 40 and 50 students, and the sum of all students gives a total of 454 students. The eighth and ninth students are boys and girls between the ages of 12 and 16 years, their language level is between A1 and A2.

Teaching staff

Elementary

- Kelly Stefany Guzman (Preschool)
- Diana M. Bueno Ch. 1°
- Diana M. Gil E. 2°
- María A. García N. 3°

- Yeilys Z. Flórez N. 4°
- Lida A. Patiño J. 5°

Middle and high school

- Dennys T. Contreras O.
- Melissa Mateus
- Raquel S. García G.
- Lina Parra Núñez
- Robinson Guerra Torrejano

Chapter III: Pedagogical and research component

“Enhancing 8th and 9th grade students’ English reading comprehension through the implementation of Mind Maps”

Introduction

One of the most common and traditional strategies for having a good reading comprehension is taking-notes, but according to Brander (2015) this method is not useful and promotes whole sentences writing, which is redundant and tedious. By contrast, mind maps help students to better organize their ideas, giving a clear idea of the text. Also, the construction of mind maps improves the capacity of the students to find out the connections between different

factors in a text and improves memory by using different colors and images related to the content.

Moreover, according to Male (2019) reading is the most important competence to master for an EFL learner, by reading learners can perform more accurately than other competences, which helps them to have more motivation in their learning process. In addition, for reading it is not necessary to have many requirements in comparison with other skills, having a text is enough for the learner to start practicing; moreover, reading is an appropriate way for practicing grammar, vocabulary and discourse organization especially for beginners.

According to Cahyani (2015) who cites Wallace (1996) that reading is interpreting a written text, that means that the reader has an image of what the writer is trying to express in the text, it suggests that mind mapping is an efficient method to visualize what the reader understands from the text.

Considering the previous advantages of using mind mapping while reading, this project aims to improve 8th and 9th graders reading comprehension by reading short tales and implementing specific mind maps in which they can focus on the principal aspects of the stories.

Statement of the problem

Reading comprehension is one of the most relevant aspects at the moment of learning a foreign language, by reading it is possible to acquire vocabulary, improving grammar or even develop a critical thinking, additionally, by reading the rest of skills can be influenced positively

Male (2019), nevertheless the basic secondary students do not reflect a good proficiency English level.

After some class observations in the educational institution in which this project was developed, it is possible to say that 8th and 9th grade students have a good attitude during classes but unfortunately their participation is limited because they do not have the enough knowledge of the language to understand and answer a simple question, it is hard for them the pronunciation of several words, the instructions of the tasks written in English are most of the time difficult to understand, such is the case that the teacher spends a long periods of the lessons explaining in spanish what is the activity about.

This situation is even more complicated due to virtual education, each course has the opportunity to meet the teacher every three weeks only and the class lasts one hour, in this sense it is necessary to conduct innovative strategies to put in practice the reading skill and in this way improve the students' english level in general.

The present project proposes the implementation of mind maps as a tool to improve reading comprehension by using short stories.

Justification

Learning a foreign language is a slow and pregressive process in which learners never stop acquiring new aspects of the language, and it is essential to have a solid foundation to reach

an optimal proficiency at the moment of using the language in real life. Schools are the first place in which most of the EFL learners start knowing the language, unfortunately this beginning is not significant in most public schools in Colombia Acevedo and Floréz (2020). Traditional education and teachers limited by the guiding text recommended by the Ministry of Education are some of the main reasons for this situation.

Implementing mind maps and short tales for improving reading comprehension appears as an attempt to not only help students to improve their english level but also to demonstrate how important is look for innovative and didactic strategies to catch the students' attention, motivating them to keep learning and improving their language level.

Additionally, the idea of mind maps is a catching idea itself, by creating mind mapping students use main words that they infer from the text, pictures related to the content, colors and connections that help learners to remember the essence of the information. Moreover, mind maps enhance their thinking and creativity Cahyani (2015).

Furthermore, the current situation of health emergencies, which forces schools to continue implementing virtual education is a benefit for this project, taking into account technology is part of daily routine, learners can take advantage of several tools such as pages, applications or platforms on the internet in which it is possible to create mind maps. These tools offer different options that make the creation process even more profitable, for example the use of images, colors, forms, different font etc, can motivate learners to keep

implementing this strategy when they face a complex text and in this way expand their language knowledge.

Objectives

General objective

- To enhance 8th and 9th graders reading comprehension by implementing mind maps.

Specific objectives

- To enhance the rest of the competences of the language by focusing on reading comprehension.
- To increase student's vocabulary by reading short tales
- To learn which are the students' perceptions towards the use of mind maps

Grand-tour question

- How can the implementation of mind maps improve 8th and 9th grade students' reading comprehension ?

Sub-questions

- How reading comprehension can help to enhance the other competences of the language?
- How do 8th and 9th grade students acquire vocabulary by reading short stories?
- Which are the students' perceptions towards the use of mind maps ?

Theoretical framework

Considering that this study was centered on enhancing reading comprehension through mind maps, this part seeks to present some essential concepts to better understand the context of its execution.

Reading comprehension

As it is stated in Aebersold and Field (1997: 15, cited in Cahyani 2015) reading occurs when people give a meaning to the symbols written in a text, this interpretation allows the reader to know what the writer is trying to express. Also (Ibid) states that reading is a form of communication between the reader and the author of the text.

Besides, "...reading comprehension is the ability to understand the meaning or idea in the written text completely and chronically." (As cited in Indrayani (2014, p. 9, cited by Male (2019).

