

STRATEGIES FOR DEVELOPING READING COMPREHENSION

**Significant Strategies for Developing Reading Comprehension in a Foreign Language at  
Francisco José de Caldas High School in Cúcuta: Action Research**

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**Foreign Languages English French Program**

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## Chapter I

### General Presentation of the proposal

The development of the integral practicum for pre service teachers is the opportunity to immerse themselves in the teaching practice, being its main focus educational problems that need attention and intervention, with the purpose of allowing trainee teachers to think about their role as educators, hence making them aware of the new or unknown academic activities this stage requires. As Viáfara (2018) stated “pre-service teachers, study the basis of pedagogical research, plan and implement projects so they solve problematic situations along their practicum”, consequently they had the advantage of studying and implementing a project that allowed them to analyze the results and to draw their own conclusions regarding a phenomenon that concerns them as future teachers, in addition to being aware of the reality of learning and teaching a foreign language, being this an enriching component that allowed them to approach the reflective and critical aspects of teaching.

The following document introduces the research that was carried out during the integral practicum stage of the pre-service teacher’s degree. This research is divided in three components, these are: pedagogical, research, outreach and extracurricular components. To find out what these components are about, it is important to know them closely.

First, there is the pedagogical component that sought to cover and work for the improvement of a difficulty that appears during the development of the students learning in a public school, together with the research component both aimed at allowing the trainee teachers to implement a project to realize ways to solve those problems that teaching and learning a foreign language usually face. The second one is the outreach component, which was implemented as a solution to the lack of English teachers in primary school, in that case future

teachers acted and built their role as educators. Finally, the extracurricular component, this was the responsible of those institutional activities in which a pre service teacher could intervene and perform during its work in a secondary school. Besides, throughout the project there was a focus on the trainee teacher's reflection regarding the process of teaching to enhance the students' gaps in the foreign language, so allowing her to create critical thoughts regarding the methodology implemented currently to teach a language.

### **Introduction**

English is considered the most widely spoken language in the world, educational institutions have understood the importance of integrating it into the curriculum. When learning a foreign language, there are four skills to teach, however it was evident the low performance in reading comprehension, which plays a major role in improving the understanding and interpretation of texts and obviously in the expansion of the vocabulary. The language advisor Lordes (2001) highlighted the benefits of reading, saying that "students have a constant rapprochement with sounds and spelling, vocabulary and grammar, they also set the spelling and meaning of words and phrases", guiding the students to improve their communicative competence in the foreign language in general, which is the main goal when teaching a second language.

It is important to point out that despite the Government's efforts to raise the education of Colombians, with the current goal of being the most educated country in the region by 2025, primary and especially secondary students did not show significant progress in their performance in their language tests.

Although Spanish is the official language of Colombia, education is taking place in an increasingly bilingual context, for this reason this project was implemented taking into account the absolute need to focus on possible strategies to acquire reading competences, given the particular importance of text comprehension among students as a basis for the consolidation of further learning as the complexity of the language and their school level advance.

### **Justification**

The main goal of a pre-service teacher during their integral practicum was to contribute to the student community with her knowledge and skills both pedagogical and investigative, regarding a problem that delays the learning of a foreign language. This project was focused on those components (pedagogical and research, outreach, and extracurricular) that allowed the future teacher, not only to reflect on her performance and improve herself, but also to contribute with new and fresh methodologies to improve the teenagers' knowledge of a foreign language in high school.

The current world crisis (Covid-19) contributed to hampering the teaching and learning process in low-income schools, not achieving the pedagogical intensity required to learn a foreign language. This project was located in the school Francisco José de Caldas, specifically in the headquarters of San Pedro Claver in Cúcuta, Colombia, because of their geographical location the students of that institution did not have the basic services to be able to have a virtual education. As the result of the observational stage, there was an urgent need to deal with the low performance in the reading comprehension of the seventh-grade students of this institution. For this reason, the interest of the author of this research was to reinforce the reading skills of these students which are in their most important years of education, bearing in mind that a good reader

not only develops amazing comprehension and analysis skills, or just critical thinking but also opens up the spectrum of its knowledge and forges a solid personality.

This project sought to implement reading comprehension strategies that allowed the student not only to "read over" but also to "learn to understand", as Calero's (2017) book entitled "Reading comprehension. Strategies that develop self-regulated readers" explained that students will be more likely to develop a taste for reading, in a classroom context where they are shown that reading is a pleasant, interesting and enriching experience, "where the literal meaning of words is not sufficient to understand a text".

It is important to highlight that educational service in the country was affected during the first semester due to a social conflict that generated strikes and popular manifestations. The crisis was attributed to the weak management of the health and deficient attention to the socioeconomic situation endured by part of Colombian population. In this context, this situation held up the development of this proposal, but even though the delay in the time of this stoppage, the activities proposed were implemented and focused on the students' reading comprehension process.

### **General objective**

To implement reading strategies to improve the reading comprehension in 7th grade students of Francisco José de Caldas High School in Cúcuta.

### **Specific objectives**

To implement reading strategies that enhance seventh-grade students' reading comprehension.

To implement drawing for teaching English in a fun and meaningful way to children.

To participate in Francisco José de Caldas School extra-curricular activities during the first semester of 2021 in virtual education.

## Chapter II

### Institutional Observation and Analysis Report

In order to understand the key aspects of education, as the distribution of time, the organization of activities, the use of platforms and virtual management, among others, diagnosis and observation became a fundamental step to be aware of the difficulties, needs and conditions that required the intervention of the stagier on duty at the Francisco José de Caldas high school. In this way, the analysis of these aspects was made through the collection of information that was key in the implementation of this project.

#### Preparation of the fieldwork

##### *Questionnaire*

A questionnaire was proposed and sent to the trainee teachers' supervisors, in order to know specific aspects of the virtual education experiences they have been facing, in this way the pre-service teachers would have previous perceptions about how the Francisco José de Caldas methodology has been teaching throughout the health emergency, as well as the digital resources to facilitate the students' learning. The table below evidences the San Pedro Claver teacher's virtual management of the classes.:

*Table 1: Questionnaire Teaching Methodology*

<b>Question</b>	<b>Supervisor's answer</b>
Name of the high school	Francisco José de Caldas
City	Cucuta
Status of the institution	Public
Courses in which you are involved	Sixth, seventh, eight

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What type of work has been implemented in your courses as a result of the health emergency generated by COVID 19?	Virtual
What educational and/or communicative platforms do you privilege in your academic activity?	Web Colegios, Google Meet
If you use Asynchronous mode, select one or more options from the list below.	Whatsapp groups, Creation y distribution of workshops
We invite you to describe the mode of work you implement with your students.	Send the information of the work in the conferences through the WhatsApp group.

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*Source: practice committee*

### **Activity guidelines allowing the work organization**

The Francisco José de Caldas high school is an institution located in the city of Cucuta in Norte de Santander, in Colombia, divided in the headquarters: San Pedro Claver, and the school Santísima Trinidad. For this project it was assigned the San Pedro Claver headquarters, the an observation phase allowed to recognize its situation, bearing in mind the scarce resources to ensure the connectivity of all its students so preventing them from properly developing the learning process, due to difficulties such as the lack of aqueduct and electricity.

#### ***Design of the community immersion strategies.***

To carry out this process of immersion with the community the strategy was to plan meetings with the supervisor of the process, there was emerged the organization of tutoring with students and the development of activities that will involve the improvement of reading skills. In the context of virtual education, the activities are organized over 15 days and are developed through worksheets, which are delivered to students through the WhatsApp platform. In addition, collective activities were carried out with the purpose of doing an intervention in the learning process of students and encouraging them to implement the foreign language in extracurricular projects.

***Perceptions of the community in terms of the health emergency and its impact in the educative process.***

The educational community facing the COVID-19 pandemic situation, expressed their concern about the health emergency they had been going through, however they commented that they have adapted themselves to the flexibility that these times require. Therefore, the management of virtual education has allowed them to expand their work methodologies and to get closer to students who have not been able to adjust themselves to the situation.

***Use and distribution of the educative work.***

Based on the course plan of the teachers of the San Pedro Claver seat, the distribution of the teaching practice is carried out throughout 15 days, therefore the teachers create guides in which they implement: warm-up activities, readings, reading comprehension activities, systematization activities and finally an assessment of the content; likewise, the topics studied are divided according to each period of time. Throughout the 15 days, the teachers accompany the students in a synchronous and asynchronous manner, being through WhatsApp or video calls.

***Meetings with students and teachers.***

The introduction to the teachers of the area, rector and coordinator of the institution Francisco José de Caldas, was made through a videoconference, together with the supervisors of the University of Pamplona and the pre-service teachers, throughout the meeting there were stated each trainee supervisor and some functions that would be carry out over the integral practicum. It was necessary to do an interview with the teacher of the course where this project was going to be implemented. During this session were remarked important aspects that allowed the development of the observational stage, such as: the methodology, the student's difficulties and the action plan.

**Documental analysis****Administrative*****PEI of the institution.***

The high school Francisco José de Caldas run its instructive guidance towards values, scholarly greatness and the right of the free development of the personality; being a diverse and inclusive institution, it is focused on teaching and forming students that are mindful of their individual and social real factors. Hence, the institution Francisco José de Caldas is based on the constructivist social model, which is connected to the constructivism. This academic model highlights that the knowledge is shared from singular instances which come to be important for their real factors and their correlation with others around them. In addition, constructivism purpose is to assist students to revise or change new data, and that happens through the acquisition of new knowledge, thus these outcomes from the development of new cognitive structures, which allows students to confront equivalent circumstances in real situations.

***Mission***

The institution Francisco José de Caldas' central goal is to teach and form students as self-sufficient and critical thinking people, aware of their life plan based on values such as respect, genuineness, self-stem and mutual support. Their students should have a comprehensive vision in the domain of production to improve the social and familiar unit.

***Vision***

As for institutional objectives, the school Francisco José de Caldas focuses on:

Educating for self-sufficiency, critical thinking, and reinforcing qualities and institutional standards.

Fostering the inclusion of the community in the institutional activities.




Developing the students' entrepreneurial spirit.

Improving the educational instruction through the creation of inter-institutional agreements.

***Institutional symbols.***

The high school Francisco José de Caldas has three fundamental symbols connected to their institutional identity and the mission and vision that shapes their academic practices, those are the institutional crest, institutional flag, institutional pet, institutional hymn, and institutional values; the next table describes the pertinence of each symbol for the high school and its recognition:

*Table 2 Institutional symbols*

<b>The institutional crest</b>	<p>The institutional crest of the school has a triangular shape, which is divided into three parts, the part of the top being a sun peeking through the mountains as a symbol of the value of life. At the left bottom, there is a computer that represents an institution hand in hand with science, which seeks to educate competent people; in addition, at the right bottom there is the picture of the savant Francisco José de Caldas, being an example of life role model for the members of the educational community, as well as being a symbol of the importance of science and research. Finally, the words science, service and love are evident, which summarize the purpose of the institution.</p>	
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**The institutional flag**

The flag of the school represents along with the three colors that compose it, the three pillars of the institution. Which are:

- White: Peace, honesty, purity, transparency, clarity.
- Yellow: Life, light, wisdom, healthy, energy, sun.
- Green: Ecology and hope.

**The institutional pet**

The institutional pet is an eagle, which represents dignity, freedom and fascination.

**Institutional values**

The institution highlights the values of its main representative the leader Francisco José de Caldas, those values that were presented in the leader life, such as: productivity, solidarity, honesty, self-esteem, and respect. Values that not only represent students' relationship with the school, but with society and family.



*Source: Francisco José de Caldas PEI*

**Organizational chart**

The organizational chart grants pedagogical and managerial autonomy, being each community autonomous in its regulations, establishing the premises and requirements for the formation of the different teams of the institution. These groups must carry out the tasks established within the organizational structure of the institution and the functions that the educational laws collect for each one, as shows below:

Figure 1 Organizational Chart



Source: Francisco José de Caldas PEI

### ***Institutional Handbook***

The Handbook on Coexistence is a set of well-defined rules and procedures that aims to guide the behavior of the educational community in its rights, duties, obligations, prohibitions, sanctions, procedures, remedies, competencies within and outside the institution, thereby committing to their own fulfilment as individuals.

The educational community will annually evaluate the manual to correct, modify, update, expand or annul the relevant, provided that what is annexed is not unconstitutional or a clear principle that violates fundamental rights. This manual will be given to the parent and/or representative of the student at the time of registration.

### **Pedagogic level**

#### ***Planning of the language area***

In this section, it is evidenced the action planning that the teacher created in order to materialize the steps to follow during the academic period, so students are aware of the process and the activities that will be implemented. In this way, the planning just mentioned works as a chronogram for students and teacher, as well as a written evidence to the objectives and the

digital resources that are executed for the learning process. In this planning below there are stated the activities, the objectives, the digital resources, the schedule, and possible observations.