Mind Mapping

Mind mapping is a note-taking technique designed in two dimensions used to create mind maps in which all relevant aspects about a specific subject are represented. In addition, mind mapping is a method that reflects or has certain connections with the brain functioning and

helps people to use in a proper way their brain capacity. (As in Van Vliet, V. (2009) who cited Tony Buzan 2006)

Also, mind mapping is a technique that can enhance the English ability of the students, helping them to learn in a proper way and gain more information, furthermore, it is possible to say that this technique can be implemented in constructivism language lessons because it enhance creativity and individual learning (Saori 2020)

Tale

The Bedford Glossary of Critical and Literary Terms (2018) defines tale as “ a comparatively simple narrative, either fictitious or true, written or recounted orally in prose or in verse. A tale often recounts a strange event, focusing on something or someone exotic, marvelous, or even supernatural. Tales may be attributed to a particular author, whether known or anonymous, or may simply be part of the lore of a given culture. Whatever their origin, tales tend to be relatively shorter narratives; nevertheless, the term is broad enough such that critics and authors have applied it to longer works ranging up to full-length novels”.

Literature review

This section aims to introduce a review of some comparable and dissimilar previous studies related to the use of mind mapping to improve reading comprehension. It is broken into one single category as follow:

Mind mapping and reading comprehension

Molina (2018) conducted a qualitative research centered on strategy-based workshop influence over tenth grade students reading comprehension in a public school in Bogotá. Ten tenth graders developed two workshops whereby it was possible to conclude that the materials used were relevant, challenging and engaging for students. The implementation of strategies used in this research was useful not only to improve their reading comprehension in English but also to apply in other subjects in which they have to face long texts.

Similarly, Rizqiya (2013) states through his study entitled “The use of mind mapping in teaching reading comprehension” carried out in Indonesia that mind mapping is catching for students, they feel comfortable by drawing their reading comprehension. Also, (Ibid) express that mind mapping is an easy technique to teach and students understand it in a proper way and finally the students response towards the implementation of this interactive technique was positive, they showed a good comprehension by drawing their mind maps with important aspects and details of the information written in the texts.

Likewise, Cahyani et al. (2015) conducted an action research in a classroom in Indonesia, they wanted to know if mind maps were effective for improving reading comprehension. Results of this study were positives, firstly, they realized that mind mapping improves learners’ reading comprehension, moreover, this was reflected in the scores of the pre-test and post-test implemented. Students’ attitude was another aspect that changed thanks to mind mapping. They were more motivated and enthusiastic towards English reading lessons and finally mind mapping showed to be a good technique in teaching reading as well.

A similar situation was also presented in the same country since Male (2019) implemented an action research with tenth graders which were facing problems in reading English. The idea of this research was that learners could overcome their reading problems and improve their reading comprehension through mind mapping. At the end of this study Male found that mind mapping is an effective tool to improve reading comprehension, mind maps help students to connect their previous knowledge with the information presented in the texts, achieving in this way a better memory retention. Furthermore, students' view on reading in English has changed, after the implementation of mind mapping students enjoy and have a good attitude towards English readings. Finally, Saori (2020) with her quasi experimental research about the impact of using mind mapping in students' reading comprehension conducted in a high school. Saori worked with an experimental group and a control group, by using pre-test and post-tests it was possible to conclude that the group which was told to use mind mapping got higher scores than the group that used other techniques, this demonstrates that mind mapping can be an alternative to teach reading comprehension.

Taking into account the outcomes of these studies, the researcher of this proposal considers it appropriate to implement mind mapping to improve 8th grade students' reading comprehension.

Methodology of the implementation of the pedagogical proposal

The present proposal was carried out in the “Escuela Normal Superior Cristo Rey” with 8th and 9th grade students. Considering the current health emergency, the process was developed by interacting on the platform Microsoft Teams, also, it is important to mention that each course

has virtual meetings every three weeks, in this sense, students read and designed their mind maps in pairs asynchronously and during meetings some of their creations were presented. The implementation of this project had the following steps:

- Presentation of the general aspects of the project to the students (Objectives, material, methodology etc) ([Appendix 1](#))
- Presentation of mind mapping technique (its advantages regarding reading comprehension, characteristics and components).
- Presentation of useful pages and apps for creating mind maps
- Election of team groups
- Introduction to the tales to be used in the project
- Answering questions and doubts from students about the project
- Delivery of mind maps
- Feedback and suggestions about mind maps creation by the teacher
- Presentation of mind maps by students during synchronous sessions

Despite the presentation and explanation about the project and the construction of a mind map, the mind maps received from the first tale were not as optimal as expected, so in this order of ideas, I decided to create another presentation about the creation of a mind map, this presentation focused on the process of creation of a mind map finishing with the creation of a mind map in the class ([Appendix 2](#)). Fortunately, the results of this activity were much better than the previous ones. Finally, the second tale of the project was presented and assigned as homework, with this tale the students have to create a mind map and present it orally during class.

Lesson plan

During the development of the project and the practicum in general has been used a format of lesson plan given by the educational institution, this guide include important sections such as general topic, specific topics, reference matrices, standards, skills to be developed, DBA in the lesson, performance to be achieved, the moments during the lesson, the resources and bibliographic references. Here there is the lesson plan used:

**ESCUELA NORMAL SUPERIOR CRISTO REY
BARRANCABERMEJA
2020**

PLANEACIÓN CLASE VIRTUAL

IDENTIFICACIÓN				
NOMBRE DEL DOCENTE				
ASIGNATURA				
TEMA GENERAL:				
TEMA ESPECÍFICO				
FECHA Y HORA DE REALIZACIÓN POR GRADO	Grupo:	Hora;	Grupo:	Hora;
	Grupo:	Hora;	Grupo:	Hora;
	Grupo:	Hora;	Grupo:	Hora;

MATRICES DE REFERENCIA
ESTANDAR:
COMPETENCIA:
DBA:
DESEMPEÑO ALCANZAR_

MOMENTO DE INICIO		
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos)	Duración

MOMENTO DE DESARROLLO			
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos a utilizar)	Asignaturas que articula	Duración

MOMENTO DE FINALIZACION O CONCLUSION			
Actividad(es)	Recursos didácticos (bibliográficos, audiovisuales o físicos a utilizar)	Asignaturas que articula	Duración

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REFERENTES BIBLIOGRAFICOS

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OBSERVACIONES

ACTIVIDAD LUDICA:

ACOMPANAMIENTO A LA FAMILIA:

ACCIONES A EFECTUAR CON ESTUDIANTES B.A /BARRERAS DE APRENDIZAJE/

ACTIVIDAD PARA LOS QUE NO CUENTAN CON CONECTIVIDAD:

OTRAS

Firma del Docente

This format was used in one occasion during the implementation of the project

[\(Appendix 3\)](#)

Evidence of the implementation of the proposal

The evidences of the implementation of the proposal are archived in a folder ([Appendix 4](#))

Research methodology

Research approach

Considering the researcher studies and interprets a phenomenon in its natural setting, the present study uses qualitative research that according to Creswell (2013) consists of a group of interpretive practices that transform the world, and involves an interpretive naturalistic view of the world.

Research design

The current study was framed under an action research design with the objective of knowing directly how the reading activities influence the participants involved in the process. “An action research is a research strategy that combines research with action and participation in the field” Gunbayi (2020)

Instruments

Regarding data collection techniques, questionnaires were implemented.

Questionnaires

A questionnaire is composed of a set of questions created to know the participants' perspectives regarding a specific phenomenon. According to Business Research Methodology, questionnaires can be qualitative and quantitative, it depends on the questions used, in the case of this study, open-ended and multiple choice questions were the most appropriate type of questions to implement, since answers of these type of questions are analyzed using qualitative methods involving discussions and critical analyses.

Considering the above mention and taking into account the current health situation that makes necessary the use of technology to carry out the educational process, one questionnaire was implemented only. It is important to mention that during the practicum process, in Colombia a national work stoppage causes a cessation of academic activities for almost two months, that is the reason why one questionnaire was implemented only.

In this sense, the project's instrument was designed on Microsoft Forms in Spanish ([Appendix 5](#)) in order to give the participants the possibility to better understand the questions, it was published on Microsoft Teams using the space for each course on the platform. In order to collect enough data to answer the project's questions, the instrument used was a questionnaire

composed of seven questions, four multiple choice and three open-ended questions, and it was answered by 187 participants from eighth and ninth grades.

Data analysis

Regarding the data collected with the implementation of the questionnaire it is possible to say that the interpretative analysis is the most appropriate to manage the information. According to Hatch (2002), this type of analysis seeks to give meaning to data. It is about making sense of different situations. In addition, the main objective of the interpretative analysis is to explore how the participants give meaning to their experience around a phenomenon, in this case, their perceptions about the use of mind mapping in their foreign language learning.

The process followed for data analysis is divided into 5 steps:

- The process followed starts with a general reading of all data to have a sense of the whole. This is a careful reading to know which are the most relevant aspects of the coding process.
- Despite a large number of answers received, for the multiple-choice questions, the count was handmade. In addition, for the open-ended questions, not all the responses were as optimal as expected, that is why the most complete answers were chosen to be part of the analysis.
- The final step was the coding process. After choosing the most complete answers, it was possible to see that the participants had many perceptions in common. In this sense, coding and creating the categories was easier, it allowed to interpret and find out a better

idea about the data, as facilitate the research of elements such as citations which are fundamental to give strength to results.

Participants, sampling and setting

This project used a convenience sampling, that according to Johnson and Christensen (2014) is a sampling in which the researcher decides to include people who are willing or volunteer to be part of the study. In addition, it is necessary to describe the characteristics of the participants when using this sampling. In this sense, this project is addressed to 8th and 9th graders from Escuela Normal Superior Cristo Rey, in Barrancabermeja, Santander, Colombia, they are middle high school students from 12 to 16 years old and their language level is between A1 and A2. Moreover, the eighth grade has five courses with 35 students each on average; nevertheless, this research works with two of those courses only, courses which researcher had contact during the practicum, in addition, the 9th grade has four courses with 45 students each on average, all four courses are part of the project. Nevertheless, the students that are part of this research are 187, volunteers that answered the questionnaire used as instrument to gather data.

Timeline

		March	April	May	June
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	Activities and tales	Weeks				Weeks				Weeks				Weeks			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Presentation of the project			0													
2	“Beautiful babies are beautiful” 1 st Tale						0										
3	“The most beautiful garden” 2 nd Tale									X							
4	Design and application of the instruments for data collection										X	X	X				
4	“The astronaut from Bolero” 3 rd Tale												X				
5	Project closure													X			

Table 4 Project's timeline

Results

Competences enhanced by mind mapping

In order to answer the first sub-question, it is possible to use the data collected in two questions of the questionnaire implemented, the first shows which are the competencies or aspects of the language apart of reading comprehension are the most enhanced by mind mapping and, the second, the way in which they are enhanced. Moreover, according to Molina (2018) who conducted a qualitative research centered on strategy-based workshop influence over tenth grade students reading comprehension in a public school in which it was conclude that the

implementation of strategies used in this research was useful not only to improve their reading comprehension in English but also to apply in other subjects in which they have to face long texts.