*Table 3Seventh-Grade planning of the language area*

<b>THEMATIC FOCUS</b>	<b>CONCEPTUAL AXES</b>	<b>COMPETENCE</b>
<b>FIRST TERM</b>	<b>UNIT 1</b>	Reading: I can extract general and specific information from a short text written in a simple language.
Integral Personal care	Unit 1: Enjoy Your Free Time! Grammar: Present simple, Verbs to express, interest and likes, Wh- questions, yes/No questions Vocabulary: Hobbies, Time expressions, expressing interests and likes	Listen: I understand basic information about topics related to my daily activities
Bullying and Conflict	Unit 2: I Can Take Care of My Body Grammar: Can/can't, present tense, Frequency adverbs Vocabulary: Food for a balanced diet, Actions and activities for personal care, Personal hygiene habits, Time, relationships, Expressions for reflection.	Writing: I write short messages and for different purposes related to situations, objects or people in my immediate environment.

*Source: Francisco José de Caldas action plan*

### ***Methodology of the Teaching Language Collective Work***

The collective work of teachers focuses on the teaching of English as a foreign language through leisure activities supported with the use of ICT that motivates the student to practice their communicational skills in a second language. Also, the teachers' collective meets in order to share knowledge and strategies that they have been implementing with students. During the meetings they plan the activities to be executed over the future academic years.

### ***Knowledge of the available didactic resources / Ministry's guide text***

In order to guide the educational process, the teachers first rely on the book "way to go" being a MEN's resource encouraged by the Francisco José de Caldas high school, which comprises the teacher's guide book, the student's book, and the workbook. This book is also the basis for the creation of the worksheets, since according to the curriculum, the Way to Go book

presents the contents that must be taught to the seventh-grade students, who are supposed to be in A2 level, encompassing the four skills students should develop, reading, speaking, listening and writing activities; nonetheless, within seventh-grade courses the listening and speaking are not sufficiently worked.

*Figure 2: Book Way to Go*



*Source: Colombia Aprende*

### ***The Curricular MEN guidelines***

In foreign language teaching the Curricular guidelines became teaching and pedagogical orientation designed for the English teachers to take ownership of the basic conceptual elements that compose the language learning; these curricular guidelines make effective the autonomy of the English teacher, guiding its teaching process to the achievement of the objectives.

According to the current health emergency, the Ministry of Education, in conjunction with teaching directors, and teachers of educational institutions, have generated strategies that ensure the educational processes continuity. In this way, considering the already mentioned situations, the Curricular Guidelines intends to create spaces that allow students to work the learning contents from their homes and receive the best possible instruction.

### *Syllabus*

The syllabus is the requisite document for teaching that serves to outline the basic elements of a course including what topics will be covered, a weekly schedule, and a list of assignments and their associated weightings. However, the syllabus does more than that, it articulates connections between learning outcomes, assessments, content, and pedagogical practice, that is the way in which the course is constructively aligned in guiding students through their learning. The document below serves as a communication piece of both the practical details and the overall alignment of the course, providing students with a comprehensive overview of the course's aims and objectives.

*Table 4 Syllabus seventh-grade*

<b>Activity/ Topic/Course</b>	<b>Objective</b>	<b>Virtual platform</b>	<b>Date</b>
Lapse 2	Upload lapse 1 with the respective indications to the WebColegios platform and share to WhatsApp groups.	Plataforms WebColegios WhatsApp.	March 8th
Explanation and socialization of the period 2 of English of 6, 7 and 8.	Explain the activities to be performed in the span 1 to students through video lectures and leave the development instructions through WebColegios and WhatsApp.	Plataforms WebColegios, GoogleMeet WhatsApp.	March 8th to march 12th
Explanation and socialization of the period 2 of entrepreneurship of 6 <sup>th</sup> grade.	Explain the activities to be performed in the span 1 to students through video lectures and leave the development instructions through WebColegios and WhatsApp.	Plataforms WebColegios, GoogleMeet WhatsApp.	March 8th to march 12th

*Source: Francisco José de Caldas language area*

### ***Methodology of the English teachers***

According to the observation stage, the methodology implemented by the teacher in charge of seventh grade students at Francisco José de Caldas School, is based on giving the students the autonomy to complete the lapses of worksheets that are assigned every 15 days. In these periods, the transversality is handled with the connection of the foreign language knowledge and the social, cultural and ethical contexts that are present in their environment. In this way, these guides are completed and sent by students via WhatsApp, so they can be evaluated by the teacher.

### ***Accompaniment methodologies (tutoring, tools, communication strategies)***

With regard to the strategies for supporting seventh-grade students, not only does the current emergency limit the development of tutoring, but also the economic and local situation of the students. This is why the virtual connection among teachers and students is mostly asynchronous, which makes WhatsApp the platform for solving questions. However, weekly attempts are made to perform a virtual encounter on the Google Meet platform, either to explain a certain homework or to share ideas about the assigned homework.

### ***Design of worksheets and material***

In terms of teaching material, teachers must follow a stipulated plan for the development of the worksheets, so the activities to be developed throughout the course are created in advance and are divided in periods of time. Then, teachers created the material to be implemented in their lessons and share it with the coordinator of the educational institution, in order to gain his approval and to be distributed among the students. Another important aspect of the design of the material, is the worksheet style which must be done with a template that includes the slogan and basic information about the course and the school. Likewise, the content of the worksheet


material also follows some guidelines, in the case of seventh-grade teachers they must create it in a Word format and must follow certain guidelines such as:

**Pre-text:** A trigger document that must be a text or image used as the base of the lesson.

**Knowledge connection:** Development and explanation of the topic.

**Knowledge assessment:** Distribution of activities and questions directed to promote auto evaluation.

Figure 3: Worksheets Template

	INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS Decreto de Creación N° 059 de febrero 8 del 2005	
	Resolución de Aprobación N°002736 del 23 de noviembre del 2011 GUÍA DE APRENDIZAJE LAPSO 1	Versión: 0.2

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<b>GRADE</b>	7°	<b>AREA</b>	<b>FOREIGN LANGUAGES</b>	<b>SUBJECT</b>	<b>ENGLISH</b>
<b>TEACHER</b>				<b>TERM</b>	<b>FIRST</b>
<b>STUDENT</b>				<b>LAPSE</b>	<b>I</b>
<b>MODULE 1</b>			<b>CONCEPTS</b>		

Source: Francisco José de Caldas worksheet

### Courses and schedule

Seventh-grade course in the headquarters of San Pedro Claver comprises three courses defined as English 706, English 707, and English 708. The previous courses have an hour class weakly, during which students join a virtual meeting in the Google Meet platform, in order to socialize and discuss the learning process. The schedule for the 7th grade English lessons is as follows:

Table 5 Course Schedule

<b>Time</b>	<b>Friday</b>
7:30 – 8:30	English (707)
8:30 – 9:30	English (708)
9:30 – 10:30	English (706)

Source: institutional planning area



**Technological level**

Despite the precarious situation of the students of the San Pedro Claver headquarters, for those students who had the possibility of accessing digital platforms the school proposed the use of Google Meet, Web Colleges and in some cases YouTube to carry out the academic practice; on the contrary, for those who had reduced access to these tools, it was proposed the use of WhatsApp for receiving and sending homework.

***Types of virtual encounters (Synchronic and asynchronous)***

The development of synchronous and asynchronous encounters is present in the seventh-grade class of the San Pedro Claver headquarters; however, they cannot always be done naturally, taking into account the needs of population which mostly have limited access to internet. Regarding the asynchronous encounters, these are mostly the type of work for students and teachers who must interact through the WhatsApp platform.

Concerning the academic interactions and being aware of the situation of the students of the San Pedro Claver headquarters, the teachers have chosen to reduce synchronous meetings to one day per week with a duration of one hour, in this way to have just the necessary time to socialize the most important aspects of the development of the class.

***Description of the digital resources***

Following the contingency plan proposed by the institutions to continue the development of teaching and learning practices, the Francisco José de Caldas high school proposed the implementation of platforms that allow the administrative and educational part of the institution to maintain communication and interaction between parents, student and teachers. Hence, the main platforms and digital resources used in the seventh-grade are:

-Google Meet: To manage synchronous classes.

-Web Schools: To send educational information and evaluation space.

-WhatsApp: Channel that allows communication between teachers, students and parents.

### **Population level**

Considering a global perspective, the Francisco José de Caldas School has 3,180 students. However, focused on San Pedro Claver and the population for this project, the headquarters has 3 seventh-grade groups, made up of 40 students each, for a total of about 120 students. The seventh-grade of San Pedro Claver headquarters encompasses heterogeneous group of students, and the age range that was evident among students of the seventh-grade of the educational institution, varies from 11 to 14 years.

### ***Level of the language proficiency***

Regarding the curriculum, the seventh-grade students are beginners considered to reach a basic A2.2 level, consequently being able to “process simple and straightforward information and start expressing yourself in familiar contexts”. Nonetheless, the observation and interview with the supervising teacher, showed that the English level of the students was below the one proposed by the bilingual plan in Colombia, then evidencing that the students were indeed at the A1 level. Even so, it was recognized by the teacher that a small part of the seventh-grade population showed enough motivation to achieve the required A2 level.

### **Conclusion**

The internalization of key aspects of the educational institution Francisco Jose de Caldas, granted the accurate information to go in depth regarding the distribution and proper functioning of the English area. During the gather of institutional documentation including English teachers’ performance for the current virtual education, it was exhibited the best way to proceed while

implementing this proposal focused on reading strategies for a better comprehension in a foreign language, bearing in mind the population, fieldwork, guidelines and value of the high school.

### **Chapter III**

#### **Pedagogical and Investigative Component**

Significant Strategies for Developing Reading Comprehension in a Foreign Language at Francisco José de Caldas High School in Cúcuta: Action Research

#### **Introduction**

As mentioned by Carrillo (2015), through research, teachers have the opportunity to improve their teaching practice from the results obtained while studying the students' learning process. Being mindful of the participation of bilingualism in education and daily living, the implementation of research in the educational field grants the constant monitoring and encouragement of the discovery of new pedagogical strategies, methodologies and resources to enhance the students' skills in the foreign language.

Currently, the notion of reading has adapted more cognitive, metacognitive and significant methods stating that reading correctly is not only based on intonation or the fluency with which students read, rather reading looks for a real comprehension, since the process of reading involves linguistic and cognitive development, so it should be a priority that students know how to do a reading, and that they actually understand what they read (García, 2012).

Focusing on the above, this project sought to cover the need for reading skills that demonstrate understanding by students, based on this it became evident the implementation of reading strategies in seventh grade students of the Francisco José de Caldas school, since it was

pointed out the low performance and interest of students in this comprehension ability by the teacher of this course. The purpose of this research was to implement strategies that allowed the students to improve their reading habits, focusing on reflection and the creation of competent readers. Bearing in mind the health emergency, the assessment was carried out through the use of a portfolio, which allowed students to constantly check their performance. Having in mind the previous circumstances, this project relied on resolving the next questions:

**Main question**

How can the implementation of reading strategies enhance the seventh-grade students' reading comprehension?

**Specific questions**

Could the execution of reading strategies foster good reading habits in students?

In which extent does the execution of a portfolio impact the seventh-grade students' motivation and self-reflection?

**Justification**

Virtual education became a new challenge for the teaching practice and now for the trainee teachers, it is mandatory to seek innovative and creative strategies to get students interested in learning a foreign language. Bearing in mind the Francisco José de Caldas high school needs, this project was focused on ameliorating seventh-grade students' reading comprehension, since this skill has been unattended. It became evident the lack of students' skills to select primary and secondary ideas on a text, and to achieve a hierarchy of the same, it is clearly seen the inability to achieve abstraction of relevant knowledge as well.

Virtual education became a new challenge for the teaching practice and now for the trainee teachers, being mandatory the research of innovative and creative strategies to get students interested in learning a foreign language. In this case, the focus was on the Francisco José de Caldas high school needs in the amelioration of seventh-grade student's reading comprehension since this skill has been unattended, leading the students to continue on to higher education without actually having clarity on "what they look through, being unable to understand what they read", as García, G. (2012) pointed out, becoming evident the lack of skills to select primary and secondary ideas on a text, and to achieve a hierarchy of the same.

The author's project emphasized on those strategies that innovate the learning process, having in mind the health emergency that stopped the education from having the hourly intensity required to learn a foreign language; that is why, the portfolio emerged as a new tool to monitor the current skills and progress of the student throughout the involvement of the aforementioned reading comprehension strategies, thus, being an alternative method of assessment to recognize "student's growth of their skills performance" (Chrysa & Ifigenia, 2016).

### **General objective**

To implement reading strategies that enhance seventh-grade students' reading comprehension.

### **Specific objectives**

To foster good reading habits in students by implementing reading strategies.

To implement the use of a portfolio to encourage the development of motivation and self-reflection in seventh-grade students.