In this sense, the competencies or aspects of the language more influenced by mind mapping for the participants are Vocabulary (142), pronunciation (105), writing (84), listening (55), grammar (45), and other (16). It is important to mention that the participants were able to choose more than one competence and the numbers between parentheses represent the number of votes of each competence, this information is presented in the next bar chart:

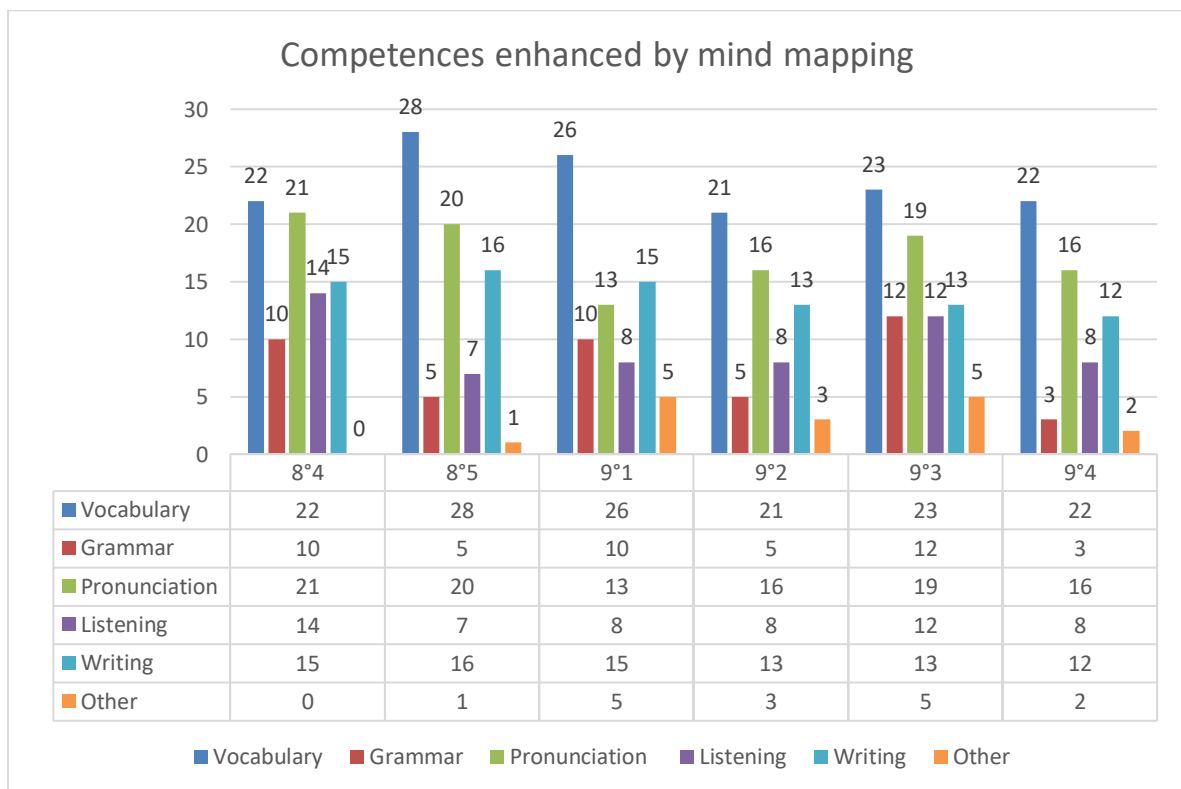


Figure 5 Competences enhanced by mind mapping Bar chart

Results focus on the aspects more enhanced by this study. According to the participants, those are three competencies, vocabulary, pronunciation, and writing.

Vocabulary

Firstly, the implementation of this project promoted English reading in students from 12 to 16 years. To keep them motivated short tales were used during the project. According to their answers, vocabulary was the aspect more influenced by this action research. One of the participants supports this idea by giving his opinion “ *Para la realización de los mapas extraemos las ideas más importantes y eso nos puede ayudar a aprender vocabulario nuevo y memorizar las palabras importantes y si ayuda mucho a mejorar la competencia de la lengua extranjera* ” Reading tales and creating mind maps make students not only know different words but also learn their meaning. When creating mind maps students had to know the meaning of almost all of the lexicon in the tale and use those words to retell the story using images and connecting ideas “ *Vocabulario: Al tener que sacar ideas principales, si no sé alguna palabra la busco y sé su significado. De esa forma termino sabiendo lo que significa...* ” In addition, one of the participants mentioned that many words learned by creating mind maps can be useful in the future “ *El vocabulario ya que he conocido palabras nuevas, que me podrían ayudar en un futuro...* ” Furthermore, in the creation of the mind maps students used one part of their works to write the words and their meanings that they did not know. This shows that reading short tales and creating mind maps about them, helped students to acquired vocabulary and enrich their lexicon.

Pronunciation

As regards pronunciation, it is possible to say that during this practicum students demonstrated interest in knowing the correct pronunciation of many words. They had to talk during synchronous sessions or make oral presentations. Also, according to their opinions, this

study helped them to enhance this skill, not only with the mind maps' oral presentations but also because they had to read the tales several times to create the mind maps "*la pronunciación cuando leo y leo el texto siento que cada vez mejoro más respecto a esa área*" also another opinion gives strength to this idea "*En mi pronunciacion por que al hacer la lectura del mapa en voz alta me doy cuenta de los errores y los corrijo...*" This allows to think about the possibility that reading out loud helps students to realize their mistakes and correct themselves, and that possibly they can enhance their pronunciation.