## **Theoretical Framework**

This section defines in a conceptual and theoretical way the main concepts of this study, as well as the authors' ideas that functioned as a guideline for this project, so the terms to explain are: reading comprehension, comprehension monitoring, teaching strategy, and the importance of reading since they focus on the basis of this research.

### ***Reading comprehension***

Regarding comprehension, the extraction of meaning from what you read, is the main goal of reading. The process of comprehension is both interactive and strategic. In this way, rather than passively reading texts, a reader must analyze it, internalize it and make it their own. As the University of Nejibra (2020) emphasizes, reading comprehension is not only the fact of making a fluid reading, making good use of intonation, pointing out the characteristics of the text and succeeding in correctly processing the information found. The comprehension skill is also the students' ability to understand what they read from a text, that is, when you seek to understand the global ideas of a text, then process them and discover their meaning based on your previously acquired knowledge, being this "the essence of language competence and future learning both inside and outside school". Given the complexity of reading comprehension, this ability in students can be influenced by certain factors that the University Nashville, divides into:

The reader - Referring to the reader's cognitive ability, motivational part, understanding, and previous experiences.

The text - It is based on the formulation of the text, thus the way to select, describe or present the information.

The instructive activity - Very important, since here is included the purpose of the activity, the nature of the task, the instructions used for the processing of the text and the expected results with it.

The Environment or Context - This highlights the native language and culture of students and teachers, factors that shape the classroom environment.

### ***Comprehension monitoring***

This is a methodology implemented while learning a new language, which is aimed at teaching students to monitor their understanding of the text, in some cases, this implies a second reading or posing questions about the text, so as to achieve a complete understanding of the meaning of the text. The Vanderbilt University stated that this is a process in which students are involved in the monitoring of their comprehension on what they are reading, in this way, they will be able to realize if their comprehension of the text is not enough to articulate the main ideas of it, so they would have to step back and repair their understanding before continuing the reading. Consequently, Adler (2001) point out that comprehension monitoring guidance teaches students to know about what they do comprehend, distinguish what they don't understand, and implement strategies to solve the comprehension inconvenient.

### ***Teaching strategy***

Instructional strategies are those that teachers use to implement course material in manners that keep their students engaged in the subject and help them to develop skills. Thus, a teacher may select the strategies to be executed based on the unit topic, grade level, class size, and classroom resources. Numerous sorts of teaching strategies are applied to accomplish teaching and learning objectives and to support students with different ways of learning. For that reason, Saputra & Abdul (2014) defined the term strategy as “the implication of thoughtful

planning to do something”, in this case to give a significant learning, so these strategies have an organizing and demonstrating objective to first, connect the learning situations where students are put, and second to trigger their mental components of learning. George Mason University (2010) mentions that teachers should target making learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate.

### ***The importance of reading***

Reading is an exercise for the mind, since it helps students to calm down and relax, it helps to open doors to new knowledge and to enlighten their minds. Students who read grow up to have better cognitive skills. In this way, the reading activity is one of the most important ways of learning, as it is as well connected with literacy and civilizational development. “Reading activity motivates students to learn, as it is based on love not on a mandatory task. This activity gives students the chance to choose what they love to read, which means that there is an inner motive to do the activity” (Nacer, 2015). For this reason, the teacher can implement reading to make a student study harder even in the subjects that are not in students’ interest, being this an effective way of learning.

### **Literature review**

Focusing on Lourdes (2001) article entitled "The importance of reading in the learning of foreign languages in ESO”, there is stated the importance of choosing successful books and texts to strengthen reading in a target language, following the specifications of the common European framework of reference for Language (CEFR) regarding levels A1 and A2. Therefore, the author mentions the relevance of doing an autonomous reading, but also of doing it together with the teacher and partners, thus achieving a collective and meaningful work, where they can monitor



their understanding of the text. He also points out that readings to teach a foreign language should consider the use of cultural factors, where you can also implement the use of authentic material that will immerse the student in a real foreign context. On the other hand, the use of the dictionary becomes relevant since for the author this tool will allow the student to have at hand "a source of phonetic, grammatical, lexical, cultural, historical and technical information".

Continuing with the importance of reading, Garcia (2012) article entitled "Reading comprehension as an essential pillar for student learning in all curricular areas", highlights the teachers' potential to make the reading process a funny, motivational and meaningful mechanism for students. Likewise, it is pointing out the use of activities to enhance reading competences, where the author mentions as an example the functionality of using the dictionary to have a global understanding of what is being read.

For this study it was important to know the concept and functionality of comprehension monitoring in students, aspect that cover Mazzitelli et al (2007) in the research article "Strategies for monitoring understanding in reading difficult science texts", where they focus on metacognition, proposing the fact that every student must become an autonomous reader, therefore he must be able to control and regulate his process of understanding. In this way, comprehension monitoring is presented as a method to create a reader that is aware of the strategies and processes that he carries out during the reading action, based on the capacities of assessing the meaning of the text and its relevant aspects, as well as being able to recognize the difficulties that prevent students from achieving and developing a better relationship with reading and in doing so to create ways to improve the levels of reading comprehension.

Moreover, the use of the portfolio emerged as a new assessment tool that demonstrates to set aside traditional assessment methods, as demonstrated by Huri (2015), in his article entitled

"Online English language learners' perceptions of portfolio assessment", where the benefits of the portfolio are evident during the learning and evaluation process of students, taking into account positive aspects such as: the development of autonomy, critical thinking and reflection of students on what has been learned. Thus, contributing to create active students, who evidenced their preference for the qualitative assessment of the portfolio, instead of multiple-choice tests, mentioning that the latter do not reflect on what they have actually learned.

In the light of portfolio assessment benefits, in their article "The European Language Portfolio (ELP) as a teaching, learning and assessment tool of writing skills in Senior High School", Chrysa and Ifigenia (2017) address the most important differences between traditional assessment and new alternatives such as portfolio use, which allows students to collect and evaluate learning over a period of time rather than being taken at one point in time, the portfolio is usually formative rather than summative in comparison with the traditional testing. In this way, students immerse themselves in aspects such as, self-assessment, reflection, motivational and metacognitive processes, taking into account that through the constant use of the portfolio they will have at their disposition the documentation of their strengths and weaknesses. The relevance of the portfolio in this study includes the need of supplying documentary evidence to gradually follow the students' progress while working reading comprehension, giving them the opportunity to perceive the corrections as a benefit instead of a way of reproval.

### **Methodology for implementing the proposal**

Since this project aimed at implementing significant strategies that enhance students' reading comprehension, the purpose was to improve in seventh-grade students three main reading comprehension skills: (1) literal comprehension, (2) evaluative comprehension, and (3)

inferential comprehension, which is necessary for students to learn properly the texts studied in class, as named by The IRIS Center Peabody College Vanderbilt University Nashville methodology.

It is important to say that according to the health emergency, this proposal implemented through reading worksheet material, adopted a mixed working methodology, since according to the English teacher of the seventh-grade students, only the 30% of the students in his class at San Pedro Claver headquarters had access to the ICTs to work through virtual reading strategies, leaving the other 70% of students who had not access to the digital resources and platforms working out of the virtual environment.

Bearing in mind the short period of time for developing this project, and the virtual education disadvantages, the activities implemented with the students in order to ameliorate their reading comprehension, were presented in workshops. During the development of the activities there were applied strategies to guide the students to have a significant understanding of the text. Those strategies carried out were: the use of prior knowledge or previewing, questioning, and finally story maps, these were worked individually; according to the students' schedule the tasks were sent and explained in lapses of 15 days which essentially were didactic workshops for the students to develop autonomously focused on the topics worked during the synchronic meetings with the teacher, nevertheless the students has always the option to present and solve their doubts by sharing them through the WhatsApp platform which was their main channel of communication. Additionally, there was a weekly synchronic contact among the trainee teacher and the percentage of students that could access to ICTs, when the strategies mentioned above were applied in real time, thus it was evident the students' performance, motivations and the impact that the implemented strategy had in their reading comprehension.

### Material and activities implemented

The pedagogical and investigative proposal was carried out at the San Pedro Claver seat, the strategies proposed for the integral practicum were implemented every two weeks as stated in the chronogram. The activities to improve students' reading comprehension were developed with three courses of seventh grade, it was visible that 16 to 21 students joined the meetings bearing in mind that each course has 40 students ([see appendix a](#)). The table below describes the material, reading comprehension strategies, subjects, and description of the activities worked during the integral practicum with the San Pedro Claver seventh-grade students:

*Table 6 Material and activities implemented in the pedagogical component*

<b>MATERIAL</b>	<b>STRATEGY</b>	<b>SUBJECT</b>	<b>DESCRIPTION OF THE ACTIVITY</b>
Worksheet	Questioning	Likes / personal description / present simple	The worksheet for the first strategy ( <a href="#">appendix b</a> ) was divided into three sections, the first stage was a warm up activity to let the students know the unknown vocabulary that would be studied during the next stages, that vocabulary was developed doing a word-image association meaning that there was a table with three columns, the first had the word in Spanish, the second was thought to put the word in English and the third had the image representing the word; the next stage was the reading, a text focused on present simple, for this section the reading was made out loud by the students together with the trainee teacher in order to practice pronunciation, also while they were reading they were asked to explain what they understood of the sentence; the final stage was the assessment of the students' reading comprehension, in this way there were proposed some questions concerning what was just read, the students had to answer what they understood using present simple.
Worksheet based on the KWL strategy an acronym for known, want-to-know, and learned being an effective	Previewing	Hobbies	The worksheet ( <a href="#">see appendix c</a> ) was divided into three sections, starting with an ice breaker exercise where the students had to match the unknown vocabulary with the images, the vocabulary was linked to hobbies. To move forward the next stage, it was explained a table divided into three columns, in the first one they had to write the hobbies they know; then when finishing that column the trainee teacher had to read the title of the text for the next stage so the students would be conscious of the

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way to read with purpose.	<p>topic studied, consequently in the second column the students had to write the questions that came up on the topic; in order to continue with the third column the students and the trainee teacher did read out loud the text focus on hobbies and habits, again the students were asked to explain what they understood of the sentences they read, finally they had to fill the last column with that they learned about the text; for the last stage that was the assessment, it was proposed a kahoot activity where the students were asked to difference the good habits from the bad habits regarding their understanding of the reading.</p>		
Kahoot activity			
Worksheet	Story maps	Stories and tales / Main elements of a reading	<p>The workshop (<a href="#">see appendix d</a>) was focused on tales and stories, specifically in a Scotland tale to adventure the students to connect to the foreign culture, for this the first activity was an image-word association exercise to introduce the students to the new vocabulary. Then it was previously created an online book with images accompanying the text in order to have a better interpretation of the tale, during this step the students were asked to read out loud a paragraph and next choose a classmate to continue with the reading. When the tale was understood, the pre-service teacher shared the instructions to fill the graphic organizer, where the students had to write the title, the main characters, the setting, the important events to assess their comprehension of the tale, and to finish they had to write about a Colombian mythical creature to compare both cultures the maternal and the foreign.</p>
Graphic organizers			
Online book			

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*Source:* own resource

It is necessary to mention a meeting with students of sixth-grade where the pre-service teacher was asked to explain and solve the students' doubts regarding the lapse 5 in this course, the subjects were present simple and frequency adverbs. To start the lesson, the students' knowledge was refreshed with an activity to use frequency adverbs in English and Spanish, then a brief explanation of present simple was required to continue with the understanding of each activity in the lapse.

## **Planning**

With the purpose of making the supervisor aware of the activities to work with the seventh grade students, it was created a specific planning for each worksheet to highlight the

subject to study, the date when the activity was implemented, the linguistic, the communicative and the socio cultural objective, as well as the skills to improve, the task, and the stages of the class ([see appendix e](#)). The trainee teacher suggested a planning divided into three main stages comprising the following order: the introduction of the topic of the lesson with a warm up or ice breaker activity always pointing out at discover unknown vocabulary, the production activity where the improvement of the reading comprehension by implementing reading strategies is the main focus, and finally the evaluation and closure of the lesson to remark what was learned and to assess the students understanding of the topic studied, the first planning focal point was the questioning strategy, for the second one was the previewing strategy and for the last planning the story maps strategy was the spotlight . In general, the creation of lesson plans was carefully constructed to boost the trainee teacher's confidence and maximize the possibility of having meaningful learning sessions with the students, the planning equipped with a general outline of the goals and the stages needed to achieve them.

### **Research methodology**

Being aware of the teacher's point of view about the importance of taking part in students' learning to enhance their reading skills, it was necessary to implement a qualitative research action that according to Sagor (2000), is a disciplined process of investigation carry out by and for those taking the action. "The primary reason for engaging in action research is to assist the "actor" in improving and/or refining his or her actions", pointing out to the identification of a phenomenon which in this case were the weaknesses seventh graders had in developing a productive reading comprehension. In action research, the researcher has to choose a specific group of learners to work with, in this case were seventh-grade students from the

headquarters of San Pedro Claver, where were implemented innovating strategies in the classroom in order to seek a solution to the problem (Ellis, 2010).