Writing

Concerning writing, students had the opportunity of seeing the correct spelling of many words while reading the tales, and then use them when creating the mind maps. It contributes to enhancing their writing skill. Despite their language level is between A1 and A2, and they used only words or short sentences for mind mapping, they did it correctly, their mistakes were rare "*...writing creo que es en el que más mejore, cuando escribo para realizar el mapa uso lo aprendido anteriormente así que creo que es en ese aspecto he aprendido mucho*" Moreover, the implementation of this study was useful to correct and solve writing weaknesses students had, as two participants express "*... también habían algunas palabras que las escribía erróneamente pero ahora ya se como se escriben en realidad*" "*...además de la escritura, casi siempre se me olvida como escribir algunas palabras, con estos mapas recuerdo cómo escribirlas e incluso aprendo nuevas*". It evidences that reading and mind mapping enhance writing skill.

Vocabulary acquisition through tales reading

Regarding the second sub-question that revolves around vocabulary acquisition while reading short tales, it has to be highlighted that during this project participants read three tales, tales of A1 or A2 level and despite the level and length of those tales, the lexical richness in them was considerable. Taking into account the previous section in which “vocabulary” is the most enhanced aspect by mind mapping and the next graph that shows the response of the 187 participants about their perception regarding the vocabulary acquisition at the moment of reading the stories, it is possible to say that the implementation of short stories is a good strategy to help students to enrich their lexicon in English, this tool not only keep them motivated but also encourage them to learn new words, their meaning and their pronunciation.

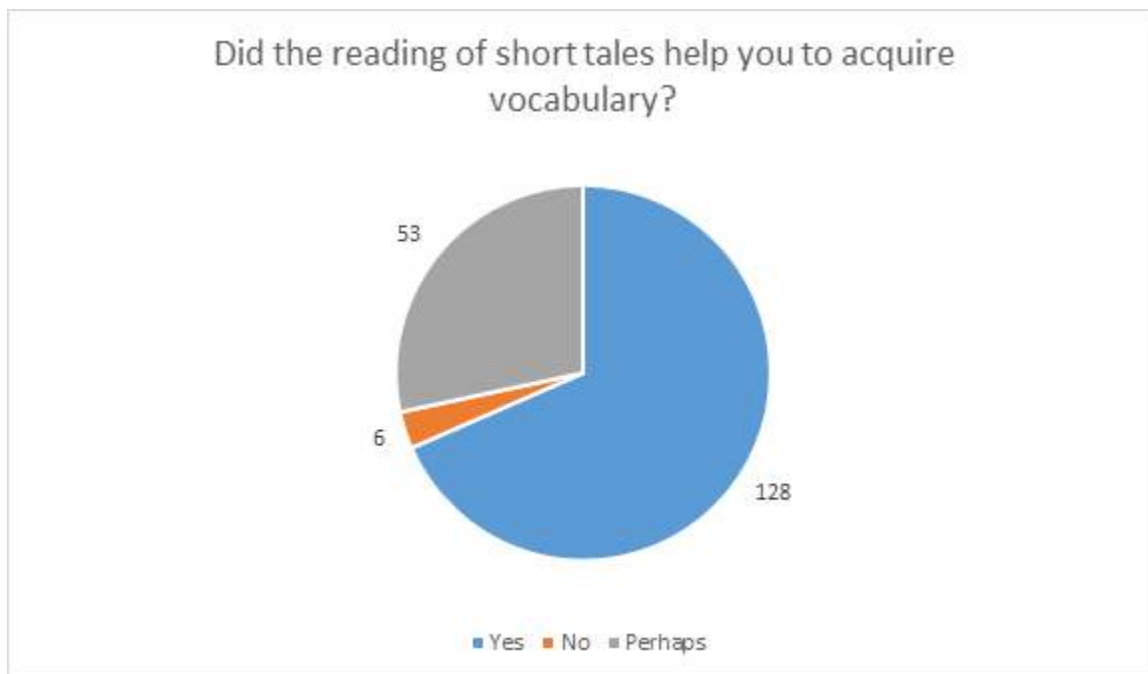


Figure 6 Students' opinion about vocabulary acquisition by reading short tales

Students perceptions about mind mapping when reading in English

To solve the third sub-question about the students' perceptions towards the use of mind mapping in their language learning process, it is necessary to take a look at one of the questions in the questionnaire implemented. This question inquires about the participants' opinions about this strategy while reading in English. After analyzing the responses, it is evident that this project had a positive reception by the participants. Also, according to Rizqiya (2013) who states through his study entitled "The use of mind mapping in teaching reading comprehension" that mind mapping is catching for students, they feel comfortable by drawing their reading comprehension, in addition, Rizqiya express that mind mapping is an easy technique to teach and students showed a good comprehension by drawing their mind maps with important aspects and details of the information written in the texts. In this sense, participants that were part of this study have a similar response of those from the research above mentioned, they express a positive attitude and opinion about the use of mind mapping at the moment of reading, highlighting the benefits of its use, this is one of the opinions that supports the above mentioned *"Me parece, que es una manera fácil y didáctica de comprender el Inglés, y además de eso nos brinda diferentes beneficios como por ejemplo nuevo vocabulario"* Furthermore, the implementation of this tool encourages and facilitates the improvement of different competencies of the language, giving in this way a better proficiency level to the students *"Opino que es una herramienta que al momento de emplearla permite que adquirir varios conocimientos como la escritura, pronunciación, gramática y vocabulario sea más fácil de aprender y pienso que es un método muy efectivo especialmente en mi caso porque me ha permitido tener una mejor comprensión de la lectura"* It shows that apart from help to enhance

other competencies, mind mapping is an optimal tool to enhance reading comprehension, the competence on which this study is focused.