### ***Population***

This project was carried out at Francisco José de Caldas high school, specifically in the headquarters of San Pedro Claver in Cucuta, in Colombia, within the seventh-grade students. In terms of the research sampling, this project relied on a purposive or sampling, that according to Lavrakas (2008) its main objective is “to produce a sample that can be logically assumed to be representative of the population”. There were 40 students being a mixed-genre class; the age range of the students varied from 12 to 14 years old. Their English level was supposed to be an elementary A2, nonetheless the data analysis of their works showed that they are in a beginner A1 level, also it was evident that nearly 20 students could connect to the synchronic meetings with the teacher having 1 hour per week, the rest of the students could only work in an asynchronous manner, bearing in mind their lower social and economic situation.

### **Data collection instruments**

This project followed Stake’s (1995) data gathering in qualitative research approach techniques, which conceded the guide to collect information encompassing the study objectives such as, people, objects, phenomena, and the setting where the study was developed, with this purpose the instruments applied were direct observations in a holistic manner with regard to objectively observe students’ performance during the virtual meetings, as well as, semi directional interviews, documentary analysis, field notes and questionnaires.

***Semi-directional interviews.***

Denzin & Lincoln (2005), the semi-directional interview was an instrument that served as a point source for knowing the teacher's perception regarding students' performance, as well as the teacher's methodology implemented.

***Documentary analysis.***

Andréu (2018), documentary analysis served as an intellectual operation aimed at identifying the information contained in a document or set of documents and expressing it without interpretation or criticism, in a concise and precise form such as a summary and an extract. The aim was to allow the memorization, the identification, the subsequent dissemination of the information or the source document. The benefit of this instrument was to allow the analysis of the students' works to evaluate their performance progress during the study.

***Field notes.***

Hoepfl (2011), field notes is the instrument that contains the reflections of the researcher experience, it was used to note key ideas, unexpected obstacles, description of settings and people, among other possible notes taken in and during the course of the study, which took place each week.

***Questionnaires.***

Based on Bhat (2018) questionnaires are a research instrument compiling a set of questions aiming to gather information, so this instrument allowed this study to realize the seventh-grade students' perceptions and opinions regarding the subject treated, it was implemented at the beginning of the project and at the end, in order to know students' thoughts.



**Limitations and ethical considerations**

It is important to point out that this project considered two main aspects: firstly, respect for the dignity of the participants and respect for anonymity. The results were shared in a clear and textual manner, as the data collected must be completely faithful to reality. Secondly, participants were not judged or criticized in order to respect their dignity, which encouraged active and dynamic participation. As a result, the names of the participants were not included in this study and all data was analyzed anonymously.

**Analysis and interpretation of data*****Data analysis***

In order to get specific information regarding the focus of the study, and according to the objectives proposed, it was necessary to implement the typological methodology to analyze the data collected. Hatch (2002) explained typological analysis as “the typologies that are created from theory, common sense, and/or research objectives, and initial data processing happens within those typological groupings”, for this reason this analysis was applied as a strategy to describe qualitative data, whose purpose was the development of a set of similar but at the same time distinct categories within the studied phenomenon concerning reading comprehension. In the light of this methodology, the instruments that recollected data for this project were documentary analysis, surveys and field notes. The steps followed for this analysis started with the identification of recurrent typologies while analyzing the data collected, to the constant reading of data to mark entries and look for patterns within the typologies created, in order to get

relationship among the patterns classified to finally select and codify data excerpts that support the generalizations categorized. The typologies identified after documentary analysis were cultural factors, vocabulary and comprehension monitoring, giving response to the main and first specific question as describe in the next section.

### *Interpretation of data*

The operation of these instruments was accurate for the gathering of information while implementing the strategies for improving reading comprehension in seventh grade students; regarding the semi-directional interview this was successfully applied before starting the integral practicum to know the methodology and the level of proficiency in English of the population, that throughout the development of the project have showed cohesion when evincing not only the A1 level of the students but also the importance of applying this study. As presented in the table below where the seventh-grade teacher expressed his perspective in relation to the students' difficulties with the foreign language and the way he worked on them, this interview gave the main steps to know the ways to go and implement the strategies to enhance students' low performance in reading comprehension.

*Table 7 Teacher's Methodology and Didactic Tools*

<b>Question</b>	<b>Answer</b>
What is the skill in which seventh graders have the most difficulty to learn?	Reading comprehension is the ability that the teacher has been focusing on with seventh graders, given their low performance during the first period.
How do you work each skill?	Reading: Reading comprehension activities. - Writing: Personal presentation, telling a short story, making letters for special occasions (Valentine's Day). -Speaking: Dialogues, brief oral presentations. Listening: is not worked.

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What is the language level of the students?	70% of students have A1 level, however, the teacher stresses that the remaining 30% of students have A2.
Are tutorials conducted with students?	No tutorials, doubts are solved by WhatsApp.
Are synchronous encounters developing?	One meeting per week, with a duration of 30-40 minutes, here the lapses are socialized and they perform short activities.
Number of students and their connectivity.	In the group there are between 40-45 students, of which 20-25 are connected during synchronous encounters. The others get the tasks through WhatsApp.
Use of digital resources/platforms.	Google Meet: For the management of classes, use of the virtual board. -Web Schools: Creation of assessment. -WhatsApp: Sending guides, instructions, interaction with students. -Youtube: Explanatory videos.

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*Source: own resource*

The field notes let the trainee teacher to evaluate herself in regard to her role as teacher and the impact that her teaching has on the students, these were weekly type to reflect the thoughts that a pre service teacher can have facing the profession and the difficulties that the same entail. With this instrument the trainee teacher not only delved into the low performance of English in public schools, but also into the affirmation that motivational aspect was mostly the weapon to attack the lack of confident to learn a foreign language.

In addition, the questionnaire demonstrated to be a valid instrument to precisely know the student's thoughts about the phenomenon worked and quite important to be aware of their preferences concerning the development of the classes. The students' answers gave a clue about the subject to teach while implementing the reading strategies, having in mind that their comments pointed out at "*tales, adventure novels, and science fiction*", as it was showed in the first questionnaire applied "You and Reading" to know their perceptions in respect of reading habits, where it was identified as well that the public high school is not totally concern about the students skills improvement, because when giving an answer to the question "What is the reason you don't read?" the students words were "*I never found and interesting book*" and "*nothing*

*encourages me to read*". It is important to point out that a second questionnaire was created to realize the students' perceptions with regard in the portfolio implementation as the method for assessing reading productions, besides their predilections for the activities developed in class. This questionnaire "Portfolio of Corrections" as stated in the results section of this project, was the main source to realize the students' thoughts concerning a new way of assessment.

Otherwise, pointing out at the documentary analysis this was the most recurrent instrument since it was necessary to create a rubric in order to classify the students' productions, which were firstly organized in the portfolio that in fact, was the main source of worksheets recollection and assessment. Hence, the documentary analysis was the basis to know the achievement of the reading strategies objective to improve the students reading comprehension, as it is presented in the results section of the project.

### ***Chronogram***

Regarding the activities proposed in the chronogram, most of them were developed as stated, nonetheless there were a lot of changes in the dates bearing in mind the strikes and health crisis in the country. The activities listed below, state the actual reading comprehension activities, dates and material implemented while carrying out the proposal with the San Pedro Claver seventh-grade students:

*Table 8 Chronogram Related to the Activities Developed for the Pedagogical Component*

<b>ACTIVITY</b>	<b>TOPIC / STRATEGY</b>	<b>WEEK</b>	<b>RESOURCE</b>
First	Teacher's methodology / Students perceptions regarding reading	March 22-26	Semi-directional interview Questionnaire
Second	HOLY First workshop: Questioning strategy	WEEK April 5-9	Worksheet

Third	Lapse 2 explanation / Present simple	April 12-16	Slides Lapse 2
Fourth	Second workshop: previewing strategy	April 19-23	Worksheet Kahoot
Fifth	Tutoring / Lapses delivery / Portfolio	April 26-30	Portfolio online
Sixth	Students' perceptions regarding the portfolio Third workshop: story map strategy	May 3-7	Questionnaire Workshop

*Source: Own source*

During the first week, the semi-directional interview was applied to the supervisor, and the data analysis allowed to confirm the methodology, level of language of students and their low performance in reading comprehension. In addition, the first questionnaire was sent for the students to express their perceptions about the habit of reading, with this instrument it was able to realize the student's stance on the skill and their preferences for topics, as the results showed they are into "*science, fiction and history*", and that they have willingness to immerse themselves in a book, this results were showed to the supervisor so he could be aware of what motivates the students. Reaching the second week, it was developed the first workshop with regard to reading comprehension, even though in the chronogram was stated that the first activity will be previewing it was necessary to implement the questioning strategy since this is a well-known activity for the students to get introduce in the strategies. Then in the third week, the explanation of the lapse 2 was the main task, some of the students joined the meeting to answer questions and resolve doubts of the exercises presented in the lapse, also it was explained the grammar for them to develop the lapse. For week four, there was a meeting where the supervisor was not present for academic reasons, again it was necessary to modify what was written on the chronogram to apply the second workshop regarding reading comprehension implementing the previewing strategy; besides the lapse 3 had to be broke down to answer questions according to the development of the same. Moving forward, in the fifth week the main task was to do tutoring

for the students that wanted to improve their pronunciation and for those who had doubts concerning the development of the lapse 3, it was required to receive and organize the students' lapses as well, so the supervisor could grade them. Moreover the portfolio was created with the activities developed for the students so far and sent it to them and their parents to look at the corrections ([see appendix f](#)). Bearing in mind the strikes developed during one month in Colombia, the activities proposed in the chronogram had to be suspended, therefore the last strategy worked to enhance students' reading comprehension was the story maps, implemented in a workshop and focused on the students preferences as the tales, also a questionnaire was sent to know the students' perceptions concerning the portfolio assessment.

## **Results**

Due to the COVID-19 health crisis and the virtual education, the teaching of a foreign language specifically of the reading comprehension did not have the attention required to improve it, for this reason it was vital to take part of the solution and look for those reading strategies that supported the amelioration of the students' reading comprehension, as questioning, previewing and graphic organizers were. Even though the previous strategies were the focus of the study to foster good reading habits on the students, it has to be highlighted those other strategies that emerged throughout the process such as the visualizing method to realize the context of the reading, the identification of key words and main ideas, the use of dictionary to understand the subject, guessing the meaning, among others. According to this argument, the implementation of this strategies was successful when working on the students' reading understanding as demonstrated while analyzing the student's workshops, hence the typologies found as the most remarkable aspects for applying this strategies in the classroom and foster the

participants reading habits are listed and supported below, where the letter “P” makes reference to the participants:

1. The cultural factor as Lourdes (2001) stated this allowed to immerse the classroom in a real foreign language context keeping the students’ attention while developing the readings planned for each session, where the students showed their interest in the comparison of foreign and familiar mythic creatures texts, thus when they were asked to describe one they knew in their country this was the result:

*P1:* “La Patasola, who is a woman who walks on one leg through the mountains attracting men to satisfy her desires, is in Tolima”

*P2:* “La llorona, killed her children and goes out at night dressed in white looking for her children and has her face covered by her hair”;

2. Vocabulary development highlighted by Lourdes as well, placing an emphasis on the use of dictionary to have a source of grammatical, lexical and technical information for the students’ learning, what goes together with reading comprehension, which during the worksheets was a significant aspect to understand the texts thus the tasks where the use of new vocabulary was constant not only while doing the warm up activity based on image-word association but when following the instructions to talk about hobbies:

*P3:* “How do they fertilize the land and grow food?”

*P4:* “Feed the animals is a hobby”

*P5:* “Walking, drawing, cooking, listen to music”

*P6:* “Playing outdoor games is a hobby”

3. Comprehension monitoring was the main aspect to point out the students' practice to enhance reading comprehension, since this was focused on the students becoming autonomous readers, so being able to regulate their process while reading (Mazzitelli, 2007). In the three strategies implemented the participants proved their understanding of the texts when solving the activity proposed for knowledge assessment:

*P7: "No, she studies French", "Yes, her favorite food is pizza"*

*P8: "We as adolescents should take advantage of free time doing sports"*

*P9: "The story was in the sea, the secondary characters are the people who take a picture, the seal, the eel and the bird".*

Indeed, the implementation of reading strategies enhanced the seventh-grade students' reading comprehension by giving them the option to realize what strategy fit the best for each one of them to applied it when wanting to comprehend the main aspects of a text. The objective was to make the students aware of the several strategies that they can adapt to their reading to actually take advantage of the content.