Influence of mind mapping to enhance reading comprehension in English

Enhancing reading comprehension is the principal objective of this research. For accomplishing this objective, the tool implemented was mind mapping, and after gather data it is possible to say that using mind maps helps the reader to focus on the relevant aspects of the story, using keywords facilitates this, as one of the participants expresses: “...*con los dibujos y las palabras clave, además de interactuar con un compañero, encuentro el tema central de los cuentos, a veces no necesariamente el tema central, a veces más bien los hechos principales que describen la historia*”. In the same sense, creating mind maps is useful to gather information and better understand the text, “...*cuando se hace un mapa mental tú tienes que resumir lo más que puedas, las ideas principales de cada texto, para hacer eso tienes que leer bien el texto, comprenderlo e interpretarlo bien.*”, this shows that the reader has to have an optimal comprehension of the text to create the mind map.

Moreover, according to Male (2019) who implemented mind mapping to help tenth graders to overcome their reading problems. mind mapping is an effective tool to improve reading comprehension, mind maps help students to connect their previous knowledge with the information presented in the texts, achieving in this way a better memory retention, this can be seen in one of the participant’s opinion “...*me puede ayudar (mind mapping) a resumir varias cosas de un texto en una o unas posibles ideas y con esto poder recordar varias cosas de una palabra clave*” what allows to say that mind mapping is an effective technique to enhance memory when reading. Furthermore, Male (2019) states that students' view on reading in English

has changed, after the implementation of mind mapping students enjoy and have a good attitude towards English readings, as one of the participants says *“Creo que es más fácil ya que por obvias razones no nos resulta fácil leer un gran texto así que para mí leer un mapa mental es más fácil de entender que un gran texto, me gusta esta manera de aprender y que nosotros los hagamos para entender un texto...Es algo interesante y productivo”*

Conclusions

Mind mapping is an appropriate tool for enhancing reading comprehension, by implementing this tool, the reader has to understand, analyze and, interpret the text. In addition, the implementation of short tales in this project not only encourages students to read in English but also helps them to acquire new vocabulary, and a part of acquiring new vocabulary, they can retain in their memory those new words because of the association they do between words and images in the mind maps.

In the same sense, mind mapping to encourages the improvement of other aspects of the language such as vocabulary is an effective idea, considering that mind maps are composed by keywords, readers have to focus on specific words of the text. This helps them to remember them. Pronunciation was another aspect of the language enhanced, participants have to read tales and most of them do it out loud what permit a self-assessment of their pronunciation.

On the other hand, it is relevant to mention that the material used when developing a project has to be designed taking into consideration the language level of the participants, in this case the tales used were between A1 and A2 language level, an appropriate level for 8th and 9th graders.

Finally, using a graphic tool as mind maps is not only a good idea to generate a positive

students' attitude in class but also to increase their creativity in academic contexts.

Chapter IV Outreach component

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

Sub-project Tutoring program for students with difficulties learning english

First of all, it is important to mention that the institution in which this sub-project was conducted was not teaching english to its elementary students, this due to the virtual education in which english is not taken into account as a relevant subject to work on with children, for this reason the idea of this sub-project was to help students with difficulties in learning english through tutoring.

Introduction

The National Ministry of Education through its national bilingualism program aims to reach an optimal management of a foreign language. For this, public schools in Colombia adopted new standards of communicative competence in English, those standards are based on the Common European Framework of Reference for Languages (CEFRL), an important measure for having a better communication with other countries, open borders, enrich the knowledge of the citizens and contribute to the development of the country.

Additionally, the creation of the basic learning rights or DBA (its acronym in Spanish) is another aspect that contributes to have a more competitive education in English, these learning rights establish a language level for each grade, from A1 to B1, what indicates that the student who finishes the eleventh grade has to have a pre-intermediate level of English proficiency (B1). Moreover, the DBA support the curricular proposal in the Institutional Educational Projects of each public institution, helping in this way to know if students are achieving the expected learnings.

However, the current pandemic forced all institutions to stop their normal functioning and work through the use of platforms or applications online. This new methodology limits the interaction between teachers and students, reducing the students' contact with the foreign language. In addition, students that do not have computers or any other technological device can not attend the classes and have to develop the different proposed activities without any explanation of the topic in question.

Notwithstanding these difficulties, there exist alternatives to meet these needs and provide students with significant teaching. One of the most common strategies to reinforce the learning process is tutoring, according to Oxford learning, tutoring allows students to receive a personalized education that they do not have in a full classroom, furthermore, tutoring has some other advantages such as one-one attention, improvement of academic performance, improvement of the attitude towards learning and school etc.

Justification

Today, in a globalized world, learning English not only is a requirement to graduate from many institutions or to get a job but also to be able to interact with foreign people, to comprehend new knowledge or to understand another culture or thinking.

Despite the new standards of English proficiency adopted by the government in Colombia, English teaching needs even more improvement to reach the expected results. Apart from the few weekly hours implemented to teach English, virtual education is another factor that alters the teaching-learning process.

According to Topping et al. (2015) cited by Moliner L, Alegre F (2020) peer tutoring is a flexible teaching strategy in which the tutor provides assistance with academic content to a tutee, also, tutoring helps students to reinforce their comprehension in a specific topic, encourage student confidence and build learning skills.

Considering the previous aspects and the large number of students in the institution in which the present sub-project will be carried out, it is essential to afford learners one space in which they can receive more information about a determined topic or solve their questions or doubts about the content proposed by the institution.

Objectives

General objective

- To provide secondary students spaces in which they can have a support in learning English

Specific objectives

- To implement didactic tools to solve students' doubts.
- To help student to overcome their difficulties in learning English
- To encourage students' interest in learning English

Description of the activities implemented

The activities implemented in this project were tutorials, the idea was to tutor 8th and 9th graders who have learning disabilities. Taking into account that students had classes every morning from Monday to Friday, I decided to establish our schedule on Thursday afternoons and Saturday mornings. The educational institution in which I am doing the practicum uses Microsoft Teams, in this platform the teaching-learning process takes place and students, teachers and administrators communicate, that is why I created a chat group called "Tutorials with Jose", where I communicate with the students, so far there are 14 students.