To continue with the findings, a last survey was shared with the participants to know their perception with regard to the portfolio execution as a way of assessment, although their comments on the survey when asked to explain the use of the portfolio were "*to promote the understanding and exchange of ideas with the teacher and classmates*" to some, and "*it is the space where the productions made during the course are presented*" to others, or "*is an assessment method*", the implementation of portfolio because of the political, economic and salubrious crisis lived in 2021 during the putting in place of the present study, did not properly achieve the purpose of being a source of self-reflection and motivation for the students, taking



into account the lack of internet connection and sometimes commitment of the students. Nonetheless, the online portfolio was created and shared with the parents and students to make them aware of the process and activities developed during the pre-service teacher integral practicum. On the other hand, the results of the survey showed the students thoughts with reference to the formats of reading worked, stating their preferences for short texts with images instead of long readings to actually understand a reading, as written by them:

*P10*: “they were simple to easy learn being very useful for academic study”,

*P11*: “Interesting and new work experiences very good explanations and interesting and easy to learn topics”,

*P12*: “I found the classes with Julieth very good and educational because with her classes I understood better the topics of each guide and with her readings I could better handle the English language”.

## **Conclusions**

Even though the global health emergency affected the usual way of learning and teaching, the project was successfully completed, in this case virtual education was not an obstacle to its realization. The implementation of strategies as previewing, questioning, and story maps were well-founded approaches for the teaching and improvement of the students’ reading comprehension. The students participated actively in the different workshops planned bearing in mind that the subjects worked were always familiar to them. The strategies implemented to improve students’ comprehension have demonstrated the importance of a wide teaching methodology focused not only on one technique but also on searching and putting into practice new strategies that allow the discovery of a meaningful learning for the students. In addition,

throughout the first weeks of the integral practicum the motivation and a close accompaniment of the students' process have been necessary to reach a significant learning environment, for that reason the lesson plans must be centered on the students' daily vocabulary and routine so they can actively participate using their previous knowledge and the desire to increase it.

### **Recommendation**

Since this study was merely virtual, it is relevant to mention the huge impact of the ICTs in the development of this project, the network and its numerous tools became established as the students' and pre-service teacher's favorite "environment" to support and reinforce the English skills in this case the reading comprehension. Bearing in mind that either the house or the classroom keep being important settings for the students to practice with reading understanding activities, this are no longer engaging for teenagers, for this reason the implementation of innovating tools, didactics webpages and texts in different formats making the reading varied as claimed by Zenotz (2019), are better received by students because these are easy to find online, usually in more striking presentations and especially there is the possibility of simultaneously making use of tools as translators and online dictionaries. To sum, this facilitates the construction of new proposals related to foreign language reading comprehension strategies and therefore the use of ICT as a pedagogical tool.

## **Chapter IV**

### **Community Outreach Component**

Learning English through Drawing at Francisco José de Caldas Primary School

#### **Introduction**

The proposal of the Educational Revolution of the MNE (2005) contemplated the fact that in Colombia the education gave the possibility of being proficient in English as a foreign

language, since according to the Ministry of National Education, (2005), having a good level of English facilitates access to educational opportunities that may help the improvement of life quality, as well as preparing the population to compete in a globalized world. For this reason, in view of the challenges that children are facing today, it is important not only to master the native language but start since an early age to acquire knowledge in two or more languages.

Although it is evident that teaching English to children has its difficulties because they are more interested in playing than in learning formal terms, the teaching of English in primary must be given from games, rounds, songs, simple stories, videos, puzzles, among others. In such manner, the current goals for the teachers should be to take advantage of all the digital resources that we have at hand to make learning English a fun and meaningful space for children, so they will realize that learning a foreign language is both, profitable and fun, then the interest towards the course will grow more and more. As part of the pre service teachers' role in the integral practicum, the integration of their knowledge and skills to teach a foreign language in primary school as a way to cover the first levels of education, claims the whole development of the teaching practice, given the learning of English the importance that it deserves to increase the fields of opportunity.

### **Justification**

The teaching of English in public schools in Colombia is a job that has been haphazard by the Ministry of Education, since the foreign language in these schools is usually taught by teachers which do not have the English proficiency needed for teaching, and this situation is risking the quality of the English curriculums in schools and the approach to students' learning of English. For this reason, with the purpose of making this problem a little better for primary

students from Francisco José de Caldas school, it was implemented a pedagogical proposal for teaching English in third grade.

This project aimed to raise awareness of the teaching of English in primary school, in this way contributing to the basic training in a foreign language that is necessary and essential at the beginners' level. As a result, it was carried out as part of the community outreach component of the integral practice developed by the last semester students of the Bachelor's Degree in Foreign Languages of the University of Pamplona, as a way to be part to the strengthening of the teaching of English in the primary school sector.

### **General objective**

To implement drawing for teaching English in a fun and meaningful way to children.

### **Specific objectives**

To create didactic tasks based on students' interests and likes.

To teach the vocabulary in context around children's interests.

To make foreign language learning a fun and lifelong process for the children.

### **Methodology**

Throughout the present project, the learning of vocabulary was the main objective, the children watched short videos to work on their aural skills, and the speaking was worked as well, during the lessons the children were asked to repeat the words in order to practice their pronunciation in English. The target population for this project were first and second grade primary students at Francisco José de Caldas School in the city of Cúcuta, who due to the current health emergency were having virtual education, where students joined a synchronic weekly hour of English, meeting the teacher through the meet and teams platforms in order to develop the subjects proposed.

### ***Chronogram***

Regarding the compliance of the chronogram, during the lessons centered on the primary school children the subjects taught were completely different from those proposed on the chronogram, nevertheless the lessons could be developed but focus on the topics shared by the supervisor. In the next table it is established the activities worked, the topics, the dates and material executed with the primary students:

*Table 9 Chronogram of Activities Related to the Outreach Component*

<b>ACTIVITIES PER WEEK</b>	<b>TOPICS</b>	<b>WEEK</b>	<b>RESOURCES</b>
First activity	The weather	22-26 March	Song Worksheet
Second activity	Numbers from 1 to 10	5-9 April	Video Worksheet
Third activity	Numbers from 10 to 20	26-30 April	Song Worksheet
Fourth activity	Colors	10-14 May	Flashcards Worksheet

*Source: own resource*

During the first meeting the trainee teacher was accompanied by the teacher supervisor, and 21 children ([see appendix g](#)) of second grade were welcome to the new topic that was focused on daily vocabulary: the weather; the introduction to the topic was given with flashcards of the vocabulary with images and words that the child could easily associate, then it was played a video with a song that presented the specific vocabulary to learn in a context known to them, for both activities the children were asked to repeat the English word and to do a word-image association task, to finish the lesson a kahoot activity was played to check the students' knowledge. Bearing in mind that the main objective of the proposal is to learn English through drawing to assess the children understanding of the topic it was proposed an interesting and

funny activity, where the children had to draw the word depending of the vocabulary taught ([see appendix h](#)).

Besides, for the second and third meetings with the second-grade children the topic proposed were the numbers from 1 to 10 and from 10 to 20 as the teacher suggested. The lessons were developed first playing a video to remember the numbers in Spanish, then it was followed the strategy with the flashcards to practice pronunciation in English and the video to listen to the pronunciation, afterwards to assess the vocabulary learned it was created a memory game based on word-image association. Finally, to assess the students' understanding of the lesson a worksheet ([see appendix i](#)) was sent for them to print it which was based on drawing and coloring, in this way implementing the main objective of the outreach component proposal.

Otherwise, in order to contribute with the primary teachers I was tasked to create and send academic material for first-grade students. I have been sending the slides and worksheets implemented with the second-grade students, in fact one first-grade primary teacher asked me to teach a lesson about numbers from 1 to 10. The lesson was introduced with flashcards and a video, so the children could practice pronunciation and listening, a homework was sent as well to assess their understanding of the topic.

## **Conclusion**

When teaching to primary school students, the games, the colors and the music were factors that catch the children's' attention allowing the development of the lesson, because throughout the activities implemented it was evident that the children have the motivation and the disposition to learn, however it is quite important to have a classroom management to properly create a meaningful learning environment.

The teaching of English must be based on activities that the child finds interesting and fun, in order to maintain their attention and achieve a meaningful learning. Imposing a rigid method of study or learning on a child is totally inadvisable, and can achieve results contrary to those desired. Considering that the best way to teach children is by activities and games, it is important that the child perceives the learning as something fun and a common reason to share with the teacher.

## **Chapter V**

### **Extracurricular component**

#### **Introduction**

For the last stage of the trainee teacher, it was relevant to immerse herself in a real teaching context in order to put into practice everything learned throughout the University degree. First, to get to know this context it was important to focus on the educational institution administrative organization, its objectives, and its approach, among others. Likewise, it was mandatory to know the extracurricular, academic or cultural activities that the school developed over the first semester, to integrate and contribute to the progress of the school projects.

This component represents the pre-service teachers' opportunity to assume extra-academic activities and responsibilities that are always present in a school, in that event, they were able to know and carry out all the roles of a teacher with the educational institution. Extracurricular activities allowed trainee teachers to be conscious of their duties, as well as to adapt to new circumstances, besides they acquired the experience and knowledge necessary for the process of teaching.

**Justification**

During the health emergency, the program of extracurricular activities of the Francisco José de Caldas School was adapted to the virtual education serving current needs, as well as complementing the integral education of students, creating a plan of activities that in a playful and fun way let to continue working the students' personal talent. Therefore, these activities are tasks that students perform outside of their academic duties which help them to strengthen their knowledge, also allowing them to have a much more complete cognitive training and of course, appropriate interpersonal relationships. In addition, while students usually have the opportunity to pursue a wide range of study areas through core subjects, extracurricular activities allow students to explore an interest in more depth than what is covered in class, so providing a great chance for students to broaden their perspective of the world.

**General objective**

To participate in Francisco José de Caldas School extra-curricular activities during the first semester of 2021 in virtual education.

**Specific objectives**

To support teachers with the planning and execution of extra-curricular events.

To participate in cultural and religious extra-curricular activities.

To guide Francisco José de Caldas students, specifically those belonging to San Pedro Claver seat in the participation of extra-curricular events.

**Methodology**

Being part of the planning program, the schools always have to propose extracurricular activities to go out of the classroom context along the academic year, for this reason, the trainee teacher made the most of each activity in order to integrate herself with the school members, and



to be prepared to contribute to the program so the stipulated objectives can be achieved. This component was focused on having enough knowledge regarding the institution community, organization, regulations and guidelines, being involved in processes that allowed the pre-service teacher to closely develop the role and functions of a teacher out of the teaching practice in a classroom. Consequently, being active participants of the implementation of proposals and the execution of the extra-curricular activities, designing, running diagnostics, applying the proper solutions to fill the community needs.

This project was developed having a direct contact with institutional meetings, meeting planning, encounters with parents, and all following institutional dispositions. Moreover, with regards to the institutional program, there were main activities that focused on culture, the enhancing of the use of ICTs, and meetings to plan and know different aspects of the teaching process, in which the trainee teachers took part at the forefront, either by creating the ways for the spreading of information or by participating in the development of those activities implemented with the students. The schedule for these activities followed as bellow:

*Table 10 Extra-Curricular Activities Chronogram*

<b>DATE</b>	<b>ACTIVITY</b>
April 23 <sup>rd</sup>	Growing up together!
From April 9 <sup>th</sup> to 16 <sup>th</sup>	Let's learn English together through musical activities
April 30 <sup>th</sup>	English song festival
May 7 <sup>th</sup>	Growing up together!
May 9 <sup>th</sup>	Explanation of the use of virtual platforms as a tool for the development of classes.

*Source: own resource*

The chronogram was followed by both the pre service teacher and the supervisor, the first activity concerning the project was the “growing up together” with the purpose of teaching a virtual platform as a tool for the development of the classes, it was necessary to assist and participate in the meeting. Likewise, it was a meeting to know how to use the platform teams, where the trainee teachers and the supervisor were invited to implement all the resources that the platform has with the purpose of experiencing a more didactic and easier teaching when creating meetings, tasks, assessments and sharing information with the students. Besides, it was necessary to create a video tutorial to reinforce the primary teachers’ use of virtual platforms to create games for making their classes more didactics, since the use of ICTs is the most recurrent resource to teach and plus when children are the population ([see appendix j](#)).

The English Song Festival was the extracurricular event in which the pre service teacher had the most participation concerning the academic component, given that it was proposed by the trainee teacher to do tutoring with the students that needed to ameliorate the pronunciation of words in English with the intention of participating in the ESF, the tutoring used to be after class and the students could sing and practice English during one hour. Furthermore, the supervisor assigned the task to invite the seventh and second grade students to take part of the event, for this in every meeting with the teenagers and the children the trainee teacher explained the guidelines to join the competition as well as the accompaniment of training for the ESF. Additionally, for choosing the participants of the ESF a meeting was scheduled to join the supervisors and the trainee teachers, taking part and being aware of the procedures to select the students that were going to compete, and to know the rules and requirements to participate, so during this meeting the videos of the students singing in English were shared in exchange for opinions about the performance and eligibility to be a possible contestant.

Finally, it is important to highlight the space for academic advice to the students and parents through WhatsApp bearing in mind that most of the students had connection issues, from Monday to Saturday the trainee teacher received messages regarding the students' process with the activities done in class, as well as their performance in the subject. Also as mentioned before, the supervisor assigned the pre service teacher the task to collect the seventh-grade students' lapses, therefore the contact with the parents and children was constant.

### **Conclusion**

The trainee teacher's participation in extracurricular activities such as tutoring, and academic and organizational meetings, creates a sense of ownership of her role as pre service teacher giving the opportunity to contribute with thoughts, academic material and logistic for the events of the school community including academic advice for parents and students, as well as teaching and accompanying for the learning process.

## **Chapter VI**

### **Reflective Approach to the Integral Practicum**

#### **Introduction**

The relevance of reflective practice falls on encouraging teachers to understand their students as well as their skills and needs. A reflective approach guides the teachers to put themselves in their students' shoes, as Brookfield (2017) stated "of all the pedagogic tasks teachers face, getting inside students heads is one of the trickiest. It is also the most crucial". Furthermore, by reflecting, teachers create an environment which centers on the learner, once the teacher establishes the reflective process, the quality of teaching and learning will improve

notably, since the teacher will be aware of the students' different learning styles and individual aptitudes, so being able to plan the lessons based on these. Reflection encourages the teaching practice to be innovative and keep updated with new practices and strategies, this can help to work on any areas the teachers realize they need to improve, since reflection focus on the learning process, so learning outcomes will improve as the teacher reflects on how the learners are learning.

### **Main objective**

To build a reflective habit and mindset through reflective approach to the integral practicum.

### **Specific objective**

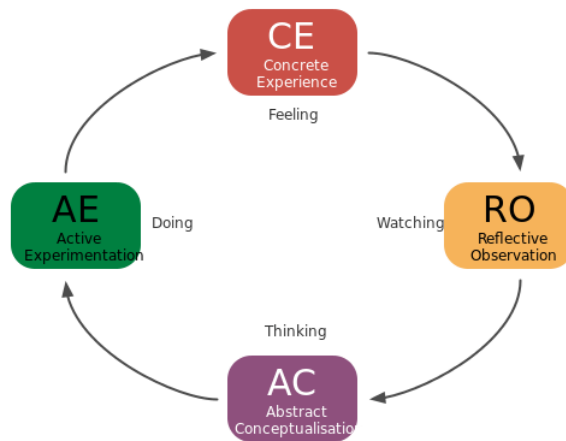
To improve teaching process by taking advantage of reflective practice in virtual education.

### **Methodology**

The proposal implemented at the Francisco Jose Caldas School has led the integral practicum to the reflection about the role of a teacher that now generally goes beyond teaching, in order to capture the pre-service teacher thoughts while developing the integral practicum, it was narrated a weekly text to know her impressions of teaching in a real context ([see appendix k](#)). Teachers, who work on their professional development, always have to reflect on their teaching skills, their competence in handling the curriculum, and the amount of knowledge in the academic study of a particular field, for this reason reflective habits are a powerful tool in increasing the constant learning, development and self-awareness of the teaching practice based on the own experiences. To actually make the most of the reflection process to learn how to be a

better teacher, David Kolb analyzed in his model published in 1984 four stages, namely: concrete learning, reflective observation, abstract conceptualization and active experimentation, as presented in the figure below:

Figure 4 Kolb's experiential learning cycle



*Source: Internet*

This cycle aims at taking the teachers' practice into new experiences by reflecting what they learned. The first stage describes the concrete experience the teachers have, meaning a situation they experience for the first time in the classroom, this experience should be an active one, used to test new ideas and teaching methods. The next one is the observation of the concrete experience, where teachers should reflect and consider the strengths of the experience and areas of development, so they need to form an understanding of what helped students' learning and what hindered it. This leads to the formation of abstract concepts, for the teachers to make sense of what happened, therefore they have to do this through "making links between what they have done, what they already know and what they need to learn" Kolb, D. (1994). The teachers should draw on ideas from research or their previous knowledge to support development and understanding, and they should modify their ideas or devise new approaches, based on what they have learnt from their observations and research. Then, the final stage of this cycle is when the

teachers consider how they are going to put what they have learnt during the previous stages into practice, for this, the notions from the observations and conceptualizations are made into experimentation as they are implemented into future teaching, this cycle is then repeated on this new method.

## **Results**

Throughout 2021 high schools were forced to set up a new approach to teaching and learning, so for the integral practicum trainee teachers started delivering online and blended teaching as a result of the Covid-19 health emergency. Besides the technical challenges encountered, the teaching strategies needed to be reconsidered and adapted to the new learning environment. Being in this new situation, the pre service teacher had to practice a reflective teaching to quickly identify areas of improvement and collaboratively develop the best ways to contribute in the students' low performance in the foreign language, building then a reflective habit and mindset to constantly improve her teaching methodology. This deviated the focus from simply achieving the minimum requirements for teaching, to being able to increase the quality of learning and ensure a continued high level of education for students.

## **Conclusion**

During this process it was possible to realize that the teacher's role also involves the guidance and counseling of students, and teaching the way to use and apply knowledge in the students' lives. When preparing the lessons it is important to look for ways that can impact students learning and even ways to inspire them to do more. Therefore, teaching includes encouraging students to enjoy learning and to have a sense of ownership in the classroom, being

this key parts to build their confidence as it can be experience while being a teacher and looking for strategies that help the students to improve their performance in class.

## **Chapter VII**

### **Material Design**

#### **Introduction**

The design of teaching materials grants the teachers' autonomy while taking responsibility for decision-making, and also creates opportunities and the necessity to reflect since the teachers have to "take a set of decisions, make choices and explain the reasons for them" Navarro (2015), in order to realize what best suits for the students' learning, hence through these materials, teachers can provide a common scenario for enhancing students' use of language skills. Continuing with this idea, the material designed presents two main characteristics that designate its relevance in teacher education, since teaching material is a fundamental part of language learning and teaching, and they must dependent on their users' benefits being both teachers and learners, as mentioned by Navarro, (2015).

#### **Methodology**

Throughout the pre-service teacher's integral practicum, obstacles such as the COVID-19 health emergency and the strikes happened in Colombia impeded the total development of this study, preventing the trainee teacher from accomplishing some of the data collection and teaching practice aspects stated in the chronogram. Nevertheless after analyzing the best option to culminate the stage in the Francisco Jose de Caldas high school, the trainee teacher was assigned to create significant material that covers the missing hours that should had been completed with the seventh-grade students, ([see appendix 1](#)) being this material lapses covering the topics work with the teacher during the meetings, which have to be developed at home. In the

next table the activities, topics and objectives of each material are explained in detail to understand the purpose of the creation of this material:

*Table 11 Material Design*

<b>Material</b>	<b>Subject</b>	<b>Activity description</b>	<b>Objective</b>
Lapse 7 (Workshop)	Family / Possessive nouns & possessive adjectives	The lapse 7 is full of activities concerning possessive nouns and adjectives, focused on the family vocabulary. It has activities to match the columns, to fill in the gaps, to choose the right word, to say true or false, and finally there is an extra link with activities to practice the topic online.	The purpose of this lapse is basically to develop the students' knowledge with regard to possessive nouns to teach the students how to show ownership by adding an apostrophe, "s" or both, and possessive adjectives for the students to learn how to modify a noun to show a form of possession, a sense of belonging or ownership to a specific person, animal or thing. Additionally, the vocabulary of family is implicit along the workshop.
Lapse 8 (Workshop)	Sports / Adjectives to describe emotions / Likes and dislikes	For the lapse 8 the main topic are sports, it starts with an activity to describe a professional sportsperson, then there is a text where the students have to choose the correct words, for the next activity they have to complete a table regarding their favorite sport, afterwards they have to complete a table regarding sport categories, next they have to complete a questionnaire to assess themselves, and finally there is a link with an alphabet soup.	The objective of this lapse is to let the students know the most common adjectives to describe emotions and personality. Besides, there is worked how to express likes and dislikes and words associated. To finish, it has to be highlighted the recurrent vocabulary of sports in the workshop.
Lapse 9 (Workshop)	Body parts / can't & can /	The lapse 9 main focus are the body parts. The first activity is for the students to	The main objective of this lapse is to introduce the parts of the body, in order to connect then with the



	physical description	match the words with the pictures, then they have to describe three celebrities using the adjectives gave as example. To continue there is proposed an activity where they have to read a description of a part of the body and guess the word, the next exercise is based on read the physical description and match it with the people in the pictures. Afterwards, there is an activity based on activities that the students can or can't do. Finally, they have to read a text and find the activities named in order to write them on a table.	physical description vocabulary. Furthermore, the students will be ask to practice the modal verb can / can't to indicate what they are allowed to do or no.
Lapse 10 (Workshop)	Parts of the house / Present continuous	The lapse 10 starts with an activity to classify the parts of the house to know the vocabulary, to next read some descriptions of the part of the house with the purpose of guessing what it's the correct word. Then, there is a big picture of a house with its parts and people doing daily activities, the point is to look at the images and write sentences telling what the people and animals there are doing by implementing the examples in the box, and to continue they have to use the picture as the reference to answer some questions. To finish, there are some pictures of people doing daily activities, the students have to look at them and write what	The goal of this lapse is to practice present continuous tense for the students to be able to indicate that an action or condition is happening now, frequently, and may continue into the future. This goes together with the vocabulary of the parts of the house.

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they are doing. There is attached a link to know how to pronounce the parts of the house.

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*Source: Own source*

## **Conclusion**

Learning a foreign language could be a challenge for most students due to differences in the form and structure between one's mother tongue and a new one, in this case between English and Spanish. Nevertheless, there are some tools that facilitate the teaching and learning of a foreign language, as the teaching materials did, promoting interactive learning through the use of online resources; besides it is relevant to mention the use of the course book "Way to go" in the creation of these materials which led to a global English teaching and learning process.

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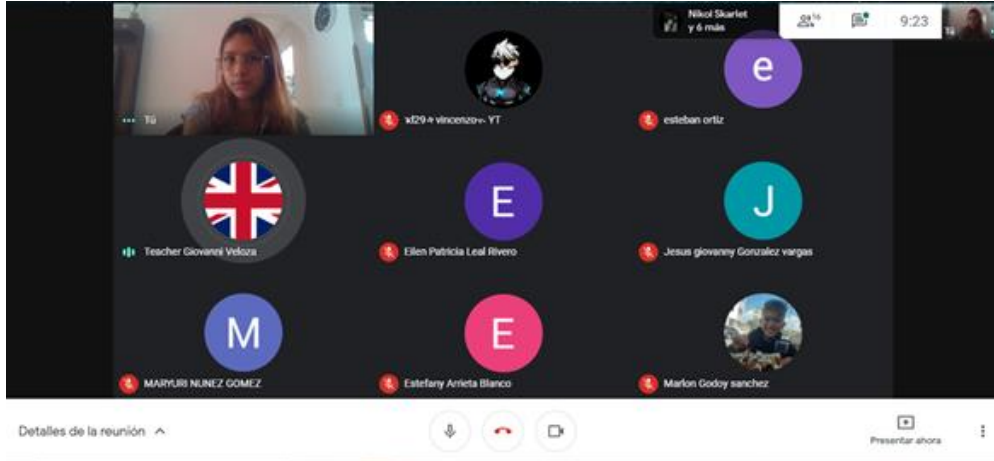
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Appendix

Appendix A. Meeting with the seventh grade students



Appendix B. Questioning strategy workshop

		INSTITUCIÓN EDUCATIVA FRANCISCA GÓMEZ DE CALI Decreto de Creación N° 028 de febrero 4 del 2005 Resolución de Aprobación N° 00758 de 22 de noviembre del 2017 CUBA DE APRENDIZAJE		Versión: 0.3 Página: 1 de 2	
GRADO	7º	AREA	FOREIGN LANGUAGES	SUBJECT	ENGLISH
TEACHER	Juliah Vargas	TECM	LARGE	FIRST	No. 1
STUDENT	Living Together in the Classroom	CONCEPTS	Describing someone's character and personality.		

**INSTRUCTIONS**

- Complete the box with the word in Spanish.
- Read carefully the description of Elisabeth.
- Search for unknown vocabulary and write the translation.
- Answer the questions.