The tutorials were 1 hour long, between 4 and 6 students attended them. During this hour a specific topic is taught and the lesson is divided into different moments : Grammar, listening, reading and speaking, the task is used to work in writing.

Methodology

Participants of this tutoring project were 8th and 9th graders that had difficulties in their English learning process from Escuela Normal Superior Cristo Rey, located in Barrancabermeja. The idea was to create a supportive and confidential space with students interested in improving their English level proficiency. Taking into account that the institution uses Microsoft Teams to organize the courses and classes, a chat group was created on this platform, in this group tutoring topics and interests of students were established to create material, students expressed their intentions to improve some competencies such as listening and speaking. Moreover, in this chat group, we set up meetings for giving tutorials.

The idea was that students could have significant learning during every lesson. They were not only learning a specific grammar topic, but also, they were practicing all the skills while they learned how to use this knowledge in real life. Activities were designed with a communicative objective with the aim of students can learn in which situations they can use knowledge.

Timeline

		March	April
	Tutorials topics	Weeks	Weeks

		I	II	III	IV	I	II	III	IV
1	Present simple tense, present continuous and adjectives					O			
2	Possessive adjectives and WH questions						O		
3	Determiners, vocabulary of animals and clothing							O	
4	Adverbs of frequency								O

Table 5 Outreach component timeline

Achievement of the objectives

Despite the small number of students, it is possible to say that they made significant progress talking about participation during lessons and their confidence when using the topics learned during the tutorials. Firstly, technology was an important aspect during the development of this idea, the use of different didactic tools such as interactive slides, songs, images that make easier to learn grammar, online activities, listening quizzes, speaking activities during lessons and others, enhance the project progress and the achievement of one of the objectives that was the solution of students doubts. In addition, this project provided a space for students to overcome some difficulties in some competences of the language as listening, grammar and speaking. The main idea was to know what were the aspects in which students were having problems and focus on them by proposing activities for them to practice and, overcome those obstacles. Moreover, tutorials gave the students the opportunity to learn without the pressure of getting good grades or answering correctly. They could participate during lesson freely, this space gave them the confidence to participate, it helped students to lose their fear and their apathy towards the foreign language, what facilitates the teaching-learning process. In consequence, student's attitude towards activities and didactic materials was positive and they

showed interest in developing them. Finally, this tutorials program provided a support for students' learning because it was one alternative to solve questions, practice the language, enhance some competences and learn new vocabulary, situations that are limited when studying virtually.

Materials

The materials used for giving the tutorials are PowerPoint presentations, in these slides, it is possible to find images with simple explanations about grammar, songs in which students can practice different topics, interactive activities where students participate during lessons and can learn from their classmates, online activities such as listening quizzes, multiple-answer questions, and other online activities for practicing the competencies (reading, grammar, speaking, listening) Furthermore, at the end of each lesson one activity of speaking had place with the objective to combine all knowledge learned and practice it. Finally, the teacher gave some recommendations about the use of online pages that students should use when solving other doubts or doing their tasks. ([Appendix 6](#))

Conclusions

Tutorials are important spaces for students and teachers. These kind of spaces not only allow students to solve their questions and doubts, but also strengthen the student-teacher relationship. Students feel more comfortable and steady during tutorials, they show more interest, it is possible to notice it when they attend to all lessons and participate actively.

The use of didactic and interactive material is a relevant aspect when talking about student's attention, motivation and interest. It can be seen at the moment of implementing online

activities in which they have to participate given their opinions or answering simple questions, their attitude is positive and optimistic. In addition, interactive activities are even more catching for them, when they have to talk with their classmates the lesson's environment turns more pleasant and students show themselves motivated. At the end of every tutorial they shared their thoughts and perceptions about the lesson and they highlight these activities.

The fact of working without grades and with a little number of students, gives to the students more confidence to participate. They attend to tutorials because they want to learn and improve their language level, what is a positive aspect, they are interested and it helps to have a more interactive class.

Chapter V Interinstitutional activities component

Introduction

Practicum stage implies an entire engagement of the pre-service teacher with not only pedagogical but also extracurricular activities proposed by the educational institution.

In this sense, trainee teachers require to be involved in every extracurricular activity developed by the institution in which the practicum takes place. Nevertheless, it is necessary to

consider virtuality as an obstacle to carry out all the normal activities in a school. In this sense, the extracurricular activities are developed by online meetings.

Justification

Being a pre-service teacher of a school requires an active participation in activities a part from teaching in this case English, these situations are important in the formation process as a future teacher, taking into account that the practicum is the last step before graduation, it is essential to be part of this kind of exercises which enhance personal skills and help the practitioner to know the protocols and how to behave in those situations.

Objectives

General objective

- To be part of all extracurricular activities in Escuela Normal Superior Cristo Rey during the first semester of 2021

Specific objectives

- To enhance the creation of events that promote English learning
- To support other teachers in the planning and execution of extracurricular events

- To know how to carry out extracurricular activities in an institution

Methodology

Bearing in mind that several extracurricular activities were canceled due to virtuality, this interinstitutional component is limited, nevertheless the trainee teacher was attentive and available to participate actively in all activities in which the institution requires his help.

In addition, according to the school's timeline the only extracurricular situation is the Institutional Development Activities week at the end of the first semester of the current year, that is why the pre-service teacher's participation in extracurricular activities was limited.