1. Complete the vocabulary:

English	Spanish	Image
Example: Pink	Rosado	
Scotland		
Thin		
Swim		

		INSTITUCIÓN EDUCATIVA FRANCISCA GÓMEZ DE CALI Decreto de Creación N° 028 de febrero 4 del 2005 Resolución de Aprobación N° 00758 de 22 de noviembre del 2017 CUBA DE APRENDIZAJE		Versión: 0.3 Página: 2 de 2
Small				
Friendly				

2. Read the description:

**My friend Elisabeth**

This is my best friend Elisabeth. She is ten years old. She is from Scotland. She is Scottish. She is tall and thin. She has got long brown hair. She has got big brown eyes. She can dance and swim, but she can't play tennis. She likes dancing very much! She studies French Her favourite colour is pink. Her favourite food is pizza and she likes dogs. She has got a small puppy: Spike. She is friendly and nice. She is happy.

	INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS Decreto de Creación N° 059 de febrero 8 del 2005 Resolución de Aprobación N° 002736 del 22 de noviembre del 2011 GUIA DE APRENDIZAJE	Version: 0.2 Página: 2 de 2

**3. Answer the questions:**

1. What is her name?  
\_\_\_\_\_

2. How old is she?  
\_\_\_\_\_

3. Can she play tennis?  
\_\_\_\_\_

4. Does she study English?  
\_\_\_\_\_

5. Does she have a dog?  
\_\_\_\_\_

6. What is her favorite color?  
\_\_\_\_\_

7. Does she like pizza?  
\_\_\_\_\_

8. Can she dance?  
\_\_\_\_\_

**Appendix C. Previewing strategy workshop**

	INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS Decreto de Creación N° 059 de febrero 8 del 2005 Resolución de Aprobación N° 002736 del 22 de noviembre del 2011 GUIA DE APRENDIZAJE				Version: 0.2 Página: 3 de 2
<b>GRADE</b>	7-	<b>AREA</b>	FOREIGN LANGUAGE S	<b>SUBJECT</b>	ENGLISH
<b>TEACHER</b>	Julieñ Vargas			<b>TERM</b>	FIR ST
<b>STUDENT</b>				<b>LAPSE</b>	No. 8
<b>MODULE 1</b>	Integral Personal Care	<b>CONCEPTS</b>	What Are Your Hobbies?		

**HOMEWORK**

1. Write the number of the hobby in the circle.

1. Chatting on social media	2. Watching TV
3. Outdoor games	4. Do chores
5. Feed the animals	6. Playing video games

2. Draw the table in your notebook.

- a. En la primera fila "What I know?" escribe las palabras en inglés que conoces sobre hobbies.
- b. En la segunda fila "What I want to know?" escribe las preguntas en inglés que tienes sobre hobbies.
- c. Lee el poster y completa la tercera fila "What I learned", escribe lo que aprendiste sobre el poster.

	INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS Decreto de Creación N° 059 de febrero 8 del 2005 Resolución de Aprobación N° 002736 del 22 de noviembre del 2011 GUIA DE APRENDIZAJE		Version: 0.2 Página: 2 de 2

Table:

<b>1. What I Know?</b> (¿Qué sé?)	<b>2. What I want to Know?</b> (¿Qué quiero saber?)	<b>3. What I Learned?</b> (¿Qué aprendí?)
Example: Soccer is a hobby	Ex: How kids in the farm spend their free time?	Ex: The activities in the city and in the countryside.

Poster:

**How do our teenagers spend their free time?**  
by Consuelo Mejía

The Colombian Government is very concerned about how urban teenagers are spending their free time. Research shows that in cities many teenagers spend their time indoors, chatting on social media, watching TV or playing video games. These teenagers can have poor posture and they can also be depressed, because they don't spend enough time being active in the fresh air.

In contrast, most teenagers in the countryside spend their free time doing physical activities and playing outdoor games. They also help their parents; they do chores, feed the animals, and milk the cows. Because these teenagers have an active life-style, they are also fitter and don't have so many health problems.

1. Quiz: Good and bad habits.

Únete en [www.kahoot.it](http://www.kahoot.it)

Escribe el pin del juego.





**HOBBIES**  
0 favorites 3 plays 18 players

Play Edit

A private kahoot  
Are those activities bad or good habits/hobbies?  
xyujux Created 20 days ago

- 1 - Quiz  
Using too much the computer is...? 20 sec
- 2 - Quiz  
Playing sports is...? 20 sec
- 3 - Quiz  
Playing video games is...? 20 sec
- 4 - Quiz  
Reading is...? 20 sec
- 5 - Quiz

Appendix D. Story maps strategy workshop

INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS Decreto de Creación N° 053 de febrero 5 del 2006 Resolución de Aprobación N°002736 del 23 de noviembre del 2011 GUÍA DE APRENDIZAJE					Versión: 0.2 Página: 1 de 2
GRADE	7º	AREA	FOREIGN LANGUAGES	SUBJECT	ENGLISH
TEACHER	Julieth Vargas		TERM	Second	
STUDENT			LAPSE	No. 4	
TOPIC	Tales and stories	CONCEPTS	Use of graphic organizers to learn the elements of a reading.		

Nessie – the Loch Ness Monster

1. What is the word?

Write the word under the pictures.

-lake-	Scotland	photo	camera	submersible	bird
tree	deep	seal	go back	eel	monster

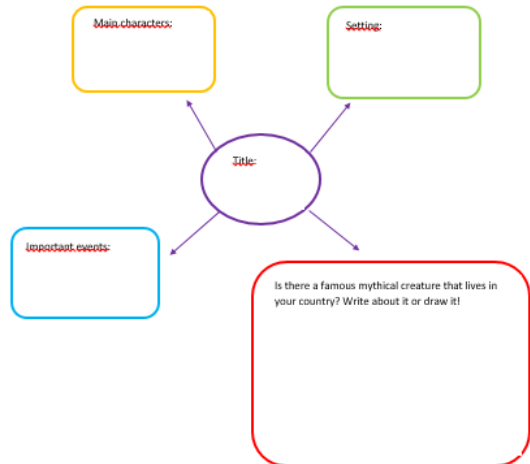
	lake				

INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS Decreto de Creación N° 053 de febrero 5 del 2006 Resolución de Aprobación N°002736 del 23 de noviembre del 2011 GUÍA DE APRENDIZAJE					Versión: 0.2 Página: 2 de 2
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2. Read the story of Nessie, the Loch Ness Monster.

<https://www.storyjumper.com/book/read/105682578/juliethpvb>

3. Write the information of the story of Nessie.



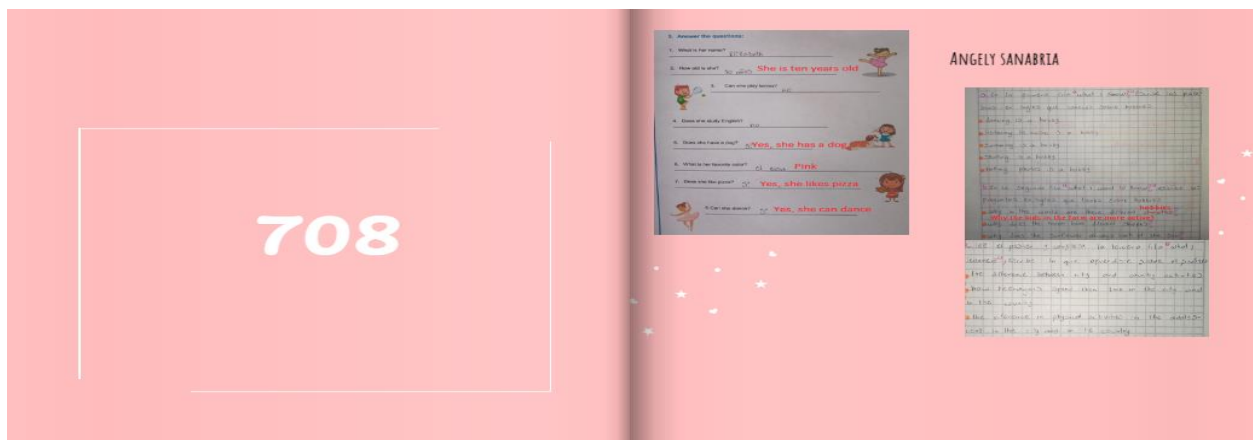
Appendix E. Plannings

<b>GROUP:</b> Teenagers	<b>LEVEL:</b> A1	<b>CLASS N:</b> 01
<b>TEACHERS:</b> Julieth Vargas	<b>GRADE:</b> Seventh	<b>DATE/DAY</b> March 26 <sup>th</sup>
<b>LINGUISTICOBJECTIVE:</b> To use adverbs and new vocabulary to describe someone.	<b>COMMUNICATIVE OBJECTIVE:</b> To talk about a reading.	<b>SOCIO-CULTURALOBJECTIVE:</b> To identify another country's flag and name.
<b>TOPIC</b> • Present simple • Describing someone's likes	<b>SKILLS:</b> Reading Writing	<b>TASK</b> • Search for unknown vocabulary • Read carefully the description of Elisabeth and answer the questions
<b>STAGES</b>	<b>DESCRIPTION OF THE ACTIVITY</b>	<b>TIME (min)</b> <b>SKILLS</b> <b>MATERIAL</b>
<b>Pre-reading stage</b>	The teacher is going to do a warm up activity in order to work on unknown vocabulary from the reading "My Friend Elizabeth", in this way students will review new words. The activity is based on read the word in English, see the picture and look for the translation of the word.	15   Writing   Worksheet
<b>While reading stage</b>	Students are going to read the text "My Friend Elizabeth" together with the teacher, six students will read out loud in order to work on their pronunciation of words. Also while reading, the teacher is going to ask what they understood each time they finish a sentence so to gradually comprehend the reading.	25   Listening   Reading Speaking
<b>Post-reading stage</b>	The teacher will ask the students specific questions about the reading "My Friend Elizabeth" in order to know if the text was actually understood. Students will be recommend to look for the answers in the reading since they have to answer in English.	20   Writing   Worksheet

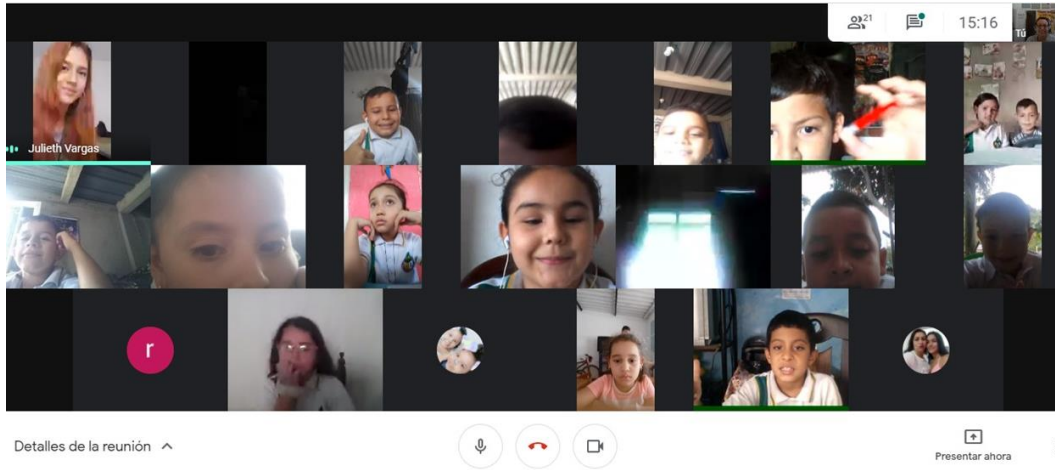
<b>GROUP:</b> Teenagers	<b>LEVEL:</b> A1	<b>CLASS N:</b> 02
<b>TEACHERS:</b> Julieth Vargas	<b>GRADE:</b> 701-702-703	<b>DATE/ DAY</b> April 16 <sup>th</sup>
<b>LINGUISTICOBJECTIVE</b> To learn the vocabulary related to hobbies.	<b>COMMUNICATIVE OBJECTIVE:</b> To use new vocabulary to talk about hobbies.	<b>SOCIO-CULTURALOBJECTIVE:</b> To identify the different activities that teenagers do in the city and in the countryside.
<b>TOPIC</b> • What Are Your Hobbies? • Integral Personal Care	<b>SKILLS:</b> Reading Writing Speaking	<b>TASK</b> • Association of words with images • The use of previous knowledge to talk about hobbies • To read and write what they learned about the text
<b>STAGES</b>	<b>DESCRIPTION OF THE ACTIVITY</b>	<b>TIME (min)</b> <b>SKILLS</b> <b>MATERIAL</b>
<b>Pre-reading stage</b>	In order to do a warm up activity for the students to get into the topic, the teacher is going to do a word- image association activity to prepare the students with the vocabulary that will be worked during the reading "How do our teenagers spend their free time?"	15   Writing   Worksheet Speaking
<b>While reading stage</b>	The teacher created a table divided into three rows, the first one called "What I know?" if for the students to write the words they know related to hobbies; for the second one the teacher is going to read the title of the reading "How do our teenagers spend their free time?" then in the "What I want to know?" row students will write what questions arise from that title before doing the reading; then together with the teacher the students will read the "How do our teenagers spend their free time?" text, after reading they will write in the third "What I learned" words and sentences the understand regarding the text.	25   Listening   Reading Speaking
<b>Post-reading stage</b>	For assessing the students' knowledge regarding hobbies and habits, the teacher created a Kahoot game regarding bad habits and good habits, in this way the students will join the game and take part of it, during the game it will be showed an image and the description and they are going to select if that is a good or bad habit.	20   Writing   Worksheet

<b>GROUP:</b> Teenagers	<b>LEVEL:</b> A1	<b>CLASS N:</b> 03
<b>TEACHERS:</b> Julieth Vargas	<b>GRADE:</b> 701-702-703	<b>DATE/ DAY</b> June 25 <sup>th</sup>
<b>LINGUISTICOBJECTIVE:</b> To learn the vocabulary related to tales.	<b>COMMUNICATIVE OBJECTIVE:</b> To use new vocabulary to talk about tales.	<b>SOCIO-CULTURALOBJECTIVE:</b> To identify the different mythic legends in other countries as in Colombia.
<b>TOPIC</b> • Tales and stories	<b>SKILLS:</b> Reading Writing Speaking	<b>TASK</b> • Association of words with images • The use of previous knowledge to talk about tales • To use graphic organizers to learn the elements of a reading.
<b>STAGES</b>	<b>DESCRIPTION OF THE ACTIVITY</b>	<b>TIME (min)</b> <b>SKILLS</b> <b>MATERIAL</b>
<b>Pre-reading stage</b>	In order to do a warm up activity for the students to get into the topic, the teacher is going to do a word- image association activity to prepare the students with the vocabulary that will be worked during the reading "Nessie – the Loch Ness Monster".	15   Writing   Worksheet Speaking
<b>While reading stage</b>	The teacher created an online book with images to share and read together with the students the story of "Nessie – the Loch Ness Monster". The teacher begins the reading and explains where is the story situated, and then one students is going to read the next paragraphs and choose another school mate to continue the reading. While reading, the students will be guided to match the story with the images in the book so to have a real picture of what they are reading.	25   Listening   Online Speaking   book Reading
<b>Post-reading stage</b>	For assessing the students' knowledge regarding tales, the teacher created a graphic organizer to teach and focus on the main elements of a story, being the title, characters, settings, important events, and finally they are asked to write an example with their parents' companion, of a mythical creature they know in our Country.	20   Writing   Story map

Appendix F. Portfolio



### Appendix G. Meeting with primary students



### Appendix H. Workshop to develop the foreign language vocabulary through drawing

INSTITUCIÓN EDUCATIVA COLEGIO FRANCISCO JOSÉ DE CALDAS

Estudiante: \_\_\_\_\_ Fecha: 07/04/2021

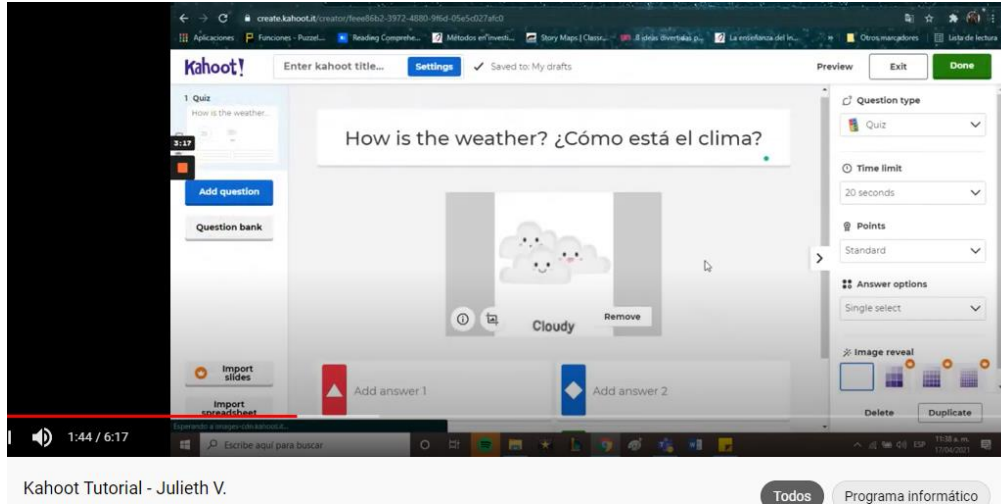
**HOMEWORK**  
Convierte los círculos en dibujos sobre el clima. Sigue el ejemplo.

		
SUNNY: SOLEADO	SNOWY: NEVADO	RAINY: LLUVIOSO
		
FOGGY: NEBLINA	RAINBOW: ARCOÍRIS	CLOUDY: NUBLADO





## Appendix J. Virtual platform to use gamification tutorial



## Appendix K. Weekly narratives to reflect about the integral practicum

### DESARROLLO PRÁCTICA INTEGRAL – viernes: 26 de marzo, 2021

Primeramente, debo señalar la importancia del acompañamiento de mi supervisor Giovanni Veloz tanto en la introducción a la enseñanza en secundaria como en la escuela pública, teniendo en cuenta que se me fue asignado el grado séptimo de la sede San Pedro Claver, la cual cuenta con enormes problemas de conexión entre el alumnado. Durante la primera semana de práctica integral, se me asignó la tarea de invitar a los estudiantes a unirse al festival de la canción en inglés, igualmente la de socializar el lapso 3 con los estudiantes de séptimo el cual se desarrolla en un periodo de 15 días, además, teniendo en cuenta que se realizó de manera sincrónica se pudo desarrollar el primer *worksheet* con los estudiantes de secundaria con el propósito de implementar la primera estrategia (*questioning*) propuesta para mejorar la comprensión lectora; siendo esta mi primera ocasión trabajando con niños de colegio, la experiencia fue gratificante, puesto que previamente yo había planeado el desarrollo de la guía la cual estaba propuesta para el nivel A1 de los alumnos, el cual pude evidenciar en el transcurso de la clase cuando los alumnos participaban de manera oral. La atención de los niños a lo largo de la clase, demostró que el bajo rendimiento en el área del inglés se debe a la falta de motivación para aprender esta lengua, más aún durante la actual situación de virtualidad, siendo que durante mi intervención los niños se mostraron interesados en responder a las preguntas que surgían en la actividad, ya que el tipo de tema manejado fue de interés para la población trabajada. Por otro lado, se evidenció la falta de curiosidad por lo desconocido, los estudiantes no se enfocaban en los términos que no conocían, así que preferían evitarlos y continuar con la lectura, sin embargo al momento de desarrollar las preguntas ellos no tenían las respuestas ya que el vocabulario nuevo no les permitía entender completamente el texto. Con respecto a mi rol como docente practicante, este primer contacto me dio la seguridad para hacer frente a las necesidades de comprensión lectora que los estudiantes demostraron, la cual es muy importante no solo al aprender una lengua extranjera, también para permitirles ser integrantes activos de una sociedad.

### Desarrollo practica integral: Segunda semana

Teniendo en cuenta la crisis sanitaria, la educación en la institución Francisco José de Caldas, específicamente en la sede San Pedro Claver se ha visto afectada en cuanto a la conectividad de sus estudiantes, como lo pude verificar la semana del 5 al 9 de Abril, donde los estudiantes no tuvieron encuentro virtual con el docente puesto que cada 15 días se trabaja, y durante la semana que pasó los estudiantes solo fueron requeridos para entregar el lapso #3. Mi trabajo como practicante se enfocó en corrección y explicación del lapso.

Contrariamente, los estudiantes de primaria tuvieron encuentros sincrónicos de los cuales fui parte, proponiendo a la docente encargada mi participación dando una clase sobre el vocabulario del clima, un tema considerado de gran interés para los niños de segundo grado. El desarrollo de la clase se dio sin problema alguno, la docente Carol, los niños y los padres de familia fueron participes de las actividades presentadas, los niños por su parte demostraron gran entusiasmo por la temática trabajada y por las actividades realizadas. Teniendo en cuenta que mi proyecto del componente en primaria se enfoca en vocabulario y dibujos, además basado en la edad de los niños y en lo que los motiva a aprender, las actividades realizadas me permitieron tener la experiencia de ver la motivación para aprender de los niños al jugar y al asociar imágenes con palabras, más aún cuando se ven directamente relacionados con el tema estudiado. El encuentro con los niños fue completamente gratificante, espontáneo y afectuoso, durante toda la clase los niños participaban activamente, demostraban interés por mi clase y estaban muy entusiasmados de salir de la rutina semanal de ver diapositivas y memorizar, ya que el primer ejercicio que propuse era de asociar imágenes, para finalizar la clase con un juego en *kahoot* el cual les encantó y querían repetir, por mi parte les prometí otra clase igual de divertida y se despidieron muy calurosamente. También estaban muy cautivados por la tarea propuesta, la cual se basaba en dibujos sobre el clima, el resultado fue hermoso.

**DESARROLLO PRÁCTICA INTEGRAL – SEMANA # 3 (12-16 ABRIL)**

Siendo esta mi tercera semana como practicante de la sede San Pedro Claver, mi nivel de seguridad ha aumentado lo suficiente como para enfrentarme a mi rol como docente cuando reemplazo a mi supervisor el profe Giovanni dando las clases de inglés. Principalmente, el supervisor estaba en la video llamada ayudándome con los estudiantes, ahora él me demuestra su confianza en mi trabajo poniendo en mis manos la clase con los 3 grupos de séptimo, los cuales ya me conocen y después de cada clase dejan en mí un sentimiento muy gratificante, teniendo en cuenta que siempre me agradecen en inglés, me desean un buen día y dicen que quieren verme pronto; para mí como docente, que es la forma en la que me identifico, el saber que mis estudiantes se sienten satisfechos con lo que se trabaja y se aprende durante el curso semanal, me demuestra que lo más importante de la docencia es tener la vocación, y que cuando estoy enseñándoles inglés a los niños no puedo negar el entusiasmo que se refleja en mi metodología. A lo largo de las clases con séptimo, las actividades a desarrollar se enfocaron en la comprensión lectora como se propuso desde el inicio, de esta forma quise motivar a los estudiantes a leer en voz alta, y aunque ellos no se sentían cómodos al comenzar la lectura, yo les proponía ayudarlos con la pronunciación y así podíamos leer colectivamente y les daba más confianza a los estudiantes. En este punto ya quise poner a prueba la estrategia que estaba implementando esta semana, la KWL, en la mayoría de estudiantes que leían pude notar que logran retener más palabras que en las primeras actividades, lo cual me dio la satisfacción de poder avanzar poco a poco con ellos. Ahora, los niños de séptimo se aventuran a hacer preguntas, a participar sin que tenga que pedirselos todo el tiempo, esto me da la sensación de que se acoplan cada vez más a las estrategias y a la clase; en mi metodología intento hacerlos apropiarse del tema desde el inicio, así ellos hacen uso de sus conocimientos previos y se abren más a la clase. Durante esta semana, no solo con los estudiantes de secundaria, también con los de primaria he descubierto que el rol

**DESARROLLO PRÁCTICA INTEGRAL SEMANA 4 (19 al 23 de abril)**

Durante la cuarta semana, mi práctica se enfocó en crear material para reforzar los conocimientos de los niños sobre el lapso propuesto. Se desarrollaron clases enfocadas en el aprendizaje por medio de videos, imágenes y juegos, dando buenos resultados evidenciados en los comentarios de los niños y maestros, los cuales agradecidos de los nuevos conocimientos y de lo didáctico de las clases se marchan contentos y llenos de nuevos saberes a poner en práctica. Los maestros de secundaria y primaria, a lo largo de estas cuatro semanas se han mostrado muy receptivos a mis propuestas de clase y material, además no solo me aconsejan sobre mi rol como docente también reconocen mi esfuerzo y están muy de acuerdo en lo innovador de mi metodología. |

Por otro lado, es muy importante resaltar la naturalidad con la que se desarrollan los cursos de primaria a comparación de los niños de secundaria, los primeros están cien por ciento dispuestos a participar e integrarse en las clases; es conmovedor ver 30 niños con sus cámaras encendidas queriendo participar y siendo acompañados de sus padres, esto último siendo algo muy relevante al momento de tomar consciencia de mi discurso y de los temas estudiados teniendo en cuenta que los padres son muy exigentes. Sin embargo, a los niños hay que pedirles constantemente que apaguen sus micrófonos para poder continuar con el desarrollo de la clase, ya que al ser mis clases muy interactivas todos quieren participar a la vez y por momentos se crea desorden en la clase, entonces con la docente tomamos el control y puedo continuar con la temática. A diferencia de los niños de secundaria, a los cuales hay que llamar a lista para que compartan sus pensamientos, aun así se crea un ambiente lleno de comunicación

**Appendix L. Link with the material designed**

<https://drive.google.com/drive/folders/1a56IIQAHvYeEa5LrR6FF3R47egrQFHGp?usp=sharing>