Description of the interinstitutional activities

First of all, it is essential to say that this component is limited. Virtuality has been an obstacle for these kinds of activities. Most of the normal interinstitutional activities are not being developed by the schools and the pre-service teacher's role in these activities is almost absent. One of the interinstitutional activities in which it was possible to participated was the reinforcement week. This activity is made each term to help students to overcome some doubts about the knowledge taught during the term. During this week, all courses attend one lesson in which they participate and ask their questions about different topics. The lesson is the same for all courses and it is divided into interactive activities. Here there is an example of the planning and the material used ([Appendix 7](#))

In addition, during the prolonged national strike, the institution established some meetings in which students, teachers, and guests shared their thoughts about the situation in Colombia; those meetings lasted between two and three hours. In those meetings, teachers and guests shared videos and ideas about the principal causes of the national strike.

Conclusion

Despite the difficulties with the pandemic and virtual methodology, the educational institutions should look for alternatives for the pre-service teachers can be part of extracurricular activities. They are important for our training as future teachers. Moreover, it is important to highlight that the meetings during the national strike were remarkable. Those kinds of spaces in which teachers and students can share their opinions about a current situation speak well of the institution. It allows to realize that the teacher's profession is not only to transmit knowledge but also to help students to make aware of different situations in their context.

Chapter VI: Reflective approach

Reflection is an essential aspect in the act of teaching, thanks to it teachers can improve the profession. During this practicum, there have been several moments and situations that have made me start thinking about my work and my role as teacher. It is crucial to mention that my supervisor played a fundamental role in my training process. She spent her time giving me feedback when I performed a lesson, she made recommendations and suggestions to help me to change some aspects and improve some others. Moreover, the responses of the students and their

attitude towards some activities proposed, facilitate the reflection about the way in which it is better to teach, if the activities and strategies used are appropriate or if it is necessary to look for alternatives to generate better responses from them.

Conclusions

Reflection is an important part of being teacher. It allows the self-assessment and consequently the improvement of the way of learning. In the same way, it is important to know some aspects about this job such as the way in which is appropriate to give feedback. It is necessary to start giving the feedback by saying the positive aspects and finishing with those that might be improved. Furthermore, it is fundamental to keep the students' motivation, for this it is important to provide them interesting material and over all understandable material. For this, taking into account the language level of the students is crucial. In addition, it is impossible to assume that the students know something that you have not learned, that is way it is better to analyze their capacity and knowledge before starting with a new topic.

Additionally, in public education, classrooms are fill up with more than 30 students on average, and they all have different way of learning, that is why it is necessary to explain and teach as simple as possible, and ask them regularly if they have doubts or questions about the topic explained, in this sense, visual material is an optimal option to teach in a catching and simple way, it is very useful when teaching a new topic and students can learn and remember it easily.

Chapter VII: Design of educational material

Type of material	Topics	Description	Purpose of the material
Online slide presentation	Present perfect Tense	<p>In this presentation you will find:</p> <ul style="list-style-type: none"> • A video in which I explain the topic • A song which can be useful to practice this tense, the idea is that students listen to the song and write down the phrases in present perfect • All sentences in present perfect of the song • Some questions to practice present perfect in class • An online activity in which students have to match the sentences with the words that complete them • An image that summarizes the grammar of the topic • Bibliography 	<p>The purpose of this material is to provide didactic activities to help teachers in their lessons, in this way students can be more motivated to learn</p>
Online slide presentation	Simple Past Tense	<p>In this presentation you will find:</p> <ul style="list-style-type: none"> • A video in which I explain the topic • A song which can be useful to practice this tense, the idea is that students listen to the song and write down the phrases in simple past • All sentences in simple past of the song • An online activity in which students have to choose the correct words to complete the sentences • An image of the daily routine in simple past 	

		<ul style="list-style-type: none"> • Two lists of regular and irregular verbs • Bibliography 	
Online slide presentation	Modal Verbs	<p>In this presentation you will find:</p> <ul style="list-style-type: none"> • The list of modal verbs • An explanation about what are modal verbs and how do we use them • Examples of each situation in which they are used • A chart with all modal verbs and examples of them • An online activity in which students have to complete the sentences choosing the correct modal verb • Bibliography 	

Table 6 Designed material

This is the link of the design material ([Appendix 8](#))

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Appendixes

Appendix A Project presentation

https://drive.google.com/file/d/1qIyhPpHdwnzccAOh0YqVNMVNk_Xng16-/view?usp=sharing

Appendix B Mind map conception

<https://drive.google.com/file/d/1r-r-u1Hu2CT910gBMm-g1RCcx51euNqK/view?usp=sharing>

Appendix C Lesson planning

<https://drive.google.com/file/d/1R9iLcbmwLQP9aoPoBevRXBUTmOOIEnrj/view?usp=sharing>

Appendix D Project's evidences

https://drive.google.com/drive/folders/1vZ7afuBw_Paj0RcOcZF4Bg3XWpllL4F?usp=sharing

Appendix E Questionnaire

<https://forms.office.com/Pages/DesignPage.aspx?origin=OfficeDotCom&route=OfficeHome&lang=es-ES#FormId=dE8sVZ0GHkKKrfYD6IjwCSt5iROI1ipCjYg0vVqAKTFURExNQ1YzWEw1NEVERDIOWDI0NTYvUFhRRC4u>

Appendix F Tutorials evidences

<https://drive.google.com/drive/folders/1sAP1KEY9zrXvrfwCMvtPDOZKgbtzCTdP?usp=sharing>

Appendix G Interinstitutional evidences

https://drive.google.com/drive/folders/18Y16BM73F_2ucsDQbtauvlnH_KWNYAyI?usp=sharing

Appendix H Designed material

<https://drive.google.com/file/d/1I-gcgVuSuPbsmsmjJPTtkqL7KOzAHQGS/view?usp=sharing>